Teacher Internship Report
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Oakdale High School

Agriculture Department

AGED 539

Masters Program

California Polytechnic State University, San Luis Obispo

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Table of Contents

Quality Criteria Areas

Quality Criteria #1 – Curriculum and Instruction

Oakdale High School is one of the oldest high schools in California. Founded in the late 1800's in eastern Stanislaus County, OHS is a comprehensive high school with wide array of course options for all students. As the community of Oakdale ("The Cowboy Capital of the World") has always been primarily an agricultural community, it's no surprise that Agriculture has been a mainstay at Oakdale High School almost since its inception.

Even as the highest-ranking API school in our county for many years in a row, Oakdale High School Agriculture was a very typical type ag program that you would find in most "ag" communities: courses in Intro to Agriculture, animal husbandry and ag mechanics. While those courses were and still are very valuable in my opinion, they were very limited in their overall scope. Over the past 10-15 years however, the program, like many others like it, started to evolve. Animal Husbandry gave way to Ag Biology. Ag Mechanics grew into Fabrication and design. Even Floral Design was added to the "course menu" for students. Yet with even those changes, student enrollment remained static for the most part. To solve this problem and bring the programs curriculum and instruction up-to-date, the past three years we have started to transform our course offerings and add new courses to the mix.

Currently, there are three distinct agriculture pathways at OHS which students may choose to follow during their high school career. The first pathway is Agriculture Science. This pathway is similar to the traditional "Ag Core" that many of us were taught when we were students. The major difference however, is our pathway has been brought up to speed with others like it by integrating science curriculum to a high degree. The initial class in this pathway is Intro to Agriculture Technology. This course is a UC Elective, Earth Science based course which starts our Freshman on a path of career exploration in Agriculture. Units in FFA, SAE development, California Agriculture and basic Ag Sciences and practices are integrated with Earth Science curriculum where appropriate. Tremendous effort is made to ensure that this course not only exposes our students to new ideas and technology in Agriculture, but it also uses a very "hands-on" approach to instruction and learning. The second course is also on the approved UC course list as a laboratory science; Agriculture Biology. This life science based

course explores in-depth concepts of both plant and animal life systems and still incorporates (as all of our courses do) FFA, SAE development and basic agriculture. This course then leads into our newest course in the department, Ag Chemistry and Soil Science. This course was recently UC approved as a lab science and is based off the UCCI model for instruction. Solving a major problem of student retention in our program, this class offers students a 3rd year of science which our department did not offer for many years. As many of our student population at OHS go 4 year colleges right after high school graduation, the need for a UC approved, 3rd year "Ag Science" type class was vital to our program. For many years we lost students in their Junior year because they had no room in their schedules for agriculture while trying to get into a 4-year college. This course is taught with all the rigor and content as other chemistry classes on campus and obviously uses an agricultural perspective for concepts and instruction. Immediately, this course has become very popular across campus and has even necessitate the addition of a 4th teacher to our department this past Fall. The capstone course in this pathway is Ag Government and Economics. This year-long course has been a mainstay in our program for a few years and receives UC entrance credit.

The next pathway is Agricultural Mechanics. The oldest remaining "pathway" in our program is also the becoming one of the most productive. Our students in this pathway gain valuable hands-on and conceptual skills in multiple facets of Ag Mechanics. Welding fabrication, wood working, project layout, equipment repair, maintenance and operation are all major components of the courses within this pathway. The shop facility has undergone a major transformation over the past couple years by simple reorganization, equipment and materials augmentation modernization, and curriculum restructuring. The shop is alive and well in our program. The first course in this pathway is Ag Mechanics Skills and Technology. This course gives students a cross section of several mechanical practice areas. Wood, metal, tool identification and usage and of course, safety are the main themes taught. As in all our Ag Mechanics courses, each student is required in the course to construct a culminating project during the 4th quarter of this class that is exhibited at the county fair as are all the other projects they create during the school year. The next class is Advance Agriculture Mechanics and Welding. This course has been changed the past couple of years to create a much more

focused approach to basic welding skills attainment. There are some basic mechanics units taught in the beginning, but the major focus is to make our students proficient welders. The last course in the pathway is a 2-period, "ROP type" course called Ag Welding and Fabrication. Primarily for 3rd and 4th year Ag Mechanics students, this course focuses primarily on project design, layout and construction. Students also learn more advance welding and fabrication skills like TIG welding, plasma cutting and even computer aided design. This past year an agreement was made with the Northern California Carpenters Union to articulate courses in our program with theirs to allow our students to enter their apprentice program with a 6-week lead on all other new employees. This is a new partnership for our program with industry that has just begun and is a sign of many more to come.

The last Pathway in our program is the newest; Horticulture. This pathway incorporates two courses which have been in our department for many years, Floral 1 and Floral 2, with one science based course and one newly added course to our program within the past 3 years (Intro to Ag Skills and Horticulture). Using Intro to Ag Skills as our starting out point in the pathway, the next two courses are in Floral Design. These hands-on courses allow our students to not only gain valuable knowledge and skills in Floral arranging and identification, but also are on our list of UC approved courses for a Visual/performing art. This popular type of course in our program has seen some growth over the years in interest and involvement by students. The last course in this pathway is also our newest course to be added to the schools list of UC approved electives. This course teaches students basic botany concepts, plant propagation and growing practices, nursery operations, greenhouse management and ag sales. This highly hands-on course has our students managing a small "retail" type nursery and greenhouse operation which culminates each year with a spring plant sale. This past year our gross sales topped just over $4,500 dollars. Our facility has grown as well with several shade structures, a succulent greenhouse, a head house and a refurbished houseplant greenhouse.

In all of our courses in every pathway, the "3-Ring Model" of Ag Education is a guiding principal of our instruction. Students are graded on and expected to participate actively in the FFA as well as develop and maintain a Supervised Agricultural Experience Project (SAE) as a part of each and every class.

Supporting Verification Materials –

Item A – OHS Ag Course Pathways and the California Career Technical Education Model Curriculum Standards

Item B – Oakdale Joint Unified School District Agriculture Course Offerings

Item C – Course Outlines and Syllabi

Item D – OHS Courses Available to Freshman and Incoming Freshmen Registration Ballot

Item E – Copy of 4-Year Plan Data Sheets Used and Updated Annually by Students

Item F – FFA Website Screenshot

Item G – Agriculture Experience Tracker Department Welcome Page (Student Recordkeeping Website)

Item H – UC Course Submission of Horticulture Course Approved

OHS Ag Course Pathways

Ag Science Pathway

Year		
Year 1	Ag Earth Science	
Year 2	Ag Biology	Ag Elective
Year 3	Ag Chemistry	Ag Elective
Year 4	Ag Econ/Ag Government	Ag Elective

Horticulture Pathway

Year		
Year 1	Ag Earth Science	
Year 2	Floral 1	Ag Biology
Year 3	Floral 2	Ag Chemistry
Year 4	Horticulture	Ag Econ/Ag Gov

Ag Mechanics Pathway

Year		
Year 1	Intro Ag Mechanics	Ag Science
Year 2	Advanced Ag Mechanics	Ag Biology
Year 3	ROP Ag Welding/Ag Const Y1	Ag Chemistry
Year 4	ROP Ag Welding/Ag Const Y2	Ag Econ/Ag Gov

Ag Electives (offered as enrollment allows): Ag Leadership, Ag Mechanics, Horticulture, Floral Design, Equine/Animal Science

A

Agriculture and Natural Resources

Sector Description

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Agriculture and Natural Resources academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.1 Recognize the elements of communication using a sender–receiver model.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.

3.3 Explore how information and communication technologies are used in career planning and decision making.

3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.

3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.7 Recognize the importance of small business in the California and global economies.

3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

5.0 Problem Solving and Critical Thinking

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Agriculture and Natural Resources sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.

6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.

6.6 Maintain a safe and healthful working environment.

6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.1 Recognize how financial management impacts the economy, workforce, and community.

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.5 Apply high-quality techniques to product or presentation design and development.

7.6 Demonstrate knowledge and practice of responsible financial management.

7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

8.1 Access, analyze, and implement quality assurance standards of practice.

8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.

8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

8.5 Analyze organizational culture and practices within the workplace environment.

8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.

9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.

9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.

10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.

10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.

10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.

10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.

10.8 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.

11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

B. Agricultural Mechanics Pathway

The Agricultural Mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

Sample occupations associated with this pathway:

- Agriculture Equipment Operator
- Farm Equipment Mechanic and Service Technician
- Agricultural Engineer
- Welder
- Equipment Fabricator

B1.0 Implement personal and group safety practices.

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2 Integrate accepted shop management procedures and a safe working environment.
- B1.3 Safely secure loads on a variety of vehicles.

B2.0 Apply the principles of basic woodworking.

- B2.1 Identify common wood products, lumber types, and sizes.
- B2.2 Measure and lay out lumber, calculating board feet and square feet.
- B2.3 Identify, select, and implement basic fastening systems.
- B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Demonstrate basic electricity principles and wiring practices commonly used in agriculture.

- B3.1 Explain the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
- B3.2 Use proper electrical test equipment for AC and direct current (DC) circuits.
- B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
- B3.4 Implement proper basic electrical circuit and wiring techniques using nonmetallic cable and conduit as defined by the National Electric Code (NEC).
- B3.5 Interpret basic agricultural electrical plans.
- B3.6 Complete an electrical project, including interpreting a plan, following NEC code, selecting materials and components, and completing a circuit.

B4.0 Select and apply plumbing system practices commonly used in agriculture.

- B4.1 Match appropriate basic plumbing fitting skills with a variety of materials, such as copper, polyvinyl chloride (PVC), steel, polyethylene, and acrylonitrile butadiene styrene (ABS).
- B4.2 Explain the environmental influences on plumbing and irrigation system choices (e.g., filter systems, water disposal, drip vs. flood).
- B4.3 Research and communicate how various plumbing and irrigation systems are used in agriculture.
- B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

B5.0 Understand agricultural cold metal processes.

- B5.1 Identify common metals, sizes, and shapes.
- B5.2 Demonstrate basic tool-fitting skills.
- B5.3 Properly lay out materials for a given project.
- B5.4 Demonstrate basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).
- B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B6.0 Understand concrete and masonry practices commonly used in agriculture.

- B6.1 Identify and explain the use of concrete and masonry tools and demonstrate proper handling of concrete materials.
- B6.2 Practice bed preparation, concrete forms layout, and construction.
- B6.3 Complete a concrete or masonry project, including calculating volume, developing a bill of materials, assembling, mixing, placing, and finishing.

B7.0 Understand oxy-fuel cutting and welding.

- B7.1 Explain the role of heat and oxidation in the cutting process.
- B7.2 Properly set up, adjust, shut down, and maintain an oxy-fuel system.
- B7.3 Flame-cut metal with an oxy-fuel cutting torch.
- B7.4 Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
- B7.5 Repair metal objects using a variety of techniques, such as brazing or hard surfacing.

B8.0 Understand electric arc welding processes.

- B8.1 Select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
- B8.2 Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

B8.3 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.

B8.4 Weld a variety of joints in various positions.

B9.0 Assimilate metallurgy principles and fabrication techniques.

B9.1 Define metallurgy principles, including distortion, hardening, tempering, and annealing.

B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.

B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.

B9.4 Design project plans by using mechanical drawing techniques.

B9.5 Finish a metal project by implementing proper sequencing.

B9.6 Manipulate and finish metal by using a variety of tools, machines, and techniques (e.g., lathe, mill, CNC plasma, shears, press break, grinders, and sanders).

B9.7 Construct a welding project using any electric welding process, appropriate products, joints, and positions, which will include interpreting a plan, determining proper assembly sequence, developing a bill of materials and cutting list, selecting and acquiring materials, and developing a clear and concise fabrication contract.

B10.0 Understand small and compact engines.

B10.1 Understand and explain engine theory, including the application of mathematical and/or physical science laws for both two- and four-stroke cycle engines.

B10.2 Differentiate among types of small engines and their applications.

B10.3 Identify small-engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, and lubrication systems).

B10.4 Troubleshoot and solve problems with small engines.

B10.5 Disassemble, inspect, adjust, and reassemble a small engine.

B10.6 Look up and order parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0 Understand the principles and applications of various engines and machinery used in agriculture.

B11.1 Identify common agricultural machinery and implements.

B11.2 Calibrate, operate, and maintain equipment safely and efficiently.

B11.3 Summarize the theory, operation, and troubleshooting of various types of engines found on agricultural machinery, including cooling, fuel, and lubrication systems.

B11.4 Explain the theory, operation, and troubleshooting of hydraulic systems.

B11.5 Explain the theory, operation, and troubleshooting of power train and power take-off systems.

B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

B12.0 Apply land measurement and construction techniques commonly used in agriculture.

- B12.1 Describe common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout, GPS).
- B12.2 Draw and interpret architectural plans.
- B12.3 Install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
- B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
- B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).
- B12.6 Construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
- B12.7 Develop clear and concise agricultural construction contracts.

C. Agriscience Pathway

The Agriscience pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

Sample occupations associated with this pathway:

- Research Assistant/Associate
- Water Quality Specialist
- Plant Scientist
- Agriscience Teacher
- Entomologist

C1.0 Evaluate the role of agriculture in the California economy.

- C1.1 Understand the history of the agricultural industry in California.
- C1.2 Describe how California agriculture affects the quality of life.
- C1.3 Analyze the interrelationship of California agriculture and society at the local, state, national, and international levels.
- C1.4 Research the economic impact of leading California agricultural commodities.
- C1.5 Assess the economic impact of major natural resources in California.
- C1.6 Distinguish between the economic importance of major agricultural exports and imports.
- C1.7 Explore factors that affect food safety and producers' responsibilities to consumers.

C2.0 Examine the interrelationship between agriculture and the environment.

- C2.1 Identify important agricultural environmental impacts on soil, water, and air.
- C2.2 Explain current environmental challenges related to agriculture.
- C2.3 Summarize how natural resources are used in agriculture.
- C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
- C2.5 Research how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

C3.0 Analyze the effects of technology on agriculture.

- C3.1 Describe how technology affects the logistics of moving an agricultural commodity from producer to consumer.
- C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, and communication.

C3.3 Communicate public concern for technological advancements in agriculture, such as genetically modified organisms.

C3.4 Research the laws and regulations concerning biotechnology.

C3.5 Integrate the use of technology when collecting and analyzing data.

C4.0 Determine the importance of animals, the domestication of animals, and the role of animals in modern society.

C4.1 Understand the evolution and roles of domesticated animals in society.

C4.2 Differentiate between domestication and natural selection.

C4.3 Compile the modern-day uses of animals and animal by-products.

C4.4 Defend various points of view regarding the use of animals.

C4.5 Research unique and alternative uses of animals (e.g., therapeutic riding programs and companion animals).

C5.0 Compare the structure and function of plants, animals, bacteria, and viruses.

C5.1 Identify the function of cells.

C5.2 Analyze the anatomy and physiology of cells.

C5.3 Understand various cell actions, such as osmosis and cell division.

C5.4 Compare and contrast plant and animal cells, bacteria, and viruses.

C6.0 Explore animal anatomy and systems.

C6.1 State the names, and find the locations, of the external anatomy of animals.

C6.2 Explain the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 Comprehend basic animal genetics.

C7.1 Differentiate between genotype and phenotype and describe how dominant and recessive genes function.

C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.

C7.3 Predict phenotype and genotype ratios by using a Punnett Square.

C7.4 Explain the fertilization process.

C7.5 Distinguish between the purpose and processes of mitosis and meiosis.

C8.0 Understand fundamental animal nutrition and feeding.

C8.1 Identify types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).

C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements for ruminant, monogastric, equine, and avian digestive systems.

C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

C9.0 Evaluate basic animal health.

- C9.1 Assess the appearance and behavior of a normal, healthy animal.
- C9.2 Explain the ways in which housing, sanitation, and nutrition influence animal health and behavior.
- C9.3 Analyze the causes and controls of common animal diseases.
- C9.4 Summarize effective techniques for controlling parasites and explain why controlling parasites is important.
- C9.5 Research the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.

C10.0 Explain soil science principles.

- C10.1 Recognize the major soil components and types.
- C10.2 Summarize how soil texture, structure, pH, and salinity affect plant growth.
- C10.3 Assess water delivery and irrigation system options.
- C10.4 Differentiate among the types, uses, and applications of amendments and fertilizers.

C11.0 Analyze plant growth and development.

- C11.1 Understand the anatomy and functions of plant systems and structures.
- C11.2 Identify plant growth requirements.
- C11.3 Discern between annual, biennial, and perennial life cycles.
- C11.4 Examine sexual and asexual reproduction in plants.
- C11.5 Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
- C11.6 Summarize the respiration process in the breakdown of food and organic matter.

C12.0 Understand fundamental pest management.

- C12.1 Classify agricultural pests (e.g., insects, weeds, disease, and vertebrates).
- C12.2 Compare chemical, mechanical, cultural, and biological methods of plant pest control.
- C12.3 Analyze the major principles, advantages, and disadvantages of integrated pest management.

C13.0 Design agricultural experiments using the scientific method.

- C13.1 State the steps of the scientific method.
- C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.

F. Ornamental Horticulture Pathway

The Ornamental Horticulture pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture, as well as landscaping design, installation, and maintenance.

Sample occupations associated with this pathway:

- Florist/Floral Designer
- Landscape Design/Architect
- Hydroponics Grower
- Botanical Specialist
- Nursery/Greenhouse Manager

F1.0 Compare and contrast the hierarchical classification of plants.

- F1.1 Practice how to classify and identify plants by order, family, genus, and species.
- F1.2 Demonstrate how to identify plants by using a dichotomous key.
- F1.3 Illustrate how common plant parts are used to classify the plants.
- F1.4 Distinguish how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
- F1.5 Identify and select plants for local landscape applications.

F2.0 Summarize plant physiology and growth principles.

- F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- F2.2 Diagram the seed's essential parts and explain the functions of each.
- F2.3 Explain how primary, secondary, and trace elements are used in plant growth.
- F2.4 Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- F2.5 Differentiate the tissues seen in a cross section of woody and herbaceous plants.
- F2.6 Explore the factors that affect plant growth.

F3.0 Demonstrate plant propagation techniques.

- F3.1 Explain the different forms of sexual and asexual plant reproduction.
- F3.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
- F3.3 Utilize and monitor plant reproduction for the development of a saleable product.

F4.0 Develop and implement a plan for basic integrated pest management.

- F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.

F4.2 Research how pesticide regulations and government agencies affect agriculture.

F4.3 Identify common horticultural pests and diseases and methods of controlling them.

F4.4 Design an integrated approach to solving plant problems.

F5.0 Summarize water and soil (media) management practices.

F5.1 Explain how basic soil science and water principles affect plant growth.

F5.2 Illustrate basic irrigation design and installation methods.

F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.

F5.4 Research major issues related to water sources and water quality.

F5.5 Explain the components of soilless media and test the use of those media in various types of containers.

F6.0 Apply ornamental plant nutrition practices.

F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.

F6.2 Use basic nutrient testing procedures on soil and plant tissue.

F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.

F6.4 Read and interpret labels to properly apply fertilizers.

F7.0 Develop a plan for the selection, installation, and maintenance of turf.

F7.1 Explain the selection and management of landscape and sports field turf.

F7.2 Demonstrate how to select, install, and maintain a designated turf grass area.

F7.3 Distinguish how the use of turf benefits the environment.

F8.0 Employ nursery production principles.

F8.1 Demonstrate the proper use of production facilities and common nursery equipment.

F8.2 Use common nursery production practices.

F8.3 Demonstrate how to propagate and maintain a horticultural crop to the point of sale.

F8.4 Design a marketing and merchandising strategy to use in nursery production.

F9.0 Demonstrate the proper use of containers and horticultural tools, equipment, and facilities.

F9.1 Use different types of containers and demonstrate how to maintain growing containers in controlled environments.

F9.2 Operate and maintain selected hand and power equipment safely and appropriately.

F9.3 Select proper tools for specific horticultural jobs.

F9.4 Install landscape components and electrical, land, and water features.

F10.0 Understand basic landscape planning, design, construction, and maintenance.

- F10.1 Utilize terms associated with landscape and design in appropriate context.
- F10.2 Produce a residential design, including how to render design to scale using design technology and principles.
- F10.3 Use proper landscape planting and maintenance practices.
- F10.4 Prune ornamental shrubs, trees, and fruit trees.
- F10.5 Produce clear and concise landscape business contracts.

F11.0 Understand basic floral design principles.

- F11.1 Demonstrate the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.
- F11.4 Develop a marketing and merchandising strategy to use in the floral industry.

Oakdale Joint Unified School District

Agriculture

Agriculture is an important and integral part of the OHS experience. Many of our students come from agriculture backgrounds. OHS has over 300 students taking Ag classes with many students having more than one Ag class. The Ag curriculum parallels the regular science curriculum. Freshmen may take Introduction to Ag Technology (Earth Science), and sophomores may take Biological Approaches to Agriculture (Life Science). These courses parallel the state curriculum and align with state standards. These courses also meet UC/CSU A-G entrance requirements in their respective areas. This will help Ag students do well on state tests.

Once students have the basics, they move on to other Ag electives. These elective include Floral Design, Leadership, Horticulture, and Advanced Ag Mechanics --where students learn to weld and to work on individual projects related to agriculture.

Due to funding requirements, students who sign-up for Ag classes are encouraged to participate in FFA. 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. The agricultural education program provides a well-rounded, practical approach to learning through three components: Classroom education, hands-on supervised agricultural experiences and FFA, which provides leadership opportunities and tests students' agricultural skills.

FFA members embrace concepts taught in agricultural science classrooms nationwide, build valuable skills through hands-on experiential learning and each year demonstrate their proficiency in competitions based on real-world agricultural skills. Today, there are 610,240 FFA members, aged 12-21, in 7,665 chapters in all 50 states, Puerto Rico and the U.S. Virgin Islands. FFA operates on local, state and national levels.

Each student in an Ag class must have a project. Students may raise and show animals, have work experience in agriculture, raise crops or houseplants, build things, do landscaping, flower arranging, or small animal care.

Ag students learn valuable skills in FFA. Students learn aspects of leadership including parliamentary procedure using Robert's Rules of Order, learn to debate, and learn how to run for office. Students engage in public speaking in different categories: prepared manuscripts (6-8 minutes), extemporaneous (4-6 minutes impromptu) and creed recitation. Students also engage in Best Informed Greenhand (a test on FFA history). Students can participate in Career Development Events (CDE's) where they can acquire skills in various agriculture areas. The judging teams compete at several universities and junior colleges throughout the state and get exposure to post-secondary possibilities.

FFA students can earn proficiency awards in 29 different areas related to specific projects. The awards start at the local level and go up to the state and national levels. Each year there are a number of conferences students may attend to broaden their educational experiences. FFA has a number of degrees: Greenhand for first year members, Chapter Farmer for second year, State FFA Degree for third year, and American FFA Degree for fourth year.

Course Offerings

- Agriculture Earth Science 14513
- Agriculture Biology 14533
- Ag Mechanics Skills and Technology 14507
- Advanced Ag. Mechanics 14521
- Ag Welding and Construction 14557
- Floral Design I 14540
- Floral Design II 14541
- Horticulture 14570
- Ag Government/Economics 14595
- Ag Leadership 14515
- Ag and Soil Chemistry 14551

Student FFA Activities
Leadership
Livestock Judging
Ag Sales and Service
Ag Mechanics
Marketing
Stanislaus County Fair
Best Informed Greenhand
Opening/Closing Ceremonies
Proficiency Awards
Creed Speaking
Parliamentary Procedure
Food Science
Equine Science
Ornamental Horticulture
Vet Science
Floriculture

Staff Members

Ed Hartzell
Sue Kirland
Isaac Robles
Grace Tobias

AGRICULTURE AND SOIL CHEMISTRY

A-G

Credits: 10 **Grade:** 10-12
UC/CSU: D

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience research program to be conducted throughout the first semester of the course. To complete that whole project each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program will be an in depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Prerequisite: Signature of teacher required. Students must be previously enrolled in other agriculture classes to take this class.

B

FLORAL DESIGN

A-G

Credits: 10 **Grade:** 10 – 12
CSF III **UC/CSU:** F

Students in this course will apply an artistic approach to floral design. Students will explore elements and principles of design; two and three dimensional designs; history of floral art; arrangement styles and techniques; and seasonal, holiday, and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. This course meets graduation requirements as a visual/performing art.
Prerequisite: none

FLORAL DESIGN II

Credits: 10 **Grade:** 11 – 12
CSF III **UC/CSU:**

In this course, Floral Design I students will progress their individual skills in dimensional designs, arrangement styles, and floral techniques and increase their capabilities through creating, designing, identifying, explaining and evaluating all topics of study. Students will learn merchandising of floral arrangements and the importance of cost analysis and marketing. This course meets graduation requirements as a visual/performing art.
Prerequisite: Successful completion of Floral Design I

AGRICULTURE EARTH SCIENCE (Introduction to Agricultural Technology)

A-G

Credits: 10 **Grade:** 9 - 10
CSF II **UC/CSU:** G

This course is for first year ag students preparing for careers in the agri-science industry or just interested in agriculture. Students will learn about state and local agriculture, career information, leadership and agriculture skills development. Agriculture's role in our environment will be a major emphasis. Both FFA participation and project activities. This class fulfills one year of physical science credit. This the first in a sequence of college-preparatory science courses which prepare students for future college and career pursuits by developing scientific inquiry, cooperative effort, and communication skills. This course covers astronomy plus physical and historical geology with concentration on the topics of plate tectonics, volcanism, earthquakes, mountain building, weathering and erosion, geologic time, fossil record, rocks, and minerals. This course fulfills the one-year physical science graduation requirement.
Prerequisite: Interest in Agriculture.

AGRICULTURE LEADERSHIP & COMMUNICATIONS

Credits: 10 **Grade:** 11 – 12
CSF III **UC/CSU:**

This course is for students with an active FFA background and is designed to provide practical communication skills necessary to pursue career opportunities in agricultural communication. Students interested in enhancing communication skills, developing teamwork skills, and utilizing a variety of media to inform the public about agricultural products, practices, and policies will benefit through the development of research, presentation, and organizational practices.
Prerequisite: Signature of teacher is required. Students must be previously enrolled in an agriculture class to take this class.

AGRICULTURE BIOLOGY (Biological Approaches to Agriculture)

A-G NCAA

Credits: 10 **Grade:** 10 – 11
CSF II **UC/CSU:** D

This class fulfills one year of life science credit and meets the UC/CSU life science entrance requirement. This class is designed to give the students a background in animal science, nutrition, digestive systems, feeding and management, botany, plant growth, soil science irrigation and water conservation. FFA leadership and project activities are an integral part of the course.
Prerequisite: Introduction to Ag Technology is recommended, but not required.

INTRODUCTION TO AG MECHANICS (Ag Mechanic Skills and Technology)

Credits: 10 Grade: 9-10
CSF II UC/CSU:

This course is designed for students interested in understanding basic agriculture mechanical skills. Units of instruction include shop safety, tool identification, use of power tool equipment, wood working, metal working, and electricity and plumbing. Instruction is also given in FFA leadership, citizenship, and career education. This course fulfills one year of elective credit.
Prerequisite:

ADVANCED AG MECHANICS AND WELDING

Credits: 10 Grade: 10 – 12
CSF III UC/CSU:

Students will develop skills in advanced woodworking, arc, mig, tig and oxy-acetylene welding, project design/construction, and basic hydraulics. Individual student projects can be built when basic welding skills are mastered. FFA leadership, project activities, and record keeping are integral parts of the course. This course earns one year of elective credit.
Prerequisite: Completion of Ag Mechanic Skills or signature of the teacher.

CTE - AG WELDING & FABRICATION (ROP)

Credits: 20 **Grade:** 11 –12
CSF III **UC/CSU:**

This class is designed to give the students maximum shop time for building and repairing agriculture equipment and constructing other projects. Units of instruction are given in all aspects of welding instruction. Students must have plans for their own building projects or be prepared to work on projects assigned by the instructor. Instruction units on project design and ordering materials will be included. This is a two-hour class and may be taken for two years for elective credit. FFA leadership projects and record keeping activities are an integral part of this course.
Prerequisite: Advanced Ag Mechanics

AGRICULTURE GOVERNMENT/ECONOMICS

A-G

Credits: 10 Grade: 12
CSF I UC/CSU: A (Gov)/ G (Econ)

This course is designed for students interested in understanding the operations and institutions of economic systems as applied to our nation's largest industry, agriculture. Units of instruction include basic economic behavior and international trade policy. This course will also review how our government was developed and how it functions. Agriculture policy in our government structure will be reviewed. Instruction is also given in leadership, citizenship, and career education. This class meets the government/economics requirements for graduation.
Prerequisite: Signature of teacher required. Students must be previously enrolled in other agriculture classes to take this class.

HORTICULTURE

A-G

Credits: 10 **Grade:** 9-12
CSF III **UC/CSU:** G

This course will provide the student with theories and principals related to environmental and ornamental horticulture. This course is 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.
Prerequisite:

Introduction to Agriculture Mechanics

Oakdale High School
Agriculture Department
Syllabus

Units of Instruction:

I. First Semester

A. FFA & California Agriculture — **3 weeks**

1. Agriculture – local, state, national, world
2. FFA History & General Knowledge
3. Record Book
4. Leadership Development
5. Agricultural Careers

B. General Shop Safety & Duties — **3 weeks** (integrated)

1. Personal protective equipment
2. Proper tool/equipment use and maintenance (by unit of instruction as well)
3. Proper conduct and behavior in the shop
4. Identification of safety and warning signs and marked areas
5. Assignment and description on shop duties and responsibilities

C. Tool Identification — **3 weeks** (integrated)

1. Weekly examination and demonstration of various tools (2 days per week)
   a. Fasteners, metal working, plumbing and other various tools

D. Hardware and Fasteners — **1 week**

1. Identify various fasteners used in power, metal fabrication, and wood working
2. Selection of proper fasteners and hardware for specific Ag mech. jobs or situations

E. Measurement — **1 week**

1. Measurement systems
2. Reading measuring tools and application
3. Linear, area, and volumetric measuring units

F. Cold Metal Work — **4 weeks**

1. Make square and circular bends in metal
2. Proper use of files and saw blades
3. Cut threads with a tap and die
4. Basic Ironworker usage
5. Construct cold metal project

G. Plumbing — **2 weeks**

1. Plumbing materials
2. Plumbing applications
3. Construct plumbing project

H. Semester Review and Shop Organization **1 week**

1. Review semester topics for final
2. Clean and reorganize shop for second semester

II. Second Semester

A. Tool Identification **3 weeks** (integrated)

1. Weekly examination and demonstration of various tools (2 days per week)
   a. Electrical, woodworking, concrete and other various tools

B. Specific Unit Safety and Review **1 week**

1. Review general shop safety procedures and rules
2. Unit-specific tool and equipment safety and maintenance

C. Electricity **3 weeks**

1. Principles of electricity
2. Electrical safety
3. Conductors and over-current protection
4. Wire splices and cord repair
5. Simple circuit installation
6. Testing electrical circuits
7. Construct electrical project

D. Wood Working **4 weeks**

1. Selection of lumber
2. Measuring, squaring, and marking wood
3. Woodworking hand and power tools
4. Types of cuts
5. Fastening joints
6. Finish-work
   a. Sanding
   b. Staining/painting
7. Construct small woodworking projects

E. Semester Project Construction **6 weeks**

1. Project selection
2. Project budgeting and materials list
3. Design, layout, timelines
4. Individual and/or group participation
5. Completion and/or summer planning
6. Stanislaus County Fair/California State Fair exhibition entries

F. Semester Review and Shop Wrap-up **1 week**

1. Clean and reorganize shop for summer/fall

ROP Agriculture Welding and Fabrication

Oakdale High School
Agriculture Department
Syllabus

Syllabus

Units of Instruction:

I. First Semester

A. FFA and Agricultural Careers **2 weeks**

1. FFA History and general knowledge
2. Agricultural careers in mechanics

B. General Shop Safety and Duties **4 weeks** (integrated)

1. Personal protective equipment
2. Proper tool/equipment use and maintenance (by unit of instruction as well)
3. Proper conduct and behavior in the shop
4. Identification of safety and warning signs and marked areas
5. Assignment and description on shop duties and responsibilities

C. Oxyacetylene Cutting and Welding **3 weeks**

1. Equipment safety and set-up
2. Fusion welding and brazing (repair)
3. Role of heat and oxidation in the cutting process
4. Heating of metal for shape changes
5. Oxy-fuel welding/cutting project

D. Arc Welding **8 weeks**

1. Welding equipment, safety and set-up
2. Different types of arc welding (SMAW, GMAW, GTAW)
3. Striking/maintaining and arc, bead control
4. Classification system for electrodes
5. Basic weld joints
6. Controlling distortion in arc welding
7. Out-of-position welding
8. Weld testing
9. Padding a plate and weld-type board completion
10. GMAW and GTAW instruction and practice

E. Semester Review and Shop Organization **1 week**

1. Review semester topics for final
2. Clean and reorganize shop for second semester

II. Second Semester

A. Specific Unit Safety and Review **1 weeks** (integrated)

1. Review general shop safety procedures and rules
2. Unit-specific tool and equipment safety and maintenance

B. Plasma Cutting and Plasma Cam **1 week**

1. Plasma equipment, safety and set-up
2. Marking and cutting metal with the plasma
3. Complete plasma cutting project
4. Plasma Cam demonstration and practice

C. Project Design and Layout **1 week**

1. Preparing a working drawing
2. Project planning, budgeting and construction

D. Semester Project Construction and Manufacturing **14 weeks**

1. Project selection and approval
2. Project budgeting and materials list
3. Individual and/or group participation
4. Completion and/or summer planning
5. Stanislaus County Fair/California State Fair exhibition entries

E. Semester Review and Shop Wrap-up **1 week**

1. Clean and reorganize shop for summer/fall

Oakdale Agriculture Department
Ornamental Horticulture
Mr. Robles

Room: P1
Length of Course: 1 Year
Email: irobles@ojusd.org

1) **Course Description:**
Instruction in this course provides an understanding of the basic anatomy and physiology of plants. The *Ornamental Horticulture* course emphasizes practical biological knowledge and develops essential understandings in soil science, entomology, propagation, genetics, and local crop production and harvesting practices. Leadership skills are taught through participation in FFA.

2) **Course Objectives:** Students will be able to:
   - understand the effects of technology on agriculture.
   - understand the cell structure and function of plants
   - understand soil science principles.
   - understand plant growth and development.
   - understand fundamental pest management.

3) **Assessment Methods:** Tests and Quizzes
Classroom assignments
Labs
Self-Evaluations/ Group Projects
Participation

4) **GRADING:**

30% Assignments
This includes: Classroom assignments, homework, plant identification flashcards, etc.

30% Assessments
This includes: Unit Tests, Quizzes, Benchmarks, Plant ID Tests, etc

20% OH Unit Participation
This includes: Labs, Plant Care, Soil Mixing, Plantings, Cuttings, Clean Up, etc.

10% SAE
Each student is required to begin and maintain a project related to agriculture, including an up-to-date record book.

10% FFA Participation
This includes: Attendance to 2 activities per quarter.
Activities can be fundraisers, meetings, contests, donations, etc.

5) **Attendance:**
Attendance is very important, as the activities involving discussion and classroom participation are invaluable and notes cannot substitute what took place in the classroom. It is the responsibility of the student to make up missed notes and assignments, NOT the instructor's.

This can best be done prior to missing class or after class and after school. Please be aware that class instruction time is never an appropriate time to request make up work.

Missing days when we are working in the OH Unit will result in a "0" for the day unless student is on an excused school activity

6) **Late Work:**
Assignments are expected to be turned in on time. Late assignments may be turned in, for a reduced grade, until the exam for the following unit. After that has passed, work will not be accepted for any reason. It is the STUDENT'S responsibility to communicate with the teacher what was missed when returning to class. Please do this before or after class has started for the day. Missing work must be turned in the day after the absence, for example if you are gone on Wednesday the work is due on Thursday. Any missed quiz or test must be made up within (3) days after returning to school for full credit; Failure to do so will result in a score of 0 (zero).

7) **No Name Work:**
Any assignment turned in without a name will be posted on the "No Name" clipboard. The assignment will remain there for 2 days. After the 2 days, if the paper has not been claimed by the student, the assignment will be thrown out.

8) **Course Outline:**
   a. Ag Leadership Development
      i. FFA
      ii. SAE
      iii. California Recordbooks
      iv. Careers
   b. Plant Classification
      i. Taxonomy & Classification
      ii. Plant Identification
   c. Plant Cell Components
      i. Cell Structure & Function
      ii. Cell Reproduction
      iii. Genetics & Heredity
      iv. DNA
   d. Plant Physiology & Growth
      i. Anatomy
      ii. Functions
      iii. Physiological Processes
   e. Plant Reproduction
      i. Asexual Reproduction
      ii. Sexual Reproduction
      iii. Propagation
   f. Plant Pathology
      i. Entomology
      ii. Weed & Insect Identification
      iii. Integrated Pest Management
   g. Soil Properties
      i. Texture, Structure & Types
      ii. Irrigation & Drainage
      iii. Soil & Water Management

h. Fertilizers
    i. Components & Structures
    ii. Essential Nutrients
    iii. Application
i. Retail Nursery Practices
    i. Selection & Maintenance of Plants
    ii. Marketing
    iii. Merchandising
    iv. Customer Service & Sales

9) **Grading Scale:**
A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%

10) **Ways to contact Mr. Robles:**

Email: irobles@ojusd.org

School Phone: 847-3007

I have read over the class syllabus and understand fully the requirements and expectations of this course.

_____ _____

Student Signature Date

_____ _____

Parent/Guardian Signature Date

INTRODUCTION TO AG MECHANICS (Ag Mechanic Skills and Technology)

Credits: 10 Grade: 9-10
CSF II UC/CSU:

This course is designed for students interested in understanding basic agriculture mechanical skills. Units of instruction include shop safety, tool identification, use of power tool equipment, wood working, metal working, and electricity and plumbing. Instruction is also given in FFA leadership, citizenship, and career education. This course fulfills one year of elective credit.
Prerequisite:

ADVANCED AG MECHANICS AND WELDING

Credits: 10 Grade: 10 – 12
CSF III UC/CSU:

Students will develop skills in advanced woodworking, arc, mig, tig and oxy-acetylene welding, project design/construction, and basic hydraulics. Individual student projects can be built when basic welding skills are mastered. FFA leadership, project activities, and record keeping are integral parts of the course. This course earns one year of elective credit.
Prerequisite: Completion of Ag Mechanic Skills or signature of the teacher.

CTE - AG WELDING & FABRICATION (ROP)

Credits: 20 **Grade:** 11 –12
CSF III **UC/CSU:**

This class is designed to give the students maximum shop time for building and repairing agriculture equipment and constructing other projects. Units of instruction are given in all aspects of welding instruction. Students must have plans for their own building projects or be prepared to work on projects assigned by the instructor. Instruction units on project design and ordering materials will be included. This is a two-hour class and may be taken for two years for elective credit. FFA leadership projects and record keeping activities are an integral part of this course.
Prerequisite: Advanced Ag Mechanics

AGRICULTURE GOVERNMENT/ECONOMICS

A-G

Credits: 10 Grade: 12
CSF I UC/CSU: A (Gov)/ G (Econ)

This course is designed for students interested in understanding the operations and institutions of economic systems as applied to our nation's largest industry, agriculture. Units of instruction include basic economic behavior and international trade policy. This course will also review how our government was developed and how it functions. Agriculture policy in our government structure will be reviewed. Instruction is also given in leadership, citizenship, and career education. This class meets the government/economics requirements for graduation.
Prerequisite: Signature of teacher required. Students must be previously enrolled in other agriculture classes to take this class.

HORTICULTURE

A-G

Credits: 10 **Grade:** 9-12
CSF III **UC/CSU:** G

This course will provide the student with theories and principals related to environmental and ornamental horticulture. This course is 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.
Prerequisite:

D

FLORAL DESIGN

A-G

Credits: 10 **Grade:** 10 – 12
CSF III **UC/CSU:** F

Students in this course will apply an artistic approach to floral design. Students will explore elements and principles of design; two and three dimensional designs; history of floral art; arrangement styles and techniques; and seasonal, holiday, and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. This course meets graduation requirements as a visual/performing art.
Prerequisite: none

FLORAL DESIGN II

Credits: 10 **Grade:** 11 – 12
CSF III **UC/CSU:**

In this course, Floral Design I students will progress their individual skills in dimensional designs, arrangement styles, and floral techniques and increase their capabilities through creating, designing, identifying, explaining and evaluating all topics of study. Students will learn merchandising of floral arrangements and the importance of cost analysis and marketing. This course meets graduation requirements as a visual/performing art.
Prerequisite: Successful completion of Floral Design I

AGRICULTURE EARTH SCIENCE (Introduction to Agricultural Technology)

A-G

Credits: 10 **Grade:** 9 - 10
CSF II **UC/CSU:** G

This course is for first year ag students preparing for careers in the agri-science industry or just interested in agriculture. Students will learn about state and local agriculture, career information, leadership and agriculture skills development. Agriculture's role in our environment will be a major emphasis. Both FFA participation and project activities. This class fulfills one year of physical science credit. This the first in a sequence of college-preparatory science courses which prepare students for future college and career pursuits by developing scientific inquiry, cooperative effort, and communication skills. This course covers astronomy plus physical and historical geology with concentration on the topics of plate tectonics, volcanism, earthquakes, mountain building, weathering and erosion, geologic time, fossil record, rocks, and minerals. This course fulfills the one-year physical science graduation requirement.
Prerequisite: Interest in Agriculture.

AGRICULTURE LEADERSHIP & COMMUNICATIONS

Credits: 10 **Grade:** 11 – 12
CSF III **UC/CSU:**

This course is for students with an active FFA background and is designed to provide practical communication skills necessary to pursue career opportunities in agricultural communication. Students interested in enhancing communication skills, developing teamwork skills, and utilizing a variety of media to inform the public about agricultural products, practices, and policies will benefit through the development of research, presentation, and organizational practices.
Prerequisite: Signature of teacher is required. Students must be previously enrolled in an agriculture class to take this class.

AGRICULTURE BIOLOGY (Biological Approaches to Agriculture)

A-G NCAA

Credits: 10 **Grade:** 10 – 11
CSF II **UC/CSU:** D

This class fulfills one year of life science credit and meets the UC/CSU life science entrance requirement. This class is designed to give the students a background in animal science, nutrition, digestive systems, feeding and management, botany, plant growth, soil science irrigation and water conservation. FFA leadership and project activities are an integral part of the course.
Prerequisite: Introduction to Ag Technology is recommended, but not required.

2016-2017 OAKDALE HIGH SCHOOL
9th GRADE REGISTRATION BALLOT

Last Name: _____ First Name: _____ Middle Initial: _____ Date of Birth: _____ Male: ____ Female: ____

Address: _____ City: _____ Zip Code: _____ Home Phone: _____

Fathers Name: _____ Cell/Work Phone: _____ Father's email: _____

Mother's Name: _____ Cell/Work Phone: _____ Mother's email: _____

Student's email address: _____ Student's Cell Phone: _____ 504 _____ EL ____ SDC ____ RS_____

PLEASE circle ONE: Period 1-6 Period 2-7 Period 1-7

PLEASE CIRCLE OR WRITE COURSE NAME AND NUMBER BELOW

ENGLISH	MATHEMATICS	SCIENCE	HEALTH/COMPUTERS	
English I 11020 Pre-AP English I 11025 English I w/ English Support I 11020/18111 English I w/ELD Assist III 11020/11082 SDC Read 180 w/ Assist 18240/43 ELD I w/ Assist 11070/80 ELD II w/ Assist II 11071/81 _____ English Teacher signature required for all RS, SDC, Pre-AP, and Foreign Language _____ ELD Teacher signature required for all ELD placement	Math A 12045 Math I 12051 Math I Accel 12059 Math Support 12044 Math II Accel 12071 Math A Skills 18051 (RS) Algebra A Skills 18050 (RS/SDC) Basic Math 18231 (SDC) The Math Assessment administered at OJHS will determine math placement at OHS for the 2016-2017 school year. _____ Teacher Signature (required)	Earth Science 12530 Intro Ag Tech 14513 Biology 12540 (A's both semesters, Parent Mtg. w/ VP, OHS Dept. Chair approval) (SDC) Physical Science 18202 Other Science Course: _____ Title and Course Number	12500/14020 Basic Health/Comp (SDC) 18272 *Required for all Freshmen PHYSICAL EDUCATION General Freshmen P.E. 16010 Frosh Football Conditioning 16020 Marching Band 13721 Colorguard 13725	8th grade Parent Night will be held on Thursday, February 25, 2016, at 6:30 pm in the OHS Main Gym. ALL BALLOTS ARE DUE ON March 1, 2016. Please turn into your U.S. History Teacher.

ELECTIVE	COURSE #	COURSE TITLE	TEACHER SIGNATURES
1st Choice	_____	_____	_____
2nd Choice	_____	_____	_____
3rd Choice	_____	_____	_____
4th Choice	_____	_____	_____

The Oakdale High School Trailblazer (Course Catalog) is available at http://ohs-ojusd-ca.schoolloop.com/. Athletes must attend periods 1-6, as practice begins after 6th period. Periods 2-7 are offered to students who would like to start their day at 8:36 a.m. Periods 1-7 will allow students to take an extra elective. Students selecting the 7th period option will be held to that schedule for the entire school year. Exceptions will be made at the Principal's discretion or if the student elects to participate on an athletic team. Transportation is offered for 1st period arrival and 6th and 7th period departures.

_____ Student Signature

_____ Parent Signature

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.

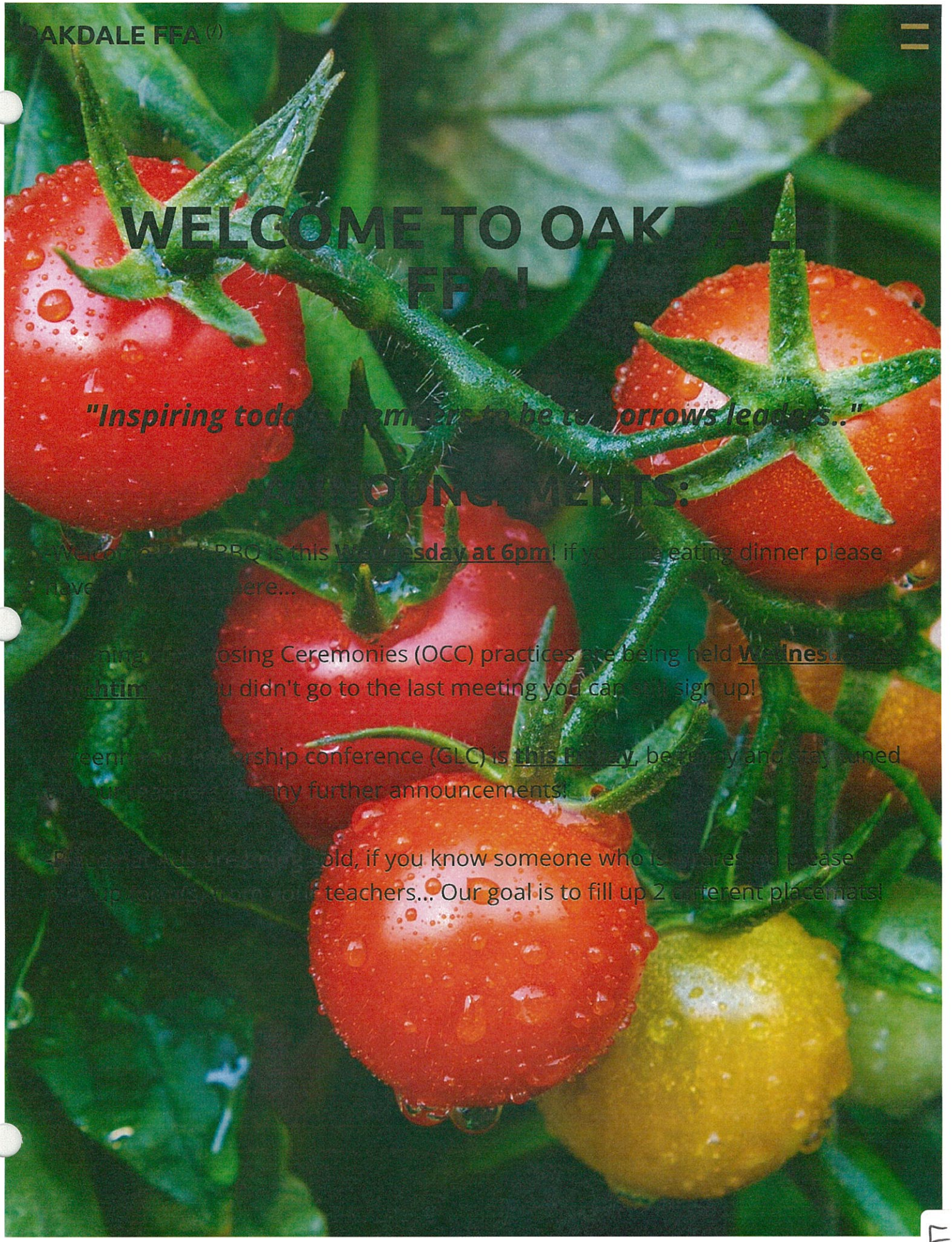
FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course

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: _____



OAKDALE FFA

WELCOME TO OAKDALE FFA!

"Inspiring today's members to be tomorrows leaders.."

ANNOUNCEMENTS:

- Welcome BBQ is this **Wednesday at 6pm**! if you are eating dinner please make sure you are there...
- Opening and Closing Ceremonies (OCC) practices are being held **Wednesdays at lunchtime**. If you didn't go to the last meeting you can still sign up!
- Greenhand Leadership conference (GLC) is **this Friday**, be ready and stay tuned for more details and any further announcements!
- Please and desserts needed, if you know someone who is interested please sign up for this from our teachers... Our goal is to fill up 2 different placemats!

F

SCHOLARSHIPS

(/uploads/3/7/5/4/37548621/blue_diamond_growers_foundation_application_2016.pdf)
blue_diamond_growers_foundation_application_2016.pdf
Download File (/uploads/3/7/5/4/37548621/blue_diamond_growers_foundation_application_2016.pdf)

(/uploads/3/7/5/4/37548621/2016_highschool_scholarsip_dairy.pdf)
2016_highschool_scholarsip_dairy.pdf
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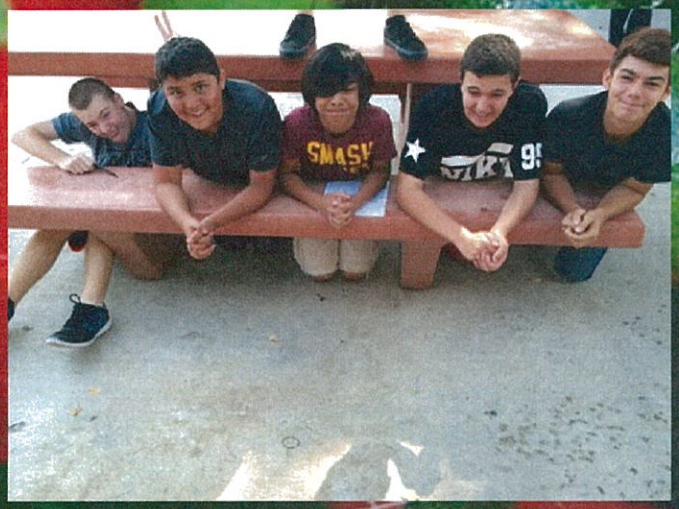
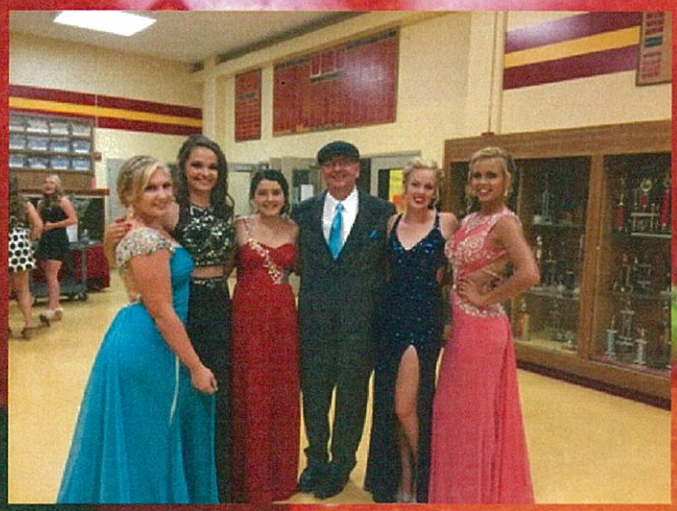
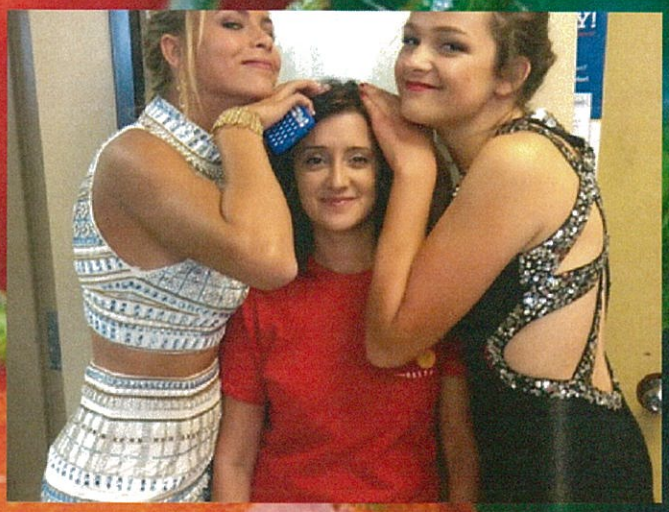
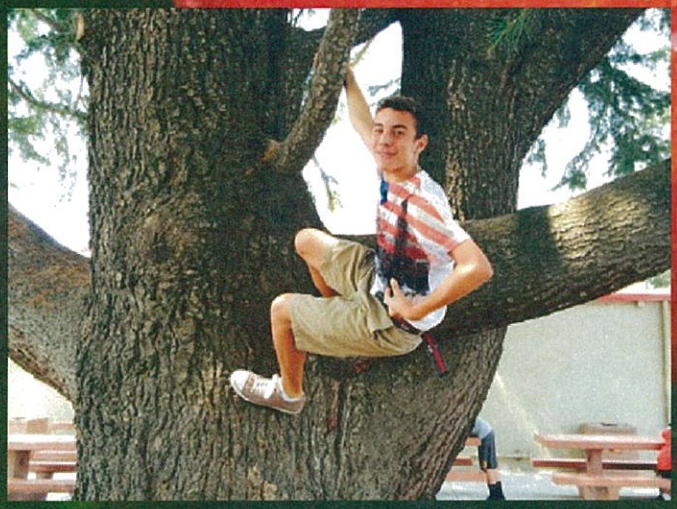
EMAIL US ALL YOUR MEMORIES FROM OHS FFA!









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HERE'S A LITTLE BIT ABOUT US AND HOW YOU CAN GET IN TOUCH!

officer information coming soon...

Agricultural Advisors:

Mr. Issac Robi
Miss. Grace Tobi
Mr. Ed Hartzell

Have a question? We have answers

Name *

First

Last

Email *

Comment *

Student Help Teacher Help

Agricultural Education Online Recordkeeping System

The Agricultural Experience Tracker

About the AET:

- Meet the AET
- Giving Back
- Program Cost
- Subscribe

Free Tools:

- Calendars
- *Practice* AET

Please sign in:

Student

Teacher

Region

Mobile

Welcome

The Agricultural Experience Tracker is the premiere personalized online system for tracking experiences in agricultural education. Please review the menu topics to learn how the AET tracks educational and financial experiences for students and ag programs. Like other systems, the AET summarizes those experiences into standard FFA award applications. The AET can also aggregate those experiences across programs to produce local reports for school administrators and overall economic impact reports for interested stakeholders and legislative representatives.

Have a cool SAE picture? Email us: info@theaet.com

Assisting with a surgical proceedure, Ferguson Senior FFA, Florida

866,604 Active Student Accounts

This week's top 50 Chapters:

This week's users: 18,257 Students | 2,189 Chapters | 45 States show all
This week's Journal: 81,495 Entries | 401,733 Hours
This week's Finances: 27,349 Entries | $9,594,631
Supervised Agricultural Experiences (SAEs): 14,483

AET Announcements

- Switch to our AET Mobile App . Check out our new student video on this new mobile App for AET and how to keep better records.
- Keep up with our Ag Education/FFA Chapter Spotlight and Tuesday Tips and get help from other AET users AET Facebook.
- Why use AET? Check out our students using AET video and also the benefits of teachers using AET video .
- Interested in receiving our AET email updates? Sign Up Here
- Got a smartphone? Have a cool SAE? Submit a video: ExploreSAE
- Share your pictures (Best format is landscape) with AET users from around the country by emailing your photo to info@theaet.com
- New to AET? Make sure to check out AET's Student and Teacher Getting Started guides.
- Who else is using the AET today? Interactive Map

Saturday, June 3, 2017

Profile Accounts Tracker Reports

Oakdale

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

2016-2017

- **SAEs**: 205
- **Jrn Entries**: 665
- **Jrn Hours**: 6,387
- **Fin Entries**: 48
- **Active Students**: 201
- **Badges**: 2
- **Cal. Activities**: 71
- **Award Apps**: 11

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

Welcome to the Teacher Dashboard

AET Advisor Alerts:
The "Data" section of your Chapter Profile is incomplete.

Profile

Manage your AET settings, and manage information about you and your Ag Program.

Accounts

Set up new accounts, reset passwords, send messages, and organize your students.

Access Student Account:

Tracker

Manage your Program of Activities Calendar and your Chapter Finances. Also, maintain your Teacher Journal.

Reports

Retrieve summarized data about your Ag Program activities.

Traditional View

8318 | Saturday, June 3, 2017

UNIVERSITY OF CALIFORNIA A-G CMP Course Management Portal (/dashboard)

Printed on: 06-02-2017 09:23 PM

Horticulture

Oakdale High School (052175)

Basic Course Information

Title:

Horticulture

Transcript abbreviations:

Horticulture / 14570

Length of course:

Full Year

Subject area:

College-Preparatory Elective ("g") / Interdisciplinary

Integrated (Academics / CTE)?

Yes

Grade levels:

10th, 11th, 12th

UC honors designation?

No

Course learning environment:

Classroom Based

Course Description

Course overview:

Horticulture will provide student with theories and principles related to environmental and ornamental horticulture. This course provides learners with an understanding of the form and function of plant systems. Learners are immersed in inquiry-based exercises with activities, projects and problems which allow them to demonstrate plant concepts through laboratory and practical experiences. Topics include classification, factors affecting plant growth, pests, disease, plant disorders, greenhouse management, plant propagation, fruit and nut tree production and landscape design.

Prerequisites:

Agriculture Earth Science (Required)

Co-requisites:

None

Course content:

Unit 1: Plants in Horticulture.
Level 4 Learning:

- Analyze plant species for identification and uses (including botanical growth habits, landscape uses, and cultural requirements) (F1.2, F1.4)

Level 3 Learning:

H

- Differentiate plant species by using a dichotomous key (F1.2)
- Compare and contrast the botanical growth habits, landscape uses, and cultural requirements of plant species (F1.4)

Level 2 Learning:

- Construct a dichotomous key (F1.2)
- Summarize the botanical growth habits, landscape uses, and cultural requirements of plant species (F1.4)

Assignments/Assessments

- Learner researches and summarizes the botanical growth habits, landscape uses and cultural requirements of plant species.
- Learner will draw conclusions regarding the best uses/growing environment for the identified plant species.
- Learner constructs a dichotomous key that distinguishes character differences between plant species.
- Learner uses the dichotomous key to differentiate between a set of plant species
- Learner is provided growing scenarios in which they select plant species for specific needs/uses and defend their selection.

Unit 2: Growth Factors
Level 4 Learning:

- Develop a soilless media mix and fertilizer application protocol for a specific propagation scenario (F5.5, F2.3, F6.4)
- Analyze the effectiveness of the developed soilless media mix and take any necessary corrective actions(s) (F5.5, F2.3, F6.4)

Level 3 Learning:

- Assess the components and properties of soilless media mix (F5.5)
- Assess plants for proper growth and development (F2.3)
- Formulate fertilizer application rates (F6.4)

Level 2 Learning:

- Evaluate the use of soilless media components (F5.5)
- Summarize how primary, secondary, and trace elements influence plant growth (F2.3)
- Interpret fertilizer labels for application rate (F6.4)

Assignments/Assessments

- Learner conducts a scientific investigation exploring the water holding capacity and drainage ability of soilless media.
- Learner assesses a soilless potting mix for media components and properties (water holding capacity and drainage ability)
- Learner conducts a scientific investigation exploring nutrients in soil. Learner then researches and summarizes the role of essential plant nutrients on plant growth.
- Learner assesses a set of plants and draws connections to any suspected nutrient deficiencies
- Learner identifies the components of a fertilizer label and creates step by step instructions for calculating application rates
- Learner calculates application rates of fertilizers
- Learner formulates application rate instructions for a growing scenario
- Learner develops a soilless media mix for a specified purpose and analyzes its water holding capacity and drainage ability for evidence that the mix meets its desired purpose.
- Learner develops a fertilizer application protocol of the soilless media mix

Unit 3: Pests Diseases and Disorders
Level 4 Learning:

- Design an integrated pest management plan and sanitation protocol for a greenhouse growing environment (F4.3, F4.4)

Level 3 Learning:

- Assess plants for horticultural pests, diseases, and/or disorders (F4.3)
- Formulate a management plan for addressing problems with horticultural pests, diseases and/or disorders (F4.4)

Level 2 Learning:

- Summarize the characteristics and control methods for common horticultural pests, diseases and disorders (F4.3, F4.4)

Assignments/Assessments

- Learner researches and summarizes the characteristics and control methods for common horticultural pests, diseases and disorders.
- Learner assesses plants for evidence of horticultural pests, diseases and/or disorders
- Learner formulates a management plan for addressing any problems(s) observed
- Learner designs an annual management plan that prevents the outbreak of horticultural pests, diseases and/or disorders in a greenhouse growing environment.

Unit 4: Greenhouse Management
syLevel 4 Learning:

- Monitor and operate heating, ventilation, and irrigation systems within a greenhouse facility (F9.0)

- Design and construct a complex irrigation system (F5.20

Level 3 Learning:

- Investigate the efficiency of heating, ventilation, and irrigation systems within greenhouse facilities (F9.0)
- Design an irrigation system for a facility (F5.2)

Level 2 Learning:

- Compare heating ventilation, and irrigation systems within greenhouse facilities (F9.0)
- Construct basic irrigation system components (F5.2)

Assignments/Assessments

- Learner tours greenhouse facilities and summarizes heating, ventilation, and irrigation systems observed
- Learner compares and contrasts the efficiency of observed heating, ventilation and irrigation systems. Learner then formulates inferences/recommendations for the OHS greenhouse to provide optimal growing conditions.
- Learner constructs basic irrigation system components including micro-drip and sprinklers
- Learner designs an irrigation system for a facility including a scaled drawing and supplies list
- Learner serves as a greenhouse manager for at least two weeks in which they are responsible for monitoring, operating, adjusting, and documenting details of the heating, ventilation and irrigation systems within the OHS greenhouse facility.
- Learner designs and constructs an irrigation system for an entire facility.

Unit 5: Plant Propagation
Level 4 Learning:

- Apply propagation techniques to produces and maintain a crop to the point of sale (F9.1, F3.2)

Level 3 Learning:

- Demonstrate and explain proper techniques for potting plants (F9.1)
- Demonstrate and explain proper sexual and asexual plant propagation techniques (F3.2, LL.5, LS3.3)

Level 2 Learning:

- Demonstrate proper potting techniques (F9.1)
- Demonstrate proper sexual and asexual plant propagation techniques (F3.2)

Assignments/Assessments

- Learner observes proper techniques and demonstrates their ability to properly pot a plant ina small container
- Learner demonstrates their ability to properly pot a plant in different types of containers and situations while providing explanation and justification for key techniques.
- Learner observes proper techniques and then demonstrates proper techniques for preparing a seed tray, propagating plants by cutting, and performing hard/soft pinches to growing plants
- Learner demonstrates proper sexual and asexual plant proagation techniques in a non-routine scenario while providing explanation and justification for each technique.
- Learner applies problem solving techniques to address issues regarding pest/disease management, fertilizer, application, irrigation, etc. when producing plants

Unit 6: Fruit and Nut Trees
Level 4 Learning:

- Analyze fruit and nuts from fruit and nut trees for maturity and quality (F8.2, F8.3)

Level 3 Learning:

- Demonstrate and explain proper techniques for grafting scions and rootstocks (F8.2)
- Demonstrate and explain proper pruning techniques (F8.3)

Level 2 Learning:

- Classify varieties of fruits and nuts (F8.2)
- Distinguish energy flow in a fruit and nut tree as it relates to plant growth and fruit/nut production (F8.3)

Assignments/Assessments

- Learner classifies and properly identifies common varieties of fruit and nuts and their characteristics
- Learner utilizes previous knowledge from Ag Science (Plant Biology, Plant Parts and Function) to diagram the flow of nutrients, water and sugars in a tree. The learner then compares how energy flow changes throughout seasons and connects it to stages of the plant growth and fruit production.
- Learner demonstrates their ability to manage fruit/nut growth through proper pruning while providing explanation and justification for techniques
- Learner selects rootstock and scions and properly demonstrates grafting techniques
- Learner examines fruits and nuts providing an assessment of their maturity and quality. Learner connects their assessment with an analysis of production issues/corrections related to any observed blemishes/fruit or nut defects.

Unit 7: Landscape Design
Level 4 Learning

- Install a landscape following a set of residential plans (F10.2, F9.4)

Level 3 Learning

- Develop a residential landscape design that includes hardscape and softscape components (F10.2, F9.4, LL.5, RS3.2)

Level 2 Learning

- Categorize landscape designs by theme (F10.2, F9.4)

Assignments/Assessments

- Learner examines various landscapes and categorizes them by theme
- Learner surveys the client's interests and develops a landscape design that incorporates the wants/needs of the client (includes scaled drawing, budget, plant selection, and professional presentation of proposal)
- Learner installs their landscape as designed in a scaled drawing

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Introductory Horticulture	Carroll Shry and H. Edward Reilly	Cengage Publishing	2011	www.cengage.com	Yes

Primary Documents

Title	Authors	Date	URL
Sunset Western Garden	Kathleen Norris Brenzel	2016	http://www.sunset.com/garden/new-sunset-western-garden-book

Quality Criteria #2 – Leadership and Citizenship Development

The Oakdale FFA Chapter had been a consistent under-achiever for quite some time. As recently as the early 1990's however, the FFA Chapter was thriving, growing, participating and represented by successful members in a variety of FFA career development and leadership events and activities. For whatever the reason, this program took a step back from that for number of years. One of the main focuses in the past 3 years has been to get our struggling FFA program back on track. With a variety of strategies, both implicit and direct, our staff has worked hard to "get things going" once again. The results have been fantastic! Our chapter has almost doubled in size over the 3-year period and our students have once again started to receive local, state and even national recognition for their work and achievements. So how has this occurred?...

The FFA program at Oakdale High School has a very simple direction: get involved! In every class and with every student, our instructors routinely encourage our students to get involved in the FFA in any way that interests them. Starting as freshman, our students are encouraged to explore the opportunities that lie ahead in the FFA with classroom instruction, leadership conferences, career development events and involvement in any FFA activity possible both local and off-campus. As our students progress through the various pathways in our program, this encouragement does not stop. If anything, it strengthens and students are expected to do even more. This constant and gradual encouragement only works because of the enthusiasm and sincerity of delivery from our staff.

Career Development Events and Leadership Conferences –

Our students have a wide variety of CDE's and Leadership conferences to choose from when wanting to participate in the FFA. At OHS we offer team participation in Livestock judging, Horse judging, Floral, Farm Power, Agriculture Mechanics, Welding, Nursery/Landscape, Vet Science, Food Science, Best Informed Greenhand and Opening/Closing Ceremonies. Individually, students can compete in speaking contests such as Extemporaneous Public Speaking, Prepared Public Speaking, Creed Recitation, Impromptu Public Speaking and Job Interview. We feel our students gain valuable experience and skills formation while

participating in these types of competitive events. In addition to CDE's our students also are strongly encouraged to participate in the variety of Leadership conferences offered in the California FFA such as the Greenhand Conference, Made for Excellence, Advanced Leadership Academy, Sacramento Leadership Experience, Chapter Officer Leadership Conference, Section Leadership Conference (Camp Sylvester), State and National Convention, and local regional and sectional events. We don't miss much! Our students participate and do so in great numbers. Over the past 3 years we've had well over 100 students attend the State FFA Convention and every year send at least 50-60 freshman FFA members to the Greenhand Conference!

Local/Section/Region Events –

On the chapter level, our students are equally as involved and exposed to leadership opportunities. We have fundraising events, chapter meetings, community service, Ag Days (elementary schools), section and region officer opportunities and chapter officer activities as well for our students to take advantage of. We offer a variety of activities all throughout the year. We do this for several reasons. First, and most importantly, we do this so that students are exposed to as many of the excellent experiences FFA has to offer. Secondly, we offer such a great variety so that students who may have work, athletics or other club affiliations have options to meet our standard class requirement for all Ag classes to participate in at least 3 FFA activities each academic quarter. As a graded part of every Ag class, FFA participation is mandatory for all our Ag students without exception.

So that students have access to as much standard FFA information as possible. We create each year with our FFA officers a Program of Activities that is published and distributed to all members. The document not only contains a calendar of important FFA dates and activities, but also had FFA history, facts, budgets, chapter constitution and bylaws, fair contracts, and names of officers and department people (Advisory committee, administration, etc.). Also contained in our POA is an explanation of our point awards system which rewards students' participation in the FFA. This system assigns points to virtually every FFA activity our members participate and gives different point values based on the amount of time or

significance of each even. Every year these points are compiled and top members receive recognition for their achievements.

Supporting Verification Materials –

Item A – Annual FFA Chapter Activities Check Sheet for Oakdale High School

Item B – Active Charters List from Calaged.org featuring the Oakdale FFA Listing

Item C – California State FFA Roster printout for Oakdale High School FFA

Item D – Oakdale FFA's 2016-2017 School Year Program of Activities

Item E – Course Syllabi with FFA participation grading policy highlighted

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year 2015-16 **School** Oakdale High School

Must meet at least 12 areas

ACTIVITY	NUMBER OF PARTICIPANTS
Attended the following:	
Greenhand Conference	60
Made For Excellence Conference	12
Advanced Leadership Academy	12
Chapter Officer Leadership Conference	12
Spring Region Meeting	4
State Leadership Conference	49
National Convention	13
Submitted the following:	
State Degree Application	YES
American Degree Application	YES
Proficiency Award Application - Section	YES
Chapter Award Application - State	NO
Scholarship Application - State	YES
Participated in the following:	
Opening and Closing Contest - Section	YES
Best Informed Greenhand Contest - Section	YES
Co-Op Marketing Quiz - Section	N/A
Creed Recitation - Section	YES
Extemporaneous Speaking - Section	YES
Job Interview - Section	YES
Impromptu Speaking - Section	YES
Prepared Speaking - Section	YES
Parliamentary Procedure - Section	NO
County/District Fair/Show	YES

TOTAL AREAS MET	19

A

Career Development Teams (other than those identified above)		
1	Livestock Judging	State Champions
2	Horse Judging	9th High Team
3	Farm Power	State Finals
Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)		
1	Ag Mechanics Contest	3 Field Days
2	Ag Welding Team	State Finals
3	Floral Judging Team	State Finals
4	Vet Science Team	3 Field Days
5	Sacramento Leadership Experience	2 participants

CALIFORNIA AGRICULTURAL EDUCATION

Local Programs

2016-2017 Active Chapters

330 Total – Revised 2/8/17

CHAPTER NAME	CITY/ LOCATION	REGIONAL ID	SECTIONAL ID
Altaville - Bret Harte	Altaville, CA	Central	Delta Cal
Alturas - Modoc	Alturas, CA	Superior	Intermountain
Anderson	Anderson, CA	Superior	Shasta
Anza - Hamilton	Anza, CA	Southern	Riverside
Apple Valley	Apple Valley, CA	Southern	High Desert
Arbuckle - Pierce	Arbuckle, CA	Superior	North Valley
Arcata	Arcata, CA	North Coast	Humboldt-Del Norte
Arroyo Grande	Arroyo Grande, CA	South Coast	Santa Barbara
Arvin	Arvin, CA	San Joaquin	Kern-Inyo
Atascadero	Atascadero, CA	South Coast	San Luis Obispo
Atwater	Atwater, CA	Central	Merced-Mariposa
Atwater - Buhach Colony	Atwater, CA	Central	Merced-Mariposa

Starting a Chapter

1. How to Start a Program
2. FFA Charter Application
3. Sample FFA Constitution
4. Sample FFA Program of Work

B

		Joaquin	Madera
Oakdale	Oakdale, CA	Central	Stanislaus-Tuolumne
Oakhurst - Yosemite	Oakhurst, CA	San Joaquin	East Fresno-Madera
Olivehurst - Lindhurst	Olivehurst, CA	Superior	Sierra Butte
Olivehurst - South Lindhurst	Olivehurst, CA	Superior	Sierra Butte
Orange	Orange, CA	Southern	Orange
Orangevale - Casa Roble	Orangevale, CA	Central	Sacramento
Orland	Orland, CA	Superior	North Valley
Orosi	Orosi, CA	San Joaquin	Tulare-Kings
Oroville - Las Plumas	Oroville, CA	Superior	North Valley
Palmdale	Palmdale, CA	Southern	High Desert
Palo Cedro - Foothill	Palo Cedro, CA	Superior	Shasta
Parlier	Parlier, CA	San Joaquin	East Fresno-Madera
Paso Robles	Paso Robles, CA	South Coast	San Luis Obispo
Patterson	Patterson, CA	Central	Tri Rivers
Perris	Perris, CA	Southern	Riverside
Perris - Citrus Hill	Perris, CA	Southern	Riverside
Petaluma	Petaluma, CA	North Coast	Sonoma
Phelan - Serrano	Phelan, CA	Southern	High Desert
Pine Valley - Mt. Empire	Pine Valley, CA	Southern	San Diego
Porterville	Porterville, CA	San Joaquin	Sequoia
Porterville - Granite Hills	Porterville, CA	San Joaquin	Sequoia
Porterville - Monache	Porterville, CA	San Joaquin	Sequoia
Porterville - Summit Charter	Porterville, CA	San Joaquin	Sequoia
Potter Valley	Potter Valley, CA	North Coast	Mendocino
Poway	Poway, CA	Southern	San Diego

Oakdale

CA0162

Complete Student Enrollment

Student Name	Grad Year	Account Type	Years in Ag	FFA ID	FFA Inv Code
Abellana, Clint	2020	Member	1	602553343	UBWPLF
AGUIAR, LOGAN	2018	Member	3	601211893	FB7DBF
AGUILAR, KRISTIN	2017	Member	4	600902941	QREK9K
Aguiniga, Amanda	2018	Member	1	602553459	X6N!EM
Alexander, Aaron	2020	Member	1	602553390	0@$H0
Allan, Garrett	2020	Member	1	602553333	IRQ0MY
Aloisio, Taylor	2019	Member	2	601632034	P3IH3O
ARNEBECK, DILLON	2017	Member	4	600902945	IR@YAT
Ascencion, Angel	2018	Member	3	601211925	YK3FJK
AZEVEDO, CARLEY	2016	Member	5	600562795	
Backs, Kourtney	2020	Member	1	602553295	SI1R70
Bailey, Elijah	2020	Member	1	602553279	09O$H1
Bairos, Caleb	2020	Member	1	602553315	J9NITO
Bairos, Morgan	2019	Member	1	602553442	RJ6MP
BARFIELD, BRENNA	2018	Member	3	601211930	@YMU9A
Barfield, Dallon	2017	Member	3	601211931	PIAMW6
BARNEY, CORI	2016	Member	5	600562800	VFPK@R
Barreda, Caitlyn	2019	Member	2	601632041	6B8BK7
Barry, Tavin	2019	Member	2	601632043	JDQFYP
bartholomew, cody	2020	Member	1	602553348	831O69
Batezell, Nicole	2020	Member	1	602553362	5EFO$M
Beaver, Audrey	2019	Member	2	601632047	GEJ8!J
Becerra, Misael	2019	Member	2	601632048	VYHH65
benavides, ana	2020	Member	1	602553416	I$O98Z
Bench, Danni	2019	Member	1	602553467	IQX6M8
Benedix, Branden	2019	Member	2	601632049	0UAR$N
BERNAL, DYLAN	2017	Member	4	600902955	FSKF3X
Bettencourt, Cameron	2017	Member	1	602553435	P349KM
Bishop Thompson, Kylia	2019	Member	2	601632050	AG%VY!
Blocher, Christopher	2019	Member	2	601632051	GQM4AZ

BLOUNT, LACI	2017	Member	4	600902957	5E1ENS
BLOUNT, TAYLOR	2017	Member	4	600902958	GSNEQE
Bohannon, Payton	2019	Member	2	601632052	3RYFDY
BOK, ZACHARY	2018	Member	3	601211937	9L6PNY
Bond, Cole	2018	Member	2	601632053	0RRTUM
Bonde, Brooks	2019	Member	2	601632054	JJO1NS
BORBA, SHAELA	2017	Member	4	600902959	HREFXP
BORBA, TATE	2018	Member	3	601211938	W2C3MO
Boyce, Michael	2019	Member	2	601632055	2SJB2I
Bradley, Edward	2019	Member	2	601632058	VZ3!CO
Bragg, Madison	2019	Member	2	601632059	J6LL!Q
Brannon, Alexandra	2019	Member	2	601632060	ZV7SUY
Brewer, Kennedy	2019	Member	2	601632061	R3NV%E
Brush, Evan	2019	Member	2	601632063	FFQ9QF
BUDINE, KAYLA	2018	Member	3	601211940	MJAIVL
Buelna, Daniela	2018	Member	1	602553468	Y!CZ@B
burch, sara	2020	Member	1	602553367	TZRZGV
Burke, Alyssa	2020	Member	1	602553364	E1Q413
BURKE, EMMA	2018	Member	3	601211942	DN8T$C
Burke, Natalia	2019	Member	1	602553471	AOO1MQ
Burner-Hicks, Marissa	2020	Member	1	602553332	AWY2HT
Burns, Matt	2020	Member	1	602553294	VHL2IO
Burtschi, Jakob	2020	Member	1	602553305	3SSA4
Bye, Brittany	2019	Member	2	601630269	KE4C6H
Cabral, Hailey	2020	Member	1	602553345	892BZ9
Cadwell, Kelsey	2019	Member	2	601630270	MGP%B5
Caetano, Westin	2018	Member	1	602553431	0WP34U
Calvin, Casey	2019	Member	1	602553452	9DR$RE
Cardey, Brandi	2019	Member	2	601630271	!QFL6Y
Carlos, Justin	2019	Member	2	601630272	BF8Q%Y
CARR, HUNTER	2018	Member	3	601212786	HFBSW6
Carranza, Daniela	2020	Member	1	602553274	G33MIO
Casillas, Noeli	2019	Member	1	602553477	4AHIKA
Cassaretto, Rilyn	2020	Member	1	602553298	UZ8IKG
Castillo, Elizabeth	2019	Member	2	601630276	LUASXB
CASTRO, DESIREE	2017	Member	4	600903464	JAS97C
cazares, ozz	2020	Member	1	602553389	T7OUVK

Chamorro, Alexis	2019	Member	2	601630278	M8F6ZR
Chapin, Billy-Bob	2020	Member	1	602553377	E21@78
Chase, Mason	2020	Member	1	602553349	BDRZWK
Chavez, Mateo	2020	Member	1	602553291	08XESU
CHITURAS, GRAYSEN	2017	Member	4	600903466	ROCA4Y
Cisneroz, Michael	2020	Member	1	602553325	UIXXRX
Clarke, Christian	2020	Member	1	602553410	C8Z5U5
Cloward, Ashley	2019	Member	2	601630280	YKJ%BL
Cochrane, Jordan	2020	Member	1	602553318	E4QAJF
Cogburn, Alyssa	2019	Member	1	602553460	@DT@C2
Cogburn, Kaylee	2020	Member	1	602553319	OSUR!
Constantini, Kasandra	2020	Member	1	602553372	WX!@Y
Cooper, Christina	2019	Member	2	601630282	DN!WA2
Cope, Russell	2020	Member	1	602553341	UJW8YQ
Cordano, Aubrey	2019	Member	2	601630283	S7@GWJ
Cortez, Marialy	2020	Member	1	602553369	1CUNAV
Corwin, Courtney	2018	Member	1	602553436	72CDIM
Costa, Alexandra	2018	Member	2	601630284	3ROLXF
Cox, Jacob	2020	Member	1	602553342	6NPAC
Crea, Emma	2020	Member	1	602553379	6FEAC7
DaSilva, Fatima	2016	Member	3	601212794	KG4IRD
DaSilva, Jose	2018	Member	3	601212795	5MI!3I
DaSilva, Sandra	2019	Member	2	601630288	TU@HOH
DAVIS, BREANNA	2017	Member	4	600903476	AB0NKO
De La Torre, Andrea	2020	Member	1	602553335	@Q66Q!
DEABENDERFER, MATTHEW	2016	Member	5	600562832	5F7NRB
Deardorf, Madison	2019	Member	1	602553437	0U2O7L
Dickens, Wyatt	2019	Member	2	601630292	YF3IRS
Dickson, Megan	2018	Member	2	601630293	NBEA2B
Dimberg, Azella	2019	Member	2	601630294	A5WPXQ
Dimier, Madison	2020	Member	1	602553280	PVMEQN
Dixon, Olivia	2020	Member	1	602553375	DLB3D
Dotinga, Liam	2019	Member	2	601630296	QG5EAQ
DOUGHERTY, MADELYN	2017	Member	4	600903481	ZC2K%H
Downs, Austin	2019	Member	2	601630297	PQGGYJ
DUNNAGAN, CODY	2017	Member	4	600903484	R2IUXG
Dunnagan, Kylea	2019	Member	2	601630298	%LYG%I

Dyson, Makenna	2019	Member	2	601630299	4L3XQY
Einhell, Isaac	2020	Member	1	602553394	GCPQZ
Emes, McKenna	2019	Member	2	601630301	MJP8AD
Eskew, Blake	2020	Member	1	602553310	2!3KS!
ESKEW, BRETT	2017	Member	4	600903487	IXSJ3F
Evangelho, Kaylee	2019	Member	1	602553417	CFOQYJ
Evangelista, Giselle	2020	Member	1	602553313	B!51QE
Fabian, Abigail	2020	Member	1	602553380	3CX!O5
Fallentine, Emma	2019	Member	2	601630304	DTS%BX
Ferguson-Rice, Magnolia	2020	Member	1	602553383	2P9EU
Fernandez, Nitzelle	2020	Member	1	602553304	IZ!6GV
FIFER, SOPHIA	2016	Member	5	600562856	
FINNEY, SAVANNAH	2017	Member	4	600903491	C$KA!3
Flemming, Cheyenne	2019	Member	1	602553472	0J5S2!
FOGLEMAN, JAYLEN	2017	Member	4	600903492	3QSPRB
Fogleman, Kailea	2020	Member	1	602553272	HWF4F9
FONDSE, LOGAN	2018	Member	3	601212805	P5VOMF
Freitas, Madeline	2018	Member	1	602553461	3OFX5X
friel, colton	2020	Member	1	602553346	E9@OA
FRISK, ROY	2018	Member	3	601212809	D75EGB
FROST, BREANNA	2017	Member	4	600903496	RLKCEH
Frye, Christopher	2020	Member	1	602553398	Y5V@NJ
Furtado, Tyler	2020	Member	1	602553300	G8@03U
Gabriel, Katelyn	2020	Member	1	602553409	UWD6@R
GARCIA, ASHLEIGH	2018	Member	3	601212811	GIJGCC
Garcia, Celso	2019	Member	2	601630308	DRIEEW
GARCIA, CESAR	2018	Member	3	601211672	H6J$GA
Garcia, Isabelle	2020	Member	1	602553365	BZ648I
Garcia, Joshua	2019	Member	2	601630309	TICXUK
Garcia, Manuel	2019	Member	1	602553418	4HDGHL
Garcia, Sergio	2018	Member	2	601630310	K1MSOS
Garvrilis, Jacob	2019	Member	1	602553453	1TX5!8
Gavrilis, Kristina	2019	Member	2	601630312	TNEZGL
Geis, Matthew	2019	Member	2	601630313	7E34AB
George, Rylee	2019	Member	2	601630314	VOBCXH
Gines, Violett	2020	Member	1	602553314	3B0MVG
Goad, Luke	2020	Member	1	602553312	5H4L7A

Goglio, Bella	2020	Member	1	602553328	62OE0Q
Gomez, Kevin	2020	Member	1	602553384	NZDCAS
Gonzales, Billy	2019	Member	2	601630316	F0YBLQ
GONZALES, MATHEW	2018	Member	3	601211677	E7CTK1
GONZALEZ, THOMAS	2017	Member	4	600903506	DNGAL@
Goodrum, Cameron	2019	Member	2	601630317	49RT@@
Gookin, Preston	2019	Member	1	602553445	PL@1N5
Gordon, Brayden	2020	Member	1	602553366	XCGNZ
Green, Kyndall	2020	Member	1	602553277	X9Z324
Groomes, Adrianna	2020	Member	1	602553438	@2U7TU
Gudino, Angelica	2020	Member	1	602553399	GDQ6TT
Gunkel, Tyler	2019	Member	1	602553473	4!HQTY
Gunter, Brandon	2018	Member	2	601630318	Y84ERU
Haley, Adam	2019	Member	2	601630319	0GBDLR
Halsey, Zane	2019	Member	1	602553433	E!WC4G
Halverson, Michele	2019	Member	2	601630320	WKS7EH
Hanko, Zachary	2016	Member	3	601211682	ZBX@CP
Hardman, Andrew	2019	Member	2	601630321	5OKDSY
Hardy, Lacey	2019	Member	2	601630322	1BDF7Q
Harris, Noah	2019	Member	1	602553446	6A@ISI
HARTZELL, CAITLYN	2016	Member	5	600562892	
HARVEY, TANNER	2018	Member	3	601211683	7MUZO$
Hauser, Shirley	2020	Member	1	602553281	1FUCA3
Hay, Caitlyn	2019	Member	1	602553462	8FYFXB
HAYES, HALEY	2016	Member	5	600562893	B5TU0L
HAYNES, SIERRA	2018	Member	3	601211684	CRSB0B
Heffington, Clay	2018	Member	3	601211685	UT5NN7
Hensley, Jimmie	2019	Member	1	602553419	8F9PGF
HENSLEY, SADIE	2016	Member	5	600562897	JYOSJU
hernandez, elisa	2020	Member	1	602553374	4$KTC
Hernandez, Evelyn	2020	Member	1	602553285	QIZT4
Hice, Ronan	2018	Member	1	602553420	XLM$$R
HICKS, DONNA	2017	Member	4	600903521	FCB!TG
Hicks, Mason	2019	Member	2	601630325	ZJ7FZL
Howell, Elizabeth	2019	Member	2	601630327	RFQIHA
Humphrey, Shane	2020	Member	1	602553427	K590IR
Ibarra, Jasmin	2020	Member	1	602553292	ZAFW!@

Ibarra, Jocelyn	2020	Member	1	602553278	GR43Q
Ichord, Levi	2018	Member	2	601630328	B1PQON
Ismerio, Jose	2019	Member	2	601630330	5Y5PJ1
Jackson, Jocelyn	2020	Member	1	602553287	5PY0KY
JACOBSON, JOSHUA	2018	Member	3	601211689	OK8FNM
JACOBSON, JUSTIN	2016	Member	5	600562903	HCJFPM
Jeffries, Kathleen	2017	Member	2	601630332	MWZIH6
Jimenez, Christina	2017	Member	2	601630335	R4Z5CI
johnson, zac	2020	Member	1	602553339	NDO7AJ
Jones, Kourtnee	2017	Member	1	602553479	0HCGH@
Jones, Mickala	2020	Member	1	602553355	JZY@MQ
Jones, Ty	2016	Member	5	600519626	PBXV!V
Keator, Scott	2019	Member	1	602553447	PY5V!
Kendig, Lillian	2019	Member	2	601630336	!P0YCC
KINDRED, HOPE	2018	Member	3	601211696	6%1R9B
KNIERIEME, PHILIP	2018	Member	3	601211698	H1SE5S
Koelmans, Cortney	2020	Member	1	602553370	BDTB9$
LANG, GARRETT	2017	Member	4	600903529	NTMCQR
Lares, Hector	2018	Member	1	602553448	I06CR3
Larsen, Hannah	2019	Member	1	602553443	YOFWJZ
Lawless, Gabrielle	2020	Member	1	602553283	YR3D1Z
LeCouve, Jacquelyn	2020	Member	1	602553320	4OCI@C
Lee, Garrett	2020	Member	1	602553454	2Q8S3Z
Lee, Laney	2020	Member	1	602553299	BEFM06
LEE, STEPHANIE	2017	Member	3	600902973	
Lemons, Walter	2020	Member	1	602553424	3M17KE
LIEKHUS, COLE	2018	Member	3	601212815	GLD3@F
Limon, Angel	2019	Member	2	601630337	QKVNQO
Linn, Nicole	2019	Member	2	601630338	G96RG@
lopes, arianna	2020	Member	1	602553271	RHF7WP
Lopez, Angel	2020	Member	1	602553344	$0RT0Q
Lopez, Daniela	2020	Member	1	602553284	QK6MH
Lowry, Angelica	2020	Member	1	602553387	W!XWL6
Lucas, Jayson	2018	Member	2	601630340	LEIEPU
Luna, Alissa	2020	Member	1	602553337	4UHM7
LUTZ, JOHN	2016	Member	5	600902978	
M, Austin	2020	Member	1	602553317	@BJJ8

Machuca, Claudia	2019	Member	1	602553463	PPEX5
Maciel, Savannah	2020	Member	1	602553412	8V3D2D
MADDOCK, BLAKE	2017	Member	4	600902980	DPQZ60
Manzo, Ulani	2020	Member	1	602553326	0SP73!
Marenco, Dominic	2020	Member	1	602553306	@PGP$L
Marin, Maximiliano	2020	Member	1	602553286	UPF4GS
MARSELLA, ELIZABETH	2018	Member	3	601212820	6A31O1
Martinez, Brandon	2020	Member	1	602553316	Z$YX!
Martinez, Gabriel	2019	Member	2	601630344	VVBD1V
Martinez, Jazmin	2020	Member	1	602553308	FOG5CF
Martinez, Leilani	2020	Member	1	602553439	QXPT1Q
Mason, Michael	2019	Member	1	602553478	EC7NS
Mauro, Bronson	2018	Member	1	602553421	Z7GG!S
McAnally, Madison	2019	Member	2	601630345	2SM4DY
MCCAFFERTY, LEONA	2017	Member	2	600902985	
McCain, Ethan	2020	Member	1	602553358	2YO1$3
MCCOY, GAVAN	2017	Member	4	600902986	OIP$K%
McDonald, Christopher	2020	Member	1	602553347	SP@I32
McDonald, Dominic	2020	Member	1	602553323	0DF8KA
MCGINNIS, RACE	2017	Member	4	600902987	0DCR3F
McKinzie, Conner	2019	Member	1	602553455	1RN3K
Medeiros, Mya	2020	Member	1	602553338	ZJ3HM!
Medina, Luis	2017	Member	3	601212825	$DXJJ$
Medlin, Michael	2020	Member	1	602553363	0LHW4
Meek, Bryce	2020	Member	1	602553386	ZVCCO
Mendes, Calyx	2019	Member	2	601632067	B@1IDO
Mendes, Jack	2019	Member	2	601632068	HTU6AK
MENDES, KATE	2017	Member	4	600902991	LDHIFW
MERRIAM, SHAWN	2018	Member	3	601212826	VA1W!$
Meyer-Gomes, Jordan	2020	Member	1	602553402	!QTFB1
Milam, Shelby	2019	Member	2	601632069	BHQLE$
Modesto, Jeremy	2020	Member	1	602553303	FI135L
Moffatt, Marissa	2020	Member	1	602553361	0TJ9XM
Montejano, Miguel	2018	Member	1	602553422	FGC69P
Montez, Tevin	2019	Member	1	602553444	ZUYA9
Montoya, Deja	2019	Member	2	601632071	MLCLAC
Morales, Emma	2019	Member	2	601632072	7UTSTZ

Morgan, Blake	2019	Member	2	601632073	NT2LWM
MORGAN, BREANNA	2018	Member	3	601212830	TJ9SUA
MORGAN, MADISON	2016	Member	5	600562939	
Morgan, Paige	2020	Member	1	602553411	NPRYI9
Morris, Steven	2020	Member	1	602553309	YJ4N66
Mount, Kyndal	2020	Member	1	602553360	@29D!S
Munoz, Andrew	2018	Member	1	602553464	98FOY
MURPHY, DAWSON	2018	Member	3	600902997	8ILMS1
Murphy, Devin	2019	Member	1	602553449	TU0M!1
MURPHY, KIRSTEN	2017	Member	4	600902998	O%XGZM
Najera, Anthony	2020	Member	1	602553293	@S8HO
Neal, Tiffany	2019	Member	2	601632074	Y1ZEYL
NEWTH, CODY	2017	Member	4	600903000	YAWLY8
Newton, Miranda	2017	Member	1	602553480	SJ@UGS
Nichols, Erika	2019	Member	2	601632075	0GWH77
Nickerson, Trevor	2019	Member	1	602553474	IUNZSO
niemi, cole	2020	Member	1	602553352	M67!5$
Norris, Chloe	2019	Member	1	602553469	ARK1!
Novotny, Avery	2019	Member	2	601632076	0BD2@7
Nunes, Jakob	2019	Member	2	601632077	D%SJAV
O'Ferrall, Augusta	2019	Member	2	601632078	BH3%15
OBRIEN, ASHLEY	2018	Member	3	601212832	AOFKR8
Olevra-Madrid, Oscar	2019	Member	2	601632079	KBGYS9
Olivas, Raven	2020	Member	1	602553322	DZAPZW
Oliver, Bayleigh	2019	Member	2	601632080	ZLM4ZQ
OLIVER FRATES, JOSHUA	2017	Member	4	600903002	MDOF@!
Olivera - Clark, Jonathan	2019	Member	2	601632082	PDYKQK
OLIVERA CLARK, SARINA	2018	Member	3	601212833	ZQEF6K
Ortiz, Sophia	2020	Member	1	602553288	L3H0C
Osmundson, Beau	2019	Member	2	601632084	NTIJAK
Oswald, Layton Lee	2020	Member	1	602553401	7ASDFU
Pace, Haylee	2020	Member	1	602553275	4H4ME
Padilla, Kaylina	2020	Member	1	602553307	03GUS1
Parker, Dillon	2018	Member	1	602553423	9MEO7F
Parker, Ethan	2018	Member	1	602553428	YXYQKX
Parker, Kylie	2019	Member	2	601632087	EMN!GD
Parr, Elias	2020	Member	1	602553282	$CFSKX

Parreira, Alyssa	2020	Member	1	602553388	!S94WW
Pena, Ashton	2020	Member	1	602553397	KDL1FJ
penunuri, angel	2020	Member	1	602553413	5EHZGA
PEREZ, CASSIE	2017	Member	4	600903538	TQUSGD
Perry, Ethan	2020	Member	1	602553382	FYULPH
Perry, Stash	2020	Member	1	602553371	GAZ!9F
Pierson, Megann	2019	Member	1	602553440	AJVZC0
Pigeon, Alyce	2020	Member	1	602553376	G7XPUX
Pimley, Kaitlyn	2020	Member	1	602553273	J82H0P
Plascencia Jr., Jorge	2020	Member	1	602553395	BFIH0
Polhemus, Cierra	2019	Member	2	601632090	CLEKDJ
Ponce, Jasmine	2018	Member	1	602553465	E$3!5
Ponce, Karina	2017	Member	2	601632091	UV8TGV
Porras, Ruben	2019	Member	1	602553456	BUUAZY
PRADO BUENROSTRO, DANIEL	2018	Member	3	601212839	WPIQNR
Pulido, Jocelyn	2019	Member	2	601632095	QQ0C6S
Rangel, Jasline	2020	Member	1	602553396	@IBPUH
Renfrow, Jeremiah	2020	Member	1	602553290	XQCK6Z
Reyes, Devin	2019	Member	1	602553475	4SQ6V@
Reyes, Joe	2019	Member	1	602553432	PSA7EU
Reynolds, Tyler	2019	Member	1	602553450	1B!4RO
Rico, Draven	2020	Member	1	602553414	BYNSWI
Robbins, Alissa	2020	Member	1	602553329	N8M38X
Roberts, Lacey	2020	Member	1	602553321	3Y@KDW
Robinette, Christina	2018	Member	2	601632099	KOPALN
ROBINSON, MACY	2018	Member	3	601212843	1FTBG!
Robles, Saylah	2019	Member	2	601632101	7T1EX%
Rodin, Junior	2018	Member	2	601632102	GEKW3B
RODIN, VITO	2017	Member	3	600903548	
Rodman, Ryleigh	2020	Member	1	602553351	R979OE
Rodriguez, Francisco	2018	Member	1	602553429	PED7KF
Rodriguez Munoz, Lizbeth	2017	Member	2	601632104	I8GY9L
Rodriguez-Camacho, Emmanuel	2019	Member	1	602553425	VO3M4W
Rolley, Cheyenne	2019	Member	1	602553356	F1RX9D
Romito, Ryan	2019	Member	2	601632105	LFO06T
Ruiz, Cesar	2020	Member	1	602553336	T3SZ0
Ruiz, Jacquelin	2019	Member	2	601632107	YXWJBA

Ruiz, Vanessa	2019	Member	2	601632108	FYUZWN
Rupe, Anthony	2019	Member	2	601632109	ZWEDBF
RUPE, ISABEL	2017	Member	4	600903553	WR5ZLQ
Rushing, Elizabeth	2019	Member	2	601632110	THNKWB
Russell, Cody	2020	Member	1	602553354	4W2M$3
Ruthman, Madelyn	2019	Member	2	601632111	E%!9NO
Ruthman, Spencer	2020	Member	1	602553408	DF6$C6
SALDANA, CASSANDRA	2018	Member	3	601212845	CHJBS6
SALIE, MARNELLE	2018	Member	3	601212846	DKUBTX
Sandoval, Mauro	2020	Member	1	602553297	QB3DBS
Santillo, Austin	2019	Member	2	601632112	DNIVFE
Saporito, Kathryn	2020	Member	1	602553403	!0AGXC
Saucedo, Rivaldo	2020	Member	1	602553378	$@IEIS
Scalise, Kolton	2017	Member	3	601212848	9E%XLP
Schieve, Ashtyn	2020	Member	1	602553353	RIHJ05
SCHWANDT, KATHERINE	2017	Member	4	600903561	DBSGXO
Schwandt, Sophia	2020	Member	1	602553368	XNYM@Z
SEEDS, ELISE	2017	Member	4	600903562	%OKFOS
Segura, Ramon	2019	Member	2	601632113	03IRCH
SERPA, KATHERINE	2016	Member	5	600562986	
Sexton, Quinlan	2018	Member	2	601632114	W$30UF
Shipman, Kaidyn	2020	Member	1	602553393	CZFF7B
Silva, Hector	2019	Member	2	601632116	63K89X
Silva, Kaylee	2019	Member	2	601632117	DQ2FKJ
Silva, Tatyn	2020	Member	1	602553359	$D82ZS
Sinclair, Machaela	2018	Member	3	601212851	X8J37P
Sinclair, Payton	2020	Member	1	602553296	T0$$IE
SINGLETON, JONATHAN	2018	Member	3	601212852	FLS!FE
Singleton, Mariah	2020	Member	1	602553302	JF!$KF
Sisco, Adrianna	2019	Member	2	601632119	MHDHKN
Sisco, Alyssa	2019	Member	2	601632120	0Q3CL9
SISCO, KYLEE	2018	Member	3	601212853	SMKASL
Smith, Faith	2020	Member	1	602553350	G2AX0H
smith, madison	2020	Member	1	602553276	Z9M583
SNOW GREGORY, JOSHUA	2017	Member	4	600903570	H7$QJC
Snyder, Kevin	2016	Member	5	600519619	H3XCAH
SONS, SAVANNAH	2017	Member	3	600903573	

Sons, Savannah	2017	Member	1	602553457	T7!ATJ
Sousa, Braden	2020	Member	1	602553426	I6LS4Q
Speegle, Stuart	2020	Member	1	602553331	KUT!
Spence, Kenzie	2019	Member	1	602553441	K1I45$
Springer, Ashley	2017	Member	1	602553466	V1UEX8
Starkweather, Robert	2020	Member	1	602553373	D6!ZV
STETSON, LYNDA	2017	Member	4	600903575	JYSVPQ
Stonier, Jillian	2019	Member	1	602553476	308L1A
Stott, Alyssa	2020	Member	1	602553405	TEL!6$
Stott, Ashley	2017	Member	2	601632124	@BKEZZ
Sweet, Kaeli	2019	Member	2	601632126	LDRFCV
Szuggar, Aubrie	2019	Member	1	602553470	80!T7L
Tafolla, Sebastian	2019	Member	2	601632128	5DTN$M
Takaki, Haley	2017	Member	1	602553458	30$J2!
Tapia, Lesly	2019	Member	2	601632129	6QRX4C
Tavares, Dustin	2019	Member	2	601632130	G81SLN
Tavares, Kimber	2019	Member	2	601632131	ZB$C%O
Taylor, Ryan	2020	Member	1	602553311	4UW1WW
Temores, Jaimie	2020	Member	1	602553381	QAKLPN
Thomas, Angelica	2017	Member	1	602553481	!5MGW4
Thomas, Emily	2020	Member	1	602553392	ZTJ6I0
Thompson, Holly	2020	Member	1	602553330	ST6BY6
THOMPSON, NATALIE	2018	Member	3	601212861	PKO38T
Titus, Damien	2019	Member	1	602553434	AJTX3
Todd, Ryan	2019	Member	2	601632134	F8HUCH
Torres, Olivia	2019	Member	1	602553451	1FJ1Z1
Tucci, Chase	2020	Member	1	602553406	REAKJW
Ugalde, Aubree	2020	Member	1	602553327	!VF@53
Underwood, Kyelle	2019	Member	2	601632138	ZBIHWC
Valencia, Seth	2020	Member	1	602553289	E$@OVX
VARGAS, KYNDALL	2017	Member	3	600903580	
Vargas, Logan	2019	Member	2	601632140	IR9RTG
Vazquez, Joana	2020	Member	1	602553404	N86K$
Vences, Hugo	2019	Member	2	601632141	5KFMNI
VENEGAS, ALYSA	2017	Member	4	600903582	41$HFO
Venegas, Ynez	2019	Member	2	601632142	NNFT14
VERDEGAAL, CLAYTON	2017	Member	4	600903583	JKVSSV

Verdegaal, Grace	2019	Member	2	601632143	XMDN%C
Verdegaal, Jack	2019	Member	1	602553430	HURM7@
VIERRA, BRANDON	2017	Member	4	600903586	
VIETHS, HALLIE	2018	Member	3	601212870	VRBO@0
VILLASENOR, BRIANNA	2018	Member	2	601212872	
Vorse, Katelyn	2019	Member	2	601632144	H@QBPB
Waite, Evan	2020	Member	1	602553301	5@KC6
Webb, Elexis	2019	Member	2	601632148	UNZLW1
welton, lily	2020	Member	1	602553400	18CH!
Wenzel, Katelynn	2020	Member	1	602553415	Q2H80T
Whitley, Jodie	2019	Member	2	601632149	LQL1QH
WIILIAMS, DAYTON	2018	Member	3	601212876	OPMGAK
Wilkinson, Kaitlyn	2019	Member	2	601632150	CLA$VF
Wilkinson, Kendra	2020	Member	1	602553334	7L$I72
Williams, Courtney	2020	Member	1	602553407	RMDS08
Williams, Jaiden	2020	Member	1	602553324	GYU4E4
Wood, Hollie	2020	Member	1	602553340	3MG2IA
WOOD, THOMAS	2018	Member	3	601212879	I6Q9GT
Worley, Caitlynn	2020	Member	1	602553391	HYT47R
Wright, Emma	2016	Member	4	601038143	
Wright, Kenzee	2020	Member	1	602553385	D052XZ
Wright, Weston	2018	Member	2	601632151	VD60HB
Wylie, Tyler	2020	Member	1	602553357	VAVTRO
Ybarra, Luke	2017	Member	3	601212880	LZXK5H
Younan, Tyler	2019	Member	2	601632152	QGKLE$
Zepeda, Maria	2017	Member	1	602553482	BFVEQY
ZIEBELL, KYLE	2018	Member	3	601212883	EG7L!O

2016-2017

Oakdale FFA

Program of Activities

OAKDALE FFA

Inspiring Today's Members to be Tomorrow's Leaders.

TABLE OF CONTENTS

Chapter Officers' Message

Welcome to the Oakdale FFA! Our theme for the 2016-2017 year is "Inspiring Today's Members to be Tomorrow's Leaders". This year's officer team is ready to lead and inspire our members to achieve great things. This year is full of endless opportunities for each FFA member to fulfill their FFA potential. The Oakdale FFA Chapter is a dynamic and growing chapter and ready to inspire by conferences, judging teams, and even visiting colleges.

This year our officer team is working hard to plan a great year for our members. We will provide our chapter with exciting events such as monthly FFA meeting and semi-annually banquets. Our main goal is to serve our member's needs first and foremost.

Our officer team is excited for all the planned events we have this year. We are committed to making the FFA experience unforgettable. Our team has worked hard together to plan the upcoming year for the benefit of our members. We appreciate our many supporters and can't wait to see what this year holds for us.

Together we will inspire our members to become leaders.

Sincerely,

The Oakdale FFA Officer Team

Tate Borba	***Donna Hicks***	***Marnelle Salie***	***Laci Blount***
Chapter President	Chapter Vice President	Chapter Secretary	Chapter Treasurer
Blake Morgan	***Hope Kindred***	***Kaeli Sweet***	***Grace Verdegaal***
Chapter Reporter	Chapter Sentinel	Point Awards Chair	Chaplin
Erica Nichols			
Historian			

Oakdale Joint Unified School District
Board of Trustees

Mrs. Tina Shatswell	President
Mrs. Barbara Shook	Clerk
Mrs. Diane Gilbert	Member
Mr. Mike House	Member
Mr. Larry Betschart	Member

Teach, Learn, Every Day, No Excuses
OJUSD

Administration and Staff

Marc Malone	Superintendent
Larry Mendonca	Assistant Superintendent
Kristi Rapinchuk	Assistant Superintendent
Terri Taylor	Assistant Superintendent
Susan Dyke	Chief Business Officer
Tracey Jakubowski	Program Specialist Special Education
Michael Moore	Principal
Shannon Kettering	Assistant Principal
Joni McGinnis	Assistant Principal
Pat King	Assistant Principal
Rebecca Dack	Principal's Secretary
Becky Hammond	Vice Principal's Secretary
Rosie Ortiz	Front Office Secretary
Nancy Morales	Counselor
Esparanza Jackson	Counselor
Davia Kirkpatrick	Counselor
John Arsenio	Counselor
Joey Valencia	Accounting(ASB)
Debbie Baize-Schwartz	Accounting(district)
Denise Russel	Registrar

Oakdale High School
Agricultural Advisory Committee

The function of the Advisory Committee is to provide advice on the curriculum, funding, and operations of the Agriculture Department. This committee provides support and evaluates the progress of the department and is comprised of representatives from the community, business industry, post-secondary educational institutions and parents.

Name	Company
Derek Blevins	Mountain Valley Trucking
Tom Burchell	Burchell Nursery
Frank Clark	Oakdale Irrigation District
Jacob DeBoer	Gallo Winery Marketing
Joe Gambini	Gambini Nut Farm
Steve Knell	Oakdale Irrigation District
John Mendes	Modesto Junior College
Richard Nimphius	Retired MJC Instructor
John Nicewonger	Retired MJC Instructor
Tom Orvis	Stanislaus County Farm Bureau
John Thompson	Veterinarian

OAKDALE FFA

Inspiring Today's Members to be Tomorrow's Leaders.

2016-2017 FFA Officers

Oakdale FFA Chapter

President: Tate Borba

Vice President: Donna Hicks

Secretary: Marnelle Salie

Treasurer: Laci Blount

Reporter: Blake Morgan

Sentinel: Hope Kindred

Historian: Erica Nichols

Point Awards Chair: Kaeli Sweet

Chaplain: Grace Verdegaal

STANISLAUS- TUOLUMNE SECTIONAL OFFICERS

PRESIDENT	Amber Layne	Modesto
VICE PRESIDENT	Tate Borba	Oakdale
SECRETARY	Jeremy Bodenschatz	Modesto-Central Catholic
TREASURER	Riley Gonsalves	Modesto
REPORTER	Lisa Archuleta	Modesto-Central Catholic
SENTINEL	Hope Kindred	Oakdale
ADVISOR	Isaac Robles & Scott Layne	Oakdale/Modesto

CENTRAL REGION OFFICERS

President	Jasmine Flores	Atwater
Vice President At Large	David Phillips	Modesto-Central Catholic
Vice President North Area	Quaid Moore	Ponderosa
Vice President South Area	Wrangler Wheeler	Modesto
Secretary	Maddie Franke	Galt
Treasurer	Robert Marchy	Turlock
Reporter	Brittney Thompson	Galt-Liberty Ranch
Sentinel	Prentyce Hitt	Elk Grove
ADVISOR	Jill Sperling	

OAKDALE FFA

Inspiring Today's Members to be Tomorrow's Leaders.

STATE OFFICERS

State FFA President	Andrew Skidmore	Atwater
State FFA Vice President	Lauren Millang	Woodland-Pioneer
State FFA Secretary	Amanda Skidmore	Atwater
State FFA Treasurer	Samuel Looper	Apple Valley
State FFA Reporter	Conner Vernon	Nipomo
State FFA Sentinel	Jace Neugebauer	McArthur-Fall River
STATE ADVISOR	Dr. Lloyd McCabe	
ASSISTANT ADVISOR	Josiah Mayfield	

NATIONAL OFFICERS

President	Taylor McNeel	Arkansas
Secretary	Nick Baker	Tennessee
Western Region Vice President	Sarah Draper	Utah
Central Region Vice President	Abrah Meyer	Iowa
Southern Region Vice President	Abbey Gretsch	Georgia
Eastern Region Vice President	Sydney Snider	Ohio
Advisor	Dr. Brown	

AGRICULTURAL EDUCATION COURSES OFFERED

FLORAL DESIGN

Credits: 10 **Grade:** 10 – 12
CSF III **UC/CSU:** F
Students in this course will apply an artistic approach to floral design. Students will explore elements and principles of design; two and three dimensional designs; history of floral art; arrangement styles and techniques; and seasonal, holiday, and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. This course meets graduation requirements as a visual/performing art.
Prerequisite: none A-G

FLORAL DESIGN II

Credits: 10 **Grade:** 11 – 12
CSF III **UC/CSU:**
In this course, Floral Design I students will progress their individual skills in dimensional designs, arrangement styles, and floral techniques and increase their capabilities through creating, designing, identifying, explaining and evaluating all topics of study. Students will learn merchandising of floral arrangements and the importance of cost analysis and marketing. This course meets graduation requirements as a visual/performing art.
Prerequisite: Successful completion of Floral Design I

INTRODUCTION TO AGRICULTURAL TECHNOLOGY

Credits: 10 **Grade:** 9 - 10
CSF II **UC/CSU:** G
This course is for first year ag students preparing for careers in the agri-science industry or just interested in agriculture. Students will learn about state and local agriculture, career information, leadership and agriculture skills development. Agriculture's role in our environment will be a major emphasis. Both FFA participation and project activities. This class fulfills one year of physical science credit.

AGRICULTURE LEADERSHIP & COMMUNICATIONS

Credits: 5 **Grade:** 10 – 12
CSF III **UC/CSU:**
This course is for students with an active FFA background and is designed to promote leadership skills, goal setting, and event planning. Students interested in enhancing public speaking skills will also benefit through research and organizational procedures. This course will benefit students involved in FFA judging competitions.
Prerequisite: none

BIOLOGICAL APPROACHES TO AGRICULTURE

Credits: 10 **Grade:** 10 – 11
NCAA CSF II **UC/CSU:** D
This class fulfills one year of life science credit and meets the UC/CSU life science entrance requirement. This class is designed to give the students a background in animal science, nutrition, digestive systems, feeding and management, botany, plant growth, soil science irrigation and water conservation. FFA leadership and project activities are an integral part of the course.
Prerequisite: Introduction to Ag Technology is recommended, but not required.

AGRICULTURE CHEMISTRY AND AGRISCIENCE
Credits: 10 Grade: 11-12
CSF II **UC/CSU:** G
This class fulfills one year of physical science credit and meets the UC/CSU physical science entrance requirement. This class focuses on the application and integration of animal, plant, and soil chemistry.
Prerequisite: Biological Approaches to Agriculture is required.

AGRICULTURE MECHANIC SKILLS
Credits: 10 Grade: 9-10
CSF II UC/CSU:
This course is designed for students interested in understanding basic agriculture mechanical skills. Units of instruction include shop safety, tool identification, use of power tool equipment, woodworking, metalworking, electricity, and concrete/masonry. Instruction is also given in FFA leadership, citizenship, and career education. This course fulfills one year of elective credit.

ADVANCED AG MECHANICS
Credits: 10 Grade: 10 – 12
CSF III UC/CSU:
Students will develop skills in surveying/ land measurement, arc, mig welding, oxy-acetylene cutting/tig welding, project design/construction, and basic hydraulics. Individual student projects can be built when basic welding skills are mastered. FFA leadership, project activities, and record keeping are integral parts of the course. This course earns one year of elective credit.
Prerequisite: Completion of Ag Mechanic Skills or signature of the teacher.

AG WELDING & CONSTRUCTION (ROP)
Credits: 20 **Grade:** 11 –12
CSF III **UC/CSU:**
This class is designed to give the students maximum shop time for building and repairing agricultural equipment and constructing other projects. Units of instruction are given in all aspects of welding instruction. Students must have plans for their own building projects or be prepared to work on projects assigned by the instructor. Instruction units on project design, ordering materials and equipment repair will be included. This is a two-hour class and may be taken for two years for elective credit. FFA leadership projects and record keeping activities are an integral part of this course. This course also has a $10 course fee.
Prerequisite: Advanced Ag. Mechanics

AGRICULTURE GOVERNMENT/ECONOMICS
A-G Credits: 10 Grade: 12
CSF I UC/CSU: A (Gov)/
G (Econ)
This course is designed for students interested in understanding the operations and institutions of economic systems as applied to our nation's largest industry, agriculture. Units of instruction include basic economic behavior and international trade policy. This course will also review how our government was developed and how it functions. Agriculture policy in our government structure will be reviewed. Instruction is also given in leadership, citizenship, and career education. This class meets the government/economics requirements for graduation.
Prerequisite: Signature of teacher required. Students must be enrolled in other agriculture classes to take this class.

HORTICULTURE
Credits: 10 **Grade:** 9-12
CSF III **UC/CSU:**
This course will provide the student with theories and principles related to environmental and ornamental horticulture. This course is 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 principles within the environment, understand plant functions and uses, and recognize the diversity of life and the interrelationships among organisms in nature.

OAKDALE FFA

Inspiring Today's Members to be Tomorrow's Leaders.

Suggested Agriculture Student
4 Year Study Plans

Jr. College/Tech School Bound

FRESHMAN YEAR
English 1
Physical Ed
Math 1/Geometry
Health/Computers
Intro to Ag Tech/Ag Earth
*Ag Elective/Elective

SOPHOMORE YEAR
English 2
PE/Sports/Band
Geometry/Algebra 2
World History
Ag Biology
*Ag Elective/Elective

JUNIOR YEAR
English 3
U.S. History
Alg 2/Pre Calc.
Ag Chemistry
Floral design
*Ag Elective/Elective

SENIOR YEAR
English 4
Ag Econ/Govt.
*Ag Elective
*Ag Elective
Elective
Elective

Four Year College/University Bound

FRESHMAN YEAR
English 1
Physical Ed
Math 1/Geometry/Alg 2
Health/Computers
Intro to Ag Tech/Ag Earth
*Ag Elective/Elective

SOPHOMORE YEAR
English 2
Physical Ed
Geometry/Alg 2/ Pre Calc
World History
Ag Biology
Foreign Language

JUNIOR YEAR
English 3
U.S. History
Alg 2/Pre Calc/Calc.
Foreign Language
Ag Chemistry
Floral Design

SENIOR YEAR
English 4
Pre Calc/Calc/Trig.
Ag Econ/Govt.
*Ag Elective
*Ag Elective
*Elective

***Ag Elective courses include: Horticulture, Floral Design 2, AG Mechanics Skills, Advanced AG Mechanics and ROP AG Welding and Fabrication.**

FFA CHAPTER GOALS

1. Achieve Outstanding Sectional FFA Chapter Award

Action Plan:
1. Participate in all sectional activities
2. Apply 100% effort to all competitions

2. Promote Oakdale FFA

Action Plan:
1. Educate and appreciate school staff
2. Include non-members in appropriate FFA activities through showcase and announcements
3. Enhance and utilize website, social media, local newspaper, and the New Horizon.
4. Create and continuously update agriculture department classroom announcement boards.

3. Apply for State and National Chapter Awards

Action Plan:
1. State Awards
2. National Chapter Award
3. National FFA Scholarships
4. Superior Chapter Award

4. Increase FFA involvement in Community Service Activities

Action Plan:
1. Stanislaus River Clean up
2. Initiate bagged can food drive
3. Provide flowers for elderly
4. Relay for Life

INTRODUCTION TO THE FFA

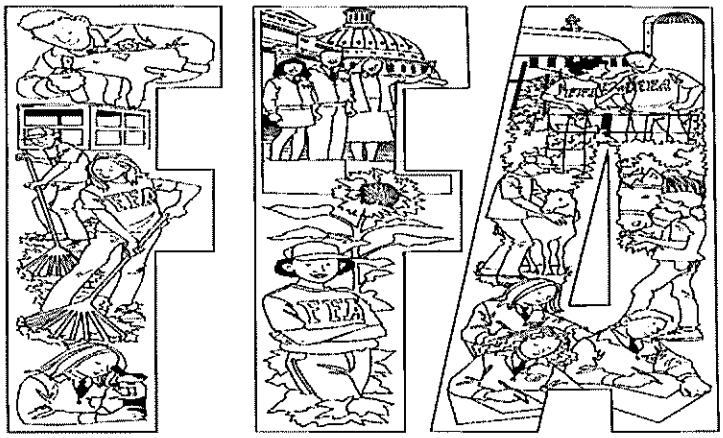
The FFA is a national organization of, by, and for students studying agriculture in public secondary schools under the provision of the National Vocational Education Acts.

An integral part of the program of education in agriculture in the public schools system of America, the FFA has become well known in recent years. No National student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November of 1928, it has served to motivate and vitalize the instruction offered to students of agriculture and to provide further training in citizenship and agriculture business. Oakdale FFA Was Established in 1931 by the young men in agriculture classes at Oakdale High School.

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

National Headquarters for the FFA are located in the Agriculture Education Branch of Health, Education, and Welfare, Washington D.C. The National FFA Convention is held annually in Indianapolis, Indiana and the California Association holds its annual conference at the Fresno Convention Center each April.

This 2016-2017 Program of Activities was developed to explain the purpose of the FFA Organization and give insight into the many opportunities that are available to all agriculture students at Oakdale High School.



OAKDALE FFA

Inspiring Today's Members to be Tomorrow's Leaders.

Mission and Strategies

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.

To accomplish this mission, FFA:

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

The FFA Motto

LEARNING TO DO,

DOING TO LEARN,

EARNING TO LIVE,

LIVING TO SERVE

National FFA Colors

National Blue represents the national origin of the organization, matches the blue color on the flag of the United States of America.

Corn Gold signifies the founding of the organization in the United States, and the unity of agriculture as corn is grown in all fifty states and is a native crop to our continent.

FFA CODE OF ETHICS

FFA members conduct themselves at all times to be a credit to their organization, chapter, school, community and family. As an FFA member, I pledge to:

1. Develop my potential for premier leadership, personal growth, and career success.
2. Make a positive difference in the lives of others.
3. Dress neatly and appropriately for the occasion.
4. Respect the rights of others and their property.
5. Be courteous, honest and fair with others.
6. Communicate in an appropriate, purposeful, and positive manner.
7. Demonstrate good sportsmanship by being modest in winning and generous in defeat.
8. Make myself aware of FFA programs and activities and be an active participant.
9. Conduct and value a supervised agricultural program.
10. Strive to establish and enhance my skill through agricultural education in order to enter a successful career.
11. Appreciate and promote diversity in our organization.

FFA OFFICIAL DRESS

The uniform worn by FFA members at local, state, and national functions is called **official dress**. It provides identity and gives a distinctive and recognizable image to the organization.

Female members are to wear a black skirt, white blouse with official FFA blue scarf, black shoes and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities such as judging contests and camping.

Official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks, and official jacket zipped to the top.

PROPER USE OF THE FFA JACKET

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

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

FFA EMBLEM

The National Emblem of the FFA is significant and meaningful in every detail. Used by members in all recognized units in the organization, it is made up of five symbols: the owl, the plow, and the rising sun, within the cross section of an ear of corn, which is surrounded or surmounted by the American eagle. Upon the face of the emblem appear the words, "Agricultural Education," and the letters, "FFA."

The **owl** is symbolic of wisdom and knowledge.

The **plow** is the symbol of labor and tillage of the soil.

The **rising sun** is emblematic of progress and the new day that will dawn when all farmers are trained and have learned to cooperate.

The **cross section of an ear of corn** represents common agricultural interests since corn is native to America and grown in every state.

The **eagle** is indicative of the national scope of the organization.

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 agriculturalists; 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 agriculturalists 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.

FFA DEGREES

There shall be four degrees of active membership based on individual achievement. These are the Greenhand FFA Degree, Chapter FFA Degree, State FFA Degree, and the American FFA Degree. The national organization shall set the minimum qualifications for each degree.

Greenhand FFA Degree

To be eligible to receive the Greenhand FFA Degree from the chapter, the member must meet the following minimum qualifications:

1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn to explain the FFA Creed, Motto, Salute and the 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 the bylaws, and the chapter Program of Activities.
6. Personally own or have access to the Official FFA Manual and the FFA Student Handbook.
7. Submit written application for the Greenhand FFA Degree.

Chapter FFA Degree

To be eligible to receive the Chapter FFA Degree from the chapter, the member must meet the following qualifications:

1. Must have received the Greenhand FFA Degree.
2. Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agriculture experience program, and be enrolled in an agricultural education course.
3. Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
4. Have earned and productively invested at least $150 by the members own efforts or worked at least forty-five hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agriculture experience program.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Show progress toward individual achievement in the FFA awards program.
8. Have a satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.

State FFA Degree

To be eligible to receive the State FFA Degree from the state association, the member must meet the following minimum qualifications:

1. Have received the Chapter FFA Degree.
2. Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
3. While in school, have completed the equivalent of at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes a SAE program.
4. Have earned and productively invested at least $1,000, or worked at least 300 hours in excess of scheduled class time, or a combination thereof, in a supervised agricultural experience program.
5. Demonstrate leadership ability by:
   a. Performing 10 procedures of parliamentary law or a test.
   b. Giving a six-minute speech on a topic relating to agriculture or the FFA.
6. Serving as an officer, committee chairperson, or participating member of a chapter committee.
7. Have a satisfactory scholastic record as certified by the local agriculture educator and the principal or superintendent.
8. Have participated in at least five different FFA activities above the chapter level.

American FFA Degree

To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following qualifications:

1. Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in activities on the chapter and the state level.
2. Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program.
3. Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
4. Have in operation and have maintained records to substantiate an outstanding SAE program through which a member has exhibited comprehensive planning, managerial and financial expertise.
5. Have earned and productively invested at least $7,500 or have earned and productively invested at least $1,500 and worked 2,250 hours in excess of scheduled class time.
6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of a "C" or better as certified by the principal or superintendent.

FFA Opportunities

Career Development Events - These judging teams include: Light Horse, Livestock, Floriculture, Food Science, Farm Power, Veterinary Science, Ag Welding, Ag Mechanics, Prepared Public Speaking, Extemporaneous Speaking, Job Interview, Parli-Pro, Impromptu, Best Informed Greenhand, Opening/Closing Ceremonies, and The Creed.

Fairs and Shows - Students that fill all eligibility requirements have the opportunity to show their SAE project under Oakdale FFA at the county fair each year. Shows like Cow Palace and jackpot shows provide you with another opportunity to show your animals.

Project Competition - This contest allows members to demonstrate their development and understanding of their SAE project. This contest is held at the local and sectional levels.

Career Development Events

Judging contests make classroom instruction come alive as students use their skills in a competitive setting. Contests help develop technical knowledge, judgment, and reasoning in a particular agriculture area. There will be many contests that lead to the State Finals held in San Luis Obispo on the first Saturday of May. If you are interested in any of the following teams, see the respective advisor. Descriptions of the contest are listed below.

Light Horse Judging **Advisor: Ms. Tobias**
Horses are judged in halter and performance classes. In halter classes, students must consider confirmation, quality, muscling, balance, and structure. Performance classes include western pleasure, English pleasure, reining, hunter-hack, jumping, and trail. Members will deliver three sets of oral reasons explaining their class placings.

Livestock Judging **Advisor: Mr. Robles**
Beef, sheep, meat goats, and swine are judged for conformation in either market and/or breeding classes. Members will deliver four sets of oral reasons in the following categories; Beef, Sheep, Swine, Goats and Performance.

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

Food Science **Advisor: Ms. Tobias**
The Food Science and Technology CDE requires students to have an in-depth understanding of food product development and presentation and food safety issues. Participants use their sensory skills to solve problems and make sound decisions.

Parliamentary Procedure (Novice Team) Advisor: Ms. Kirland
During the Parliamentary Procedure CDE, teams conduct a mock chapter meeting to demonstrate their knowledge of basic parliamentary law and the correct use of parliamentary procedures.

Nursery/Landscape **Advisor: Mr. Robles**
The Nursery/Landscape CDE test students skills in aspects of maintaining landscape plants and related products, evaluating equipment and services, and landscape design.

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

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

AG Welding **Advisor: Mr. Robles**
To evaluate the contestant's manipulative skills, general knowledge and professional presentation as these correlate to his/her preparation for employment in the broad field of welding (agricultural, industrial, or other).

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

***** If you would like to participate in a different contest, gather four or more members interested who are willing to participate and compete in contests. Please see one of your instructors to create a judging team.**

California FFA Leadership Programs

These leadership activities are the best part of the FFA. Students can learn a great deal about the FFA and also themselves at these conferences.

In addition to these activities, students can attend **Made for Excellence**, **Advanced Leadership Academy**, the **Regional FFA Meeting**, held in the spring. This is where regional officers are elected.

State FFA Conference - This conference is held at Fresno State and includes many leadership workshops and exciting FFA activities.

National FFA Convention - This is the premier conference of the FFA. Students attend the world's largest youth conference, held in Indianapolis, Indiana. In addition, the California delegation goes on to visit Washington D.C. where they go on the tour of a lifetime.

Students must be enrolled in an Ag Education course for all conference participation.

Mandatory Conference Eligibility Requirements

Greenhand Conference - Must be a high school freshman and first year FFA member.

Made For Excellence - Available to all Sophomores. Juniors or Seniors that have not attended any of the other conferences listed below.

Advanced Leadership Academy - Must be a Junior or Senior and have attended a Leadership Conference in the past.

Sacramento Leadership Experience - Must be a senior. Must be chose by the California State Association as part of their top 45 students.

FFA Proficiency Awards

The FFA provides a series of proficiency awards to recognize members who demonstrate exceptional progress, and who excel in one of the twenty-nine agricultural SAE related areas. These awards are designed for competition not only with other members locally and throughout the state, but also at the national level as well.

The award applications are simple to complete and are usually filled out in January for the local and regional winners. Those that win at the local level are recognized at the chapter banquet at the end of the year. To obtain an application, talk to an advisor.

Proficiency awards consist of filling out a rather detailed application form with questions relating to the applicant and their SAE project.

Listed below are some areas where proficiency awards are given:

Agricultural Communications	Forage Production
Agricultural Mechanics Design and Fabrication	Forest Management and Products
Agricultural Mechanics Repair and Maintenance	Grain Production Entrepreneurship/Placement
Agricultural Mechanics Energy Systems (Agricultural Power)	Home and/or Community Development
Agricultural Processing	Landscape Management
Agricultural Sales Entrepreneurship/Placement	Nursery Operations
Agricultural Services	Outdoor Recreation
Beef Production Entrepreneurship/Placement	Pomology Production Entrepreneurship/Placement
Dairy Production Entrepreneurship/Placement	Poultry Production
Diversified Agricultural Production	Sheep Production
Diversified Crop Production Entrepreneurship/Placement	Small Animal Production and Care
Diversified Horticulture Entrepreneurship/Placement	Specialty Animal Production Entrepreneurship/Placement
Diversified Livestock Production Entrepreneurship/Placement	Specialty Crop Production
Emerging Agricultural Technology	Swine Production Entrepreneurship/Placement
Environmental Sciences and Natural Resources Management	Turf Grass Management
Equine Science Entrepreneurship/Placement	Vegetable Production Entrepreneurship/Placement
Fiber Crop Production	Viticulture Production Entrepreneurship/Placement
Floriculture	Wildlife Production and Management Entrepreneurship/Placement
Food Science and Technology	

OAKDALE FFA

Inspiring Today's Members to be Tomorrow's Leaders.

Oakdale FFA BUDGET
2016-2017

Expenses

Welcome Back BBQ	$1,250	End of the Year Banquet- Food, decor, and awards	$3,250
Committee Chairperson Mtg Pizza	$150	State Finals	$3,800
September Mtg	$250	Cake Auction	$1,000
Oakdale OCC - Awards and Food	$200	POA	$200
Homecoming Float	$300	Greenhand Conference	$2,500
October Mtg - Food and Pumpkins	$200	COLC	$120
November Mtg- Food	$150	8th Grade Recruitment	$400
Officer Polos and Hats	$1,300	Scrapbook	$500
Winter Banquet- Food and Awards	$1500	Sectional Dues	$1,000
January Mtg- Bonfire and Smores	$200	Officer Retreat	$2,500
World Ag Expo- Buses and Registration	$1,000	OCC Sections (Food)	$200
FFA Week Activities	$400	SLE	$400
FFA BBQ	$300	Sectional Bowling	$400
Spring Regional Meeting	$500	MFE and ALA	$2,500
Chico Field Day	$3,650	Placemat Ads	$1,500
Merced Field Day	$300	Poinsettias	$5,000
MJC Field Day	$300	Cookie Dough	$13,500
UC Davis Field Day	$550	Game Night	$2,000
March Meeting- Food and Greenhand Activities	$600	Cake Auction	$1,000
Reedley Field Day	$250	Plant Sale	$1,000
Consumnes Field Day	$100	Gift of the Month	$500
State Convention	$12,000	FFA Jackets	$1250
Fresno Field Day	$700	Giftwrap	$1,200
T-Shirts	$1,000		
April Mtg- Food	$200	Total	$71,620
Atascadero Livestock Contest	$200		

OAKDALE FFA

Inspiring Today's Members to be Tomorrow's Leaders.

Income	
Oakdale OCC	$400
Greenhand Conference	$1,200
Placemat Ads	$5,500
Game Night	$8,000
Poinsettias	$7,500
Cookie Dough	$23,000
T-Shirt Sales	$1,000
Cake Auction	$10,000
World Ag Expo	$1,800
State FFA Convention	$8,000
MFE-ALA	$2,400
Plant Sale	$3,500
Giftwrap	$3,000
Gift of the Month	$3,000
Total	$78,300

State Degree Recipients

Three percent of the statewide membership may be elected to the state FFA Degree. To qualify; students must be a FFA member for at least two years. They most demonstrate leadership abilities and have earned from their own efforts in agricultural production at least 1,000. Of this, they have productively invested or deposited it in a bank, or have completed 500 hours of work in supervised occupational experience program(s). The following is a list of students who have received the State FFA Degree over the history of the Oakdale Chapter:

Year	Name	Project(s)
1934	Preston Crum	Poultry
1936	Ray Higginbotham	Dairy
1936	Don Wonacott	Poultry
1937	Bob Seymore	Sheep
1942	Victor Wedgeatner	Swine
1945	Bob Brown	unknown
1945	Robert Brewer	Dairy
1945	Walter Taylor	Dairy
1946	Howard Martin	Poultry
1947	Kenneth Rairden	Dairy
1948	Jack DeBoer	Beef
1948	Harold Holman	Dairy
1948	Louis Smith	Beef
1949	Marcell Dickens	Dairy
1949	Stanley Levin	Dairy
1949	Melby Goldsmith	Dairy
1949	Charlie Morisoli	Dairy/Swine
1950	R.L. Goldsmith	Dairy
1951	Henry DeBoer	Beef
1951	Kenneth Dickens	Dairy
1952	Horace Rocha	Dairy
1952	Dan W. Troth	Beef/ Dairy
1953	Roland Baker	Horticulture
1954	Irving Bjorge	Beef
1954	Dale Koster	Dairy
1954	William Painter	Unknown
1955	Ralph Chaffee	Beef
1955	Cecil Donnelley	Dairy
1955	William Henly	Beef
1955	Wayne Jarboe	Dairy/Sheep
1955	Don Johnson	Dairy
1955	Ernest Ritts	Dairy
1956	Richard Hummer	Beef

Year	Name	Project(s)
1989	Paul Freitas	Sheep
1989	Thomas C. Higgins	Sheep/Swine
1989	Keri Nimphius	Beef/Sheep
1990	Mike Brecht	Swine
1990	Amy Heltzel	Sheep
1990	Richard Hurtgen	Dairy
1991	Shawn Fields	Beef
1991	Sandi Hurtgen	Dairy
1991	Lisa Mendes	Swine
1992	Jusitn Estermann	Sheep/Work Experience
1992	Chris Hempleman	Poultry
1992	Steven Knickerbocker	Beef
1992	Leah Taylor	Poultry/Sheep
1993	Amanda Burton	Sheep
1993	Jodie Cockrell	Beef/Sheep/Work Exp.
1993	Steven Evangelho	Dairy
1993	Cindy Nimphius	Poultry/Sheep
1994	Stacey Fields	Beef
1994	Alicia Van Ruiten	Beef/Sheep/Swine
1994	Kelly Wagner	Dairy
1995	Justin Buchanan	Swine/Sheep
1995	Ryan Cuthbert	Sheep
1995	Angela Ferriera	Swine/Sheep/Dairy
1995	Ray Jeremy Jr.	Landscaping
1995	Chanel Wilson	Sheep
1996	Joshua Taylor	Sheep/Beef/Squabs
1996	Karin Dickson	Dairy
1996	Wendi Cook	Beef/Swine/Sheep
1996	Daniel Lutz	Swine/Beef
1996	Nicole Basmajian	Sheep
1996	Jennifer Westerman	Dairy/Swine
1996	Tara Webb	Beef

OAKDALE FFA

Inspiring Today's Members to be Tomorrow's Leaders.

1956	Romero Rivera	Dairy
1956	Leonard Bianchi	Sheep
1957	Edward Fiez	Dairy
1957	Larry Layne	Dairy
1957	James A. Mowery	Dairy
1957	Robert Seymore	Beef/Dairy
1957	Henry Taro	Poultry
1958	Albert Lelieur Jr.	Dairy
1958	Rodney Mowery	Dairy
1959	Ed Sai	Beef
1960	James Griggs	Dairy/Swine
1960	Bill Harvey	Beef/Horse
1961	Loren Baker	Peaches
1961	Marstati Dickenson	Sheep
1961	Pat Fitzpatrick	Beef
1961	Raymond Griggs	Dairy
1961	John Harvey	Dairy
1961	David Mello	Swine
1961	Ben Ward	Dairy
1961	Kenneth Ward	Dairy
1962	Rick Ardis	Beef
1962	Mark Clinton	Beef/Horse/Swine
1962	Lawrence Graham	Beef/ Dairy
1962	James Rutherford	Beef/Sheep/Swine
1962	Gary Sexton	Dairy/Swine
1963	Steve Camera	Dairy
1963	George Griggs	Dairy/Swine
1963	Gary Layne	Dairy
1963	Stan Thompson	Sheep
1963	Warren Weaver	Swine
1964	Jay Barnes	Beef
1964	Robert Cree	Beef
1964	Russel Thompson	Beef/ Dairy
1965	Dennis Ogan	Sheep
1965	Robert Rutherford	Sheep/Swine
1967	Gary Amerine	Beef/Poultry
1967	Paul Bankhead	Swine
1967	Bob Bartlett	Dairy
1967	Stan Columbo	Almonds/Poultry
1967	Marc Klose	Beef
1967	Steve Ward	Dairy
1968	Tom Lewis	Almonds
1968	Terry Pritchard	Poultry
1969	John Willms	Beef
1970	Edward Ducox	Beef/ Work Experience
1970	Pat Taylor	Beef/ Work Experience
1970	Tom Wedgegaertner	Sheep
1971	Ronald Brown	Beef
1971	Dan Burtschi	Dairy/ Work Experience
1971	Leroy Costa	Peaches/Work Experience
1997	Rebecca Godkin	Horse
1997	Amanda Jones	Work Experience
1997	Matt Keene	Sheep/Poultry/Work Exp.
1997	Gloria Nunes	Dairy
1997	Nichole Rocha	Dairy
1997	Hank Van Ruiten	Work Experience
1997	Brandon Riddle	Work Experience
1997	Lorie Van Ruiten	Sheep
1998	Gypsy Keene	Beef/Sheep
1998	Lacey Beam	Sheep
1998	Leslie Schwitenburg	Horse/Swine
1998	Sammie Jones	Work Experience
1998	Dani Leslie	Horse/Swine
1998	Katie Dickson	Goats/Horse
1998	Natalia Martins	Dairy
1998	Jeramy Geren	Swine/Sheep
1998	Brian Monroy	Work Experience
1998	Jennifer Larrick	Rabbits
1999	Rachael Tobias	Dairy
1999	Stephanie Mason	Dairy
1999	Matt Mauchley	Beef
1999	Amber Burner	Rabbits
2000	Calder Keene	Sheep
2000	Amanda Rapp	Sheep/Swine
2000	Lauren Seats	Sheep
2000	Jamie Terra	Beef
2001	Nikki Thompson	Swine
2001	Jacob Lynn	Swine/Landscape
2001	Heather Christensen	Vet Science
2001	Mae Arhontes	Horse/Beef
2001	Codee Leal	Horse/Sheep
2001	Britney Oliveira	Swine/Work Experience
2002	Krystal Campbell	Swine/Sheep
2002	Kimber Leslie	Horse Work Experience
2002	Amanda Geiszler	Sheep
2003	Amy Alongi	Beef
2003	Derek Blevins	Beef
2003	Ross Burner	Rabbits
2003	Courtney Hannick	Horse
2003	Cliff Rogers III	Beef
2003	Nick Traini	Rabbits
2004	Nicole Benbow	Work Experience
2004	Bubba Denman	Beef
2005	Heather Lawrence	Rabbits/Sheep
2005	Alison Ayers	Work Experience
2006	Kelly Benbow	Beef/Work Experience
2006	Desireé Blevins	Beef
2006	Jacob DeBoer	Work Experience
2006	Bryce Gerhardt	Sheep
2006	Kevin House	Work Experience

OAKDALE FFA

Inspiring Today's Members to be Tomorrow's Leaders.

1971	Paul Dutter	Barley/ Work Experience
1971	Eric Harris	Beef/ Work Experience
1971	Mikki Larrick	Sheep/ Work Experience
1971	Steve McConneti	Beef/ Work Experience
1972	Gaden Dutter	Dairy/ Work Experience
1972	Kurt Erickson	Beef/ Work Experience
1972	Ron Grohl	Beef/ Work Experience
1972	Marcia Larrick	Sheep/ Work Experience
1972	Jeannene Moore	Dairy
1972	Mike Richards	Beef/Work Experience
1973	Joaquin Ameral	Dairy/Work Experience
1973	Joe Bianchi	Beef/Work Experience
1973	Larry Dean Brown	Sheep/Work Experience
1973	Mark Wedegaertner	Dairy/Work Experience
1974	Joe Ameral	Beef/Dairy
1974	Bert Davis	Beef/Work Experience
1974	Mike Grohl	Beef
1974	Matt Larrick	Work Experience
1974	Linda Massey	Work Experience
1975	Bob Albertoni	Almonds/Sheep
1975	Debbie Rubbert	Sheep
1975	Skip Wright	Sheep
1976	Don Costa	Grapes
1976	Tim Pimley	Sheep
1976	Tom Pimley	Sheep
1977	Paul Wegdegaenter	Swine/Work Experience
1977	Candy Eckert	Dairy
1977	Cassandra Marcorn	Beef/Sheep/Swine
1977	John Mendes	Beef/Swine
1978	Bernard Gregories	Beef/Crops/Swine
1978	David F. Hite	Dairy/Work Experience
1978	David Mendes	Beef/Swine
1979	Linda Brown	Beef/Sheep
1981	Kathy Hilton	Swine
1981	George Bruerer	Sheep
1981	Mike Mendes	Swine
1981	Tom Reed	Work Experience
1982	DeeAnn Dias	Beef
1982	Heidi Garrett	Swine
1983	Mike Bianchi	Sheep
1983	Skeeter Hanson	Beef
1983	Shelly Jones	Beef/Dairy
1983	Larry Mendonca	Swine
1984	Chris Evans	Beef/Swine
1984	Kelly Freitas	Sheep
1984	Sylvie Gregoris	Beef/Swine
1984	Kim Jones	Beef/Swine
1984	Diane Sanders	Beef/Swine
1984	Brett Ward	Sheep
1985	Shelly Ward	Sheep
2006	Angela Reed	Work Experience
2006	Miles Spaman	Beef/Work Experience
2006	Natalie Tobias	Dairy
2007	Amanda Moore	Beef/ Work Experience
2007	Jennay Rogers	Beef/Horse/Work Exp.
2007	John Traini	Rabbit/Swine
2011	Kayla Alfaro	Work Experience
2011	Samantha Callahan	Beef
2011	Lindsey Giles	Beef
2011	Haley Medley	Beef
2011	Nick Moore	Beef
2012	Lauren Rivera	Rabbits/Work Experience
2012	Tiffany Thompson	Sheep/Dairy/Swine
2013	Logan Douglas	Swine/ Work Experience
2013	Zane Gookin	Work Experience
2013	Jenna Heaton	Meat Goats
2013	Tanner Morgan	Swine/ Work Experience
2013	Haley Munns	Swine
2013	Melissa Thompson	Dairy/Beef
2013	Austin Paddock	Swine/Beef/Work Experience
2014	Dante' Martin	Work Experience
2014	Megan Rivera	Swine/Home Improvement
2014	Denise Thompson	Sheep
2015	Carley Azevedo	Beef/Work Experience
2015	Wyatt Bankus	Work Experience
2015	Cori Barney	Swine
2015	Matt Deabenderfer	Swine
2015	Mariah Grimes	Sheep
2015	Caitlyn Hartzell	Diversified Livestock
2015	Hailey Hayes	Work Experience
2015	Sadie Hensley	Equine
2015	Justin Jacobson	Work Experience
2015	Ty Jones	Swine
2015	Amanda Kerns	Poultry
2015	John Lutz	Swine/Work Experience
2015	Sierra Lyman	Work Experience
2015	Madison Morgan	Diversified Livestock
2015	Dominic Orvis	Work Experience
2015	Carson Pettit	Work Experience
2015	Luke Pounce	Work Experience
2015	Katie Serpa	Beef
2015	Kevin Snyder	Diversified Livestock
2015	Cedric Vierra	Work Experience
2015	Cassi Wilkerson	Dairy
2016	Dillon Arnebeck	Work Experience
2016	Bailey Bertao	Work Experience
2016	Shaela Borba	Beef
2016	Breanna Davis	Goat
2016	Cody Dunnagan	Work Experience
2016	Brett Eskew	Work Experience

OAKDALE FFA

Inspiring Today's Members to be Tomorrow's Leaders.

1985	Kelly Bianchi	Beef/Sheep
1985	David DeSart	Dairy
1985	Mike Garrett	Beef/Work Experience
1985	Michael S. Reed	Swine/Work Experience
1985	Cheryl Rippe	Beef/Work Experience
1985	Sheri Schmidt	Sheep/Work Experience
1987	Pamela M. Aiken	Sheep/Work Experience
1987	Troy Gravatt	Sheep/Work Experience
1987	Dawn Henley	Beef
1987	Patti Hurtgen	Dairy/Work Experience
1987	Gina E. Langston	Sheep/Work Experience
1987	Vanessa Nikolauson	Beef/Work Experience
1989	Janis Day	Sheep
2016	Sofia Fifer	Work Experience
2016	Savannah Finney	Work Experience
2016	Breanna Frost	Work Experience
2016	Rhett Harrison	Work Experience
2016	Donna Hicks	Swine
2016	Garrett Lang	Swine
2016	Gavan McCoy	Agricultural Mechanics
2016	Race McGinnis	Work Experience
2016	Kate Mendes	Work Experience
2016	Alison Milam	Work Experience
2016	Travis Miner	Work Experience
2016	Isabel Rupe	Work Experience
2016	Katherine Schwandt	Work Experience
2016	Sydney Schwartz	Work Experience
2016	Elise Seeds	Work Experience
2016	Elizabeth Tredway	Work Experience
2016	Clayton Verdegaal	Swine
2016	Brandon Vierra	Work Experience
2016	Emma Wright	Work Experience

American Degree Recipients

The American FFA Degree is the highest degree in FFA, and is conferred only on active members. To quantify, individuals must have received the State FFA Degree earned, and productively invested a minimum of $7,500.00 from agricultural production or work in their supervised occupation experience program (s). They must also be leaders in their communities and have records of all their agricultural endeavors, as well as twelve months past high school graduation, if applicable. For more information on the qualifications for this degree see the Official FFA manual.

The following is a list of students who have received the prestigious American FFA Degree over the history of the Oakdale Chapter.

Year	Name	Project(s)
1937	Ray Higginbotham	Dairy
1942	Victor Wedegaertner	Swine
1948	Kenneth Rairden	Beef
1949	Jack Barnes	Dairy
1949	Les Christian	Unknown
1949	Marcell Dickens	Dairy
1966	Robert T. Rutherford	Sheep
1970	Sam Rutherford-Honorary	Advisor
1977	Don Hendricks-Honorary	Advisor
1980	John A. Mendes	Swine
1981	Bernard Gregoris	Swine
1981	David Mendes	Swine
1983	Mike Mendes	Swine
1986	Heidi Garrett	Swine
1989	Keri Nimphius	Beef/Sheep
1991	Patricia Hurtgen	Dairy
1992	Richard Hurtgen	Dairy
1993	Amy Hetzle	Sheep
1993	Lisa Mendes	Swine
1994	Sandi Hurtgen	Dairy
1995	Cindy Nimphius	Sheep/Poultry
2006	Cliff Rogers	Beef/Work Experience
2006	Nick Traini	Rabbits/Work Experience
2007	Ross Burner	Rabbits/Work Experience
2010	Amanda Moore	Beef/Work Experience
2013	Samantha Callahan	Beef/ Work Experience
2013	Nick Moore	Beef/ Work Experience
2015	Logan Douglas	Work Experience/Swine
2015	Tanner Morgan	Sheep/Goats/Work Experience
2015	Austin Paddock	Work Experience

2016	Megan Rivera	Work Experience
2016	Lauren Rivera	Work Experience

Honorary Chapter FFA Degree Recipients

The Honorary Chapter FFA Degree recipients consist of supervisors, school superintendents, principles, members of the board of education, chapter advisors, teachers, staff members in agriculture education, business people, friends, and others who are helping to advance agriculture education, and the FFA, and who have rendered outstanding service, may be elected to honorary membership by a majority vote of the members present at any regular meeting.

The following have been awarded with honorary membership:

Mrs. Joyce Algeo	Mr. Donald Lund
Mrs. Jan Alstad	Ms. Coby Lynn
Mr. & Mrs. Mike Bachigulpi	Mrs. Mary Lyons
Mr. Herb Barker	Miss Rodene Macaully
Mr. William Barringer	Mr. Elodon Mahoney
Mr. & Mrs. Leonard Bianchi	Mr. and Mrs. J.B. McConell
Mr. & Mrs. Scott Blevins	Mr. John Mello
Mr. & Mrs. Bill Blooningcamp	Mr. Manuel Melo
Mr. Clifford Botto	Mr. and Mrs. John Mendes
Mrs. Bettilou Bowman	Mr. Chuck Middleton
Mrs. John Bowman	Mrs. Jean Miller
Mr. Henry Burtschi	Mr. & Mrs. Jim Moore
Mr. Steve Cambra	Mrs. Carol Nicewonger
Mr. Chas. Cavelli	Mr. & Mrs. Richard Nimphius
Mr. Howard Chappell	Mr. & Mrs. Leonard Price
Mr. Jack Clinton	Mr. Steve Petche
Mr. Marion Corrigan	Mrs. Lisa Rivera
Mr. Russel Cosgrave	Mr. Craig Redman
Mr. John Crosgrave	Mr William Rodden
Mr. and Mrs. George Dias	Mrs. Glenna Rogers
Mr. Marcell Dickens	Mr. Clarence Royce
Mr. & Mrs. Russell Denman	Mrs. Liz Rutherford
Mr. Jeff Donley	Mr. Tom Sawyer
Mrs. Melissa Dubiel	Mr. Wess Sawyer
Mr. William & Jeanie Dyer	Mr. Reg. Smith
Mr. Daris Erhart	Mr. Russ Sousa
Mr. & Mrs. Doug Esterman	Mr. and Mrs. Phil Stine
Mr. Lawrence Gilbert	Mr. Richard Strokes
Mr. and Mrs. Steve Fields	Mrs. Patti Taylor
Mr. and Mrs. John Grohl	Mr. Bruce Webb
Mr. Tim Hansen	Mr. Victor Wedefaertner

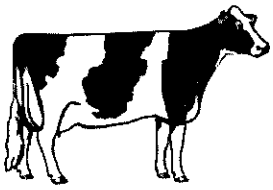
OAKDALE FFA

Inspiring Today's Members to be Tomorrow's Leaders.

Mr. Henry Melt Mr. and Mrs. Mark Hite Mr. Don Jackson Mr. & Mrs. Lee Jones Mr. Robert Joseph Mrs. Phillis Larrick Mr. Stanley Levin Mr. Robert Lingley Mr. Jake Lorang	Mr. & Mrs. Ralph Woodbridge Oakdale Irrigation District

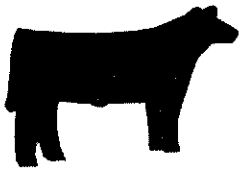
SAE Animal Project Budgets

Replacement Heifer Project Budget



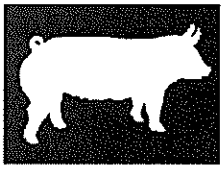
Estimated Receipts		**$3500.00**
Estimated Expenses:		
Grade Heifer		
Cost of Animal	1500.00	
Feed (6 months)	600.00	
Equipment	70.00	
Entry Fee	15.00	
Total Estimated Expenses	**$2185.00**	
Estimated Net Profit		**$1315.00**

Market Steer Project Budget



Estimated Receipts		
1250 X $2.50Lb		**$3125.00**
Estimated Expenses:		
Cost of steer	1500.00	
Feed	1000.00	
Veterinary	20.00	
Equipment	50.00	
Supplies	70.00	
Entries	15.00	
Total Estimated Expenses	**$2655.00**	
Estimated Net Income		**$470.00**

Market Hog Project Budget



Estimated receipts:		
Sale of animal		**$720.00**
240lb. Market hog at $3.00/pound		
If animal is sold though the county		
Fair auction		
Estimated expenses		
Cost of animal	350.00	
Feed	300.00	
Supplies	25.00	
Veterinary Supplies	3.00	
Entry fee	15.00	
Total Estimated Expenses	**$693.00**	
Estimated Net Income		**$27.00**

Market Lamb Project Budget

Estimated Receipts:		
Sale of Animal (125 lbs)		**$531.25**
(Need a buyer at $4.25 a pound)		
If the animal is sold through the county		
Fair Auction		
Estimated Expenses:		
Cost of animal	300.00	
Feed (grain and hay)	150.00	
Veterinary (shots and wormer)	5.00	
Supplies (halter, blanket, etc)	20.00	
Entry Fee	15.00	
Total Estimated expenses	**$490.00**	
Estimated Profit		**$41.25**

Meat Goat Market Project Budget

Estimated Receipts:		**$427.50**
Sale of Animal (95 lbs)		
(Need a buyer at $4.50 a pound)		
If the animal is sold at the county fair auction.		
Estimated Expenses:		
Cost of animal	300.00	
Feed (grain and hay)	90.00	
Veterinary (shots and wormer)	5.00	
Supplies (halter, blanket, and etc.)	10.00	
Entry Fee	15.00	
Total Estimated Expenses	**$420.00**	
Estimated Profit		**$7.50**

Rabbits-Meat Pen Project Budget

Estimated Receipts		
If sold through the county fair sale		
Sale of pen ($10/lb 3 rabbits 4 lbs each)		$**120.00**
Estimated Expenses:		
Cost of animal	25.00	
Feed	19.00	
Water bottles/ feeder	10.00	
Cages	40.00	
Total Estimated Expenses	**$94.00**	
Estimated Net Profit		**$26.00**

OAKDALE FFA

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Poultry Project Budget

Estimated Receipts:			**10 birds x 15.00**	**$150.00**
Estimated Expenses:				
Cost of animal		.25 per bird	2.50	
Feed		2.00 per bird	20.00	
Equipment		.20 per bird	2.00	
Entry Fees	3 classes	.50 per class	1.50	
Waters			5.00	
Feeders			5.00	
Processing		5.00 per bird	50.00	
Total Estimated Expenses			**$86.00**	
Estimated Net Profit				**$64.00**

Oakdale FFA Chapter
Point Award System Guidelines

The Point Awards System is designed to reward those members who participate in FFA activities throughout the year. Different activities are assessed a point value and if a member participates in that activity they may report those points on their monthly Point Awards Sheet. Each student is responsible for completing and submitting the point award tally at the end of each quarter. Points will be collected and totaled by the Greenhand officers. The Advisor **will not** fill out point award for any student.

- The Executive team may allow for one make up day which students can turn in unreported point awards from prior months each quarter.
- Advisors will allow classroom instruction time for students to fill out point awards sheets each month. **It is the student's responsibility to turn in their point awards**. In the event that a student is absent on the day point awards are filled out it is their responsibility to submit them on their own time.
- All active members meeting the minimum point award total for their year in agriculture will be honored at the End of the Year Awards Banquet with FFA paraphernalia. The top 20 scores overall will be eligible to attend the "Top 20" trip during the summer. Officers are invited to the trip but not included in the "Top 20" (however officers will be included for overall points) Only the top 25 are eligible under any circumstances. (21-25 are considered alternates in order of placing to replace any of the 1-20 who may not attend)
- The following pages indicate predetermined point values for certain accomplishments and activities.
- The Charles W. Morisoli Award will be given each year at the annual awards to the member who earns the highest total number of points.

OAKDALE FFA

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FFA Point Award System

To be eligible for awards, recognition, achievement trip, activities, etc., you must meet the following requirements. Satisfactory conduct and attitude are measured by the Agriculture Education instructors, minimum standard for scholarship should meet school eligibility requirements and a "B" in all agriculture classes with a record book score of 70 or better, and must include a consideration of students performance in all their courses.

Point Award System for Activities and Events

To receive an award at the Annual Awards Banquet you must be an active member. The following is the criteria of an active member:

- ☐ Attend at least half of the regular meetings
- ☐ Serve on at least one committee
- ☐ Participate in at least one activity
- ☐ Have a good citizenship record in the school and community

OUTSTANDING MEMBER POINT AWARD TOTAL:

First Year:	1000	Second Year:	1400
Third Year:	1600	Fourth Year:	1800

OFFICER POINTS (Chapter, Section, Region, and State)

OFFICE	CHAPTER OR HIGHER	GREENHAND
President	300	100
Vice President	300	100
Secretary	300	100
Treasurer	300	100
Reporter	300	100
Sentinel	300	100
Historian	200	
Photographer	200	
Chaplain	200	

DEGREE POINTS (earned current or held during)

Greenhand	100
Chapter	200
State	400

OAKDALE FFA

Inspiring Today's Members to be Tomorrow's Leaders.

MEETING POINTS

Chapter Meetings	50	
Parent(s) Attending	35	(double points not applicable)
Committee Meeting	25	

COMMITTEE POINTS (Not to be claimed by officers)

Chairperson	150
Active Member	50

CHAPTER WORK POINTS AND CHAPTER REPRESENTATION

Fundraising Activities and Non-Fundraising Activities	Max 50 points per 10 hours (Advisor approval needed)
Chapter Work Hours	10 pts Per hour (Advisor approval needed)
Community Service	10 pts. Per hour (Advisor approval needed)
Wearing FFA Jacket when not required at an FFA Meeting	20pts.

LEADERSHIP CONFERENCE ACTIVITIES

WLC/SLE/National Convention	350
State FFA Convention	200
Voting Delegate	50
Chapter one day	50
Region/Section Officer Conference	100
COLC	100
Camp Sylvester (non-officers)	50
MFE/ALA/GLC	100
Region/Section Official Meeting	25
Region/Section Recreation	25

GRADE POINTS (each semester for all classes)

A	40
B	30
C	20
D	-10
F	-20

*You must count all grades within a semester in order to receive the points

OAKDALE FFA

Inspiring Today's Members to be Tomorrow's Leaders.

PUBLIC SPEAKING/ OPENING AND CLOSING CONTESTS

Contest	Section	Region	State
For Entering	25	50	100
First Place	50	50	50
Second Place	40	40	40
Third Place	30	30	30
Fourth Place	20	20	20
Fifth Place	10	10	10
Outstanding Office	50	50	50

Each Time a speech is given at a public meeting:	50
Chapter Meeting Report:	10

PROJECT COMPETITION	Chapter	Section
Entering	150	150
Gold	50	50
Silver	40	40

JUDGING TEAMS

Going out for a team and making practices	100
Judging on a team (each contest)	50

Placing for the team or as an individual:

First	50	Sixth	25
Second	45	Seventh	20
Third	40	Eighth	15
Fourth	35	Ninth	10
Fifth	30	Tenth	05

FAIR AND SHOWS

- Points limited to three shows a year
- A maximum of 1000 points can only be recorded for Fairs and Shows

Champions:	Specified Breed	FFA	Supreme
Champion	50	75	100
Reserve Champion	40	65	90

Dairy, Beef, And Horse Division:

Entering one animal into the fair or show:	75
Entering each additional animal:	25

Placing Points:

First:	50	Sixth:	25
Second:	45	Seventh:	20
Third:	40	Eighth:	15
Fourth:	35	Ninth:	10
Fifth:	30	Tenth:	05

Danish Judging System:

Group I:	50
Group II:	40
Group III:	30

Sheep, Swine, and Goat Division:

Entering one animal into the fair or show:	50
Entering each additional animal:	15

Placing points: Same as livestock above

Rabbits and Poultry Division:

Entering one animal into the fair or show:	25
Entering each additional animal:	10

Placing points:

First:	30	Fourth:	15
Second:	25	Fifth:	10
Third:	20		

Showmanship:

Entering:	100
Placing points:	Same as livestock above

Outstanding Exhibitor:

Entering:	20
Placing points:	30

OAKDALE FFA

Inspiring Today's Members to be Tomorrow's Leaders.

Chapter Groups:

Using your animal or helping with the class: 50
Points for placing: Same as livestock

Agriculture Mechanics, Horticulture and Floral Design

Large projects: Over $500.00 finished value

Entering one project: 100
Entering each additional project: 25

Placing points:

First: 50
Second: 40
Third: 30

Small projects: Below $50.00 in value (Max 100, including horticulture)

Entering each project: 10
First: 30
Second: 20
Third: 10

SAEP (SUPERVISED AGRICULTURAL EXPERIENCE PROJECT)

Verified in Vo-Ag Record Book 200 (for all projects within a year)

High School Rodeo Participant

Maximum of three rodeos and jackpot shows: 50 each

Participating in the High School Rodeo following events:

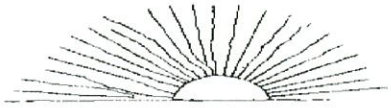
* In order to receive rodeo points, rodeo participation must be a project in your FFA record book.

OAKDALE FFA

Inspiring Today's Members to be Tomorrow's Leaders.

Chapter Officer Responsibilities

President



Duties:

1. Preside over meetings according to accepted rules of parliamentary procedure.
2. Appoint committees and serve on them as ex-officio (non-voting) member.
3. Coordinate the activities of the chapter and evaluate the progress of each division of the POA.
4. Represent the chapter in public relations and official functions.
5. Prepare meeting agenda and submit for copying 1 full day prior to meeting date.

Vice President

Duties:

1. Assume all duties of the president if necessary.
2. Develop the Program of Activities and serve as an ex- officio (non- voting) member of the POA committees.
3. Coordinate all Committee work
4. Work closely with the president and advisor to assess progress toward meeting chapter goal.

Secretary

Duties:

1. Prepare and post the agenda for each chapter meeting.
2. Prepare and present the minutes of each chapter meeting.
3. Place all committee reports in the Secretary's file.
4. Provide invitations to the speaker breakfasts/lunches.
5. Be responsible for chapter correspondence.
6. Maintain member attendance and activity records.
7. Have on hand for each meeting: The secretary's file, copy of the POA, including all standing and special committees, Official FFA Manual and the Official FFA Student Handbook, and a copy of the chapter constitution and bylaws.

Treasurer

Duties:

1. Receive, record, and deposit FFA funds and issue receipts.
2. Present monthly treasurer reports at chapter meetings.
3. Collect dues and special assessments.
4. Maintain neat and accurate treasury record.
5. Prepare and submit the membership roster to the National FFA Organization through the state FFA association office in cooperation with the secretary.
6. Serve as chairperson of the finance committee.

Reporter

Duties:

1. Serve as chair of the POA public relations committee.
2. Plan public information programs with local radio, television, newspaper, and service clubs and make use of other opportunities to tell the FFA story
3. Release news and information to the local and regional news media
4. Publish a chapter newsletter or website.
5. Prepare and maintain a chapter scrapbook with the Chapter Historian.
6. Send local stories to area, district, and state reporters and to any school publications.
7. Send articles and photographs to the FFA New Horizons magazine and other national and/or regional publications and websites.
8. Work with local media on radio and television appearances and FFA news.
9. Serve as the chapter reporter.

Sentinel

Duties:

1. Assist the President in maintaining order.
2. Keep the meeting room, chapter equipment and supplies in proper condition.
3. Welcome guests and visitors.
4. Keep the meeting room comfortable.
5. Take charge of candidates for degree ceremonies.
6. Assist with special features and refreshments.

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Historian

Duties:

1. Develop and maintain a scrapbook of memorabilia to record the chapter's history.
2. Research and prepare items of significance of the chapter's history.
3. Prepare displays of chapter activities and submit stories of former members to the media.
4. Assist the reporter in providing photography for chapter needs.

Photographer

Duties

1. Take pictures of all chapter activities
2. Care for photography equipment
3. Assist historian and reporter with all the chapter scrapbook and newsletters
4. Develop the chapter power point presentation for an annual banquet
5. Coordinate the Annual FFA Oracle page.

Point Awards Chair

Duties

1. Keep a monthly account of all member points
2. Log all points on class boards monthly.
3. Develop a list of award recipients for the annual banquet.

Committee Chair

Duties:

1. Responsible to make sure that all committees meet and members are invited
2. Work closely with FFA Officers and Committee Chairs
3. Supervise that all proper school forms are filled out and turned in for each activity

Chaplain

Duties

1. Present the invocation at banquets and other functions
2. Coordinate FFA participation at local area churches during FFA week
3. Conduct reflection services at summer camps and conferences

Parliamentarian

Duties:

1. Be proficient with parliamentary procedure
2. Rule on all questions of parliamentary conduct at chapter meetings
3. Conduct parliamentary procedure workshops at the chapter level
4. Chair or serve as ex-offico member on the conduct of meetings committee

Oakdale FFA Chapter Constitution

Reviewed June 2016

ARTICLE I Name and Purpose

Section A. The name of this organization shall be the "Oakdale FFA Chapter" CA 0162.

Section B: The purpose of this chapter is as follows:

1. To develop competent and aggressive agriculture leadership.
2. To create a love of agricultural life.
3. To strengthen the confidence of agricultural youth in themselves and their work.
4. To create more interest in the intelligent choices of agricultural occupations.
5. To encourage the members in the development of agricultural programs and establishments.
6. To participate in worthy undertakings of the improvement of agriculture.
7. To develop character, train useful citizens, and foster patriotism.
8. To participate in cooperative efforts.
9. To encourage and practice thrift.
10. To encourage improvement and scholarships.
11. To provide and encourage the development of organized rural recreational activities.

ARTICLE II Organization

Section A. The Oakdale FFA Chapter is a chartered local unity of California Association of the Future Farmers of America, which is chartered by the National FFA Organization.

Section B. This chapter accepts in full provisions of the constitution and the bylaws of the California Association of the Future Farmers of America as well as the National FFA Organization

ARTICLE III Membership

Section A. Membership in this chapter shall be of three kinds:

1. Active
2. Associate
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. The honorary membership of this Chapter shall be limited to the Honorary Chapter FFA degree. The advisors and the executive committee shall make nominations.

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. Dues are current/paid
2. Member(s) attends 80% of chapter meetings.
3. Member(s) are a good citizen in school, community, and maintains a 2.0 GPA.
4. Member(s) shows an interest in and takes part in business and community affairs of the chapter.

ARTICLE IV Membership Degrees

Section A. There shall be two degrees of active membership in this chapter. These degrees are the Greenhand FFA Degree and the Chapter FFA Degree. All Greenhands are entitled to wear the regulation bronze emblem pin.

Section B: Greenhand Degree minimum qualifications:

1. Be enrolled in agriculture education and have satisfactory plans for a supervised agriculture 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.

Section C: Chapter FFA Degree minimum qualifications:

1. Must have received the Greenhand FFA Degree.
2. Must have satisfactorily completed at least one year of instruction in high school agriculture, have a supervised agriculture education experience program, and be regularly enrolled in high school.
3. Be familiar with the purposes, programs, and rules of the state and national organization.
4. Be familiar with the provisions of the local constitution.
5. Have demonstrated five procedures of parliamentary procedures.

6. Be able to lead the group in discussion for fifteen minutes.
7. Must have earned at least $150.00 by their own efforts from his/her supervised agricultural experience program and worked hours in excess of class time.
8. Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
9. Submit a written application for the Chapter Farmer Degree.

ARTICLE V: Fairs & Shows

Section A. All exhibitors are required to care for and clean up their animals according to the guidelines designated by the advisors.

Section B: All exhibitors are required to perform their barn duties at the assigned time.
1. If at any time you are not performing in an acceptable manner you will be awarded additional barn duties during fair.

Section C: Exhibitors and members of the Oakdale FFA Chapter must follow the guidelines of the Code of Ethics.

Section D: All members must abide according to the official dress code while showing. Appropriate attire designated by the FFA will be required while attending to animals.
1. School dress code will be enforced by the advisor(s).

Section E: If the above duties are not fulfilled, the advisor will cease to sign fair entries for the following year.

ARTICLE VI: Officer Structure

Section A: The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Advisor, Historian, Photographer, Chaplain, and Point Awards Chairman.

Section B: The advisor shall be a teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

Section C: Officers shall be elected annually by the majority vote of the members present at a regular meeting or by slated based on application and interviews.

Section D: The officers of the chapter shall constitute the executive committee. This committee shall have the power to act as necessary for the chapter in accordance with provisions of the constitution.

Section E: The following officers must have the intent to receive their Chapter Farmer Degree the fall after the election to become: Vice-President, Secretary, Treasurer, Reporter, and Sentinel. The President must hold the Chapter FFA Degree at the time of election.

Section F: If at any time an officer is not performing their duty, they may be obliged to forfeit their officer points by a 2/3 vote of the executive committee or be asked to resign. The executive committee will warn the officer and try to encourage their competency before action is taken.

Section G: Officers are required to attend all executive meetings and activities on time. Officers are allowed to miss four unexcused meetings. If an officer misses more than the allowed unexcused absences or does not carry out their duties, they will be replaced on the officer team.

Section H: The executive committee has the right to call an election or appoint a member to fill any vacant position on the officer team.

Section I: Honorary members shall not vote nor hold any office except as an advisor.

Section J: The Greenhand members shall elect Greenhand officers. They will be included in as many officer functions as possible. The executive committee shall aid the Greenhand officers in every way possible and recognize that the Greenhands are our future.

Section K: In order to run for a chapter office, a member must have earned the designated points required by the Point Award chart for their given membership year prior to interviews.

ARTICLE VII: Meetings & Delegates

Section A: Regular chapter meetings shall be held once a month. Special meetings may be called at any time. Executive meetings shall be held once a week.

Section B: Two delegates shall be elected annually from the active membership to represent the chapter at the section, region, and state meetings. The delegates shall be two active members that are skilled in FFA policy, ethics, and processes. He/she must be enthusiastic about the FFA and plan to continue being an active member. He/she must earn at least a Greenhand Degree and be elected by simple majority.

ARTICLE VIII: Dues

Section A: Dues should be set annually by a majority vote of the active membership. (Paid Ag. Grant)

ARTICLES IX: Amendments

Section A: This constitution may be amended at any regular chapter meeting by two-thirds vote of the active members present after posting said changes for two weeks prior to voting. No amendments may conflict with the state or national constitutions.

OAKDALE FFA

Inspiring Today's Members to be Tomorrow's Leaders.

Chapter Committees

I. Recruitment and Publicity

Officers: Blake Morgan and Erika Nichols

Chairs: Liza Marsella

- **A.** Increase chapter growth.
- **B.** Provide an understanding of what FFA has to offer to perspective members.
- **C.** Make necessary arrangements for visitation to Jr. High Schools.
- **D.** Make a list of all perspective FFA members and follow up with contacts.
- **E.** Have close contact with print, broadcast and audio media.
- **F.** Develop and post advertisements for upcoming FFA events.
- **G.** Assist with the writing and publication of the FFA website.
- **H.** Make sure the community is aware of upcoming events.

II. Fundraising/ Earnings and Savings

Officers: Laci Blount and Donna Hicks

- **A.** Develop all necessary contacts and reservations that are needed for the activity.
- **B.** Work close in hand with the treasurer to organize expenditures and receipts.
- **C.** Organize members to participate in the development of the fundraising activity.
- **D.** Work with the reporter to arrange fundraising media.
- **E.** Establish and perform clean-up procedures.
- **F.** Make sure all FFA activities fall within the budget.
- **G.** Develop a feasible chapter budget.

III. Community Service

Officers: Marnie Salie and Kaeli Sweet

- **A.** Assist the community by helping when the need arises.
- **B.** Help the community achieve a clean and safe environment.
- **C.** Promote a positive relationship between local business' and the FFA.

IV. Leadership:

Officer: Tate Borba

- **A.** Organize officer interviews and elections.
- **B.** Promote parliamentary law.
- **C.** See that the constitution and bylaws are carried out and followed.
- **D.** Encourage the involvement in FFA offices at the chapter, sectional, regional, and state level.

IIV. Food Service

Officers: Hope Kindred and Gracie Verdegaal

- **A.** Plan food required for FFA meal activities.
- **B.** Maintain and inventory food supplies and equipment.
- **C.** Organize members to help prepare and organize food.
- **D.** Develop set-up and clean up procedures

OAKDALE FFA

Inspiring Today's Members to be Tomorrow's Leaders.

$ Fundraising $

Fall Dinner and Game Night- This annual fundraiser is held the 2nd week of November. Community members are invited to an FFA prepared dinner and have the opportunity to participate in game activities and a silent auction including prizes.

Otis Spunkmeyer Cookie Dough : Students are encouraged to sell a variety of cookie dough. For every $15.00 in sales the chapter will see a return of $6.00. This sale will run from August 31, 2016 thru September 16, 2016.

Poinsettias: Oakdale FFA members will have the opportunity to sell poinsettia plants in order to earn their own FFA Jacket. A specific amount earned will be designated prior to the beginning of the fundraiser in order to meet the FFA Jacket goal for the chapter to purchase an FFA Jacket.

Cake Auction: Each February the Oakdale FFA hold their annual Cake Auction. Students are encouraged to bake and decorate cakes in specific categories and donate the cake to the FFA in which it will auctioned off to the public.

Plant Sale/Floral Sales/Agriculture Mechanics Sale: A plant sale with take place this year in the Spring in our Greenhouse, various types of plants, trees and shrubs will be for sale for the public to purchase. The Floral Design class will also have numerous floral arrangements for sale during the school year, geared towards different holidays and we will also be offering a monthly subscription where you can get a floral arrangement, plant and an Ag mechanics project each month.

Giftwrap: Oakdale FFA members will have the opportunity to sell gift wrap and wrapping paper this fall. From October 17, 2016 through October 28, 2016

Name _____
Period_____
Date_____

OAKDALE HIGH SCHOOL
Ag Mech Skills/Intro to Ag Mechanics
GRADING STANDARDS

COURSE DESCRIPTION: Agriculture mechanics class includes an introduction to shop safety, tool identification, drafting, wood working, plumbing, cold metal fabrication, and electricity. The student will be given the opportunity to construct shop projects to develop these skills. The last quarter will be spent working on a wood project of the student's choice. Completion of the course projects is essential for a satisfactory grade. Emphasis is made on doing "hands-on" activities and also establishing correct shop safety and tool use. There is a $15.00 shop enrichment fee required before working in the shop as well as providing safety glasses for yourself and proper protective clothing. **Cover-alls and safety glasses required.**

GRADING:

5% Attendance
15% Teacher approved reports or Supervised Agricultural Experience Program and Intra-curricular Activities.
30% Exams, Quizzes, class work and homework - Late work **will not** be accepted.
10% Notebook - Late work **will not** be accepted.
25% Class projects - Late work **will not** be accepted
15% Cooperative attitude towards learning and shop clean up.

LATE WORK 2 DAYS make –up before zero is given!

ATTENDANCE: Attendance is very important, as the activities involving discussion and classroom participation are invaluable and notes cannot substitute what took place in the classroom. It is the responsibility of the student to make up missed notes and assignments**, not the instructor's.** This can best be done before **missing class or after class and after school.**

S.A.E.P. and INTRA-CURRICULAR ACTIVITIES:

This is the California Vocational Agriculture record book. Everyone is required to have one and keep it up to date. Record books are graded at least once a quarter and must receive a score of 70 or better.

Supervised Agriculture Experience Program-everyone with a plan or in operation

75% Written Self Evaluation of S.A.E.P. It is the responsibility of the student to arrange for a visit, with the instructor of your program, a minimum of once per semester. Also included in this area is the student's record book score.

25% Minimum three Intra-curricular activities per quarter

OVER

E

PROJECTS: Throughout the course students will complete assigned projects. During the last quarter they will complete a wood working project of the their choice and be approved by the parents and instructor. Students must complete the project entirely and pay for it including the shop fee of 15% before taking the project home. If the student fails to complete the project before the last day of July then the student will forfeit their project and their deposit. Students who bring in their own wood will put 25.00 deposit for their shop fee before beginning.

EXTRA CREDIT: Involvement in Intra-curricular activities will help in earning extra credit. Extra credit may not be used to exceed one letter grade, will only be awarded after all regular assignments are completed and the student is receiving a passing grade.

Supervised Agriculture Experience Program Choice (SAE/SAEP)

In the past every agriculture science student participated in this program, but today to insure that the needs of the community are being addressed, we are offering this choice as an option. We are still encouraging students to participate in the SAE/FFA choice. This choice requires a recordbook, plans for a program related to agriculture education (ie. landscape maintenance, dairy, mechanics, swine, sheep, beef, small animals, work experience, houseplants and many others), participation in intra-curricular activities (ie. primarily FFA activities) and a program visit (one per semester minimum).

The SAE/FFA choice will provide a student with the benefit to take advantage of all intra-curricular opportunities enabling them to earn awards and degrees. Students who will be attending fairs MUST participate in this program as the State Fairs and Expositions requires those activities for participation in the FFA portion of the fairs.

Please check one:

I wish to have my son/daughter participate in the Agriculture program which includes the SAEP/FFA program. FFA _____

I wish my son/daughter to only participate in the general agriculture program and I understand that they will not be eligible to exhibit at fairs and receive other awards and degrees. Instead, will complete a report, one per quarter. This report will be assigned by the instructor. NO FFA _____

As a student in the Agriculture Mechanics class, I understand what is expected of me and will do my best to complete all the class requirements:

Student's signature: _____

We the parents/guardians and instructors have read and understand what is expected of the student and will do our best to help him/her complete this course.

Parent's signature: _____

Instructor's signature: _____

INSTRUCTOR: Mr. Robles 847-3007 (Ext. 198)

**** email is the best** Please email at** irobles@ojusd.org

Name _____
Period_____
Date_____

OAKDALE HIGH SCHOOL
Advanced AGRICULTURE WELDING Class
GRADING STANDARDS

COURSE DESCRIPTION: Agriculture Welding is a course designed to provide individualized instruction to students in developing fabrication skills in various welding procedures. Welding theory and methods, as well as selection of welding rod, metals, and equipment are discussed. Students will develop skills in welding metal in the flat, horizontal, vertical, and overhead positions. After a series of required welds are completed, students will have the opportunity to design, construct, and evaluate an agriculturally related project of their choice. At this time students develop their creative thought and refine their learned skills. Students will be encouraged to exhibit their projects at the local fairs mechanics. This class will also include shop safety, tool identification, & drafting. The student will be given the opportunity to construct shop projects to develop these skills. Completion of the course projects is essential for a satisfactory grade. Emphasis is made on doing "hands-on" activities and also establishing correct shop safety and tool use. There is a $15.00 shop fee required before working in the shop as well as providing safety glasses for yourself and proper protective clothing. The "Shop Fee" is for any small metal projects which students receive if $15.00 is paid. Students may build other projects if time permits at an extra cost.

GRADING:

5% Attendance
15% Teacher approved reports or Supervised Agricultural Experience Program and Intra-curricular Activities.
30% Exams, Quizzes, class work and homework - Late work **will not** be accepted.
10% Notebook - Late work **will not** be accepted.
25% Class projects - Late work **will not** be accepted
15% Cooperative attitude towards learning and shop clean up.

LATE WORK 2 DAYS make –up before zero is given!

ATTENDANCE: Attendance is very important, as the activities involving discussion and classroom participation are invaluable and notes cannot substitute what took place in the classroom. It is the responsibility of the student to make up missed notes and assignments**, not the instructor's.** This can best be done before **missing class or after class and after school.**

S.A.E.P. and INTRA-CURRICULAR ACTIVITIES:

This is the California Vocational Agriculture record book. Everyone is required to have one and keep it up to date. Record books are graded at least once a quarter and must receive a score of 70 or better.
Supervised Agriculture Experience Program-everyone with a plan or in operation

75% Written Self Evaluation of S.A.E.P. It is the responsibility of the student to arrange for a visit, with the instructor of your program, a minimum of once per semester. Also included in this area is the student's record book score.
25% Minimum two Intra-curricular activities per quarter

PROJECTS: Throughout the course students will complete assigned projects. During the last quarter they may complete a metal project of the their choice if approved by the parents and instructor. Students must complete the project entirely and pay for it including the shop fee of 10% before taking the project home. If the student fails to complete the project before May 30th then the student will forfeit their project and their deposit. Students who bring in their own **metal will put 10% deposit** for their shop fee based on the metal price or value before beginning.

EXTRA CREDIT: Involvement in Intra-curricular activities will help in earning extra credit. Extra credit may not be used to exceed one letter grade, will only be awarded after all regular assignments are completed and the student is receiving a passing grade.

Supervised Agriculture Experience Program Choice (SAEP)

In the past every agriculture science student participated in this program, but today to insure that the needs of the community are being addressed, we are offering this choice as an option. We are still encouraging students to participate in the SAE/FFA choice. This choice requires a recordbook, plans for a program related to agriculture education (ie. landscape maintenance, dairy, mechanics, swine, sheep, beef, small animals, work experience, houseplants and many others), participation in intra-curricular activities (ie. primarily FFA activities) and a program visit (one per semester minimum).

The SAE/FFA choice will provide a student with the benefit to take advantage of all intra-curricular opportunities enabling them to earn awards and degrees. Students who will be attending fairs MUST participate in this program as the State Fairs and Expositions requires those activities for participation in the FFA portion of the fairs.

Please check one:

I wish to have my son/daughter participate in the Agriculture program which includes the SAEP/FFA program, completing two activities per qtr. FFA _____

I wish my son/daughter to only participate in the general agriculture program and I understand that they will not be eligible to exhibit at fairs and receive other awards and degrees. Instead, will complete a report, one per quarter. This report will be assigned by the instructor. NO FFA _____

As a student in the Agriculture Welding class, I understand what is expected of me and will do my best to complete all the class requirements:

Student's signature: _____

We the parents/guardians and instructors have read and understand what is expected of the student and will do our best to help him/her complete this course.

Parent's signature: _____

Instructor's signature: _____

INSTRUCTOR: Mr. Robles 847-3007 (Ext. 198)

**** email is the best** Please email at** irobles@ojusd.org

Name _____
Period_____
Date_____

OAKDALE HIGH SCHOOL
ROP AGRICULTURE WELDING CLASS
GRADING STANDARDS

COURSE DESCRIPTION: ROP Agriculture Welding is a course designed to provide individualized instruction to students in developing fabrication skills in various welding procedures. Welding theory and methods, as well as selection of welding rod, metals, and equipment are discussed. Students will develop skills in welding metal in the flat, horizontal, vertical, and overhead positions. After a series of required welds are completed, students will have the opportunity to design, construct, and evaluate an agriculturally related project of their choice. At this time students develop their creative thought and refine their learned skills. Students will exhibit their projects at the local fair in mechanics. This class will also include shop safety, tool identification, & drafting. The student will be given the opportunity to construct shop projects to develop these skills. Completion of the course projects is essential for a satisfactory grade. Emphasis is made on doing "hands-on" activities and also establishing correct shop safety and tool use. There is a $15.00 shop fee required before working in the shop as well as providing safety glasses for yourself and proper protective clothing. The "Shop Fee" is for small metal projects which students receive if $15.00 is paid. Students are encouraged to build other projects at an extra cost or for others in the community.

GRADING:

5% Attendance
15% Teacher approved reports or Supervised Agricultural Experience Program and Intra-curricular Activities.
30% Exams, Quizzes, class work and homework - Late work **will not** be accepted.
10% Notebook - Late work **will not** be accepted.
25% Class projects - Late work **will not** be accepted
15% Cooperative attitude towards learning and shop clean up.

LATE WORK 2 DAYS make –up before zero is given!

ATTENDANCE: Attendance is very important, as the activities involving discussion and classroom participation are invaluable and notes cannot substitute what took place in the classroom. It is the responsibility of the student to make up missed notes and assignments**, not the instructor's.** This can best be done before **missing class or after class and after school.**

S.A.E.P. and INTRA-CURRICULAR ACTIVITIES:

This is the California Vocational Agriculture record book. Everyone is required to have one and keep it up to date. Record books are graded at least once a quarter and must receive a score of 70 or better.
Supervised Agriculture Experience Program-everyone with a plan or in operation

75% Written Self Evaluation of S.A.E.P. It is the responsibility of the student to arrange for a visit, with the instructor of your program, a minimum of once per semester. Also included in this area is the student's record book score.
25% Minimum two Intra-curricular activities per quarter

OVER

PROJECTS: Throughout the course students will complete assigned projects. During the last quarter they may complete a metal project of the their choice if approved by the parents and instructor. Students must complete the project entirely and pay for it including the shop fee of 10% before taking the project home. If the student fails to complete the project before May 30th then the student will forfeit their project and their deposit. Students who bring in their own **metal will put 10% deposit** for their shop fee based on the metal price or value before beginning.

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Supervised Agriculture Experience Program Choice (SAEP)

In the past every agriculture science student participated in this program, but today to insure that the needs of the community are being addressed, we are offering this choice as an option. We are still encouraging students to participate in the SAE/FFA choice. This choice requires a recordbook, plans for a program related to agriculture education (ie. landscape maintenance, dairy, mechanics, swine, sheep, beef, small animals, work experience, houseplants and many others), participation in intra-curricular activities (ie. primarily FFA activities) and a program visit (one per semester minimum).

The SAE/FFA choice will provide a student with the benefit to take advantage of all intra-curricular opportunities enabling them to earn awards and degrees. Students who will be attending fairs MUST participate in this program as the State Fairs and Expositions requires those activities for participation in the FFA portion of the fairs.

Please check one:

I wish to have my son/daughter participate in the Agriculture program which includes the SAEP/FFA program, completing two activities per qtr. FFA _____

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As a student in the ROP Agriculture Welding class, I understand what is expected of me and will do my best to complete all the class requirements:

Student's signature: _____

We the parents/guardians and instructors have read and understand what is expected of the student and will do our best to help him/her complete this course.

Parent's signature: _____

Instructor's signature: _____

INSTRUCTOR: Mr. Robles 847-3007 (Ext. 198)

**** email is the best** Please email at** irobles@ojusd.org

Oakdale Agriculture Department
Ornamental Horticulture
Mr. Robles

Room: P1
Length of Course: 1 Year
Email: irobles@ojusd.org

1) **Course Description:**
Instruction in this course provides an understanding of the basic anatomy and physiology of plants. The *Ornamental Horticulture* course emphasizes practical biological knowledge and develops essential understandings in soil science, entomology, propagation, genetics, and local crop production and harvesting practices. Leadership skills are taught through participation in FFA.

2) **Course Objectives:** Students will be able to:
   - understand the effects of technology on agriculture.
   - understand the cell structure and function of plants
   - understand soil science principles.
   - understand plant growth and development.
   - understand fundamental pest management.

3) **Assessment Methods:** Tests and Quizzes
Classroom assignments
Labs
Self-Evaluations/ Group Projects
Participation

4) **GRADING:**

30% Assignments
This includes: Classroom assignments, homework, plant identification flashcards, etc.

30% Assessments
This includes: Unit Tests, Quizzes, Benchmarks, Plant ID Tests, etc

20% OH Unit Participation
This includes: Labs, Plant Care, Soil Mixing, Plantings, Cuttings, Clean Up, etc.

10% SAE
Each student is required to begin and maintain a project related to agriculture, including an up-to-date record book.

10% FFA Participation
This includes: Attendance to 2 activities per quarter.
Activities can be fundraisers, meetings, contests, donations, etc.

5) **Attendance:**
Attendance is very important, as the activities involving discussion and classroom participation are invaluable and notes cannot substitute what took place in the classroom. It is the responsibility of the student to make up missed notes and assignments, NOT the instructor's.

This can best be done prior to missing class or after class and after school. Please be aware that class instruction time is never an appropriate time to request make up work.

Missing days when we are working in the OH Unit will result in a "0" for the day unless student is on an excused school activity

6) **Late Work:**
Assignments are expected to be turned in on time. Late assignments may be turned in, for a reduced grade, until the exam for the following unit. After that has passed, work will not be accepted for any reason. It is the STUDENT'S responsibility to communicate with the teacher what was missed when returning to class. Please do this before or after class has started for the day. Missing work must be turned in the day after the absence, for example if you are gone on Wednesday the work is due on Thursday. Any missed quiz or test must be made up within (3) days after returning to school for full credit; Failure to do so will result in a score of 0 (zero).

7) **No Name Work:**
Any assignment turned in without a name will be posted on the "No Name" clipboard. The assignment will remain there for 2 days. After the 2 days, if the paper has not been claimed by the student, the assignment will be thrown out.

8) **Course Outline:**
   a. Ag Leadership Development
      i. FFA
      ii. SAE
      iii. California Recordbooks
      iv. Careers
   b. Plant Classification
      i. Taxonomy & Classification
      ii. Plant Identification
   c. Plant Cell Components
      i. Cell Structure & Function
      ii. Cell Reproduction
      iii. Genetics & Heredity
      iv. DNA
   d. Plant Physiology & Growth
      i. Anatomy
      ii. Functions
      iii. Physiological Processes
   e. Plant Reproduction
      i. Asexual Reproduction
      ii. Sexual Reproduction
      iii. Propagation
   f. Plant Pathology
      i. Entomology
      ii. Weed & Insect Identification
      iii. Integrated Pest Management
   g. Soil Properties
      i. Texture, Structure & Types
      ii. Irrigation & Drainage
      iii. Soil & Water Management

h. Fertilizers
    i. Components & Structures
    ii. Essential Nutrients
    iii. Application
i. Retail Nursery Practices
    i. Selection & Maintenance of Plants
    ii. Marketing
    iii. Merchandising
    iv. Customer Service & Sales

9) **Grading Scale:**
A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%

10) **Ways to contact Mr. Robles:**

Email: irobles@ojusd.org

School Phone: 847-3007

I have read over the class syllabus and understand fully the requirements and expectations of this course.

_____ _____

Student Signature Date

_____ _____

Parent/Guardian Signature Date

Quality Criteria #3 – Practical Application of Agricultural Skills

The Oakdale High School Agriculture Department has a history of high levels of student's involvement in extensive and successful Supervised Agricultural Experience Projects. The geographical location of the Oakdale community lends itself to a high population of families that either live on productive large-scale farming and ranching operations or small to medium sized "ranchette" type properties. Yet, like most other rural farming communities in California, Oakdale has seen its fair share of urban growth and its "in-town" population has expanded greatly. In addition to the numerous "farm" kids and families that traditionally made up most of the students in the ag program at Oakdale over the years, the population of students who do not live on any type of acreage has increased greatly within the department. Housing developments on the edges of town have increased this population over the past 15 years both on campus at large and within the ag department. What this has meant for the program is a greater number of students who have more challenges in establishing and maintaining hands-on Supervised Agricultural Experiences. To meet these challenges, our program has evolved to incorporate a variety of practices and measures geared at promoting quality SAE's and meaningful hand-on instruction and learning opportunities during classes as well. SAE's are also a graded component of our program as each class is graded with 10% going towards SAE.

Our department facility was constructed in the mid-1950's. Like other CTE facilities of that time, great consideration was given to ensuring that the physical structure and set up of the building was conducive to hands-on, learn-by-doing teaching practices. The Ag shop is larger than most. At almost 13,000 square feet of covered space, the shop facility is more than adequate in terms of size. Equipment and capacity to operate the equipment is also a great advantage in the Ag shop. With an abundant amount of electricity wired into the facility over the years there is more than enough need to operate as many welders and other "high amperage" pieces of equipment in the shop. Over the past three years, over $200,000 has been invested in equipment, tools and supplies in the shop for student learning and use. What has all this translated to? Basically, the most productive ag mechanics students Oakdale High School has probably ever seen. With well over 1000 different entries of various Ag Mechanics projects by our students at the local county fair each of the past 3 years, our Ag mechanics students

have gained tremendous experiences and skills attainment in welding, wood working, project design and layout, and even equipment restoration. This past year at the Stanislaus County Fair, our Ag Mechanics program unseated Turlock High School FFA as the recipient of the Agriculture Mechanics Sweepstakes Award for the first time in the FFA chapters 86-year history; no small feat against a perennially successful, larger Ag Mechanics program like Turlock. Needless to say, the application of practical skills in our Ag Mechanics program is tremendous.

Yet, another rapidly growing SAE opportunity for our students on-campus is Horticulture. Over the past 2 years our horticulture program developed into a highly productive, hands-on "real-world" experience for our students. The Horticulture facility in our department has grown from a simple 1 small greenhouse operation to fully functioning retail nursery. We've added shade houses, a succulent greenhouse, a head house, a student project garden and an incredible amount of equipment, tools and supplies. Over $100,000 dollars has been invested into the Horticulture facility over the past 2 years to offer an experience to students that they may otherwise only get from working at a private operation. This past year our students conducted a plant sale with materials primarily grown in our operation and had gross sales totaling over $4,500. This sale will only become larger as word gets out in the community of what we have to offer.

In addition to Nursery Operations, our Horticulture pathway also offers students tremendous experiences in Floral Design. Our Floral program consistently allows students an opportunity to practice their skills in designing and creating various Floral projects. Bouquets, arrangements, corsages and boutonnieres, and other specialty Floral projects are all created in the Floral classes by students as both learning experiences and supervised projects.

One area that Oakdale FFA has always excelled is livestock production. Traditionally, many of our students have raised and/or exhibited a great deal of quality livestock projects for their SAE's. While those high numbers of students have remained static over the years, the addition of our school farm promises to increase that participation even more. Over the past 3 years, our school district has been designing and constructing a school farm laboratory for our program. 26 acres of district owned farming property has been developed into a fully

functioning farming operation for our students to experience. 13 acres have been planted in Almonds and are being maintained by both students and staff. The remaining 13 acres is being developed into a multi-use farm. Row crop production, fruit trees and vines, student project gardens as well as space for pastures have all been designed and funded by the district school board for development this year. A 10,000-square foot barn has just been constructed (May 2017) for the immediate purpose of student project production of livestock. Pen space for 25-30 Hogs, 30-40 sheep and goats and even 5-10 steers is now available in that barn for student SAE's. As the Main barn is phase 1 of construction, starting in the Fall of 2017, phase 2 will be the construction of separate species-specific barns on the school farm site. When this facility is completed, there will be a capacity of over 150 large and/or small animal projects that can be accommodated. In addition to the potential for these projects, student share-cropped, enterprise farming projects will also be developed on this farm laboratory. Lastly, in development now is a two-period Farm Management class for our department that will be conducted on the farm site in the coming years. With all this project potential at our school farm, our students who live in town will now have an incredible opportunity to conduct valuable, meaningful hands-on Supervised Agricultural Experience Projects.

Finally, our department is well equipped when it comes to the ability of our instructors to help manage and supervise these SAE projects. With 5 department vehicles, tractors and various implements as well as an abundance of related equipment, our instructors have virtually every tool at their disposal to be effective mentors and supervisors of these projects.

Supporting Verification Materials –

Item A – Oakdale High School Agriculture Department Course Expectations and Graded Areas

Item B – Teacher Supervision Journal Report from AET (Agriculture Experience Tracker) Website

Item C – Sample Career Data Sheet used within the Department

Item D – List of 2017 State FFA Degrees awarded

Item E – School Farm Information and Diagrams from the district website

Item F – Shade House construction report – Robles 2017

Item G – Garden Beds construction report – Robles 2017

Item H – Succulent House construction report – Robles 2017

Item I – Hog/Goat/Sheep Pen construction report – Robles 2017

Item J – Shop Trailer construction report – Robles 2017

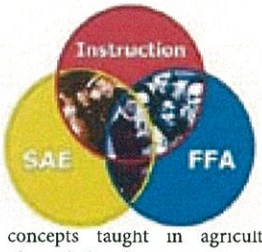
Oakdale Joint Unified School District

Agriculture

Agriculture is an important and integral part of the OHS experience. Many of our students come from agriculture backgrounds. OHS has over 300 students taking Ag classes with many students having more than one Ag class. The Ag curriculum parallels the regular science curriculum. Freshmen may take Introduction to Ag Technology (Earth Science), and sophomores may take Biological Approaches to Agriculture (Life Science). These courses parallel the state curriculum and align with state standards. These courses also meet UC/CSU A-G entrance requirements in their respective areas. This will help Ag students do well on state tests.

Once students have the basics, they move on to other Ag electives. These elective include Floral Design, Leadership, Horticulture, and Advanced Ag Mechanics --where students learn to weld and to work on individual projects related to agriculture.

Due to funding requirements, students who sign-up for Ag classes are encouraged to participate in FFA. 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. The agricultural education program provides a well-rounded, practical approach to learning through three components: Classroom education, hands-on supervised agricultural experiences and FFA, which provides leadership opportunities and tests students' agricultural skills.



FFA members embrace concepts taught in agricultural science classrooms nationwide, build valuable skills through hands-on experiential learning and each year demonstrate their proficiency in competitions based on real-world agricultural skills. Today, there are 610,240 FFA members, aged 12-21, in 7,665 chapters in all 50 states, Puerto Rico and the U.S. Virgin Islands. FFA operates on local, state and national levels.

Each student in an Ag class must have a project. Students may raise and show animals, have work experience in agriculture, raise crops or houseplants, build things, do landscaping, flower arranging, or small animal care.

Ag students learn valuable skills in FFA. Students learn aspects of leadership including parliamentary procedure using Robert's Rules of Order, learn to debate, and learn how to run for office. Students engage in public speaking in different categories: prepared manuscripts (6-8 minutes), extemporaneous (4-6 minutes impromptu) and creed recitation. Students also engage in Best Informed Greenhand (a test on FFA history). Students can participate in Career Development Events (CDE's) where they can acquire skills in various agriculture areas. The judging teams compete at several universities and junior colleges throughout the state and get exposure to post-secondary possibilities.

FFA students can earn proficiency awards in 29 different areas related to specific projects. The awards start at the local level and go up to the state and national levels. Each year there are a number of conferences students may attend to broaden their educational experiences. FFA has a number of degrees: Greenhand for first year members, Chapter Farmer for second year, State FFA Degree for third year, and American FFA Degree for fourth year.

Course Offerings

- Agriculture Earth Science 14513
- Agriculture Biology 14533
- Ag Mechanics Skills and Technology 14507
- Advanced Ag. Mechanics 14521
- Ag Welding and Construction 14557
- Floral Design I 14540
- Floral Design II 14541
- Horticulture 14570
- Ag Government/Economics 14595
- Ag Leadership 14515
- Ag and Soil Chemistry 14551

Student FFA Activities
Leadership
Livestock Judging
Ag Sales and Service
Ag Mechanics
Marketing
Stanislaus County Fair
Best Informed Greenhand
Opening/Closing Ceremonies
Proficiency Awards
Creed Speaking
Parliamentary Procedure
Food Science
Equine Science
Ornamental Horticulture
Vet Science
Floriculture

Staff Members

Ed Hartzell
Sue Kirland
Isaac Robles
Grace Tobias

AGRICULTURE AND SOIL CHEMISTRY

A-G

Credits: 10 **Grade:** 10-12
UC/CSU: D

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience research program to be conducted throughout the first semester of the course. To complete that whole project each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program will be an in depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Prerequisite: Signature of teacher required. Students must be previously enrolled in other agriculture classes to take this class.

A

Oakdale Agriculture Department
Ornamental Horticulture
Mr. Robles

Room: P1
Length of Course: 1 Year
Email: irobles@ojusd.org

1) **Course Description:**
Instruction in this course provides an understanding of the basic anatomy and physiology of plants. The *Ornamental Horticulture* course emphasizes practical biological knowledge and develops essential understandings in soil science, entomology, propagation, genetics, and local crop production and harvesting practices. Leadership skills are taught through participation in FFA.

2) **Course Objectives:** Students will be able to:
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- understand the cell structure and function of plants
- understand soil science principles.
- understand plant growth and development.
- understand fundamental pest management.

3) **Assessment Methods:** Tests and Quizzes
Classroom assignments
Labs
Self-Evaluations/ Group Projects
Participation

4) **GRADING:**

30% Assignments
This includes: Classroom assignments, homework, plant identification flashcards, etc.

30% Assessments
This includes: Unit Tests, Quizzes, Benchmarks, Plant ID Tests, etc

20% OH Unit Participation
This includes: Labs, Plant Care, Soil Mixing, Plantings, Cuttings, Clean Up, etc.

10% SAE
Each student is required to begin and maintain a project related to agriculture, including an up-to-date record book.

10% FFA Participation
This includes: Attendance to 2 activities per quarter.
Activities can be fundraisers, meetings, contests, donations, etc.

5) **Attendance:**
Attendance is very important, as the activities involving discussion and classroom participation are invaluable and notes cannot substitute what took place in the classroom. It is the responsibility of the student to make up missed notes and assignments, NOT the instructor's.

Teacher Journal Report
Detailed Summary of Extended Contract Days and Work Detail

START Date:	END Date:	Teacher:	Activity Type:
9/1/2016	8/31/2017	(All)	(All) ☑ Include Student Supervision Details

Journal Hours Summary

Journal Type	In-Contract Hours	Extended Contract Hours (Days)	Miles Traveled	Number of Students
SAE Visit	7	8 (1.0)	15	1
FFA Activities / Meetings	6	7 (0.9)	15	15
FFA Competitions	16	0 (0.0)	400	4
Adult Education Programs	0	13 (1.6)	0	16
Total	29	28 (3.4)	430	36

Generate PDF Close this Window

Date/Time	Description (click to sort)	Hrs In	Hrs Out	# Miles	# Std
9/10/2016	**FFA Competitions (I Robles) - Livestock judging practice** Northern California livestock judging practice at various farms and ranches.	16.00	0.00	400	4
9/12/2016 8:16 PM	**FFA Activities / Meetings (I Robles) - School board meeting** School board meeting to recognize county fair students	6.00	7.00	15	15
1/29/2017	**SAE Visit (I Robles) - SAE Assessment - Caleb Bairos** SAEs: Evaluation: Looked over hogs and barn Recommendation: Make sure "show pigs" alays have feed in front of them...keep up the good work, things look very neat and clean!	7.00	8.00	15	1
5/30/2017 8:06 PM	**Adult Education Programs (G Tobias) - Top 20 Trip**	0.00	12.50	0	16

Student Supervision Details	
Number of Students Supervised:	115
Students under Supervision:	Marissa Moffatt; Magnolia Ferguson-Rice; Ethan McCain; Violett Gines; Cody Russell; Courtney Williams; Paige Morgan; Marialy Cortez; Alyssa Stott; Kaidyn Shipman; Jocelyn Ibarra; Kathryn Saporito; Angelica Lowry; Payton Sinclair; Jasmin Ibarra; Kasandra Constantini; Evan Waite; Caleb Bairos; Austin M; Kailea Fogleman; Kaylee Cogburn; Spencer Ruthman; Rilyn Cassaretto; Alyssa Burke; Ethan Perry; Steven Morris; Kyndall Green; Isabelle Garcia; Kourtney Backs; Raven Olivas; Brandon Martinez; Tyler Furtado; Tyler Gunkel; Mateo Chavez; Billy-Bob Chapin; ozz cazares; Alissa Robbins; Laney Lee; Draven Rico; Christian Clarke; Jacquelyn LeCouve; Daniela Lopez; Daniela Carranza; Mason Chase; Jordan Cochrane; Stash Perry; Alyce Pigeon; Emily Thomas; Maximiliano Marin; Kevin Gomez; sara burch; Mickala Jones; Katelyn Gabriel; Elias Parr; Seth Valencia; Matt Burns; Chase Tucci; Olivia Dixon; Hollie Wood; Layton Lee Oswald; Alyssa Parreira; Faith Smith; Jorge Plascencia Jr.; Ryan Todd; Michael Cisneroz ; Sophia Ortiz; angel penunuri; Jocelyn Jackson; Kendra Wilkinson; Angelica Gudino; Aubree Ugalde; Madison Dimier; Cesar Ruiz; Blake Eskew; Shirley Hauser; Nitzelle Fernandez; Garrett Allan; Justin Carlos; arianna lopes; Dominic Marenco; LOGAN FONDSE; Ulani Manzo; Bella Goglio; Ashtyn Schieve; Jakob Burtschi; Lacey Roberts; Marissa Burner-Hicks; Kaitlyn Pimley; Mya Medeiros; Luke Goad; Ryan Taylor; Clint Abellana; Lacey Hardy; cole niemi; Stuart Speegle; Evelyn Hernandez; Christopher Frye; Garrett Lee; Kenzee Wright; Kaylina Padilla; Joana Vazquez; Dustin Tavares; Rylee George; Ryleigh Rodman; Jaimie Temores; Giselle Evangelista; Haylee Pace; Christopher McDonald; Mauro Sandoval; madison smith; Sophia Schwandt; Andrea De La Torre; HALLIE VIETHS; Kimber Tavares; cody bartholomew
Total Number of Projects Supervised:	119
Total Number of Visits:	319
Hours Logged:	614.83

B

Date	Teacher	Student	Experience	Details	Hours
2/3/2017	I Robles	Laney Lee	Garden	**Prepare growing media for use in plant systems.** Added organic matter to the top soil. then we used the rototiller to mix the materials to create a suitable soil for growing.	1.00
3/10/2017	G Tobias	LOGAN FONDSE	tomato garden	**Managing, producing, harvesting and handling crops** watered	0.17
3/11/2017	G Tobias	LOGAN FONDSE	tomato garden	**Managing, producing, harvesting and handling crops** watered	0.17
3/12/2017	G Tobias	LOGAN FONDSE	tomato garden	**Managing, producing, harvesting and handling crops** watered	0.17
3/13/2017	G Tobias	LOGAN FONDSE	tomato garden	**Managing, producing, harvesting and handling crops** watered	0.17
3/14/2017	G Tobias	LOGAN FONDSE	tomato garden	**Managing, producing, harvesting and handling crops** watered	0.17
3/17/2017	G Tobias	LOGAN FONDSE	tomato garden	**Managing, producing, harvesting and handling crops** watered 10 min day&night everyday for one week	1.17
3/24/2017	G Tobias	LOGAN FONDSE	tomato garden	**Managing, producing, harvesting and handling crops** watered 10 min day&night everyday for one week	1.17
3/24/2017	G Tobias	LOGAN FONDSE	tomato garden	**Managing, producing, harvesting and handling crops** watered 10 min day&night everyday for one week	1.17
3/31/2017	G Tobias	LOGAN FONDSE	tomato garden	**Managing, producing, harvesting and handling crops** watered 10 min day&night everyday for one week	1.17
3/31/2017	G Tobias	LOGAN FONDSE	tomato garden	**Managing, producing, harvesting and handling crops** watered 10 min day&night everyday for one week	1.17
4/4/2017	I Robles	Matt Burns	Garden	**Prepare growing media for use in plant systems.** we applied organic matter to the top soil then we used the rototiller to mix the materials and the soil to make a suitable growing soil.	0.00
4/7/2017	I Robles	Alissa Robbins	Garden	**Demonstrate plant propagation techniques.** as a class our teacher shows how to correctly plant and water the plant without over watering it	1.00
4/7/2017	I Robles	Alyssa Burke	Garden	**Managing, producing, harvesting and handling crops** I planted some plants and helped water, and weeded.	1.00
4/7/2017	G Tobias	LOGAN FONDSE	tomato garden	**Managing, producing, harvesting and handling crops** watered 10 min day&night everyday for one week	1.17
4/10/2017	I Robles	Jasmin Ibarra	Garden	**Prepare growing media for use in plant systems.** We applied organic matter to the top soil. Then we used the rototiller to mix the materials to create a suitable growing soil.	1.00
4/10/2017	I Robles	Jordan Cochrane	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rotatiller yo mix the materials to create a soil for growing.	1.00
4/11/2017	G Tobias	Garrett Lee	2017 Landscaping	**Managing, producing, harvesting and handling crops** Mowed the lawn and cleaned up the weeds in the driveway, garden, and in front of house.	2.25
4/13/2017	G Tobias	Dustin Tavares	2017 market sheep	**Activities in the animal industry** feeding, watering and working with my lamb	28.00
4/13/2017	G Tobias	Justin Carlos	2017 Farm Work	**Agribusiness Systems (ABS)** shaping trees	10.00
4/14/2017	I Robles	Alissa Robbins	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mixes the materials together to create a more suitable soil for growing.	1.00
4/14/2017	I Robles	Alyce Pigeon	Garden	**Managing, producing, harvesting and handling crops** Applied organic materials to top soil. then used the rototiller mix the materials into a healthy soil.	1.00
4/14/2017	I Robles	Alyssa Burke	Garden	**Prepare growing media for use in plant systems.** Applied organic materials to the top ground of soil. Then used the rototiller to mix the materials in to a suitable growing soil.	1.00
4/14/2017	I Robles	Alyssa Parreira	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mix the materials into a suitable growing soil.	1.00
4/14/2017	I Robles	Alyssa Stott	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to miz the materials into a suitable growing soil.	1.00
4/14/2017	I Robles	angel penunuri	Garden	**Prepare growing media for use in plant systems.** we added organic matter to the top soil. then we used the rototiller to mix the material into a suitable growing soil.	1.00
4/14/2017	I Robles	Angelica Lowry	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mix the materials into a suitable growing soil.	1.00
4/14/2017	I Robles	Angelica Lowry	Garden	**Demonstrate plant propagation techniques.** We planted our plants into the soil and then watered them.	1.00
4/14/2017	I Robles	Angelica Lowry	Garden	**Demonstrate plant propagation techniques.** We pulled weeds and the plants that didn't get enough nutrients to survive. We took the weeds out of the planter boxes so they would not take the water and nutrients from the plants.	1.00
4/14/2017	I Robles	arianna lopes	Garden	**Prepare growing media for use in plant systems.** we applied organic matter to top soil. Then we used the rototiller to mix the materials to create a suitable growing soil.	1.00
4/14/2017	I Robles	arianna lopes	Garden	**Demonstrate plant propagation techniques.** we planted the vegetable. We also created a safe environment for them to grow.	1.00

4/14/2017	I Robles	Aubree Ugalde	Garden	**Prepare growing media for use in plant systems.** We added soil and we used the rototiller to break it up.	1.00
4/14/2017	I Robles	Austin M	Garden	**Apply principles and practices of sustainable agri** We water the plants so they would live.	1.00
4/14/2017	I Robles	Austin M	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we added the rototiller ti mix the materials to mix the materials to create suitable soil for growing.	1.00
4/14/2017	I Robles	Austin M	Garden	**Apply principles and practices of sustainable agri** We pulled the weeds from around the plants.	1.00
4/14/2017	I Robles	Bella Goglio	Garden	**Demonstrate plant propagation techniques.** We dug holes that were an inch big and then put the vegetables in the holes and covered them back up with dirt and watered them.	1.00
4/14/2017	I Robles	Bella Goglio	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil then we used the rototiller to mix the material to create a more suitable soil for growing.	1.00
4/14/2017	I Robles	Billy-Bob Chapin	garden	**Prepare growing media for use in plant systems.** we used the rototiller and tore up the ground. we applied organic material to the top then we used the rototiller to mix it in	0.83
4/14/2017	I Robles	Blake Eskew	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we use rototiller to mix the materials to create a suitable growing soil.	1.00
4/14/2017	I Robles	Brandon Martinez	Garden	**Prepare growing media for use in plant systems.** We added organic matter to our top soil. The used the rototiller to mix the materials to create a suitable soil for growing	1.00
4/14/2017	I Robles	Caleb Bairos	Garden	**Implementing a soil nutrient plan for plants** We added organic matter to our top soil. Then we used the rototiller to mix the materials to create a suitable soil for growing	1.00
4/14/2017	S Kirland	Cesar Ruiz	Garden	**Prepare growing media for use in plant systems.** we planted the seeds added water to the garden pulled weeds.	1.00
4/14/2017	S Kirland	Cesar Ruiz	Garden	**Demonstrate plant propagation techniques.** for this activity we planted the seeds in the garden. First we pulled the weeds the were in the garden then poked holes in the garden and put the seeds. After that we water the seed.	1.00
4/14/2017	I Robles	Chase Tucci	Garden	**Managing, producing, harvesting and handling crops** We planted onion sprouts and cleaned out the planter box. Each period got there own row and has to manage it during there period	1.00
4/14/2017	I Robles	Chase Tucci	Garden	**Implementing a soil nutrient plan for plants** Mix soil with rottatiller to make useful soil	1.00
4/14/2017	I Robles	Chase Tucci	Garden	**Managing, producing, harvesting and handling crops** We planted vegetables and had to water and weed our planter box to make sure that our plants got the nutrients they need to grow and make them big to eat	1.00
4/14/2017	I Robles	Chase Tucci	Garden	**Managing, producing, harvesting and handling crops** We planted onion sprouts and cleaned out the planter box. Each period got there own row and has to manage it during there period	1.00
4/14/2017	I Robles	Christian Clarke	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mix the materials into a suitable growing soil.	1.00
4/14/2017	I Robles	Christopher Frye	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. That we used the rototiller to the mix materials into a suitable growing soil.	1.00
4/14/2017	I Robles	Clint Abellana	Garden	**Prepare growing media for use in plant systems.** Added organic matter to the top soil, then we used the rototiller to create a more suitable soil for growing	1.00
4/14/2017	I Robles	Cody Russell	Garden	**Prepare growing media for use in plant systems.** Applied materials to the top soil. Then used the rototiller to mix the materials into a suitable growing soil.	1.00
4/14/2017	I Robles	Courtney Williams	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mix the materials into a suitable growing soil.	1.00
4/14/2017	I Robles	Daniela Carranza	Garden	**Prepare growing media for use in plant systems.** We applied organic matter to the top soil.Then we used the rototiller to mix the materials to create a suitable growing soil.	1.00
4/14/2017	I Robles	Daniela Lopez	Garden	**Prepare growing media for use in plant systems.** We applied organic matter to the top soil. Then we used the rototiller to mix the materials to create a suitable growing soil.	1.00
4/14/2017	I Robles	Daniela Lopez	Garden	**Demonstrate plant propagation techniques.** We took the onion plants out to the garden. We poked big enough holes into the ground, careful of the spacing between each hole. Then we placed each plant gently and added more dirt on top. Finally we pressed the plant to secure it to the ground.	1.00
4/14/2017	I Robles	Dominic Marenco	Garden	**Develop and implement a fertilization plan for spe** Added fertilizer to the soil around the onions.	1.00
4/14/2017	I Robles	Dominic Marenco	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mix the materials.	1.00
4/14/2017	I Robles	Draven Rico	garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mix the materials into a suitable growing soil.	1.00
4/14/2017	I Robles	Elias Parr	Gardener	**Prepare growing media for use in plant systems.** We apllied organic matter to the top suitor. Then we applied a rototiller to mix the material to create a suitable growing soil.	1.00
4/14/2017	I Robles	Emily Thomas	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mix the materials into a suitable growing soil.	1.00
4/14/2017	I Robles	Emily Thomas	Garden	**Demonstrate plant propagation techniques.** We had planted our classes vegetables by removing a small amount of Earth and placed the plants into the ground and covered them back up with our sustainable soil.	1.00
4/14/2017	I Robles	Ethan McCain	Garden	**Prepare growing media for use in plant systems.** applied organic materials to the top soil. Then used rototiller to mix the materials into a suitable growing soil.	1.00

4/14/2017	I Robles	Ethan Perry	Garden	**Prepare growing media for use in plant systems.** Applied organic materials to the top soil. Then used the rototiller to mix the materials into a suitable growing soil.	1.00
4/14/2017	I Robles	Evan Waite	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Them we used the rototiller to mix the materials to create a suitable growing.	1.00
4/14/2017	I Robles	Evelyn Hernandez	Garden	**Harvest, handle and store crops.** He planted the plants to make them grow.	1.00
4/14/2017	I Robles	Evelyn Hernandez	Garden	**Prepare growing media for use in plant systems.** We applied organic matter to the top soil. Then we used the rototiller mix the materials to create a suitable growing soil.	1.00
4/14/2017	I Robles	Garrett Allan	Garden	**Prepare growing media for use in plant systems.** Added organic matter to the top soil. Then we used rotor tiller to mix the materials to create a more suitable soil for growing.	1.00
4/14/2017	I Robles	Giselle Evangelista	Garden	**Prepare growing media for use in plant systems.** We added organic to the top soil. Then we used the rototiller to mix the materials to create suitable soil for growing.	0.00
4/14/2017	I Robles	Giselle Evangelista	Garden	**Demonstrate plant propagation techniques.** During planting the whole class went out to the soon to be garden. After we all got plant and had to dig a whole deep enough for the roots to grow. After all that we went back inside.	0.00
4/14/2017	I Robles	Hollie Wood	Garden	**Apply principles and practices of sustainable agri** I weeded the vegetables. This helps the plants get all the nutrients and not the weed, which helps the growth of the vegetable.	1.00
4/14/2017	I Robles	Hollie Wood	Garden	**Implementing a soil nutrient plan for plants** We added organic matter to the top soil. Then we used the rototiller to mix the materials to create a more suitable soil for growing.	1.00
4/14/2017	I Robles	Isabelle Garcia	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mix the materials to create a more suitable soil for growing.	1.00
4/14/2017	I Robles	Isabelle Garcia	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mix the materials to create a suitable soil for growing.	1.00
4/14/2017	I Robles	Isabelle Garcia	Garden	**Prepare growing media for use in plant systems.** We applied organic matter to the top soil. Then we used the rototiller to mix the materials to create a suitable growing soil.	1.00
4/14/2017	I Robles	Isabelle Garcia	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mix the materials into a suitable growing soil.	1.00
4/14/2017	I Robles	Isabelle Garcia	Garden	**Prepare growing media for use in plant systems.** Applied organic materials to the top soil. Then used the rototiller to mix the materials into a suitable growing soil.	1.00
4/14/2017	I Robles	Jacquelyn LeCouve	Garden	**Demonstrate plant propagation techniques.** We added organic matter to the top soil. then we used the rototiller to mix the materials to create a suitable growing soil.	1.00
4/14/2017	I Robles	Jaimie Temores	Garden	**Prepare growing media for use in plant systems.** Put organic matter onto the top soil. Then we used the rototiller to mix the materials to create a good growing soil.	1.00
4/14/2017	I Robles	Jakob Burtschi	garden	**Prepare growing media for use in plant systems.** added organic matter to the top soil. then used the rototiller to mix it and make it suitable soil.	1.00
4/14/2017	I Robles	Jakob Burtschi	garden	**Demonstrate plant propagation techniques.** Planting in the soil in a way that would optimize growth potential	1.00
4/14/2017	I Robles	Jasmin Ibarra	Garden	**Demonstrate plant propagation techniques.** We created holes to place the plant and begin maintaining them.	1.00
4/14/2017	I Robles	Jocelyn Ibarra	Garden	**Prepare growing media for use in plant systems.** We applied organic matter in addition to the top soil. We then proceeded to use the rototiller to mix the material thoroughly to create a suitable growing soil.	1.00
4/14/2017	I Robles	Jocelyn Jackson	Garden	**Prepare growing media for use in plant systems.** During this activity I participated in the following activities: applied a layer of soil to the compacted dirt, then used the rototiller to create a sustainable environment for the plants.	1.00
4/14/2017	I Robles	Jordan Cochrane	Garden	**Demonstrate plant propagation techniques.** On April 14th we, as a class had planted veggie's. We had dug a hole two inches deep, to place them in, with a separation of three inches.	1.00
4/14/2017	I Robles	Jorge Plascencia Jr.	Garden	we put soil on top and planted more plants and added organic matter to the top soil. Then we used the rototiller to mix the material to a suitable growing soil.	1.00
4/14/2017	I Robles	Kaidyn Shipman	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mix the materials into a suitable growing soil.	1.00
4/14/2017	I Robles	Kailea Fogleman	Garden	**Demonstrate plant propagation techniques.** After we mixed the materials into the soils we took dug holes to place our plants. After we placed the plant into the holes we supported the bottom with soil.	1.00
4/14/2017	I Robles	Kailea Fogleman	Garden	**Prepare growing media for use in plant systems.** We applied organic matter to he top soil. Then we used the rototiller to mix the materials to create a suitable growing soil.	1.00
4/14/2017	I Robles	Kaitlyn Pimley	garden	**Prepare growing media for use in plant systems.** we applied organic matter to the soil. Then we used the rototiller to mix the materials to create a suitable growing solid.	1.00
4/14/2017	I Robles	Kasandra Constantini	Garden	**Prepare growing media for use in plant systems.** Planted, used the rototiller, watered, cared for, and weeded the garden. As well as applied organic material into the soil to prepare the soil for planting.	1.00
4/14/2017	I Robles	Katelyn Gabriel	Garden	**Demonstrate plant propagation techniques.** We learned how to identify and pull weeds. Then learned how to water the plants evenly.	1.00
4/14/2017	I Robles	Katelyn Gabriel	Garden	**Prepare growing media for use in plant systems.** We add organic matter to the top soil. Then we used rototiller to mix the material into a suitable growing soil.	1.00
4/14/2017	I Robles	Kathryn	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil.	1.00

		Saporito		Then we used the rototiller to mix the materials in to a suitable growing soil.	
4/14/2017	I Robles	Kaylee Cogburn	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the topsoil. Then we used the rototiller to mix the materials to create a suitable soil for growing.	1.00
4/14/2017	I Robles	Kaylina Padilla	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mix the materials to create a suitable growing.	1.00
4/14/2017	I Robles	Kendra Wilkinson	Garden	**Prepare growing media for use in plant systems.** Added organic matter to the top soil. Then we used the rototiller to mix the materials to create a more suitable toil for growing.	1.00
4/14/2017	I Robles	Kendra Wilkinson	Garden	**Demonstrate plant propagation techniques.** I dug a hole in the ground and provided the plant space to grow.	1.00
4/14/2017	S Kirland	Kenzee Wright	Garden	**Prepare growing media for use in plant systems.** While doing this project I had to record media, plant and rototill.	3.50
4/14/2017	I Robles	Kevin Gomez	Garden	**Prepare growing media for use in plant systems.** Applied organic materials to the top soil. Then used the rototiller to mix the materials into a suitable growing soil	1.00
4/14/2017	I Robles	Kourtney Backs	Garden	**Demonstrate plant propagation techniques.** We made a hole with our fingers and took the onions and put them in. we covered up the roots and made sure they stayed up. We kept doing this tell we ran out of onions.	1.00
4/14/2017	I Robles	Kourtney Backs	Garden	**Prepare growing media for use in plant systems.** We applied organic matter to the top soil.Then we used the rototiller to mix the materials to create a suitable growing soil.	1.00
4/14/2017	I Robles	Kyndall Green	Kyndall Green	**Prepare growing media for use in plant systems.** We added soil and used the rototiller	1.00
4/14/2017	I Robles	Lacey Roberts	Garden	**Apply principles and practices of sustainable agri** Watered the plants so that they can grow properly.	1.00
4/14/2017	I Robles	Laney Lee	Garden	**Apply principles and practices of sustainable agri** We would take the weeds out of the garden. We also had to water so that the garden can grow.	1.00
4/14/2017	I Robles	Layton Lee Oswald	Garden	**Prepare growing media for use in plant systems.** Mixed organic matter into the soil to help the plants grow. We also pulled weeds	1.00
4/14/2017	I Robles	Luke Goad	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the topsoil and then used a rototiller to mix the materials and create more suitable growing soil.	1.00
4/14/2017	I Robles	Madison Dimier	Gardena	**Demonstrate plant propagation techniques.** we planted plants in the garden.We also demoonstrated plant propagation techiques.	1.00
4/14/2017	I Robles	madison smith	Garden	**Develop and implement a plant management plan for** We go and water the onions so that they hav something to grow and they live.	1.00
4/14/2017	I Robles	Magnolia Ferguson-Rice	Garden	**Prepare growing media for use in plant systems.** Applied organic materials to the top soil. Then used the rototiller to mix the materials into a suitable growing soil.	1.00
4/14/2017	I Robles	Marialy Cortez	Garden	**Prepare growing media for use in plant systems.** Apply organic materials to the top soil. Then use the rototiller to soften out the soil. Plant, then water, and take out the weeding.	1.00
4/14/2017	I Robles	Marissa Moffatt	Garden	**Prepare growing media for use in plant systems.** Applied organic materials to the top soil. Then used the rototiller to mix the materials into a suitable growing soil.	1.00
4/14/2017	I Robles	Marissa Moffatt	Garden	**Demonstrate plant propagation techniques.** After preparing the soil, we panted the fruits and vegetables. We watered for only a certain amount of time so we did not flood the crops.	1.00
4/14/2017	I Robles	Marissa Burner-Hicks	Garden	**Managing, producing, harvesting and handling crops** We Planted the seeds and provided water to the seeds so they could start growing.	1.00
4/14/2017	I Robles	Mason Chase	Garden	**Prepare growing media for use in plant systems.** Added organic matter to the top soil. then we used the rototiller to mix the materials to create a more suitable soil for growing.	1.00
4/14/2017	I Robles	Mateo Chavez	EPIC GARDEN!	**Prepare growing media for use in plant systems.** We applied organic matter to the top soil. Then we used the rototiller to mix the materials to create a suitable growing soil.	1.00
4/14/2017	I Robles	Mateo Chavez	EPIC GARDEN!	**Harvest, handle and store crops.** We plotted 2 inch holes for the onions to be placed in and picked out any weeds that were laying around the onions.	1.00
4/14/2017	I Robles	Matt Burns	Garden	**Implementing a soil nutrient plan for plants** today we removed weeds from the planter box and then we watered the plants.	0.00
4/14/2017	I Robles	Mauro Sandoval	Garden	**Prepare growing media for use in plant systems.** added organic matter to the top soil and then we used a rototiller to til the soil.	1.00
4/14/2017	I Robles	Maximiliano Marin	Garden	**Prepare growing media for use in plant systems.** We applied organic matter to the oil. then we used the rototiller to mix the materials to create a suitable growing soil.	1.00
4/14/2017	I Robles	Maximiliano Marin	Garden	**Harvest, handle and store crops.** We took out weeds and handle with care the crops. We threw away the weeds and we watered the plants.	1.00
4/14/2017	I Robles	Michael Cisneroz	Garden	**Prepare growing media for use in plant systems.** Rototiller was used to move all the soil for planting in the garden.	1.00
4/14/2017	I Robles	Mickala Jones	Garden	**Managing, producing, harvesting and handling crops** Applied organic materials to plants, watered them, pulled weeds, and make sure that they were healthy.	1.00
4/14/2017	I Robles	Mya Medeiros	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mix the materials to create a more suitable soil for growing.	1.00
4/14/2017	I Robles	Mya Medeiros	Garden	**Demonstrate plant propagation techniques.** We planted the crops in order to grow them to begin with. We then watered them to be able to have them grow and have them do photoynthesis.	0.00
4/14/2017	I Robles	Nitzelle	garden	**Prepare growing media for use in plant systems.** We added organic matter to our top soil.	1.00

		Fernandez		Then we used the rototiller to mix the materials to create a suitable soil for growing.	
4/14/2017	I Robles	Olivia Dixon	Garden	**Demonstrate plant propagation techniques.** We dug the holes in the soil. After the hole was deep enough we planted the plants. Then once the plants were planted we watered them and everything was done.	1.00
4/14/2017	I Robles	ozz cazares	garden	**Implementing a soil nutrient plan for plants** we added organic matter and then we used the rototiller to mix the soil.	1.00
4/14/2017	I Robles	ozz cazares	garden	**Demonstrate plant propagation techniques.** we made holes for plants. put plants in the holes re filled holes	1.00
4/14/2017	I Robles	Paige Morgan	Garden	**Apply knowledge of plant anatomy and the functions** we put soil down and toiled it and planted onions	1.00
4/14/2017	I Robles	Payton Sinclair	Garden	**Prepare growing media for use in plant systems.** we applied organic matter to the top soil. Then we used the rototiller to mix the materials to make a suitable growing soil.	1.00
4/14/2017	I Robles	Raven Olivas	garden	**Implementing a soil nutrient plan for plants** we added organic matter to the top soil. Then we wind the roto tiller to mix the materials.	1.00
4/14/2017	I Robles	Rilyn Cassaretto	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mix the materials to create a suitable soil for growing.	1.00
4/14/2017	I Robles	Ryan Taylor	garden	**Prepare growing media for use in plant systems.** We added organic matter to our top soil then we use the rototiller to mix the materials to create a suitable soil for growing	1.00
4/14/2017	I Robles	sara burch	garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mix the materials to make a suitable growing soil.	1.00
4/14/2017	I Robles	sara burch	garden	**Demonstrate plant propagation techniques.** We drag holes then put the plants in the soil deep enough where the whole bottom of the plant is in the soil. After that we pushed all the soil down around the plant.	1.00
4/14/2017	I Robles	Shirley Hauser	Garden	**Apply principles and practices of sustainable agri** We cleared the plant bed of all weeds to create a sustainable environment for the vegetables to grow without the weeds taking nutrients or water from them and further-on stunting their growth.	1.00
4/14/2017	I Robles	Shirley Hauser	Garden	**Apply principles and practices of sustainable agri** We applied water evenly to all the plants to ensure their growing properly.	1.00
4/14/2017	I Robles	Sophia Ortiz	garden	**Prepare growing media for use in plant systems.** We applied organic matter to the top soil.Then we used the rototiller to mix the materials to create a suitable growing soil.	1.00
4/14/2017	I Robles	Spencer Ruthman	garden	**Demonstrate plant propagation techniques.** We planted the plants in every 5 inches apart for each one so each plant would get water and not dry out.	1.00
4/14/2017	I Robles	Spencer Ruthman	garden	**Determine the influence of environmental factors o** we took in to consideration all of the environmental factors like sun and rain. WE then came up with a schedule for weeding and planting.	1.00
4/14/2017	I Robles	Stash Perry	Garden	**Prepare growing media for use in plant systems.** Weeded, tilled, and planted	1.00
4/14/2017	I Robles	Steven Morris	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mix the materials to create a more suitable soil for growing.	1.00
4/14/2017	I Robles	Steven Morris	Garden	**Managing, producing, harvesting and handling crops** We weeded the onions. SO the weeds in the soil do not soak up the water for nutrients instead of the plants.	1.00
4/14/2017	I Robles	Stuart Speegle	Vegtable	**Prepare growing media for use in plant systems.** we added organic ,matter to the top soil. Then we used the rototiller to mix the materials to create a more suitable soil for growing.	1.00
4/14/2017	I Robles	Tyler Furtado	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to mix the materials to create a suitable soil for growing.	1.00
4/14/2017	I Robles	Tyler Gunkel	Garden	**Determine the influence of environmental factors o** Rotor tilled the soil and planted.	1.00
4/14/2017	I Robles	Ulani Manzo	garden	**Prepare growing media for use in plant systems.** addeed organic matter to the toop soil.then we used the roto tiller to mix the mirtilrels to create a more suitible place for graowing	1.00
4/14/2017	E Hartzell	Violett Gines	Garden	**Prepare growing media for use in plant systems.** we add organic mater to the top soil. then we used the rota-tiler to mix the mteralies to create good soil.	1.00
4/14/2017	E Hartzell	Violett Gines	Garden	**Determine the influence of environmental factors o** WE pocked holes in the soil .Then we put the seeds in and cover then up	1.00
4/17/2017	S Kirland	Kenzee Wright	Garden	**Producing, harvesting, processing** During this activity I learned how to harvest and plow the soil and pull weeds. We have done this during 1st period call time.	1.00
4/21/2017	I Robles	Alissa Robbins	Garden	**Demonstrate plant propagation techniques.** we learned to take the soil and put in in the right place so we can put the plant in the soil.	1.00
4/21/2017	I Robles	Andrea De La Torre	Garden	**Develop and implement a plant management plan for** we as a class we learned hot to water the plants properly without overflowing the water fill.	1.00
4/21/2017	I Robles	Andrea De La Torre	Garden	**Implementing a soil nutrient plan for plants** we learned how to put the right amount or soil into the planter box	1.00
4/21/2017	I Robles	Christian Clarke	Garden	**Demonstrate plant propagation techniques.** Making sure the plant has a healthy life and grows correctly.	1.00
4/21/2017	I Robles	Christopher Frye	Garden	**Demonstrate plant propagation techniques.** Making sure the plant has a healthy life and grows correctly.	1.00
4/21/2017	I Robles	Draven Rico	garden	**Demonstrate plant propagation techniques.** Making sure the plant has a healthy life and grows correctly.	1.00
4/21/2017	I Robles	Garrett Allan	Garden	**Apply principles and practices of sustainable agri** I water the plants to provide there needed nutrients.	1.00

4/21/2017	I Robles	Haylee Pace	Garden	**Identifying and managing plants** We watered and planted the vegetables	1.00
4/21/2017	I Robles	Jordan Cochrane	Garden	**Harvest, handle and store crops.** For the past month or so, we have gone out on Friday's and watered and weeded the plants. When the plants are prepared for harvest wee will harvest them.	1.00
4/21/2017	I Robles	Kaidyn Shipman	Garden	**Demonstrate plant propagation techniques.** making sure the plant lives.	1.00
4/21/2017	I Robles	Laney Lee	Garden	**Demonstrate plant propagation techniques.** I would make sure the garden was clean and would pick up the trash so the plants could be planted. Then i would plant the plants when it was all clean.	1.00
4/21/2017	I Robles	Matt Burns	Garden	**Managing, producing, harvesting and handling crops** today we removed the weeds added plant food and watered them	0.00
4/21/2017	I Robles	Tyler Furtado	Garden	**Apply principles and practices of sustainable agri** We watered and maintained the soil compostion by pulling out any weeds.	1.00
4/21/2017	I Robles	Tyler Gunkel	Garden	**Apply principles and practices of sustainable agri** Pulled weeds and watered plants.	1.00
4/21/2017	E Hartzell	Violett Gines	Garden	**Develop and implement a plant management plan for** WE went out and weeded the plants . Then we watered them and wade sure they were fine.	1.00
4/24/2017	I Robles	Spencer Ruthman	garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rotor tiller to mix the materials in to a suitableness growing soil.	1.00
4/25/2017	I Robles	Evelyn Hernandez	Garden	**Managing, producing, harvesting and handling crops** We watered the plants and pulled the weeds.	1.00
4/25/2017	I Robles	Evelyn Hernandez	Garden	**Managing, producing, harvesting and handling crops** We watered the plants and pulled out weeds.	1.00
4/25/2017	G Tobias	Garrett Lee	2017 Landscaping	**Managing, producing, harvesting and handling crops** mowed my neighbors lawn and pulled some weeds in their flower garden	1.50
4/25/2017	S Kirland	Kenzee Wright	Garden	**Implementing a soil nutrient plan for plants** In this AG Class we learned and did hands on activities with soil, we planted plants also.	0.00
4/26/2017	I Robles	Mickala Jones	Garden	**Implementing a soil nutrient plan for plants** WE gave fresh soil to the plants and covered them with minerals.	1.00
4/28/2017	I Robles	Alyssa Stott	Garden	**Develop and implement a fertilization plan for spe** Took weeds out of the planting boxes, to help growing the onions and not letting the weeds soak up the water.	1.00
4/28/2017	I Robles	Aubree Ugalde	Garden	**Apply principles and practices of sustainable agri** We used are hands and gardening tools to properly extract the dangerous and harmful plants from growing in the garden.	1.00
4/28/2017	I Robles	Billy-Bob Chapin	garden	**Managing, producing, harvesting and handling crops** we water the plants and weeded the boxes	1.00
4/28/2017	I Robles	Blake Eskew	Garden	**Apply principles and practices of sustainable agri** We planted then we water once a week.	0.08
4/28/2017	I Robles	Caleb Bairos	Garden	**Managing, producing, harvesting and handling crops** Today I watered and weeded the vegetable patch so that the plants had more area to grow and nutrients to use.	1.00
4/28/2017	I Robles	Courtney Williams	Garden	**Apply principles and practices of sustainable agri** On this day we watered the plants and checked up on them. I made sure that they were getting enough water and nutrients to stay healthy and gave them the water that they needed.	1.00
4/28/2017	S Kirland	Daniela Carranza	Garden	**Apply principles and practices of sustainable agri** We removed weeds out of the box so that they would not inhibit the vegetables from growing.	1.00
4/28/2017	I Robles	Daniela Lopez	Garden	**Apply principles and practices of sustainable agri** We headed to the garden and checked it closely for weeds. Before pulling them out we made sure we weren't harming the plants in any way.	1.00
4/28/2017	I Robles	Emily Thomas	Garden	**Apply principles and practices of sustainable agri** We weeded the garden to take out the bad stuff that was taking up all the nutrients from our vegetables. We also watered the garden to keep it healthy and thriving.	1.00
4/28/2017	I Robles	Ethan McCain	Garden	**Develop and implement a plan for integrated pest m** We took out all of the weeds in the garden and then watered it	1.00
4/28/2017	I Robles	Ethan Perry	Garden	**Apply principles and practices of sustainable agri** We got a wheelbarrow full of soil and filled up the the box and helped the onions.	1.00
4/28/2017	I Robles	Evan Waite	Garden	**Apply principles and practices of sustainable agri** We applied water to the garden.	0.00
4/28/2017	I Robles	Garrett Allan	Garden	**Demonstrate plant propagation techniques.** I removed harsh plants from the flower bed to promote growth of the vegetables	1.00
4/28/2017	I Robles	Haylee Pace	Garden	**Apply knowledge of plant physiology and energy con** We learned about the plants in class.	1.00
4/28/2017	I Robles	Jacquelyn LeCouve	Garden	**Develop and implement a plant management plan for** Our plan is to go into the garden every Friday and check to make sure the weeding is under control and the onions are covered by soil.	1.00
4/28/2017	I Robles	Jasmin Ibarra	Garden	**Apply principles and practices of sustainable agri** We watered the plants and pulled the weeds so the vegetables would be able to grow properly.	1.00
4/28/2017	I Robles	Jocelyn Ibarra	Garden	**Managing, producing, harvesting and handling crops** Once the soil was of the proper consistency to plant, we then gathered the plants altogether and chose designated areas for them to be planted in. We began the process by creating a hole in the ground and carefully removed the plant from its container. We then gently placed the plant in the hole, and covered the exposed roots with soil.	1.00
4/28/2017	I Robles	Jocelyn	Garden	**Managing, producing, harvesting and handling crops** At this date we were working in the	1.00

		Jackson		garden digging holes in the soil in order to plant the onions. We took the buds from their former pot and placed them in the garden.	
4/28/2017	I Robles	Kailea Fogleman	Garden	**Demonstrate plant propagation techniques.** Once the plants began to grow weeds began to sprout. Therefore we went out to the garden and pulled the weeds so the plants would grow with the correct nutrients.	1.00
4/28/2017	I Robles	Kaitlyn Pimley	garden	**Harvest, handle and store crops.** We dug holes to plant our onions for the garden.	1.00
4/28/2017	I Robles	Kathryn Saporito	Garden	**Demonstrate plant propagation techniques.** We planted the vegetables in the garden. We made holes in the ground with our finger and then put a seed in the ground.	1.00
4/28/2017	I Robles	Kaylee Cogburn	Garden	**Apply principles and practices of sustainable agri** We picked weeds to keep the the plants nice and clean.	1.00
4/28/2017	I Robles	Kaylina Padilla	Garden	**Apply principles and practices of sustainable agri** While the plants were growing on a daily I would water the plants and make sure they were growing properly.	1.00
4/28/2017	I Robles	Kevin Gomez	Garden	**Apply principles and practices of sustainable agri** We weeded the onions to keep them growing. We also watered them	1.00
4/28/2017	I Robles	Kourtney Backs	Garden	**Apply principles and practices of sustainable agri** We go and pull up the weeds to help the plants grow to there complete form. But first you make sure its the weed you are pulling out and not the plant.	1.00
4/28/2017	I Robles	Kyndall Green	Kyndall Green	**Apply principles and practices of sustainable agri** I put tomato cages around the tomatos.	1.00
4/28/2017	I Robles	Luke Goad	Garden	**Develop and implement a plan for integrated pest m** I weeded the planter beds so all of the nutrients possible are going to our plants instead of weeds.	1.00
4/28/2017	I Robles	madison smith	Garden	**Apply principles and practices of sustainable agri** Applied fertilizer for the onions so they would hav healthier soil.	1.00
4/28/2017	I Robles	Magnolia Ferguson-Rice	Garden	**Apply principles and practices of sustainable agri** We watered the plants with a shower hose, we put fertilizer in the soil and pulled weeds.	1.00
4/28/2017	I Robles	Marissa Moffatt	Garden	**Apply principles and practices of sustainable agri** We took all the weeds out from around the crops, and then watered once again.	1.00
4/28/2017	I Robles	Marissa Burner-Hicks	Garden	**Identifying and managing plants** We pulled weeds so they plants we want to grow had enough space and did not have to fight the weeds for food and water.	1.00
4/28/2017	I Robles	Mateo Chavez	EPIC GARDEN!	**Apply principles and practices of sustainable agri** We grabbed the hose that was usable and watered the onions with around a cup of water or so for each one to keep it average.	1.00
4/28/2017	I Robles	Maximiliano Marin	Garden	**Apply principles and practices of sustainable agri** We watered the plants and made sure each one of them got the good amount of water that they needed. After we checked if there was any more weeds and pulled the out.	1.00
4/28/2017	I Robles	Michael Cisneroz	Garden	**Demonstrate plant propagation techniques.** Onions were in a line and planted accordingly, about 4 inches apart.	1.00
4/28/2017	I Robles	Paige Morgan	Garden	**Prepare growing media for use in plant systems.** we would go out pull weeds and pick up any trash around the planter boxes and water the plants if needed.	1.00
4/28/2017	I Robles	Payton Sinclair	Garden	**Identifying and managing plants** We went out to garden and picked all of the weeds. So that the plants could grow without the worry of any weeds stealing the water they deserve.	1.00
4/28/2017	I Robles	Ryleigh Rodman	Garden	**Demonstrate plant propagation techniques.** I planted the plants that they would be able to grow	1.00
4/28/2017	I Robles	Seth Valencia	The Garden	**Apply principles and practices of sustainable agri** Pulled weeds and watered.	1.00
4/28/2017	I Robles	Sophia Ortiz	garden	**Apply principles and practices of sustainable agri** we removed weeds out of the box so that they would not inhibit the vegetables from growing.	1.00
4/28/2017	I Robles	Tyler Gunkel	Garden	**Apply principles and practices of sustainable agri** Pulled weeds picked up garbage and watered the plants.	1.00
4/30/2017	G Tobias	Kimber Tavares	2017 Market Sheep	**Managing animal health** Weighed lamb. He weighed 73 lbs.	2.00
5/1/2017	I Robles	Ryan Todd	building a doghouse	**Apply structural plans, specifications and buildin** worked on the material cutouts	0.75
5/2/2017	I Robles	Ryan Todd	building a doghouse	**Apply structural plans, specifications and buildin** cut out materials	0.75
5/3/2017	G Tobias	Lacey Hardy	2017 market swine	**Activities in the animal industry** raising swine feed and water everyday make sure they are healthy and in a good environment play and train them as well as get them any dewormer or medicine that they may need until fair day arrives.	37.67
5/3/2017	I Robles	Ryan Todd	building a doghouse	**Planning, building, and maintaining structures.** cut out materials	0.75
5/4/2017	I Robles	HALLIE VIETHS	Market Goat	**Activities in the animal industry** Cleaned pens	1.00
5/5/2017	I Robles	Alyssa Stott	Garden	**Prepare growing media for use in plant systems.** We added organic matter to the top soil. Then we used the rototiller to miz the materials into a suitable growing soil.	1.00
5/5/2017	I Robles	angel penunuri	Garden	**Demonstrate plant propagation techniques.** we planted a certain about of plants properly spaced. then we supervised them through out the days.	1.00

5/5/2017	I Robles	Aubree Ugalde	Garden	**Apply principles and practices of sustainable agri** We applied water to the plants to enable the growing process.	1.00
5/5/2017	I Robles	Bella Goglio	Garden	**Apply principles and practices of sustainable agri** We pulled out the weeds in the onions and the other vegetables beds and then after we pulled out all the weeds we watered all of the beds for the crops to grow.	1.00
5/5/2017	I Robles	Billy-Bob Chapin	garden	**Managing, producing, harvesting and handling crops** water and weeded the garden	1.00
5/5/2017	I Robles	Christian Clarke	Garden	**Apply principles and practices of sustainable agri** We apply clean up techniques that involve weeding to keep the plant healthy and growing.	1.00
5/5/2017	I Robles	Christopher Frye	Garden	**Apply principles and practices of sustainable agri** We apply clean up techniques that involve weeding and keeping the plant healthy and growing.	1.00
5/5/2017	I Robles	Clint Abellana	Garden	**Determine the influence of environmental factors o** Made sure the soil is fresh and sustainable	0.00
5/5/2017	I Robles	Cody Russell	Garden	**Identifying and managing plants** We had to identify what kind of plants we planted and the ones that were dying before we planted the new plants.	1.00
5/5/2017	I Robles	Courtney Williams	Garden	**Apply principles and practices of sustainable agri** On May 5th, we weeded the plants. We took weeds from the area around the plants to promote the growth of the vegetables and stop weeds from taking any water or nutrients from the veggies.	1.00
5/5/2017	I Robles	Daniela Carranza	Garden	**Apply principles and practices of sustainable agri** We watered the plants so they can grow and stay alive. Giving the plants water also gives the water nutrients.	1.00
5/5/2017	I Robles	Draven Rico	garden	**Apply principles and practices of sustainable agri** We apply clean up techniques that involve weeding to keep the plant healthy and growing.	1.00
5/5/2017	I Robles	Evan Waite	Garden	**Apply principles and practices of sustainable agri** We pulled weeds from the garden so it does not interfere with the plants roots and killed the plant.	1.00
5/5/2017	I Robles	Faith Smith	Garden	**Managing, producing, harvesting and handling crops** I pulled the weeds around the vegetables so it would not harm the plants. I then created better brims for plants and replanted any small plants that burned.	1.00
5/5/2017	I Robles	Giselle Evangelista	Garden	**Apply principles and practices of sustainable agri** During weeding I picked out the weeds so the plant can properly grow.	0.00
5/5/2017	I Robles	Hollie Wood	Garden	**Apply principles and practices of sustainable agri** I put extra soil over some vegetables that were sticking out of the ground. This helps the vegetable by proceeding the growth.	1.00
5/5/2017	I Robles	Jaimie Temores	Garden	**Apply principles and practices of sustainable agri** Pulled weed to make sure they were not taking nutriens away from our vegetables.	1.00
5/5/2017	I Robles	Jakob Burtschi	garden	**Develop and implement a plant management plan for** We weeded the garden to minimize Nutrition waist.	1.00
5/5/2017	I Robles	Jorge Plascencia Jr.	Garden	**Demonstrate plant propagation techniques.** We planted a certain amount of plants properly spaced. Then we supervised them throughout the days	1.00
5/5/2017	I Robles	Kaidyn Shipman	Garden	**Apply principles and practices of sustainable agri** We apply clean up techniques that involve weeding to keep the plant healthy and growing.	1.00
5/5/2017	I Robles	Kaitlyn Pimley	garden	**Apply principles and practices of sustainable agri** We go out and water the plants so that they dont die of having no water.	1.00
5/5/2017	I Robles	Kasandra Constantini	Garden	**Managing, producing, harvesting and handling crops** Weeded the garden and added organic matter for better growing results.	1.00
5/5/2017	I Robles	Kathryn Saporito	Garden	**Apply principles and practices of sustainable agri** We weeded and watered the plants growing in the garden. We carefully pulled the weeds out, and then we watered the vegetables.	1.00
5/5/2017	I Robles	Kaylee Cogburn	Garden	**Managing, producing, harvesting and handling crops** We continued to pull weeds in order to maintain the amazing production of the plants.	1.00
5/5/2017	I Robles	Kaylina Padilla	Garden	**Demonstrate plant propagation techniques.** When first growing the plant, there was proper care for it like water it on a daily basis, pulling weeds out, and keeping the area clean.	1.00
5/5/2017	I Robles	Kyndall Green	Kyndall Green	**Apply principles and practices of sustainable agri** We watered the crops and pulled weeds.	1.00
5/5/2017	I Robles	Lacey Roberts	Garden	**Identifying and managing plants** We picked weeds so the plants had a good growing space.	1.00
5/5/2017	I Robles	Layton Lee Oswald	Chicken Coop	**Managing animal facilities** Building chicken coop	2.00
5/5/2017	I Robles	Madison Dimier	Gardena	**Demonstrate plant propagation techniques.** We planted plants and pulled weeds.	1.00
5/5/2017	I Robles	Marialy Cortez	Garden	**Managing, producing, harvesting and handling crops** Watering and weeding the crops.	1.00
5/5/2017	I Robles	Mason Chase	Garden	**Prepare growing media for use in plant systems.** Weeded the garden to provide room to the plants to grow. Water the plants to give them the proper nutrition.	1.00
5/5/2017	I Robles	Michael Cisneroz	Garden	**Apply principles and practices of sustainable agri** Watered the onions till the soil was wet. Made sure not to over water to much.	1.00
5/5/2017	I Robles	Mya Medeiros	Garden	**Apply principles and practices of sustainable agri** I picked out weeds out of the garden to create a good bed for the plants. I then watered the plants so they can do photosynthesis and grow.	1.00

5/5/2017	I Robles	Nitzelle Fernandez	garden	**Apply principles and practices of sustainable agri** We took out all of the weeds from the plant box. So that the onions can grow healthy.	1.00
5/5/2017	I Robles	ozz cazares	garden	**Apply principles and practices of sustainable agri** watered the plants	1.00
5/5/2017	I Robles	Rilyn Cassaretto	Garden	**Apply principles and practices of sustainable agri** We pulled all of the weeds from the soil to clean up the gardening bed for a healthier growth.	1.00
5/5/2017	I Robles	Ryan Todd	building a doghouse	**Planning, building, and maintaining structures.** cut out materials	0.75
5/5/2017	I Robles	Ryleigh Rodman	Garden	**Apply principles and practices of sustainable agri** We water the plants to allow the plants to grow.	1.00
5/5/2017	I Robles	sara burch	garden	**Apply principles and practices of sustainable agri** We put a even enough over the plants so they do not get over watered or not enough water.	1.00
5/5/2017	I Robles	Stuart Speegle	Vegtable	**Prepare growing media for use in plant systems.** We did more watering and pulled weeds.	1.00
5/5/2017	I Robles	Tyler Furtado	Garden	**Apply principles and practices of sustainable agri** We covered the tops of the onions with dirt so the tops of the onions would not burn and dry out prematurely.	1.00
5/8/2017	G Tobias	Garrett Lee	2017 Landscaping	**Managing, producing, harvesting and handling crops** Mowed my back lawn, edged the back lawn, fertilized my back lawn, and pulled out the weeds in the back garden and in chicken coupe.	1.50
5/10/2017	I Robles	Christopher McDonald	Tailgate bench	**Planning, building, and maintaining structures.** Making plans and materials list and then building the project.	5.00
5/12/2017	I Robles	angel penunuri	Garden	**Apply knowledge of plant anatomy and the functions** we watered the plants to a suitable amount. Then we weeded the plants so they will grow comfortably.	1.00
5/12/2017	I Robles	Clint Abellana	Garden	**Apply principles and practices of sustainable agri** I watered to provided their needed nutrition to grow	1.00
5/12/2017	I Robles	Cody Russell	Garden	**Apply principles and practices of sustainable agri** Went out every day and watered the garden, fertilized soil, and weeded.	1.00
5/12/2017	I Robles	Ethan McCain	Garden	**Develop and implement a plan for integrated pest m** Took out all of the weeds in the garden and then watered.	1.00
5/12/2017	I Robles	Faith Smith	Garden	**Managing, producing, harvesting and handling crops** I watered the vegetables to have the plant go through photosynthesis. Then covered the vegetables in a nutrient soil so the vegetables would not burn	1.00
5/12/2017	I Robles	Jaimie Temores	Garden	**Create designs using plants.** We planted the seeds into the ground in a row.	1.00
5/12/2017	I Robles	Jocelyn Ibarra	Garden	**Apply principles and practices of sustainable agri** After viewing the garden and and ensuring that it met good requirements, we then had to weed them so that the plants were able to grow without any interruptions. We went about the situation by removing any excess weeds that were disturbing the plants. We then saw the exposed onions coming out of the soil, and we then decided for the safety of the onions to cover them with soil so that they were not prone to getting burned by the sun. Lastly once the garden appeared to be at its best capacity, we then decided to lightly water the vegetables in the garden.	1.00
5/12/2017	I Robles	Jocelyn Jackson	Garden	**Apply principles and practices of sustainable agri** First we watered the onions, watering the soil helped us to remove the weeds. Then we proceeded to cover the protruding onions with soil to insure that they do not burn.	1.00
5/12/2017	I Robles	Kasandra Constantini	Garden	**Develop and implement a plant management plan for** Plan the days to water and days to weed the garden for better results.	1.00
5/12/2017	G Tobias	Kimber Tavares	2017 Market Sheep	**Managing animal health** weighed lamb, he was 88lbs	1.00
5/12/2017	I Robles	Luke Goad	Garden	**Apply principles and practices of sustainable agri** Water the garden and preform small tasks such as covering the tops of onions so they do not become burned by the sun.	1.00
5/12/2017	I Robles	Madison Dimier	Gardena	**Demonstrate plant propagation techniques.** we pulled weeds and worked in the garden.	1.00
5/12/2017	I Robles	Magnolia Ferguson-Rice	Garden	**Apply principles and practices of sustainable agri** We watered the plants and pulled weeds and put the weeds in a wheelbarrow.	1.00
5/12/2017	I Robles	Marialy Cortez	Garden	**Develop and implement a plant management plan for** Developing an idea to have better crop production results,by weeding and watering properly.	1.00
5/12/2017	I Robles	Mason Chase	Garden	**Demonstrate plant propagation techniques.** We dug a hole in a designated spot. Then we planted the vegetables so we can grow our plants form fair.	1.00
5/12/2017	I Robles	Nitzelle Fernandez	garden	**Apply principles and practices of sustainable agri** We evenly distributed the water along all plants for them to grow.	1.00
5/12/2017	I Robles	Rilyn Cassaretto	Garden	**Apply principles and practices of sustainable agri** We watered the plants to set them up for a healthier growth out in the sun.	1.00
5/12/2017	I Robles	Sophia Ortiz	garden	**Apply principles and practices of sustainable agri** we watered the plants so they can grow and stay alive. And it gives the plants nutrients.	1.00
5/12/2017	I Robles	Stuart Speegle	Vegtable	**Prepare growing media for use in plant systems.** we pulled weeds and added some mixed dirt to make burms. We also water the plants	1.00
5/14/2017	S Kirland	Angelica	Garden	**Managing, producing, harvesting and handling crops** i pulled weeds watered and mixed	1.00

		Gudino		the soils	
5/14/2017	S Kirland	Angelica Gudino	Garden	**Determine the influence of environmental factors o** weeding and watering	1.00
5/14/2017	I Robles	Christopher McDonald	Garden	**Demonstrate plant propagation techniques.** Plated the Onions into the soil to provide a place to grow.	1.00
5/14/2017	S Kirland	Joana Vazquez	Garden	**Managing, producing, harvesting and handling crops** i watered, pulled weeds, and mixed soil	1.00
5/14/2017	S Kirland	Joana Vazquez	Garden	**Determine the influence of environmental factors o** weeding and watering	1.00
5/18/2017	I Robles	arianna lopes	Garden	**Managing, producing, harvesting and handling crops** We water the plants and pull the weeds for the vegetables.	1.00
5/18/2017	I Robles	Ashtyn Schieve	Garden	**Managing, producing, harvesting and handling crops** I did weeding. We rotor tilled weeds out of the garden to keep the garden looking nice and clean	0.00
5/18/2017	I Robles	Blake Eskew	Garden	**Demonstrate plant propagation techniques.** First we dug a hole and put the seed into the hole.	1.00
5/18/2017	I Robles	Christopher McDonald	Garden	**Prepare growing media for use in plant systems.** Added Organic matter to the top soil. Then we used the rototiller to mix the materials to create a more suitable soil for growing.	1.00
5/18/2017	I Robles	Christopher McDonald	Garden	**Develop and implement a plant management plan for** Watered the Onions to provide them with the needed H2O requirement.	1.00
5/18/2017	I Robles	Jacquelyn LeCouve	Garden	**Apply principles and practices of sustainable agri** Every Friday our class weeds and waters the garden We also make sure the onions tops are cover in soil. If they are not we cover them.	1.00
5/18/2017	I Robles	Jorge Plascencia Jr.	Garden	**Apply knowledge of plant anatomy and the functions** We watered the plants to a suitable amount. Then we weeded the plants so they can grow comfortably	1.00
5/18/2017	I Robles	Kendra Wilkinson	Garden	**Apply principles and practices of sustainable agri** I made sure the plants had a growing space by weeding.	1.00
5/18/2017	I Robles	Olivia Dixon	Garden	**Apply principles and practices of sustainable agri** A few days after we had planted the plants weeds were growing so we had to clean up and pull weeds.	1.00
5/18/2017	I Robles	Payton Sinclair	Garden	**Apply principles and practices of sustainable agri** We went out to the garden and watered them and checked to make sure they were growing correctly. So that they stayed alive and so that their progress stayed on course.	1.00
5/18/2017	I Robles	Shirley Hauser	Garden	**Prepare growing media for use in plant systems.** We applied organic matter to the top soil. Then we used rototiller to mix the materials to to create a suitable growing soil.	1.00
5/18/2017	I Robles	Steven Morris	Garden	**Using tools, equipment, machinery and technology** In this setting we watered the plants and turned the soil to keep fertility.	1.00
5/19/2017	I Robles	Andrea De La Torre	Garden	**Managing, producing, harvesting and handling crops** we learnt how to harvest and halide vegtables	1.00
5/19/2017	S Kirland	Cesar Ruiz	Garden	**Demonstrate plant propagation techniques.** for this activity we pulled out then we pulled all the dead plants out	1.00
5/19/2017	S Kirland	cody bartholomew	Garden	**Managing, producing, harvesting and handling crops** deweeding the garden	2.00
5/19/2017	S Kirland	cody bartholomew	Garden	**Managing, producing, harvesting and handling crops** Building planter boxes.	2.00
5/19/2017	S Kirland	cody bartholomew	Garden	**Managing, producing, harvesting and handling crops** Watering the vegetables.	2.00
5/19/2017	S Kirland	cole niemi	Garden	**Managing, producing, harvesting and handling crops** watering plants and planting crops	4.00
5/19/2017	S Kirland	cole niemi	Garden	**Identifying and managing plants** planter boxes	0.00
5/19/2017	S Kirland	cole niemi	Garden	**Identifying and managing plants** weedeating and rotatiling	0.00
5/19/2017	I Robles	Dominic Marenco	Wooden Bar	**Identify and use hand and power tools and equipmen** I had to plan out what i wanted to build. Then i had to cut the wood and then put it together	3.00
5/19/2017	I Robles	Dominic Marenco	Garden	**Develop and implement a plan for integrated pest m** Pulling weeds from the garden beds. Then cleaning up the beds.	1.00
5/19/2017	I Robles	Elias Parr	Mechanics	**Maintain tools for efficient use.** I made a picnic table that folds into a bench	180.00
5/19/2017	I Robles	Ethan Perry	Garden	We put soil over the exposed onions coming out of the ground so they can grow without them sticking out.	1.00
5/19/2017	I Robles	Haylee Pace	Garden	**Prepare growing media for use in plant systems.** We rototilled the garden so we could plant the vegetables	1.00
5/19/2017	I Robles	Lacey Hardy	2017 market swine	**Selecting animals for breeding** clean the pigs, feed and make sure they are healthy, weighing of the pigs, training	38.67
5/19/2017	I Robles	Mickala Jones	Garden	**Identifying and managing plants** We planted onions, tomatoes, and garlic. We identified how to plant each plant and we identified which plant is which.	0.50
5/19/2017	S Kirland	Sophia Schwandt	Garden	**Implementing a soil nutrient plan for plants** When you weed in the garden there is a lot of ways to do it. You can ether do it by hand or a machine can help you.Its not very fun but its good to learn and know about.	1.00
5/19/2017	I Robles	Stash Perry	Garden	**Prepare growing media for use in plant systems.** Tilled the soil with a rotor tiller in the grow beds for the vegetable.	1.00
5/19/2017	I Robles	Stash Perry	Garden	**Prepare growing media for use in plant systems.** planted seeds into the grow bed after	0.50

				they were tiled.	
5/22/2017	I Robles	Brandon Martinez	Garden	**Identifying and managing plants** We managed the plants one hour a week by pulling weeds and watering the plants so they don't dry up	1.00
5/22/2017	G Tobias	Dustin Tavares	2017 market sheep	**Proper handling of animals** giving lamb shots and tending his hurt leg	1.00
5/22/2017	G Tobias	Rylee George	Rylee George	**Activities in the animal industry** Riding horses and roping cattle cleaning stalls feeding	8.25
5/22/2017	I Robles	HALLIE VIETHS	Market Goat	**Activities in the animal industry** Cleaned pens	0.75

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.[illegible]0

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 ____

Stanislaus Tuolumne Section FFA State Degrees 2017

ChapterName	Last Name	First Name	FFA Number
Summerville	Gratwicke	Avery	601265493
Summerville	Abare	Dorian	601265476
Summerville	Wright	Hailey	601264191
Summerville	Bell	Trenton	601265478
Summerville	Hart	Becky	601264028
Sonora	Davis	Laurie	601124078
Sonora	Mena	Amanda	601124098
Modesto - Johansen	Belaski	Wyatt	600897662
Modesto - Johansen	Thompson	Nathan	600897122
Modesto - Johansen	Bordner	Majesty	600897664
Modesto - Johansen	Crowhurst	Chantel	601229882
Modesto - Johansen	Greenlee	Kaitlyn	600897077
Modesto - Enochs	Fenter	Gabrielle	600991534
Modesto - Downey	Wolterstorff	Caleb	600971794
Central Catholic	Phillips	David	601123757
Central Catholic	Schneringer	Ambria	601123759
Central Catholic	Limbaugh	Jessica	601123744
Central Catholic	Alamo	Jared	601123724
Don Pedro	Temple	Megan	600984029
Don Pedro	Dickerson	Zaccaria	601370915
Modesto	Omlin	Sierra	601263080
Modesto	Kidd	Natalie	601029157
Modesto - Beyer	Strickland	Hannah	601022374
Modesto - Beyer	Bardsley	Claire	601022471
Modesto - Beyer	Thatcher	Jared	601022379
Modesto - Beyer	Salinas	Anthony James	601021678
Modesto - Gregori	Coleman	Tyler	602436509
Modesto - Gregori	Burkett	Tyler	601082082
Modesto - Gregori	Ramirez	Eddie	601123627
Modesto - Gregori	Stone	Kailey	601123691
Modesto - Gregori	Pulido	Thomas	601123622
Modesto - Gregori	Sommers	Kai	601123687
Modesto - Gregori	Foley	Roy	601124331
Modesto - Gregori	Beachler	Drew	601123553
Modesto - Gregori	Afanador	Esmeralda	600903802

D

Modesto - Gregori	Harlen	Daniel	600522294
Modesto - Gregori	Freiberg	Emily	601124334
Modesto - Gregori	Hernandez	Monique	601123577
Modesto - Gregori	Briceno	Alex	601123563
Modesto - Gregori	Pamplona	Celeste	600902926
Oakdale	Ichord	Levi	601630328
Oakdale	Garcia	Sergio	601630310
Oakdale	Budine	Kayla	601211940
Oakdale	Jacobsen	Joshua	601211689
Oakdale	Vieths	Hallie	601212870
Oakdale	Haynes	Sierra	601211684
Oakdale	DaSilva	Jose	601212795
Oakdale	Blount	Laci	600902957
Oakdale	Merriam	Shawn	601212826
Oakdale	Sinclair	Machaela	601212851
Oakdale	Borba	Tate	601211938
Oakdale	Thompson	Natalie	601212861
Oakdale	Robinson	Macy	601212843
Oakdale	Gonzales	Matthew	601211677
Oakdale	Kindred	Hope	601211696
Oakdale	Ascencion	Angel	601211925
Oakdale	Newth	Cody	600903000
Oakdale	Salie	Marnelle	601212846
Oakdale	Heffington	Clay	601211685
Oakdale	Scalise	Kolton	601212848
Oakdale	Williams	Dayton	601212876
Oakdale	Singleton	John	601212852
Oakdale	Medina	Luis	601212825
Oakdale	Ybarra	Luke	601212880
Oakdale	Burke	Emma	601211942

This website is under construction. Design and content will develop over time along with Oakdale's School Farm.

Ok, got it

OJUSD Farm to S

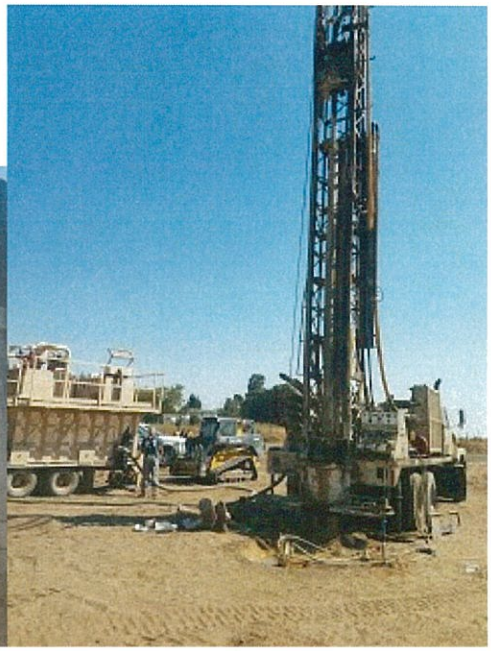
Gaining Practical Experience

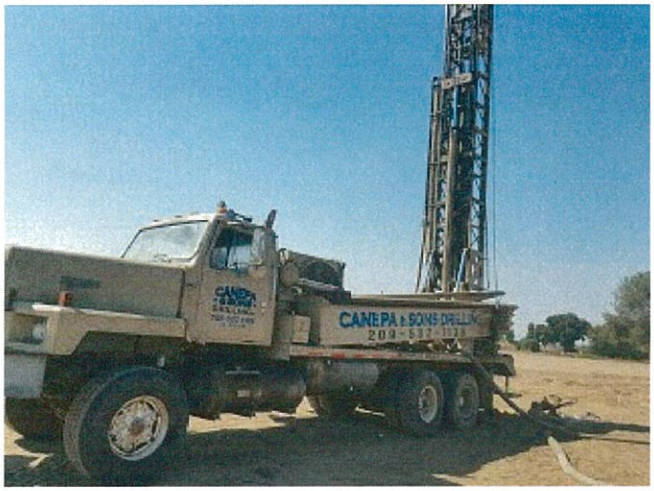
The livestock facility of The School Farm will be used to support student projects and promote management. This facility allows students to own and care for their project by doing the majority of the labor involved. Knowledge will come through feeding, caring and showing their animals and working together with classmates for each other's success. Animal projects at The School Farm will give students who have an interest in animals, but who live within city limits and do not have space to keep larger animals, the opportunity to participate in traditional livestock projects.

Architectural rendering | DLR Group, Sacramento, California

E


RIVERA & SON
(209) 848-8717
EARTH MOVING
(209) 847-2153
& GRADING INC.





The **Oakdale Joint Unified School District** is committed to a **policy of non-discrimination** and to the provision of equity in its educational programs, services and activities for all students and employees. The Oakdale Joint Unified School District does not tolerate **discrimination in employment** or in its educational programs and activities.

168 South Third Avenue, Oakdale, CA 95361
(209) 848-4884 - fax (209) 847-0155

The School Farm logo design by **Lucky Team Studio**, via **Shutterstock.com**

March 20th, 2017

Horticultural Shade House

Isaac Robles
Oakdale High School
Cal Poly, San Luis Obispo – AgEd 580

AgEd 580

F

Cal Poly, San Luis Obispo – AgEd 580

Isaac Robles

Purpose –

The purpose of this project is to design and construct a shade structure for the horticulture class at Oakdale High School. Currently, the facility only has a single 15'x20' greenhouse for plant production. Since this is my first year teaching this course at Oakdale High School, I'd like to augment the current facility to include not just greenhouse production, but also nursery/landscape type plant production as well. Since we are in the heart of the San Joaquin Valley, the summers are very hot and bright, necessitating the need for shade to produce these types of plants without sun damage, excessive watering and over-drying between watering. This shade structure will be of sufficient size (12'x36'x8') to facilitate various nursery plant plant production (landscape plants, potted bareroot trees, etc) for class demonstrations and FFA plant sales.

Planning –

In planning for this project, several factors have been considered. First, this particular project had to fit within a given budget. I approached my site administration with the idea to expand the type of production of plants for the horticulture class as soon as I knew I would be teaching that class this year. A budget was given to me initially that was only 500 dollars. Knowing what I wanted to create and the scope of the project I had in mind, I knew this amount would not be sufficient to construct the project as imagined. So I started to look for other sources with my department budget to see what could be adjusted to cover the needed costs. Luckily, towards the end of the first semester of this school year, I was informed that a purchase that was already budgeted with the funds from the Central Region Agriculture Pathway Consortium funds was now only going to cost half of what we had been budgeted. This savings actually was realized by our program in the amount of $3500 dollars. I then worked with my department members to re-budget those saved funds to the construction of not just one shade structure, but two! This allowed me to get out plant production areas not just long-term planned, but short-term realized.

After funds were secured for the project, I then set out to design a concept for the shade structures that were functional, economical, durable and relocatable if needed. The last requirement (relocatable) was a request by our district facilities director just in case our Ag area is ever modernized or modified for its usage. This became a challenge because most shade structures are build anchored or even cemented to the ground with poles and various parts and pieces. To make this work, I came up with a plan that was modified slightly from an idea by Tom Burchall, owner of Burchall Nursery in Oakdale (also a member of our Ag Advisory Committee). When asking Tom advice of what materials he suggested to build the structure out of, he suggested using a pressure treated lumber structure with shade cloth stretched over the constructed frame. His idea used poles concreted into the ground, but since I was asked to make it relocatable I used the pressure treated lumber and mounted them with construction bracing to recycled railroad ties. The weight of the ties alone would be more than enough to hold the structure down in the event of heavy winds, but would also give me a point to anchor each of the vertical support pieces to a base. This would allow for not only mobility of the project, but also sturdiness and safety. I also decided that only a commercial grade 50% shade cloth was needed to cover the structure and that the structure would be held together with long wood screws at the jointed pieces. With the blessing of our district Facilities director, my plans were finalized and I worked on getting quoted for lumber, hardware and shade cloth from various vendors. After determining the right prices for the right quality and quantity of materials needed, I then placed orders for the needed materials a begun construction once they all arrived with my Ag Mechanics and Horticulture classes.

List of Materials –

Pressure Treated Lumber

16 – 8ft x 4"x 4"

56 – 12ft x 2" x 4"

200ft railroad ties

Cloth

2 – 32ft x 12ft 50% shade cloth

2 – 8ft x 36ft 50% shade cloth

Hardware

200ft of plastic coated ¼" cable wire

8 – 3/8" x 3" galvanized eye bolts

10lbs of galvanized wood screws

100 brass grommet holders

12 cubic yards of ground bark

16 – 4" x 4" construction post holders

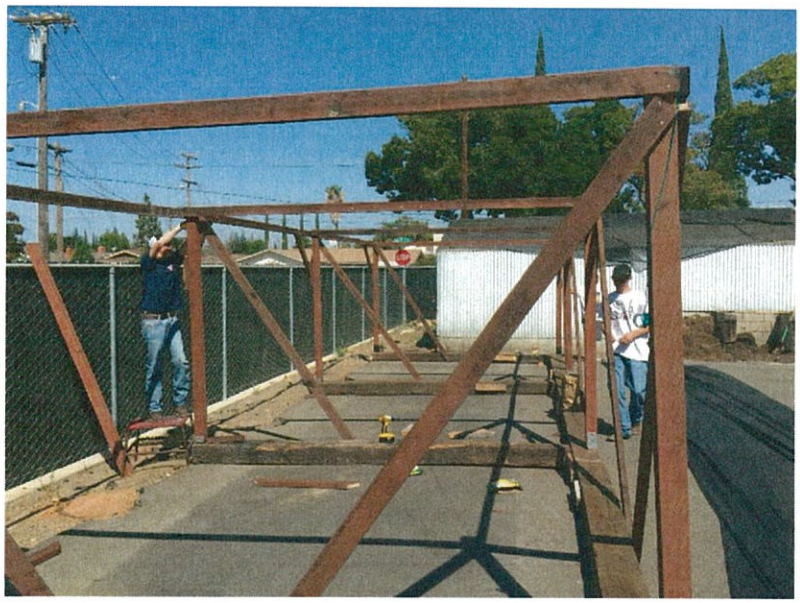
Steps to complete the project –

There were obviously multiple steps to construct this project; laying out pieces, cutting materials to length, fastening with crews, stretching, attaching and securing shade cloth to the structure frame, anchoring the frame to the railroad ties and securing the shade cloth and laying out bark to name a few. Below I will try to show the various steps in pictures of the process:

The area used for the shade houses for some time was taken up by a seatrain which did not even belong to the ag department. Weeds grew tall along the fence line and the space was unused and had essentially no purpose. Quickly, that was no longer the case! This space was in close

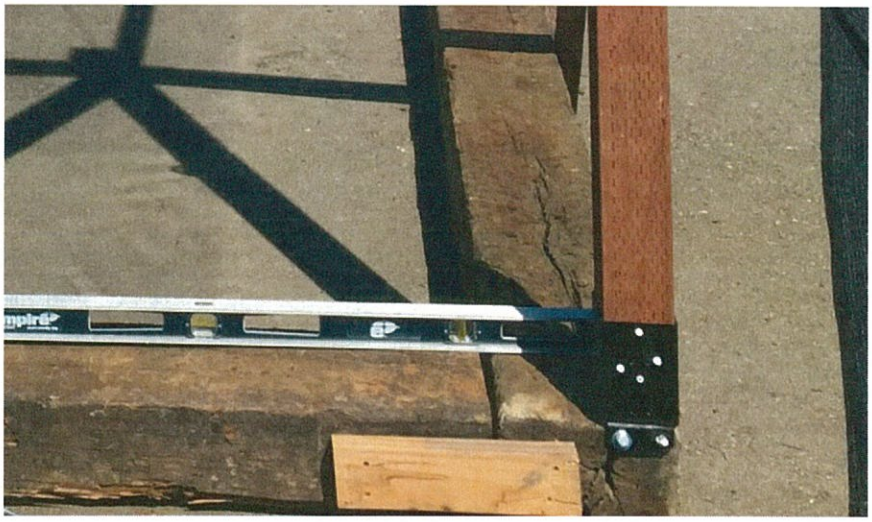
proximity to the greenhouse and horticulture work area that was established long ago for the horticulture class.

Once the lumber and other materials were delivered, my students and I immediately began to layout the project and start to construct the frame of the shade house. Rail road ties had to be cut very carefully with Saws-alls because of their density and most of the other boards used were purchased in ready-to-use lengths to save on cutting time to get this project completed.

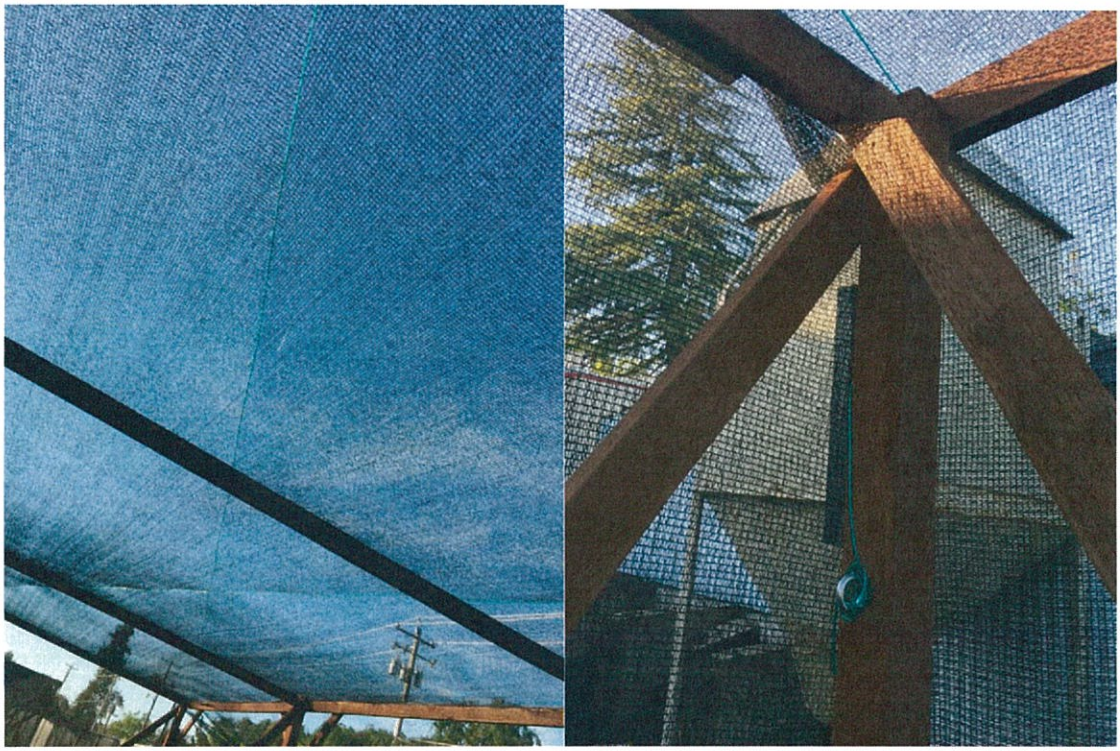


Students in my Ag mechanics classes fastened all the frame together using galvanized wood screws. They were shown how to read the plans that were drawn up and made sure each part was measured correctly and installed securely.

The entire structure needed to be meet several requirements. First, it had to be relocatable. This meant it had to be built in a way that if it ever needed to be moved it could simply be taken apart and then reassembled somewhere else easily. Since it was being built on asphalt, it needed to have a sturdy base that would not leave holes into the ground. Railroad ties were selected for their weight and ability to anchor and the fact that they are soaked in creosote to prevent them from rotting.



The upright posts (4"x4"s) were secured to the railroad ties using construction grade pos t holders for safety and durability. Even though the project is on asphalt ground I not totally level. Shims and creative engineering was used to make sure that the house sat level all around.



To make sure that the shade house was evenly covered with shade cloth and that it did not sag into the house, plastic coated cable was stretched diagonally from corner to corner in each shade house.

Once the frame was completed the shade cloth was then stretched over the frame. On the front side of the shade house where there were grommet holes, screws were used to keep the shade cloth in place. On the back and the sides, both lath and some scrap boards were screwed in to keep the shade cloth from shifting. All of the boards were shaded the same color as the shade cloth to conceal their location and give a blended look.

Even before we could get ground bark in each shade house, we had to get plants in there because of lack of space. Once in the shade houses the plants began to "green up" considerably!

Once the ground bark was put in place I realized a few changes needed to be made. First, the very front of the shade house was open to light far more than was acceptable. Because of this some used shade cloth had to be attached from the shade house to the fence to shade the opening and protect the plants. Also, a board needed to be attached to the front of the plant area to keep the ground bark in place.

Both shade structures were built with the same dimensions. The only main difference is that the second house was built with some of its side supports on the ground rather than overhead. This was to see if there was a difference in strength. Honestly, the difference is negligible. They both work great!

March 20th, 2017

Student Project Garden

Isaac Robles
Oakdale High School
Cal Poly, San Luis Obispo – Ag 500

Ag 500

Cal Poly, San Luis Obispo – Ag 500

Isaac Robles

Purpose –

The purpose of this project is to design and construct a student project garden for the Horticulture and Ag Science classes at Oakdale High School. For decades Oakdale, has been a small farming and ranching community where most of the students involved in agriculture have been "ranch" or "farm" kids who had access to project space at their homes on family owned property. The large majority of these projects were large animal, entrepreneur or work experience based. Since very few FFA students lived in town, their project needs largely went unmet and somewhat ignored. Upon my arrival at Oakdale High School I realized a couple of things in regards to our current student population. First, our clientele had changed from what I remembered as a kid growing up in the Modesto area. Oakdale has grown over the past 10 – 15 years. It has started to become more of a bedroom community to the rest of the county and surrounding area. Many of the small local ranchettes have consolidated into larger ranches with less student population living on them. Also, many of the ranches in the surrounding areas of town have sold out to developments where large tracks of single family homes now reside. This has causes a slight shift in our student demographic and ultimately the potential for high numbers of large animal projects like in the past. Because of this, I felt it was important to have an area where students living in town could see production of various crops and grow different crops for exhibit at our local county fair.

Planning –

The planning phase of this project has been going on virtually since the day I was hired at Oakdale High School. As I had identified a need for project space for students who could not have projects at their home, I had started planning where I would be able to establish a garden of this size and type. In the "back" area of our Ag department there were several large livestock corrals which had not been used for anything in over 20 years! These 3 small lots were about 25' x 25' each and were a very sandy type of soil which would drain well and had access to water. Even though they housed animals at various times in the past, they did not have the most fertile soil as they

had been dry and unused for so long. Weeds were the only thing that grew well in the lots for the time they sat dormant. I decided that even though it was a space with a few challenges, it was a perfect area for this type of project having separate areas for different crop types and surrounding fencing for security.

Once the project space was determined I then had to secure funding for the project itself. Since this size of a project was not part of our current 5 year plan at the time, I needed to search for a different funding source to complete this project. This search took a little longer than I had originally planned. Finally, last fall our department was awarded a grant from the Central Region Agriculture Pathway Consortium which was used to modernize, update and augment our entire ag program. Since one of our pathways is Horticulture, making this project fit within the budget was very easy. $2500.00 dollars was budgeted for this project and with that I started researching and designing what I thought would work best. The garden was finally decided to have a combination of wooded raised beds, plastic covered furrows, and open ground crop production. The different areas will allow classes to see different type of crop production practices as well as different irrigation systems (i.e. Flood, drip, direct watered, etc.). Additionally, ground bark will be used around all areas for walking as well as weed barrier underneath the ground bark. Faucets will be installed where needed as well.

List of Materials –

Pressure Treated Lumber/Lumber

9 – 8ft x 4"x 4"

30 – 8ft x 2" x 12"

18 – 10ft x 1" x 12"

10 – 10ft x 2" x 4"

Bundle of 100 2" x 18" stakes

11 yards of topsoil

2 – 8ft x 36ft 50% shade cloth

Hardware

200ft of plastic coated ¼" cable wire

72 – 3/8" x 4" galvanized Lag Bolts, washers

10lbs of galvanized wood screws

200ft – ¾" sch 40 PVC pipe

9 – ¾" Hose faucets

Various ¾" PVC fittings

12 cubic yards of ground bark

Steps to complete the project –

One of the first tasks to be done on the garden project was tp prepare the ground for the different garden areas. Since nothing had been done with the soil for many years, it was important to not only get rid of weeds by rototilling, but to also pre-irrigate the entire area to loosen the soil, level the soil, and add amendments and fertilizers as needed.

Some areas were laid out for proper spacing and row placement. Furrows were dug as well as areas for students to walk throughout the garden. Students used measuring and surveying skills during this process.

Commercial grade weed barrier cloth was laid down throughout the garden areas where walkways were needed as well as areas where no crops would be grown.

In the area where raised beds will be established, the weed barrier cloth was laid down entirely covering the area. As the beds are installed in their respective areas the weed cloth directly below

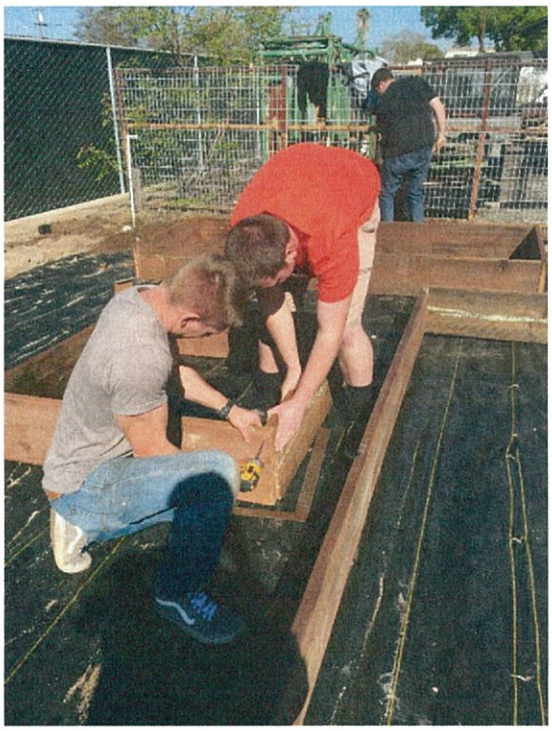
them will be cut out and stapled to the inside sides of the beds to allow for proper drainage and to keep soil from leaking under the boards and into the bark during watering.

Boards for each of the raised beds were then laid out in their different areas and were set to be square with one side of the fencing (the existing fencing was not put into a perfectly square configuration so one side was all that it could be squared to).

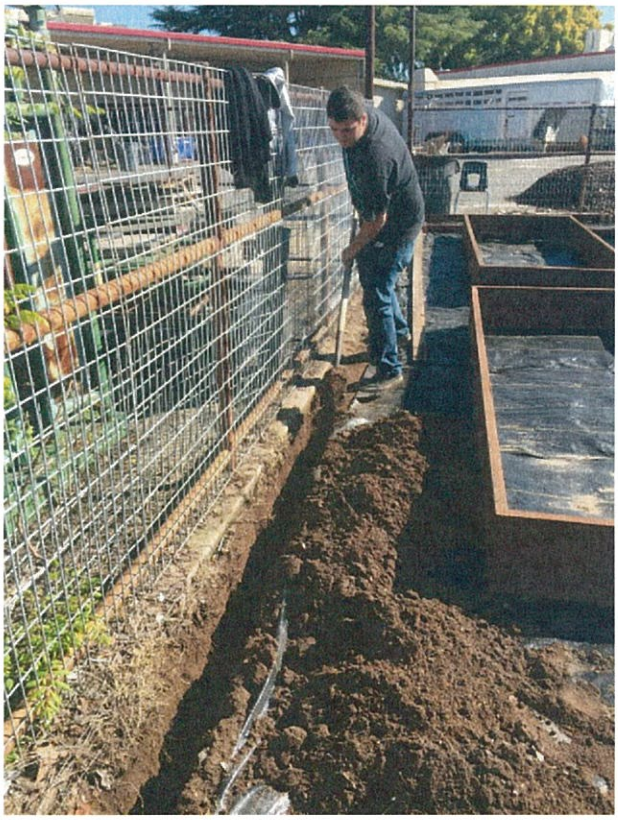
As each bed was put together, long wood screws were used to set the boards connected to the 2 foot posts until holes could be drilled and the boards all be lag bolted together.

After the weed barrier was cut out of each bed, a small amount was pulled up each side and stapled against each board. This allowed soil to be filled into each bed that would not slip into the bark underneath each board.

Holes were dug into each corner of the bed to place 2 foot posts that hold the bed in place and are used for support of the faucets in each bed.



This project was a great opportunity for my students to work together on a project rather than individually. They had to communicate effectively and work safely when needed.



The irrigation for each bed was installed by digging trenches to each individual bed so that a faucet could be installed for individual bed irrigation if needed. Timers for drip lines or simply hoses with water breakers could be used anywhere needed with this system

After each bed was prepared, top soil was brought in from a local farmer and filled by hand into each bed. The soil is a very fertile sandy loam that has been mixed with a small amount of organic matter (Cow manure) to increase its fertility. As time goes by, more amendments will need to be mixed into each bed to promote soil health and fertility.

Long raised beds were also installed for production of various onion and garlic varieties. 1" x 12" boards were fastened with stakes to keep the beds from sloughing off either side into the walkways.

Students took great care and pride during the first planting of onion starts. They were absolutely proud of not only what they had created, but also the potential for its use by students for years to come.

I am very excited to see what can be done with this garden in the years to come. For students who do not have the opportunity to have projects at home, this will allow them to participate in SAE's that they ordinarily would miss out on. This entire process was worth the work involved. Students from diverse parts of my program (Ag Mechanics, Horticulture and Ag Science) were able to get involved in this project from its inception to its completion and used skills they learned in my classes to complete the various tasks asked of them.

March 20th, 2017

Succulent Plant House

Isaac Robles
Oakdale High School
Cal Poly, San Luis Obispo – AgEd 500

AgEd 500

Cal Poly, San Luis Obispo – AgEd 500

Isaac Robles

Purpose –

The purpose of this project is to design and construct a greenhouse used for the purpose of succulent plant production. Because in the Central Valley we have intensely hot and bright summer months, a greenhouse for succulent plant production is needed. What is unique about this kind of a house is that it actually needs to have a more shady transparency to it as well as be more cool in its temperature. These types of plants (for the most part) thrive in cooler, shadier places. Our current greenhouse is definitely more suitable for house plant production as it is considerably more humid and translucent than a proper succulent growing facility. This house is necessary for students to successfully propagate and grow these succulent type plants.

Planning –

Planning for this type of structure actually started out in a fairly unusual way. Since we have dedicated a tremendous amount of funds and resources to other parts of our Ag program in recent years and months, not to mention the tens of thousands of dollars we have put into our Horticulture program alone, finding any kid of funding for something so specific was going to be next to impossible. So after a lot of thought I remembered an area in our department that always intrigued me. There was what looked like the remnants of a greenhose from years prior next to the wall of our ag building. The footprint of the greenhouse was all that remained, pea gravel and all! I realized that this was just the jumpstart I needed. Where it was located is usually shady almost half the day and it had a concrete walkway, doorways, even access to water and electricity. Once I was given the go-ahead from my administration and district facilities director, I then set out on figuring out what was next! You see, even though I had a foundation, I had zero funds for anything else. So this is where my creativity and survival mode kicked in! I knew that all around in my Ag shop area, there were various old supplies and materials that could be repurposed for the use of this project. There was enough roofing, greenhouse siding, pipes, stock steel and even bench materials laying around that I could put them to good use. All I needed was a small amount of hardware, a few sacks of concrete, some

welding supplies, wood for doors and shade cloth to get it done. Anything I had to buy I would fund with the limited supply monies I had saved with our consortium grant and literally everything else I had on hand. Once everything was gathered up the project started to fly.

List of Materials –

2 – 8ft x 4"x 4"

2 – 12ft x 2" x 6"

300 rubber grommet self tapping screws

3 Sacks of fence post mix concrete

20ft x 8ft 50% shade cloth

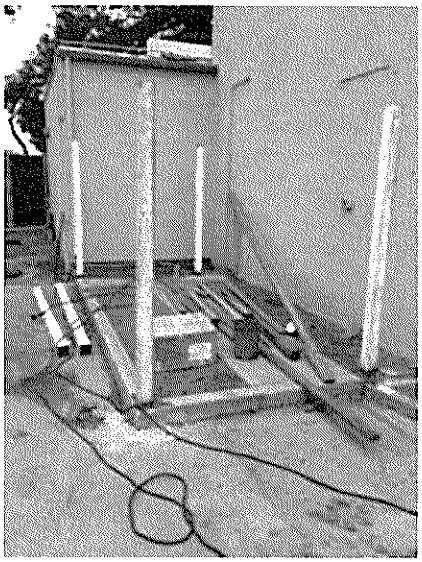
4 – 4" x 4" x 8' square tubes

30ft – 2" black pipe

20 – 8' x 1.5" Electrical steel rails

10 – 4' x 8' corrugated greenhouse plastic panels

5 various nursery tables



Steps to complete the project –

There were few basic steps to complete this project. Since the basic foundation already existed it was simple to move forward. First, we concreted in the main support posts for the entire structure. Since the original structure was connected to the building itself, there were no existing anchor poles to speak of in the beginning. The 4 main posts serve as the main strength of the greenhouse as opposed to the wall of the building.

When I arrived at Oakdale High School it was honestly a bit of a mess. There were tons of potential and shadows of what "used to be". This foot print of a greenhouse long gone was one of those mementoes...I put this memento back into service and we built ourselves a greenhouse!

The first item of business in the build was to get our "strength' shored up. We dug several holes where poles were needed and concrete bolted the other posts into place. This gave the greenhouse its core strength area and ability to stand on its own away from the building.

Students did as much of the work as possible from start to finish. This included mixing the fence post mix and getting it down the post holes. This class was able to also use the rotary hammer to anchor don some posts into existing concrete.

After the posts were concreted in place cross beams were welded in place and the roof support beams were welding in place as well. This repurposed material was actually stronger than the commercial equivalent materials sold by greenhouse supplies for this similar type of structure, Additionally,4" x 4" beams were installed for hinge placement in the two separate doorways.

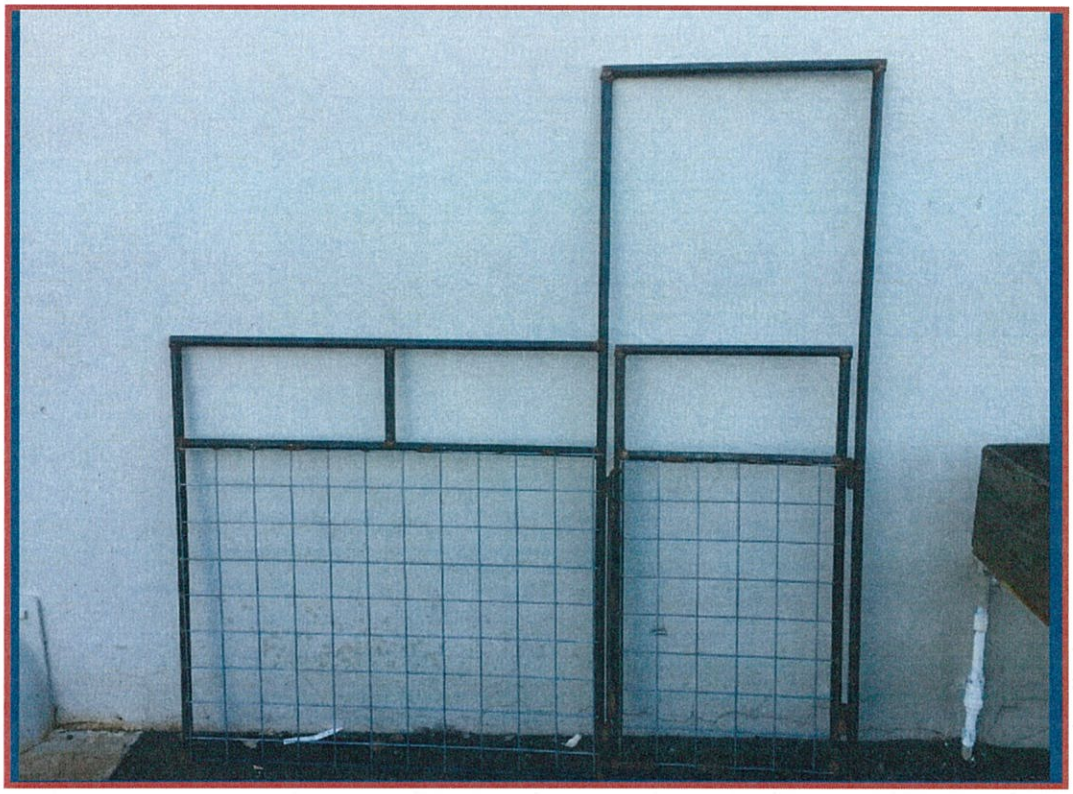
The doors were built with some of the only purchased materials in this entire project for the main pieces of the door. However, scrap wood was used for corner supports as well as cross pieces on the door. The door was fitted with used hinges and a used door handle and latch. Lastly, both doors on this greenhouse were covered with corrugated plastic sheeting

Even though it might be slightly less than ideal, I found used steel siding panels when looking for materials around the department to use on this project. There was exactly enough to cover the small greenhouse entirely. It was fitted together and screwed down to the roof supports with the rubber washered self-tapping screws. I say this was not "idea" because even though we'd like this house to be more shady, some light should be coming from directly above. The plan for this house it to eventually re-roof it with transparent corrugated plastic.

The tables in the greenhouse varied in type and quality simply because they reflected what we had available to use. Some were nursery quality tales that were cut down to fit the given area needed. Others were more simple like the one in the corner of this picture which was an old pallet on cinder blocks. This was a low budget built, we used what we could and honestly, it works!

These tables to the left are another example of what was built with materials that were simply found around the department. The upper table was built with steel and expanded metal much like a standard commercial greenhouse table and the lower table was constructed with wood and cinder blocks. The kids did a great job making them fit and look appropriate!

In the final act of thriftiness, the greenhouse was covered with remnants of 50% shad cloth left over from my shade house projects. Because the plastic covering is 100% clear, the light transmission needed to be toned down for succulent production.



March 20th, 2017

School Farm Hog/Goat Pens

Isaac Robles
Oakdale High School
Cal Poly, San Luis Obispo – BRAE 500

BRAE 500

I

Cal Poly, San Luis Obispo – BRAE 500

Isaac Robles

Purpose –

The purpose of this project is to design and construct a system of panels for small livestock pens that will be used on the new Oakdale High School Farm. These panels are intended to be modular and easily arranged together in various configurations to suit the various livestock needs that may arise on the school farm. Also, these panels are meant to have a good amount of longevity and usage life. They are to be constructed with steel, finished without burrs and places animals can get snagged or injured, and finally painted to prevent rust and corrosion. These panels are to be constructed by the Ag Welding and Fabrication classes at Oakdale High School with wire feed welders and appropriate ventilation and safety.

Planning –

The planning phase for this project started over a year ago when our department was awarded a $350,000 dollar Ag Consortium grant for our various pathways. As we were identifying our needs for each pathway, one of the most glaring needs we had hoped to address was pens for our school farm. Because our farm is being constructed in phases. The first phase is a large (80ft x 120ft) enclosed steel barn that is intended to be used as a show ring barn. But, since the other individual barns won't be built for a couple of years, that large barn is going to be used to house all of our hog, goat and sheep projects for the foreseeable future. Our plan was to find pens that would work for both hogs and sheep/goats and eventually be relocated to the sheep and goat barn when it is constructed. Initially we sought to find a pen system to purchase similar to what you might find at a typical county fair. There were several problems with that thought however. One of the problems was cost. The difference between purchasing pens and building them ourselves was so vast that we would only be able to purchase a ¼ of the pens we needed with the budget we were given. Additionally, most pen systems we found were not very flexible in terms of their ability to be set up in different configurations. Because of these two obvious limitations and the fact that our Ag welding kids could be more involved, we decided to purchase materials needed to build the panel system and make them ourselves.

This was a much larger under-taking than we first imagined. After we as a department agreed on a design, the task of getting all of the pipe and fence pieces cut to be assembled took literally several weeks to complete. Once all of the pieces were accounted for them construction of the panels began. Our first thought was to set up a "jig" so that all of the panels would be made uniformly. The problem with that was because there would be 5 different groups of students welding these together at the same time, a jig would have actually slowed the process quite a bit. Students would have been waiting for other students to complete their panel to get to their own. Instead, I decided to have the students construct each panel to a set of dimensions. Squareness, neatness of cuts, quality of welds, and finish work were all criteria each panel was evaluated against. All panels were to be made at exactly 6 foot lengths so that pens could be made larger or smaller based on 6 foot increments. The height of each panel was to be exactly 4 feet so that animals could not get out easily.

The last types of panels that were to be constructed are the fronts (doors). These panels would be the same basic measurement as the others (4' x 6') with the exception of the doorway height of 6 feet. The doorway itself will be 2 feet wide with a 2ft door that will be hinged and latched with a long pin system. Once all of the panels are completed, they will be painted with an aluminum type paint which coats completely and thoroughly and prevents corrosion to a high degree. Once completed, all of the panels are to be assembled with clams and fence posts driven in between for support.

List of Materials –

Pipe

1200 ft of ¾" sch 80 steel pipe

100 ft of 3/8" sch 80 steel pipe

100 ft of 5/16 round bar stock

40 – 4' x 16' wire panels

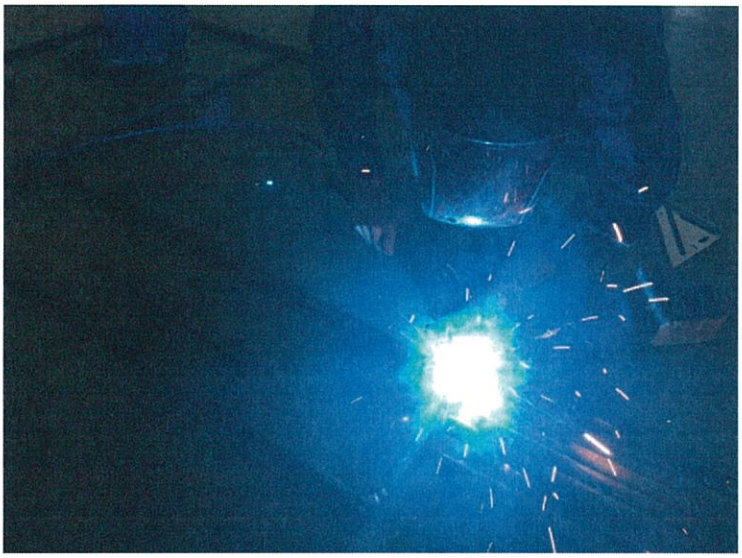
Paint

The first item of business for this build was to cut all of the needed pieces to the exact same length. This actually was a much more difficult task that originally expected. We went through countless blades and took great amounts of time to measure and cut each needed length of pipe.

We decided the fastest and most economical way to cut the pipe to length was to use a metal "chop" saw. Because these blades basically self-destruct as they are used, we went through a tremendous amount of blades to cut the tremendous amounts of pipe needed.

Once the pipe was cut to the appropriate lengths, the pipes were assembled into the correct configurations and tack welded together. We used tack welds first to make sure that each piece

stayed square to the next. Once we knew all of the corners were square and true the students then welded together each joint solidly.



Each panel that was welded was then checked for burrs and snag points that could cause problems for animals once in the pens. These were cleaned away as needed.

After the panels were welded together, galvanized wire panels were then cut to fit with bold cutters and welded to the pipe panel openings. Because of the gases given off during welding of galvanized materials, these were completed with the portable gas extractor in use and students wore gas filter masks during welding.

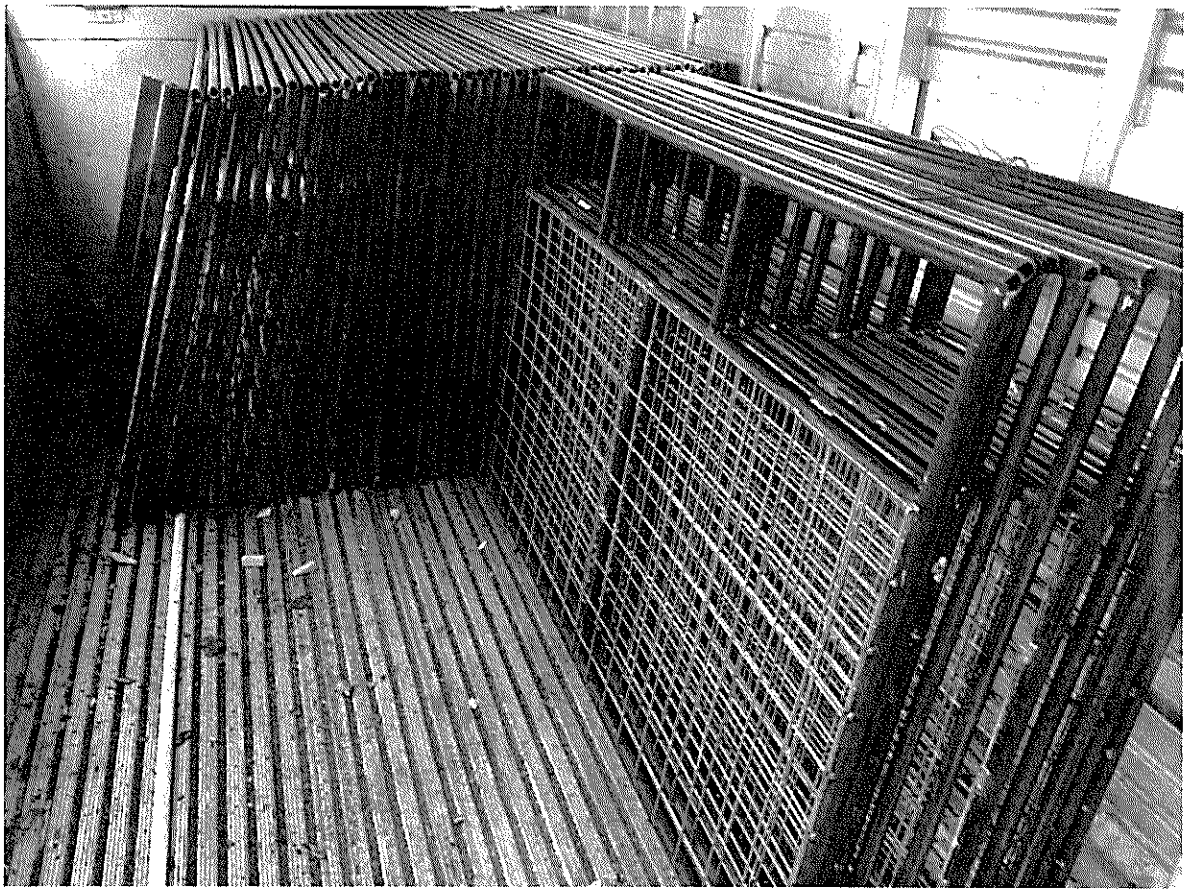
The next panels to be constructed were the door panels. These we made essentially the same way as the others, except they also had a doorway and needed to be fitted with a door. This part of the process required more complex fabrication skills of the students.

Each door was fitted with top and bottom hinges that we made from pipe and round stock. These hinges had to be made so that the door would not bind when opened and would open either direction (in or out) as needed.

A pin system was made to latch each of the doors to the panel. This simple idea allows a long pin to slide from the top of the door to the bottom and latch it on both ends for strength.

Once the panels were completely welded and cleaned up for burrs, they were then painted with an aluminum high coating paint. This paint was applied to make sure that each panel would not rust or corrode more quickly than normal.

The best thing about this paint is that it has a very nice appearance from a distance and close up, it can be touched up frequently and still look untouched and it matches the galvanized inserts.



Construction of the panels themselves is now completed. They will be stored for the time being until the school farm (which is now somewhat behind schedule) is ready for them to be installed.

Quality Criteria #4 – Qualified and Professional Personnel

Oakdale High School Agriculture had been a 2-person program for well over 25 years. In 2014, the program grew to add a third teacher and in 2016 it grew yet again to add a 4th teacher. Our current projections of growth in the department leads us to believe a 5th teacher is on the horizon and will more than likely be added within a year or two. Our current staff is a mix of newer and veteran teachers who are all fully credentialed to teach agriculture and share a certain degree of common expertise, yet also specialize in various Agricultural Education specialties. Our most veteran teacher is Ed Hartzell who has been teaching at Oakdale High School since mid-1990's. Ed is a Cal Poly graduate with a strong background in Animal Science, Ag Business and Floral Design. Grace Tobias is a second-year teacher who is a graduate of UC Davis and specializes in various Ag Sciences as well as livestock production. Matt Marshall is the newest teacher to Oakdale High School with 3 years of teaching experience. Matt specializes in FFA/Leadership development, Ag Mechanics and Animal Science. Isaac Robles is the Department Head of the program and has been at Oakdale High School for 3 years and has been teaching at the high school level for 18 years. Isaac specializes in Horticulture, Ag Mechanics and has a strong background in Livestock Production and the FFA.

Professional development in our department is nothing we take lightly. Yearly, out staff makes every effort to continually improve and "freshen-up" on our abilities and skills as agricultural educators. Whether is regional roadshows, CATA conferences and activities, or even district in-service sessions, our staff not only meets, but exceeds the minimum professional development requirements of the Ag Incentive Grant program. Our district is very proactive in supporting our needs for professional development allowing release time and funding for the various professional development activities we choose to engage. If there are expenses that cannot be billed directly to the district in these activities, our district provides an easy, clear way to be reimbursed through the process of filling out a monthly expense claim. This claim sheet can also be used to get reimbursement for instructional materials that are purchased by staff directly if they are approved and fall within each teachers allotted budget for such expenses.

Lastly, our staff meets as a department frequently and regularly (once a week, Mondays afterschool at a minimum) to interact and discuss needs, ideas, concerns and planning for our program. Site administration is invited to our meetings as needed at various times throughout the year and provides great assistance and direction.

Supporting Verification Materials –

Item A – Teacher Data Sheet from the department Program Plan and copies of my Credentials

Item B – Incentive Grant In-Service Verification Form from 2015-16 School Year

Item C – Department Meeting Agendas (samples from each month of the school year)

Item D – District Monthly Expense Claim Form

Item E – District Conference Request Form

Teacher Data Sheet for each Teacher

Ed Hartzell

Education: B.S. Agriculture Education – CSU Cal Poly

Credentials: Single Subject – Agriculture
Agriculture Specialist
CLAD
SDAIE

Isaac Robles

Education: B.S. Agriculture Education – CSU Cal Poly

Credentials: Single Subject – Agriculture
Agriculture Specialist
CLAD

Grace Tobias

Education: B.S. Agriculture Education – UC Davis
Ag Specialist
Single Subject Agriculture

*Credentials are on file at the OJUSD District Office

California Commission on Teacher Credentialing

By virtue of the authority vested in the Commission on Teacher Credentialing and in recognition of preparation for service in California Public schools

ISAAC ROBLES

is hereby awarded the

Single Subject Teaching Credential

together with all the rights, privileges, and responsibilities appertaining thereto

valid: 07/01/2014 to 07/01/2019

Linda Darling-Hammond
Chair, Commission on Teacher Credentialing

Mary Vixie Sandy
Executive Director, Commission on Teacher Credentialing

California Commission on Teacher Credentialing

By virtue of the authority vested in the Commission on Teacher Credentialing and in recognition of preparation for service in California Public schools

ISAAC ROBLES

is hereby awarded the

Specialist Instruction Credential (Agriculture)

together with all the rights, privileges, and responsibilities appertaining thereto

valid: 07/01/2014 to 07/01/2019

Linda Darling-Hammond
Chair, Commission on Teacher Credentialing

Mary Vixie Sandy
Executive Director, Commission on Teacher Credentialing

California Commission on Teacher Credentialing

By virtue of the authority vested in the Commission on Teacher Credentialing and in recognition of preparation for service in California Public schools

ISAAC ROBLES

is hereby awarded the

Crosscultural, Language and Academic Development Certificate

together with all the rights, privileges, and responsibilities appertaining thereto

valid: 09/13/2007 to

Linda Darling-Hammond

Linda Darling-Hammond
Chair, Commission on Teacher Credentialing

Mary Vixie Sandy

Mary Vixie Sandy
Executive Director, Commission on Teacher Credentialing

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B **School Year** 2015-16 **School** **Oakdale 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							
	Robles	Hartzell	Mendonza					
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*								
Section In-service*								
Summer Conference	x	x	x					
University AgEd Skills Week	x							
Professional Development **	2	2	2					

* 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 **MJC Course Agriculture Articulation Inservice

2 **Consortium Grant MJC Train the Trainer Inservice

3 **MJC Counselors and Administrators Night

4 **Master Teacher Conference

5 **Consortium Grant Lead Training Meeting

Date: August 15, 2016

Oakdale Agriculture Department
Department Meeting

Roll / Attendance

____	Isaac Robles	____	Ed Hartzell	____	Grace Tobias
____	Sue Kirland	____	_____	____	_____

Department Items –

*AET

*Facility and Van Requests

Upcoming Events –

*Placemat Ad Sales
*Back to School Night
*Welcome Back BBQ
*Cookie Dough Sales
*GLC Sept 2nd
*Officer Meeting tomorrow

FFA Thoughts –

*Order Tshits
*Instagram/Facebook
*Chapter Uniform Order/Sets/Ties and Scarfs
*Ag Boosters

-New Vehicles and Equipment
-Vehicle Parking
-Surplus Equipment
-Storage Areas
-Ag Dept. Signage

Dept. Budget –

*Reqs and POs
*Consortium Grant
*CTE Grant Status - budget

Dept. Facilities and Equipment –

*Science Rooms
-Lab Materials
-Chromebooks
-Textbooks

*Eds Room
-Water and Sink
-Floral Coolers – Large and Small
-Computer

Date: September 19, 2016

Oakdale Agriculture Department
Department Meeting

Roll / Attendance

____	Isaac Robles	____	Ed Hartzell	____	Grace Tobias
____	Sue Kirland	____	_____	____	_____

Department Items –
- *R2 information and FFA Roster
- *Monthly work calendars
- *Road Show rooms and registration
- *Writing Activity
- *Gender issues

Upcoming Events –
- *Placemat Ad Sales
- *Cookie Dough Sales
- *Officer Meeting tomorrow
  - New P.O.'s for Officers Meeting tomorrow
  - Update on Jacket orders
  - Order form for apparel
  - Posting grades, due this week?
  - Upcoming meetings, who's going
  - officer handling
- *Section CATA meeting - driving

FFA Thoughts –
- *Order T shits
- *Ag Boosters
- *FFA Budget
- *MFE/ALA

Dept. Budget –
- *Reqs and POs
- *Consortium Grant
- *CTE Grant Status - budget

Dept. Facilities and Equipment –
- *Tuff Sheds, gardens, greenhouse
- *Trailer and Fans

GOTM-
- *On Again...items?

OCC -
- *practice

Misc. –
- *School Farm
- *Department issues/round table

Date: October 3rd, 2016

Oakdale Agriculture Department
Department Meeting

Roll / Attendance

____	Isaac Robles	____	Ed Hartzell	____	Grace Tobias
____	Sue Kirland	____	_____	____	_____

Department Items –
- *R2 information and FFA Roster
- *Monthly work calendars

Upcoming Events –
- *Placemat Ad Sales
- *Officer Meeting tomorrow
  - New P.O.'s for Officers Meeting tomorrow
- *Home coming

FFA Thoughts –
- *Order T shits
- *Ag Boosters and dinner
- *FFA Budget
- *MFE/ALA
- *State Conference

Dept. Budget –
- *Reqs and POs
- *Consortium Grant
- *CTE Grant Status - budget

Dept. Facilities and Equipment –
- *Trailer and Fans

GOTM-
- * items?

OCC -
- *practice
- *Oakdale

Misc. –
- *Department issues/round table

Date: December 12th, 2016

Oakdale Agriculture Department
Department Meeting

Roll / Attendance

____	Isaac Robles	____	Ed Hartzell	____	Grace Tobias
____	Sue Kirland	____	_____	____	_____

Department Items –
- *Monthly work calendars
- *FFA Points
- *Long-term Sub

Upcoming Events –
- *Placemat Ad Sales
- *Officer Meeting tomorrow
- *
- *

FFA Thoughts –
- *FFA Budget
- *State Conference
- *GH Officers
- *State Degrees
- *Proficiencies
- *Regional Officers
- *Field Days, entries, hotels, etc.

Dept. Budget –
- *Reqs and POs
- *CTE Grant-Pathways

Dept. Facilities and Equipment –
- *Van and Trucks
- *Fair Equipment
- *School Farm

Misc. –
- *Department issues/round table

Date: January 23rd, 2017

Oakdale Agriculture Department
Department Meeting

Roll / Attendance

____ Isaac Robles ____ Ed Hartzell ____ Grace Tobias

____ _____ ____ _____ ____ _____

Department Items –
- *Monthly work calendars
- *FFA Points
- *Long-term Sub
- *Program Plan

Upcoming Events –
- *Officer Meeting tomorrow
- *Dodge ball
- *Cake Auction
- *FFA Week
- *Ag Expo
- *Master Teacher Conference

FFA Thoughts –
- *FFA Budget - reqs
- *State Conference
- *Proficiencies
- *Regional Officers
- *Field Days, entries, hotels, etc.

Dept. Budget –
- *Reqs and POs
  - -look at existing budgets
- *CTE Grant-Pathways
  - -get reqs ASAP
  - -final spending

Dept. Facilities and Equipment –
- *Van and Trucks
- *School Farm

Misc. –
- *Department issues/round table

Date: February 27th, 2017

Oakdale Agriculture Department
Department Meeting

Roll / Attendance

____	Isaac Robles	____	Ed Hartzell	____	Grace Tobias
____	Justin Martin	____	_____	____	_____

Department Items –
- *Monthly work calendars
- *FFA Points

Upcoming Events –
- *Officer Meeting tomorrow
- *Cake Auction Wrap-up
- *FFA Week Wrap-up

FFA Thoughts –
- *FFA Budget - reqs
- *State Conference
- *Field Days, entries, hotels, etc.
  - -UCD
  - -Chico
  - -Merced
  - -MJC

Dept. Budget –
- *Reqs and POs
  - -look at existing budgets
- *CTE Grant-Pathways
  - -get reqs ASAP
  - -final spending

Dept. Facilities and Equipment –
- *Van and Trucks
- *School Farm
- *Classes

Misc. –
- *Department issues/round table

Date: March 13th, 2017

Oakdale Agriculture Department
Department Meeting

Roll / Attendance

____	Isaac Robles	____	Ed Hartzell	____	Grace Tobias
____	Justin Martin	____	_____	____	_____

Department Items –

Upcoming Events –
- *Officer Meeting tomorrow
- *Greenhand Meeting
- *Field Days, entries, hotels, etc.
  - -Merced
  - -MJC

FFA Thoughts –
- *FFA Budget - reqs
- *State Conference - lists
- *Proficiencies
- *Banquet Program
- *FFA Points
- *FFA Patch

Dept. Budget –
- *Reqs and POs - Joni
- *CTE Grant

Dept. Facilities and Equipment –
- *Van and Trucks
- *School Farm
- *Classes

Misc. –
- *Department issues/round table

Date: May 1st, 2017

Oakdale Agriculture Department
Department Meeting

Roll / Attendance

____	Isaac Robles	____	Ed Hartzell	____	Grace Tobias
____	Justin Martin	____	_____	____	_____

Department Items –
- *clean up
- *work orders
- *reqs for next year and budget
- *Summer work days

Upcoming Events –
- *Officer Meeting tomorrow
- *Field Days, entries, hotels, etc.

FFA Thoughts –
- *FFA office Slate
- *FFA Budget – reqs
  - -state finals dinner
  - -retreat lodging, travel, food, supplies
  - -state finals fuel
  - -ponto
  - -barefoot
  - -fair entries
- *Banquet
  - -food
  - -program
  - -hall
  - -paper products
  - -

Dept. Budget –
- *Reqs and POs
- *CTE Grant Purchases
- *Consortium grant report

Dept. Facilities and Equipment –
- *Van and Trucks
- *School Farm
- *Class rooms

Misc. –
- *Department issues/round table

OAKDALE JOINT UNIFIED SCHOOL DISTRICT

Monthly Expense Claim

"NOT FOR CONFERENCE USE"

Name of Claimant Isaac Robles

School or Office OHS

1. Type or prepare in ink.
2. Send two (white & yellow) signed copies to District Office.
3. Detail and explain items in "MISC." column; Attach original receipts.
4. Submit form by the 10th of each month for previous month expenses.

DATE	ROUND TRIP TO:	PURPOSE OF TRIP	MILEAGE @ APPROVED RATE		MEALS	MISC.	EXPLANATION	TOTAL
			MILES	AMT.				

This is to certify that the above designated expenses represent actual and necessary expenses incurred on official District business. Such expenses contain no federal excise tax from which the District is exempt.

Claimant's Signature Date

Address

City State ZIP

Budget Account Codes

Approved by: Administrator Date

Original (White) – Accounting 2nd (Yellow) – Site Administrator 3rd (Pink) - Originator

Rev 3/03

OAKDALE JOINT UNIFIED SCHOOL DISTRICT
CONFERENCE ATTENDANCE FORM

Conference Attendee(s): _____ School or Department: _____

Name of Conference: _____ Destination: _____

Conference Date(s): _____

DIRECTIONS: This completed form and all required documents **must be received by the District Office at least 15 business days prior to registration deadline to allow for proper signatures. No advance payments will be made for forms received after that time!** Actual expenditures should be submitted within 2 weeks after the conference per Board policy. Original receipts must be submitted for all expenses.

*** *CONFERENCE ATTENDEE IS TO MAKE ALL NECESSARY RESERVATIONS!* ***

	ESTIMATED COSTS	REIMBURSEABLE COSTS
Registration	$ _____	$ _____
_____ District to Pay (attach separate requisition)		
_____ Reimburse (paid by employee)		
Lodging	$ _____	$ _____
_____ District to Pay (attach separate requisition)		
_____ Reimburse (paid by employee)		
Travel Costs	$ _____	$ _____
_____ Personal miles (_____ x rate_____)		
_____ Airfare (attach separate requisition)		
_____ District (attach transportation request)		
_____ Other _____		
Meals including Tips	$ _____	$ _____
_____ Reimburse (detailed original receipts required - should not exceed $42.00/day)		
_____ Personal advance requested (@ 90% of total)		
Other Costs (Receipts Required)	$ _____	$ _____
Substitutes	$ _____	$ _____
_____ Substitute needed for _____ days		
_____ No substitute needed		
TOTALS	$ _____	$ _____

REQUEST/APPROVAL TO ATTEND CONFERENCE

_____ Signature of Employee _____ date

_____ Signature of Principal/Supervisor _____ date

_____ Signature of Superintendent/Designee _____ date

REQUEST FOR REIMBURSEMENT

I hereby certify that the above expenses are actual and were necessarily incurred in the performance of my official duty and further that no part of the above claim has heretofore been paid:

_____ Signature of Employee _____ date

_____ Signature of Principal/Supervisor _____ date

_____ **(Account Code to be charged)**

_____ **(Site Plan Reference)**

DISTRICT OFFICE USE ONLY:

Vendor #: _____	Vendor #: _____	Vendor #: _____
P.O. #: _____	P.O. #: _____	P.O. #: _____
Amount: _____	Amount: _____	Amount: _____

Quality Criteria #5 – Facilities, Equipment and Materials

The Oakdale High School Agriculture Department has been around for a very long time. Like most programs its age, the physical structure of its building was constructed at a time when CTE programs were very main-stream and popular at most schools throughout the state. Great thought, detail and expense was put into the buildings and shop to ensure that Agriculture was delivered in a very comprehensive and detailed way. Our building, while it may be older (constructed in 1956), still serves this purpose very well. The shop has over 13,00 square feet of teaching space, the classrooms are well designed and in close proximity of each other, there is abundant storage space available, the Horticulture facility is expansive and the recent addition of our school farm will provide us even more opportunities for expansion.

Yet, with as much space and quality of facilities at our disposal, over the past 3 years, our program has been afforded an incredible amount of funding from various grant sources to upgrade, modernize and augment our equipment and supplies needed to deliver quality instruction to our students. Everything from classroom technology to department vehicles was considered during our assessment of needs. In the span of the past 3 years with the aid of 3 different grant sources, our department has put almost a half million dollars into our equipment, materials and supplies for our three pathways. To put the amount into perspective, it almost as much as programs I have worked with the 15 previous years, combined! This amount of funding has been nothing short of transformational for our program.

In all 3 of our pathways, technology was addressed at the outset of our spending of these grants. In Horticulture, it was items like a high capacity soil mixer, rototiller, tractor, sales display benches, propagation tables and equipment, hand tools, nursery carts, a walk-in Floral cooler, work benches and various supplies. In Ag Science, we acquired updated science equipment, a class set of ChromeBooks, and various tools and supplies. In the Ag shop, which still had many tools and equipment that were literally decades old, we added new multi-process welders and expanded welding booths, a TorchMate CNC Plasma cutting system, a hydraulic pipe bender, new stationary band saws, a SawStop Table Saw, fabrication tools and equipment and updated cordless tools to name just a few. For the department overall, we

added 3 new vehicles to our fleet (2 trucks and 1 9 passenger van), ChromeBook class sets for every classroom, updated livestock equipment, expanded in-service opportunities and almost every imaginable supply needed to teach our courses. The infusion of funds to our department is moving us in a direction of growth we haven't see in Oakdale for quite some time. In fact, our freshman enrollment numbers for next year are almost 40 students more than they have ever been.

The newest facility for our department is our school farm. 26 acres of district owned farming property has been developed into a fully functioning farming operation for our students to experience. 13 acres have been planted in Almonds and are being maintained by both students and staff. The remaining 13 acres is being developed into a multi-use farm. A 10,000-square foot barn has just been constructed (May 2017) for the immediate purpose of student project production of livestock. Pen space for 25-30 Hogs, 30-40 sheep and goats and even 5-10 steers is now available in that barn for student SAE's. As the Main barn is phase 1 of construction, starting in the Fall of 2017, phase 2 will be the construction of separate species-specific barns on the school farm site. When the entre facility is completed (Hog barn, sheep/goat barn, cattle barn), there will be a capacity of over 150 large and/or small animal projects that can be accommodated. To assist in the farming operations for this farm, we have recently purchased various pieces of farming equipment such as a tractor, a Kubota UTV, manure spreader, sprayers and other farming implements.

Lastly, Oakdale High School FFA used a variety of record keeping systems that were at our disposal in recent years. Whether it was the iRecordbook, the eRecordbook or even the original paper record books, we tried and had use of them all. After multiple in-services and simply trying it out for ourselves, we have fully embraced the usage of the AET (Agriculture Experience Tracker) record keeping system. Currently, we have moved all our active FFA members record books over to the AET system. The move to this system for us is a natural fit, particularly since each of our classrooms are now fully equipped with ChromeBook carts. This system is a paradigm shift in how we have traditionally managed our students record keeping of the SAE's. This system will be used in our program to not only allow our students to more

effectively record their projects and FFA activities, but it will also be used as a management tool for many aspects of our program.

Supporting Verification Materials –

Item A – Ag Incentive Grant Equipment list

Item B – School Farm Information

Item C – AET List of Students with Records

Item D – Map of Ag Department Facilities

Item E – School Farm Committee Membership Roster

Item F – Agriculture Department Staff Email Information

Item G – List of granted expenditures for the Central Region Agriculture Consortium Grant

This website is under construction. Design and content will develop over time along with Oakdale's School Farm.

Ok, got it

OJUSD Farm to Sc

Home | About | Row Crops | Orchards | Livestock | Nutrition

Student Programs | College & Career | Example Farms

Community Partnerships | Contact Us | DONATE

The Planned School Farm

A Community Project on 26 acres situated in **Oakdale, California,** between the north sides of Brady and Crane roads. Projected completion, 2018. ***In The News >>***

Architectural rendering | **DLR Group**, Sacramento, California

Oakdale Joint Unified School District purchased 26 acres of farm land in 1998 and owns it free and clear. Plans are to develop the front 13 acres with a production crop of trees (almonds or walnuts). The remaining 13 acres will be used for The School Farm hosting row crops, varying barns to hold livestock and an 80 ft. by 110 ft. 'hoop barn.' The hoop barn can be used to raise animals by creating temporary stalls configured as needed. The 13 acres of row crops, the road into the farm and the

hoop barn will be *Phase One*. Entry to the farm will originate on the north side of Crane Road and offer convenient access to the facility for all students, including those with special needs.

The School Farm is a community project which gives students within city limits exposure to agriculture; increasing an opportunity that may not have been available before. Collaborating with community groups will promote an understanding of agricultural business, healthy food and where it comes from using an educational environment. The farm is properly suited to California's longstanding goal of **college and career readiness standards** for every student. The new facility will ensure all students have access to gaining knowledge and skills needed to qualify for and succeed in post-secondary job training and/or education necessary for their chosen career upon graduation.

The district hosts an **Ag Advisory Committee and a School Farm Subcommittee**. Fundraising efforts, as well as partnering with local professionals and agricultural businesses, will help see the project through.

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168 South Third Avenue, Oakdale, CA 95361
(209) 848-4884 - fax (209) 847-0155

Teacher Journal Report
Detailed Summary of Extended Contract Days and Work Detail

START Date:	END Date:	Teacher:	Activity Type:
9/1/2016	8/31/2017	(All)	(All) ☑ Include Student Supervision Details

Journal Hours Summary

Journal Type	In-Contract Hours	Extended Contract Hours (Days)	Miles Traveled	Number of Students
SAE Visit	7	8 (1.0)	15	1
FFA Activities / Meetings	6	7 (0.9)	15	15
FFA Competitions	16	0 (0.0)	400	4
Adult Education Programs	0	13 (1.6)	0	16
Total	29	28 (3.4)	430	36

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Date/Time	Description (click to sort)	Hrs In	Hrs Out	# Miles	# Std
9/10/2016	**FFA Competitions (I Robles) - Livestock judging practice** Northern California livestock judging practice at various farms and ranches.	16.00	0.00	400	4
9/12/2016 8:16 PM	**FFA Activities / Meetings (I Robles) - School board meeting** School board meeting to recognize county fair students	6.00	7.00	15	15
1/29/2017	**SAE Visit (I Robles) - SAE Assessment - Caleb Bairos** SAEs: Evaluation: Looked over hogs and barn Recommendation: Make sure "show pigs" alays have feed in front of them...keep up the good work, things look very neat and clean!	7.00	8.00	15	1
5/30/2017 8:06 PM	**Adult Education Programs (G Tobias) - Top 20 Trip**	0.00	12.50	0	16

Student Supervision Details	
Number of Students Supervised:	115
Students under Supervision:	Marissa Moffatt; Magnolia Ferguson-Rice; Ethan McCain; Violett Gines; Cody Russell; Courtney Williams; Paige Morgan; Marialy Cortez; Alyssa Stott; Kaidyn Shipman; Jocelyn Ibarra; Kathryn Saporito; Angelica Lowry; Payton Sinclair; Jasmin Ibarra; Kasandra Constantini; Evan Waite; Caleb Bairos; Austin M; Kailea Fogleman; Kaylee Cogburn; Spencer Ruthman; Rilyn Cassaretto; Alyssa Burke; Ethan Perry; Steven Morris; Kyndall Green; Isabelle Garcia; Kourtney Backs; Raven Olivas; Brandon Martinez; Tyler Furtado; Tyler Gunkel; Mateo Chavez; Billy-Bob Chapin; ozz cazares; Alissa Robbins; Laney Lee; Draven Rico; Christian Clarke; Jacquelyn LeCouve; Daniela Lopez; Daniela Carranza; Mason Chase; Jordan Cochrane; Stash Perry; Alyce Pigeon; Emily Thomas; Maximiliano Marin; Kevin Gomez; sara burch; Mickala Jones; Katelyn Gabriel; Elias Parr; Seth Valencia; Matt Burns; Chase Tucci; Olivia Dixon; Hollie Wood; Layton Lee Oswald; Alyssa Parreira; Faith Smith; Jorge Plascencia Jr.; Ryan Todd; Michael Cisneroz ; Sophia Ortiz; angel penunuri; Jocelyn Jackson; Kendra Wilkinson; Angelica Gudino; Aubree Ugalde; Madison Dimier; Cesar Ruiz; Blake Eskew; Shirley Hauser; Nitzelle Fernandez; Garrett Allan; Justin Carlos; arianna lopes; Dominic Marenco; LOGAN FONDSE; Ulani Manzo; Bella Goglio; Ashtyn Schieve; Jakob Burtschi; Lacey Roberts; Marissa Burner-Hicks; Kaitlyn Pimley; Mya Medeiros; Luke Goad; Ryan Taylor; Clint Abellana; Lacey Hardy; cole niemi; Stuart Speegle; Evelyn Hernandez; Christopher Frye; Garrett Lee; Kenzee Wright; Kaylina Padilla; Joana Vazquez; Dustin Tavares; Rylee George; Ryleigh Rodman; Jaimie Temores; Giselle Evangelista; Haylee Pace; Christopher McDonald; Mauro Sandoval; madison smith; Sophia Schwandt; Andrea De La Torre; HALLIE VIETHS; Kimber Tavares; cody bartholomew
Total Number of Projects Supervised:	119
Total Number of Visits:	319
Hours Logged:	614.83

Oakdale - Isaac Robles

9/1/2016 - 8/31/2017

Journal Type	In-Contract Hours	Extended Contract Hours	Miles Traveled	# of Students
SAE Visit	7	8	15	1
FFA Activities / Meetings	6	7	15	15
FFA Competitions	16	0	400	4
Total	**29**	**15**	**430**	**20**

Oakdale - Grace Tobias

9/1/2016 - 8/31/2017

Journal Type	In-Contract Hours	Extended Contract Hours	Miles Traveled	# of Students
Adult Education Programs	0	13	0	16
Total	**0**	**13**	**0**	**16**

Date	Description	Hrs In	Hrs Out	# Miles	# Std
9/10/2016	**FFA Competitions (I Robles) - Livestock judging practice** Northern California livestock judging practice at various farms and ranches.	16.00	0.00	400	4
9/12/2016 8:16 PM	**FFA Activities / Meetings (I Robles) - School board meeting** School board meeting to recognize county fair students	6.00	7.00	15	15
1/29/2017	**SAE Visit (I Robles) - SAE Assessment - Caleb Bairos** SAEs: Evaluation: Looked over hogs and barn Recommendation: Make sure "show pigs" alays have feed in front of them...keep up the good work, things look very neat and clean!	7.00	8.00	15	1
5/30/2017 8:06 PM	**Adult Education Programs (G Tobias) - Top 20 Trip**	0.00	12.50	0	16

School Farm Subcommittee

The School Farm Subcommittee works collaboratively with the district and has a positive impact on increasing the use of local agricultural products in school facilities through effective farming practices. The district relies on the committee's recommendations for crop varieties, pest control regimes, fertilizers, livestock feeding strategies, and for setting priorities in support of school gardens. Plans are to increase the amount of garden-fresh produce served by school cafeterias and promote awareness of the nutritional benefits of fresh fruits and vegetables using local farming. The committee meets as needed to help guide the priorities of the OJUSD School Farm program. The district values the committee's work.

Company	Member	Company	Member
Alves Livestock Farming; Ag & Biology Professor, Modesto Junior College	Ron Alves	Oakdale Irrigation District	Brain Lemons
Cal-Ag Safety, Mid Valley Agricultural	Tom Boster	Superintendent, OJUSD	Marc Malone

Services, Inc.			
Burchell Nursery	Tom Burchell	Vice Principal, Oakdale High School	Joni McGinnis
E & J Gallo Winery, Marketing	Jacob DeBoer	Assistant Superintendent Pupil Services & Facilities, OJUSD	Larry Mendonca
Oakdale City Councilman, Farmer	Tom Dunlop	Agriculture Teacher, Oakdale High School	Rebecca Mendonza
Agriculture Teacher, Oakdale High School	Ed Hartzell	Stanislaus County Farm Bureau, Community, Parent	Tom Orvis
Oakdale Irrigation District	Steve Knell	Agriculture Teacher, Oakdale High School	Isaac Robles

The **Oakdale Joint Unified School District** is committed to a **policy of non-discrimination** and to the provision of equity in its educational programs, services and activities for all students and employees. The Oakdale Joint Unified School District does not tolerate **discrimination in employment** or in its educational programs and activities.

168 South Third Avenue, Oakdale, CA 95361
(209) 848-4884 - fax (209) 847-0155

Isaac Robles <irobles@ojusd.org>

School Farm Subcommittee Meeting - Thursday, December 10, 2015, 6:00 PM

1 message

Galvan-Benbow, Debbie <dgalvan-benbow@ojusd.org> Tue, Nov 17, 2015 at 12:54 PM
To: torpysonoma@yahoo.com, dblevins@mvescs.com, tboster@midvalleyag.com, tboster@sbcglobal.net, tom@burchellnursery.com, winecopp@yahoo.com, Jacob.deboer@ejgallo.com, dougdemko@fishbio.com, oakcctom@sbcglobal.net, lngu38@aol.com, gravattt@mjc.edu, "Hartzell, Ed" <ehartzell@ojusd.org>, sknell@oakdaleirrigation.com, bjl@yfc.ag, "Malone, Marc" <mmalone@ojusd.org>, "McGinnis, Joni" <jmcginnis@ojusd.org>, mendesj@mjc.edu, "Mendonca, Larry" <lmendonca@ojusd.org>, "Mendonza, Rebecca" <rmendonza@ojusd.org>, rfnaggie@aol.com, tomo@stanfarmbureau.org, riveraandsonearthmoving@gmail.com, "Robles, Isaac" <irobles@ojusd.org>, joleneonthego@fire2wire.com

Regarding the e-mail sent earlier today announcing the next Ag Advisory Committee Meeting, the meeting will actually be a School Farm Subcommittee meeting. While all Ag Advisory Committee members are welcome to attend, members who were at the last Ag Advisory Committee Meeting in October who volunteered to serve on a School Farm Subcommittee are highlighted in green below. If any other Ag Advisory Committee members are interested in serving on the School Farm Subcommittee, let me know.

Company Title	Last Name	First Name
Alves Livestock Farming; Ag & Biology Professor, MJC	Alves	Ron
Purina Animal Nutrition	Beam	Lacy
Mountain Valley Express	Blevins	Derek
Cal-Ag Safety/Mid-Valley Ag	Boster	Tom
Burchell Nursery	Burchell	Tom
OID Board of Directors	Clark	Frank
Wilbur Ellis	Cole	Patrick
Gallo Winery Marketing	DeBoer	Jacob
Fish Bio	Demko	Doug
City Councilman/Farmer	Dunlop	Tom

Gambini Nut Farm	Gambini	Joe
MJC Ag Teacher	Gravatt	Troy
OHS Ag Teacher	Hartzell	Ed
OID Board of Directors	Knell	Steve
	Lemons	Brian
OJUSD Superintendent	Malone	Marc
OHS Vice Principal	McGinnis	Joni
MJC Ag Teacher	Mendes	John
OJUSD Asst. Supt. Pupil Services & Facilities	Mendonca	Larry
OHS Ag Teacher	Mendonza	Rebecca
Retired MJC Dean/Ag Teacher	Nimphius	Richard
Community/Parent/Farm Bureau	Orvis	Tom
Rivera & Son Earth Moving & Grading	Rivera	Frank
OHS Ag Teacher	Robles	Isaac
Veterinarian	Thompson	John

School Farm Subcommittee

Debbie Galvan-Benbow

Administrative Assistant to the Superintendent

Oakdale Joint Unified School District

dgalvan-benbow@oakdale.k12.ca.us

(209) 848-4884, Ext. 105

CALIFORNIA AGRICULTURAL EDUCATION

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- Account Settings
- Account Balance
  State Balance: $160.00
  Region Balance: $0.00
- Student Roster
  Set Student Access Code
- FFA Membership
- Post Graduate Data
- Event Registration
- Livestock Insurance
- State Course Summary
- Application Center
- Directory

Isaac Robles - Contact Information

CHAPTERS PEOPLE

Basic Information

First Name:	Isaac
Last Name:	Robles
Email Address:	irobles@ojusd.org
Office Phone:	209-848-7169
Address:	739 West "G" St.
City:	Oakdale
State:	CA
Zip Code:	95361

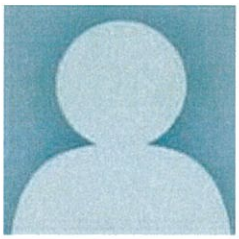
Chapter Information

Chapter Name:	Oakdale
Region:	Central
School Phone:	
Address:	735 WEST G ST
City:	Oakdale
State:	CA
Zip Code:	95361
School Name:	Oakdale High School
District Name:	

CALIFORNIA AGRICULTURAL EDUCATION

California Ag Ed Online

Grace Tobias - Contact Information



Basic Information

First Name:	Grace
Last Name:	Tobias
Email Address:	Gtobias@ojusd.org
Office Phone:	
Address:	735 WEST G ST
City:	Oakdale
State:	CA
Zip Code:	95361

Chapter Information

Chapter Name:	Oakdale
Region:	Central
School Phone:	
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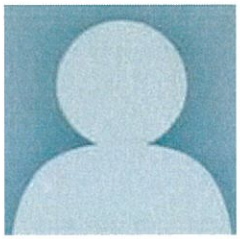
City:	Oakdale
State:	CA
Zip Code:	95361
School Name:	Oakdale High School
District Name:	

CALIFORNIA AGRICULTURAL EDUCATION

California Ag Ed Online

Dashboard

Ed Hartzell - C



Last Name:	Hartzell
Email Address:	ehartzell@ojusd.org
Office Phone:	209-848-7169
Address:	739 West "G" St.
City:	Oakdale
State:	CA
Zip Code:	95361

Chapter Information

Chapter Name:	Oakdale
Region:	Central
School Phone:	
Address:	735 WEST G ST
City:	Oakdale
State:	CA
Zip Code:	95361
School Name:	Oakdale High School
District Name:	

Central Region Agricultural Education Career Pathway Consortium

High School Program Needs Assessment

Date: Fall 2015

High School: Oakdale High School
Address: 739 W. G Street
City, State Zip Oakdale, CA 95361

Career Pathway: Agricultural Mechanics

Dept. Chair: Rebecca Mendonza
Phone: 209-8473007
Email Address: rmendonza@ojusd.org

Instructors Involved with Pathway:

Name	Phone	Email
Isaac Robles	5593597035	irobles@ojusd.org
Rebecca Mendonza		

Program Needs to Initiate, Expand or Improve Career Pathway

Supplies/Books/Etc.: (Items under $5,000)		Object Code:	4000
Rank	**Item Description (In Prioritized Order)**		**Estimated Cost**
1	3 Welding Booths (Department Constructed)		$ 2,000.00
2	6 - MIL903471 Welder Multi-Process XMT 304 ($3500 Ea)		$ 21,000.00
3	6 - MIL951192 Feeder Wire Package 22 Amp ($1500 Ea)		$ 9,000.00
4	3 Hose and Cord overhead Combination Reels		$ 2,402.72
5	Saw Stop Table Saw		$ 3,204.14
6	Welding Booth Ventilation System upgrade/dept installed		$ 5,000.00
7	Burr King Belt Grinder w/pedestal		$ 3,565.44
8	1 Millermatic 350 P Wire Welders		$ 4,722.00
9	2 Dewalt Miter Saws w/portable tables		$ 1,717.70
10	2 LMSW-52 Series Portable Resistance Spot Welders @ 728.29 ea		$ 1,456.58
11	Metal Cutting Upright Bandsaw		$ 2,526.09
12	Combination belt/disc sander w/pedistal		$ 1,654.68
13	Bench Top Sheet Metal Brake		$ 1,317.27
14	Powertools - Drills\Sanders\Grinders\Chops Saws		$ 2,128.49
15	Steam Cleaner/Pressure Washer		$ 4,005.24
16	Hydraulic pipe bender		$ 3,067.73
17	Jett 52" Foot Shear		$ 2,835.69
18	Parts Cleaner/Washer Table		$ 1,082.49
19	Wood Cutting Upright Bandsaw		$ 2,179.69
20	Hydraulic Press		$ 1,620.38
21	Tomahawk 625 Plasma Cutter		$ 1,850.00
22	Porta Power kit		$ 422.53
23	Trailer Dolly		$ 250.00
25			
26			

Central Region Agricultural Education Career Pathway Consortium

High School Program Needs Assessment

Continued

Date: Fall 2015

High School: Oakdale High School **Career Pathway:** Agricultural Mechanics

Equipment: Capital Outlay (Items $5,000 or over)		Object Code:	6000
Rank	**Item Description (In Prioritized Order)**		**Estimated Cost**
1	2016 Ford Transit Wagon XL - 1/3 each pathway		$ 10,000.00
2	Torchmate 4x8 CNC cutting system w/water table		$ 20,000.00
3	Sand Blasting Cabinet Model BB-8500XLD		$ 7,000.00
4	Powder Coat Oven, Booth, Gun Kit and Paint Booth		$ 12,831.35
		SUB-TOTAL:	$ 49,831.35

Central Region Agricultural Education Career Pathway Consortium

High School Program Needs Assessment

Continued

Date: Fall 2015

High School: Oakdale High School **Career Pathway:** Agricultural Mechanics

Travel/Conferences: (Professional Development)		Object Code:	5200
Rank	**Item Description (In Prioritized Order)**		**Estimated Cost**
1	CATA Conference - 2 years/ half total costs		
	(Request Directly through the Consortium)		
		SUB-TOTAL:	$ -
		TOTAL:	$ 128,840.21

Central Region Agricultural Education Career Pathway Consortium

High School Program Needs Assessment

Date: Fall 2015

High School: Oakdale High School **Career Pathway:** Agriscience
Address: 739 W. G Street
City, State Zip Oakdale, CA 95361

Dept. Chair: Rebecca Mendonza
Phone: 2098473007
Email Address: rmendonza@ojusd.org

	Name	Phone	Email
Instructors Involved with Pathway:	Rebecca Mendonza	559-304-1619	
	Ed Hartzell		

Program Needs to Initiate, Expand or Improve Career Pathway

Supplies/Books/Etc.: (Items under $5,000)		Object Code:	4000
Rank	**Item Description (In Prioritized Order)**		**Estimated Cost**
1	36 Chromebooks and Cart	$	11,441.55
2	Science Lab Tables and Chairs	$	9,963.82
3	Oral Reasons Horse Judging Video	$	85.00
4	Whats in the soil part 1 lab	$	155.00
5	Whats in the soil part 2 lab	$	115.00
6	Enviro-Chem Lab set	$	65.00
7	How to Judge Halter Horses dvd	$	100.00
8	intro to soil kit	$	120.00
9	water test strips set	$	70.00
10	Horse Judging Contest 2	$	85.00
11	Classifying Sedimentary, Igneous, and Meta Rocks Lab Aids	$	120.00
12	Geology Game Set	$	55.00
13	Earth Science Battle Lab	$	23.00
14	Anatomy of Volcano Lab	$	58.00
15	The weather at 5:00 DVD	$	29.00
16	Great discoveries with Bill Nye	$	65.00
17	Plate Techtonics DVD lab	$	210.00
18	Genetics Made Easy kit	$	270.00
19	Nascos Soil Erosion Simulator	$	85.00
20	Space Sand Classroom kit	$	35.00
21	Earth Science Skills kit	$	108.00
22	2 Contour Model kits	$	250.00
23	Moon Phases poster	$	44.00
24	Making and interpreting topographic maps lab	$	95.00
25	What Mineral is it? Lab	$	190.00

26	Universe Bingo Game	$	33.00
27	Weather forcasting earth science video lab	$	195.00
28	Erupting Volcano Classroom	$	110.00

AGRISCIENCE NEEDS ASSESSMENT SUPPLIES CONTINUED

29	Do onions, strawberries and bananas have dna kit?	$	75.00
30	The Rock Cycle DVD	$	62.00
31	Geology Bingo	$	32.00
32	FFA Camera and Photo Printer Combo	$	431.92
33	The rock cycle classroom project	$	220.00
34	Horse Judging Contest 1 DVD	$	85.00
35	Nasco Soil Erosion Simulator Kit	$	83.00
36	Volcano Model	$	120.00
37	Landform Demonstration kit	$	72.00
38	Demo a day earth science kit	$	50.00
39	Parli pro guidelines dvd	$	103.00
40	Easy Science Demos & labs: Earth Science	$	30.00
41	Earth Science curriculum Mastery Game	$	108.00
42	If we had no moon dvd	$	70.00
43	Hands on earth science activities kit	$	38.00
44	Fundamental Parli pro dvd	$	103.00
45	Daily warm ups: earth science	$	23.00
46	Earthquakes interactive whiteboard lessons	$	65.00
47	Weather Bingo	$	15.00
48	Horse Judging Contest 3 DVD	$	85.00
49	Nascos Earth Science InQuiza Quest	$	23.00
50	Space Bingo	$	20.00
51	Bill Nye Earth Science DVD	$	65.00
52	Sea Floor Simulation Kit	$	150.00
53	~~World Ag Expo Field trip - 2 years @ 3650/year (Moved to 5200)~~		
54	10ft Corral panels x 25x 149.99+tax	$	4,059.10
55	6ft Corral gates x 10 x 139.99 +tax	$	1,461.27
56	Wire Panels, hogs/sheep size 12ft x 50 x 149.99 +tax	$	8,118.21
57	Wire panel gates 4 ft - 20 x 99.99 +tax	$	2,164.78
	SUB-TOTAL:	$	42,107.65

Central Region Agricultural Education Career Pathway Consortium

High School Program Needs Assessment

Continued

Date: Fall 2015

High School: Oakdale **Career Pathway:** Agriscience

Equipment: Capital Outlay (Items $5,000 or over)		**Object Code:**	**6000**
Rank	**Item Description (In Prioritized Order)**		**Estimated Cost**
1	2016 Ford Transit Wagon XL - 1/3 each pathway	$	10,000.00
2	2016 Ford Super Duty F-250 XL	$	31,706.72

3	Kubota RTV500-H Utility Cart	$	11,803.12
	SUB-TOTAL:	$	53,509.84

Central Region Agricultural Education Career Pathway Consortium

High School Program Needs Assessment

Continued

Date: Fall 2015

High School: Oakdale **Career Pathway:** Agriscience

Travel/Conferences: (Professional Development)		**Object Code:**	**5200**
Rank	**Item Description (In Prioritized Order)**		**Estimated Cost**
1	CATA Conference - 2 years/ half total costs		
2	World Ag Expo Field trip - 2 years @ $1500/year	$	3,000.00
	(Request Professional Development directly through Consrotium)		
	SUB-TOTAL:	$	3,000.00
	TOTAL:	$	98,617.49

Central Region Agricultural Education Career Pathway Consortium

High School Program Needs Assessment

Date: Fall 2015

High School: Oakdale High School
Address: 739 W. G Street
City, State Zip Oakdale, CA 95361

Career Pathway: Ornamental Horticulture

Dept. Chair: Rebecca Mendonza
Phone: 2098473007
Email Address: rmendonza@ojusd.org

Instructors Involved with Pathway:

Name	Phone	Email
Isaac Robles	5593597035	irobles@ojusd.org
Ed Hartzel	2096049526	ehartzel@ojusd.org

Program Needs to Initiate, Expand or Improve Career Pathway

Supplies/Books/Etc.: (Items under $5,000)		Object Code:	4000
Rank	**Item Description (In Prioritized Order)**		**Estimated Cost**
1	Fertilizer Injector watering system		$ 800.00
2	Instructional Materials - Floral and OH Courses 2500 each year		$ 5,000.00
3	3 Nursery Carts		$ 1,250.00
5	Label Making Software and Nursery Signs		$ 2,000.00
6	Garden Bed Materials - Wood, Soil, irrigation system		$ 3,500.00
7	Cool Wall Pad Inserts		$ 500.00
8	Husqvarna 17in rear tine Rototiller		$ 900.00
9	iGrow 400 Environmental Greenhouse Controller		$ 1,500.00
10	Nursery Tables		$ 2,000.00
11	Shade Cloth		$ 1,500.00
12	Propagation Warming Mats		$ 800.00
13	Commercial Shutter Fan 20"		$ 275.00
14	Troy Built Back pack Blower		$ 250.00
15	Troy Built String Trimmer 27cc		$ 150.00
16	Poulan Pro 20in 50cc gas chainsaw		$ 250.00
17	Nursery Display systems		$ 4,500.00
18	San Francisco Flower Market field trip (Moved to 5200)		
18	Nursery Tour Field Trip (Moved to 5200)		
19	2 Tough Sheds @ $1936.28		$ 3,872.56
20			
21			
22			
23			
24			
25			
		SUB-TOTAL:	$ 29,047.56

Central Region Agricultural Education Career Pathway Consortium

High School Program Needs Assessment

Continued

Date: Fall 2015

High School: Oakdale High School **Career Pathway:** Ornamental Horticulture

Equipment: Capital Outlay (Items $5,000 or over)		Object Code:	6000
Rank	**Item Description (In Prioritized Order)**		**Estimated Cost**
1	Floral Storage Cooler 8'x16'		$ 10,439.90
2	Soil Batch Mixer with Conveyor		$ 7,386.72
3	2016 Ford Transit Wagon XL - 1/3 each pathway		$ 10,000.00
4	Garden Tractor w/implements		$ 25,939.81
5	Printer/Scanner/Copier for plant labels and signs		$ 7,157.05
6	~~2 Tough Sheds @ $1936.28 (Moved to Supply)~~		
		SUB-TOTAL:	$ 60,923.48

Central Region Agricultural Education Career Pathway Consortium

High School Program Needs Assessment

Continued

Date: Fall 2015

High School: Oakdale High School **Career Pathway:** Ornamental Horticulture

Travel/Conferences: (Professional Development)		Object Code:	5200
Rank	**Item Description (In Prioritized Order)**		**Estimated Cost**
1	CATA Conference - 2 years/ half total costs		
2	San Francisco Flower Market field trip		$ 2,500.00
3	Nursery Tour Field Trip		$ 2,500.00
	(Request Professional Development directly through Consrotium)		
		SUB-TOTAL:	$ 5,000.00
		TOTAL:	$ 94,971.04

Quality Criteria #6 – Community, Business and Industry Involvement

Oakdale High School Agriculture Department has a truly fascinating and effective Agricultural Advisory Committee. The make-up and size of our committee is what makes this so. Business leaders, community members, retired college agricultural instructors, farmers, ranchers, parents, alumni, district administrators and even our chapter FFA president, are all active members. This committee meets 3 times per year and provides a valuable resource of information, direction, support and expertise to our program. Our committee members serve a minimum of 3 year terms and can stay on as long as they are active members. Using the State suggested policies for operations of effective advisory committees, our meetings are chaired by an elected member of the committee. My position as department chair requires me to prepare the agenda for each meeting adding any topics that the committee chair requests and one of our other department members takes minutes of each meeting.

One of the most important duties of our committee each year is to review our status regarding the Ag Incentive Grant Check list. We do this yearly, whether we are up for Advisory Committee review or not, so that our advisory members can provide valuable feedback for what we are doing and planning to do within the program. Our advisory committee also reviews our program plan updates each year before they are submitted to our regional supervisor including the 5-year equipment acquisition plan, graduate follow-up results, FFA activities checklist and In-service checklists.

Many of the advisory committee members also serve on our school farm committee. This sub-committee of our advisory committee is charged with the responsibility to both plan and implement the design of the school farm and assist with securing funding and needed resources. On this committee serve individuals such as local farmers, irrigation district employees, business owners, directors of the county Farm Bureau and the Vice President of the local Farm Credit office. The involvement of this sub-committee for our school farm has been instrumental to its continuing success and rapid development.

Like many Agriculture programs throughout the state, our department needs much more financial and practical support than we can give as a staff and district. Our needs for travel expenses, student expenses, materials, logistics, transportation of students and even the ability to cook for hundreds at a banquet are starting to exceed our ability and capacity to deliver. In short, we have developed a program that is starting to out run its resources in some respects. So, like many programs we have decided to request from a handful of community people and parents to establish the framework for an alumni/boosters association. This process started a few months ago and at this point has a board of officers and has submitted its application to the National FFA Alumni Association for charter membership. Once this is approved, our founding group of members will hold a public general interest meeting, recruit members and hold officer elections. The main purpose of this group is to provide the obvious support we are beginning to need more than ever before.

Supporting Verification Materials –

Item A – Functions and Duties of the Ag Advisory Committee

Item B – Ag Advisory Committee Roster

Item C – Ag Advisory Committee Agenda

Item D – Ag Advisory Committee Meeting Minutes

Item E – School Farm Committee Roster

Item F – FFA Alumni Association Application

Agricultural Education

Advisory Committee Manual

Agricultural Education
High School Leadership Division
California Department of Education

Table of Contents

Introduction

The use of advisory committees is well established in the public school system. These committees were conceived in the beginning to implement the development and improvement of educational programs. This manual is written for those planning to form new advisory committees, wishing to improve those already in existence, and for newly appointed members. Advisory committees will play a vital role in agriculture programs in the future.

This manual will help prevent unnecessary errors in the development of advisory committees. These guidelines have proven successful, and may be added to and modified for local and present conditions.

Even though mandated, advisory committees are useless unless they are properly developed with practical working groups. They must be based on the needs of the people and industry for which they serve. Advisory committees are established systems for using lay persons to assist professional educators.

With the increased need for rapid change in this technological age, there is a growing appreciation of the help provided by industry representatives serving on local advisory committees. Agriculture is a complex, highly scientific, and technological industry. Employment opportunities in agriculture are constantly changing. New technologies are continually being developed and incorporated into agricultural and educational industries.

Students must be trained for today's jobs as well as new opportunities that become available. There will be an increased need for agriculturists trained in specialized technical occupations. Advisory committees help teachers of agriculture stay abreast of these changing employment trends and opportunities. Increased interest in agriculture programs that include internships, work-study, and other types of on-the-job training will require close coordination with agricultural industry representatives.

Increased attention needs to be given to the education of at risk, disadvantaged, and other special needs individuals. Advisory committees can provide valuable assistance that is necessary for the success of these interrelated programs.

We must remember that lay advisory groups have no administrative or legislative authority. They can not establish policy or take the place of the administration or the board of education. Their function is to provide understanding between the school and the community it serves. Advisory committees provide balanced judgment to local problems and help give continuity and support to programs.

The purpose of this manual is to provide information for Agricultural Education coordinators, school administrators, boards of trustees, teachers of agriculture, and

advisory committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.

Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.

Forming an Advisory Committee

Much of the success of an advisory committee is determined by the manner in which it is formed. Based on the experiences of many communities throughout the country, the following steps are suggested:

1. **Determine and Verify the Need**

    1.1 There must be a feeling of need and understanding of opportunity if an advisory committee is to succeed.
    1.2 If with its help, the advisory committee can make the (department, division, district) better, it serves a usable function.
    1.3 It can provide continuity of a quality program should teachers or administrative changes take place.
    1.4 It is important that the school administration, agricultural education staff, parents, and other patrons of the school thoroughly understand the character and purpose of the committee.

2. **Nomination of Committee Members**

    2.1 Once approval of the formation of an advisory committee by the board members is received, nominations should be made jointly by the principal or superintendent, the head of the agriculture department, and the chairperson of the school board.
    2.2 Each should have an equal voice in the selections.
    2.3 Avoid nomination of friends, as they may be less candid and honest in their advice.
    2.4 The advisory committee should be truly representative of the district. Members:
        2.4.1 Should be successful agriculturists and/or individual/s engaged in a significant related occupation.
        2.4.2 Must have recent, successful, firsthand, and practical experience in the field of agriculture
        2.4.3 Should exhibit substantial interest in the agriculture program.

2.4.4 Should be representative of different important agricultural commodities, parts of district, age groups, farm organizations, & ethnic or religious groups.

2.4.5 Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.

2.4.6 From the general school staff and/or the board should only be used when special circumstances warrant their appointment.

2.4.7 Should *not* have frequent dealings with the department in order to minimize conflict of interest problems.

2.4.8 Should include representatives of the service areas of agriculture.

2.4.9 Should recognize the time required and express a willingness to serve on the committee.

3. How Many Committee Members?

3.1 No fixed number will satisfy all situations.

3.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.

3.3 Should not be so large that it is unwieldy or difficult to call together.

3.4 Seven to eleven persons are suggested with nine being a workable medium.

3.5 Present only the number of names previously decided upon by the local governing board for confirmation. (When more names are presented personalities become involved yielding undesirable results.)

4. How are Committee Members Notified of their selection?

4.1 Notification is usually done in writing, by the principal or superintendent, on behalf of the school board.

4.2 The letter should:

4.2.1 Indicate that the Ag teacher is supportive.

4.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.

4.2.3 Include a request that the member indicate whether he or she will accept.

4.2.4 Urge speed of acceptance to gain an orderly efficient start.

5. Understanding of Responsibility

5.1 Of greatest importance is that the committee is *only* advisory in character.
5.2 The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.
5.3 It has no administrative or policy forming power.
5.4 It will make suggestions on policy and procedure, but the *source of its influence is in the voluntary acceptance of this advice* by the proper governing authority.

Experience has shown where all of the steps up to this point have been properly taken, a high percentage of acceptances may be expected.

Functions and Duties of Advisory Committees

1. Help to determine what type of Agricultural Education program is offered.

2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.

3. Help the instructor establish curriculum that has a hands-on, technological approach.

4. Help attract and encourage qualified/capable students into the Agricultural Education Tech Prep program.

5. Help in recruiting and providing opportunities for special-needs students.

6. Help to evaluate the effectiveness of the Ag. Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Agricultural Education Unit of the California Department of Education.

7. Help gain support for legislation and appropriations.

8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.

9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.

10. Help unify the activities of the Agricultural Education program with those of other groups and agencies interested in agriculture.

11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.

12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.

13. Study and make recommendations on problems presented to it by the school board on which further information is needed.

14. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.

15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.

16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.

17. Identify current standards for new equipment.

18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

Operation of Advisory Committee

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

1. **Number of meetings**

   1.1 Must meet regularly and often enough to carry out their assignment.
   1.2 Monthly or bi-monthly meetings are usually the most desirable.
   1.3 Minimum number is two per year.
   1.4 Practical number is between three and eight per year.
   1.5 Necessity should always determine the exact number.
   1.6 Often the most valuable advice comes from busy individuals.
   1.7 Better to have fewer well planned, well attended meetings.

2. **Selection of Officers**

   2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
   2.2 Chairperson should be a lay person elected by the committee.
   2.3 It is usually best that the agriculture teacher serves as recorder and general consultant.

3. **Length of Service by Committee Members**

   3.1 Three-year terms are recommended.
   3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
   3.3 Individual preferences in length of service need to be considered.
   3.4 Limitation should be placed on reappointments.
   3.5 Nominees should be submitted to board of trustees for approval.

4. Length and Place of Meetings

4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.
4.2 Ample meeting notice of 10 days to 2 weeks is recommended.
4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.
4.5 The meeting place should provide a conference table in a quiet environment.
4.6 Usually the agricultural department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

5. Filling Committee Vacancies

5.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.
5.2 The committee may be asked for suggestions.
5.3 A committee *should not* be permitted to choose its own replacements.
5.3.1 This would be self perpetuating.
5.3.2 May become unrepresentative and unduly independent of the school administration.
5.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson, and the school board so notified.

6. Distribution of Minutes: All committee members, the career education director, the principal, school board president and the regional supervisor.

7. Making Decisions: Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's Rules of Order.

Opening Session Instructions for Agricultural Education Advisory Committees

Instructions to Your New Advisory Committee

1. You constitute an advisory committee for the (your school district).

2. I welcome you on behalf of the board and administration.

3. You are agents of and appointed by the (your school's board of trustees).

4. While you are not a policy making body, you are advisory to (your department), and through channels, to the principal, superintendent, and board. We need your expertise in this area.

5. The (your district) is interested in the best possible Agricultural Education program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.

6. You will be a working committee and students & school staff expects to benefit from your work.

7. We need help to:

    7.1 Review existing programs, courses of study, facilities, equipment.

    7.2 Propose new programs and/or courses when needed based on solid data for this community.

    7.3 Evaluate existing programs and proposed new programs.

    7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)

    7.5 Help develop building plans, review architects plans, etc., where new buildings are being proposed.

    7.6 Help point out changes needed for the future in your area of interest - Keep the program up to date.

    7.7 Help in placement and in evaluating performance of our Agricultural Education students at (your school or college).

8. You will be a "helping group" (as well as advisory) to the instructor, as the program is implemented and progresses.

9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.

Getting Started:

1. Review present course offerings and majors -- catalogs, studies, data, classrooms, labs, and other facilities.

2. Conduct studies, if needed, to get community data on which to base your decisions.

3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).

4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

Here's What You Need To Do To Get Started:

1. Elect a chairperson.

2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.

3. Determine rotation (1-2- or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)

4. Decide if more than one committee is needed. Large departments may have subcommittees.

5. Announce that any member who can not continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

Note: Be sure to start and end on time!

WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL.

Ag Advisory Council 2016-17

Company Title	Last Name	First Name	Address	City	St.	Zip	Phone	E-Mail
Alves Livestock Farming; Ag & Biology Professor, MJC	Alves	Ron	5036					torpysonoma@yahoo.com
Purina Animal Nutrition	Beam	Lacy	1263					
MountainValley Express	Blevins	Derek	918 \					dblevins@mvescs.com
Cal-Ag Safety/Mid-Valley Ag	Boster	Tom	2200					tboster@sbcglobal.net
Burchell Nursery	Burchell	Tom	1200					tom@burchellnursery.com
OID Board of Directors	Clark	Frank	2304					winecopp@yahoo.com
Wilbur Ellis	Cole	Patrick	6800					
Gallo Winery Marketing	DeBoer	Jacob	357 \					Jacob.deboer@ejgallo.com
Fish Bio	Demko	Doug	1617				3822	dougdemko@fishbio.com
City Councilman/Farmer	Dunlop	Tom	2821					oakcctom@sbcglobal.net
Gambini Nut Farm	Gambini	Joe	5636					lngu38@aol.com
MJC Ag Teacher	Gravatt	Troy						gravattt@mjc.edu
OHS Ag Teacher	Hartzell	Ed						ehartzell@ojusd.org
OID Board of Directors	Knell	Steve	1205					sknell@oakdaleirrigation.com
OJUSD Superintendent	Malone	Marc						mmalone@ojusd.org
MJC Ag Teacher	Mendes	John	435 (				6	mendesj@mjc.edu
OJUSD Asst. Supt. Pupil Services & Facilities	Mendonca TOBIAS	Larry GRACE						lmendonca@ojusd.org gtobias@ojusd.org
OHS Ag Teacher	[redacted]	[redacted]						[redacted]
Retired MJC Dean/Ag Teacher	Nimphius	Richard	5718					rfnaggie@aol.com
Community/Parent/Farm Bureau	Orvis	Tom	1245					tomo@stanfarmbureau.org
OHS Vice Principal	Redman	Craig						credman@ojusd.org
Rivera & Son Earth Moving &	Rivera	Frank	1017				7	frankoriv@clearwire.net
OHS Ag Teacher	Robles	Isaac						irobles@ojusd.org
Veterinarian	Thompson	John	1000					joleneonthego@fire2wire.com

Oakdale Joint Union High School District

OHS Agricultural Advisory Committee
Meeting Agenda
January 12, 2017

I. Call to Order – Isaac Robles

II. Introductions – verify contact info

III. FFA Report- Hope Kindred, Chapter FFA Officer

IV. Department Status Report and 2015-16 Achievements- Isaac Robles

V. 2016-17 Program Goals, On-going plans- Isaac Robles

   A. Instructional/ Classroom/ Pathways/Ag Incentive Grant Checklist:
   B. FFA Activities:
   C. SAE Projects:

VI. State Agricultural Consortium Grant and CTE Grant- Isaac Robles

VII. School Farm

   A. Orchard Development- Brian Lemons
   B. Livestock Facilities and Row Crop Development- Marc Malone

VIII. Next Meeting Date?

The Oakdale Agriculture Advisory meeting was called to order at 6:05 pm by Isaac Robles. Members present: Marc Malone, Joni McGinnis, Jacob Debore, John Thompson, Larry Mendonca, Jason Jones, Steve Knell, Brian Lemons, Grace Tobias, Marnie Salie, Isaac Robles, Tom Orvis, Joe Gambini, and Troy Gravatt.

Grace Tobias introduced herself and what the FFA has been working on this year. FFA Chapter Secretary Marnie Salie delivered a presentation of past and upcoming FFA activities, including a summary of the Stanislaus County Fair, officer retreat, COLC, Welcome Back BBQ, National Convention, Cake Auction, and National FFA week.

The Department Status report was given by Department Head Isaac Robles. The department has been working on building success and success is happening. The chapter won the Thurman Award (overall chapter in all areas) at the fair for the first time. There was a loss of momentum with the loss of Sue Kirland, but we are moving forward and are in process of getting a long-term sub. They will be hiring for next school year and are looking for positive enthusiastic candidates. There has been a tremendous amount of funding that has come into the department and good change. The impact of the funding can be seen in the safety of shop tools and the increased production of the shop and OH units. The Agriculture and Soil Chemistry (3rd year science class for UC lab credit) was added this year and has already had a positive impact. Retainment has shifted from about 20% to about 40% and should continue to rise. There are a variety of Career Development teams that will be run this spring at Field Days. Student animal project numbers are up, some of which are a result of the school farm being available.

Isaac Robles also reported on the Consortium Grant and CTE Grant. The Ag Department will receive about $1 million over the course of three years. For the Consortium grant, not all effects will necessarily be seen. A lot of equipment was replaced and upgraded with safer equipment. Two new vehicles, a truck and passenger van, have been purchased. The long term impact of the grants will be able to be seen by students being able to make better projects faster and safer, as well as gaining industry skills as a result of working with modern equipment. In the OH unit, we are utilizing the greenhouse and 2 shade houses. The plant sale is projected to be once again extremely successful. Last year the goal was $500 and the final amount was $3500. The inventory has been doubled for this year. For the Science class, technology has been upgraded and added to the classes by adding Chromebook carts to increase student use of technology on a daily basis. In FFA, the grants are providing more opportunities for more students. Overall there has been significant growth in the program due to the grants and we will be pursuing mentorships, certifications, and modern skills.

Brian Lemons asked if we meet the goal of 70% retainment, what will be done about facility space. Marc Malone responded that as classroom and facility need increases, we will be able to expand into the portables. The addition of the ag chemistry class has been able to reduce the impact in other chemistry classes on campus. We will continue to see this effect. We may be able to utilize space on the farm. In regards to certifications, they are working with the carpenters union to develop a program that students will be able to demonstrate core competencies and then will be given automatic entrance into the apprenticeship program.

Brian Lemons, Orchard Development Sub-Committee, delivered the school farm's orchard update. Rumble Ag Services did the deep rip in June 2016. Doornenbal floated the orchard in July 2016. Lucas Farming ran GPS for the tree lines in September 2016. PG & E installed the power lines in September 2016. P & L Concrete built the irrigation box and OID installed the box. OID will also replace the pipeline, supply pressurized system and tie into the private box. Jim Clair with Pacific Southwest Irrigation has provided the materials and installation of the pressurized and filtrated pump system. Waterford Irrigation will do the irrigation and micro sprinklers. Deniz Farming has disked the orchard and marked the tree lines as well as run the first berm. The orchard will be planted earlier than other people, and potentially will be done by the end of the month. Tom Burchell of Burchell Nursery will be donating the trees and the planting of the trees. Mid Valley Agricultural Services will be providing the crop protection and nutrition materials for the trees once planted. All of the support for this project has ensured very little cost for the district for the care of the trees for the foreseeable future. Please thank the people who have provided support and services for this project.

Joni McGinnis asked if cover crops would be planted while the trees were in infancy. Brian responded that while that would be an option, we will be focusing on the trees. There is not a lot of usable space to be worth planting and harvesting a cover crop and we want to focus on the trees for the long term benefit.

Tom Orvis asked if the trees will be hand planted or machine planted. Brian responded that the trees will be machine planted as the service will be donated and the Ethan Miller Construction will trench.

Larry Mendonca expressed appreciation to the committee for all of the work they have put into this project. The orchard development has cost the district essentially nothing. The community has been incredibly supportive of this project. Committee members include Brian Lemons, Tom Boster, Tom Orvis, Jason Jones, and Steve Knell.

Marc Malone delivered the School Farm Report. The first building of the livestock unit is in progress. Rivera Earth Moving provided the excavation of the pad and surrounding area. OID provided the road base. Canepa Well Drilling drilled the domestic well. Kleinfelder did the soil test. CBC purchased the metal building. Originally it was planned to install a hoop building but eventually it was decided to install a multipurpose metal building. A construction bid has been received and is expected to be accepted at the January School Board Meeting. The electricity has already been run for the building. Don Dingleton has been designing irrigation systems for all building and these will be run by the private well. All Phase One infrastructure is planned to be installed by the end of May. Phase One includes the orchard, restrooms, and metal barn. The district will be able to save enough money on Phase One due to donations that will we will be able to start on the first part of phase, which will be an auxiliary animal barn. The next advisory meeting will be held at the farm. Moving forwards, focus will be put on security and fencing.

Joe Gambini asked if a waste pond will be installed and used at the farm. Marc responded animal waste will be composted and fertilized. As the need arises, a septic tank or waste pit will be

considered. Joe asked if an environmental impact report was done. Marc said that yes but it was done at minimal cost since the farm maintains the industry of the surrounding area.

Jacob Debore asked what the private well will be used for, crops, barn, etc? Marc responded that the well will be used for primarily domestic water. Some irrigation will be from the well, but the majority of irrigation will come from OID.

The full focus is currently on the orchard for now. Row crops will be planted further in the project. More than likely carrots will be planted as they will be able to be used in the district's cafeterias.

Another meeting will need to be scheduled for this school year to meet the 2 meetings per year requirement. We will look to meet in April based on the construction schedule at the farm.

Tom Orvis asked if a Boosters Club had been started. Isaac Robles responded that we have revisited the idea of boosters club and interested parents have been identified to get it started. It will be run through the National FFA Alumni Association. This will streamline the process and then eventually it will be moved to an independent organization. We are looking to have it done by the end of this school year.

The meeting was adjourned at 7:20 pm by Isaac Robles.

Submitted by Grace Tobias

School Farm Subcommittee

The School Farm Subcommittee works collaboratively with the district and has a positive impact on increasing the use of local agricultural products in school facilities through effective farming practices. The district relies on the committee's recommendations for crop varieties, pest control regimes, fertilizers, livestock feeding strategies, and for setting priorities in support of school gardens. Plans are to increase the amount of garden-fresh produce served by school cafeterias and promote awareness of the nutritional benefits of fresh fruits and vegetables using local farming. The committee meets as needed to help guide the priorities of the OJUSD School Farm program. The district values the committee's work.

Company	Member	Company	Member
Alves Livestock Farming; Ag & Biology Professor, Modesto Junior College	Ron Alves	Oakdale Irrigation District	Brain Lemons
Cal-Ag Safety, Mid Valley Agricultural	Tom Boster	Superintendent, OJUSD	Marc Malone

Services, Inc.			
Burchell Nursery	Tom Burchell	Vice Principal, Oakdale High School	Joni McGinnis
E & J Gallo Winery, Marketing	Jacob DeBoer	Assistant Superintendent Pupil Services & Facilities, OJUSD	Larry Mendonca
Oakdale City Councilman, Farmer	Tom Dunlop	Agriculture Teacher, Oakdale High School	Rebecca Mendonza
Agriculture Teacher, Oakdale High School	Ed Hartzell	Stanislaus County Farm Bureau, Community, Parent	Tom Orvis
Oakdale Irrigation District	Steve Knell	Agriculture Teacher, Oakdale High School	Isaac Robles

The **Oakdale Joint Unified School District** is committed to a **policy of non-discrimination** and to the provision of equity in its educational programs, services and activities for all students and employees. The Oakdale Joint Unified School District does not tolerate **discrimination in employment** or in its educational programs and activities.

168 South Third Avenue, Oakdale, CA 95361
(209) 848-4884 - fax (209) 847-0155

Quality Criteria #7 – Career Guidance

At Oakdale High School, our outreach to the local feeder schools is primarily the first point of contact for prospective students to our program. The main purpose of these recruitment visits is to get those students into our program, some way, somehow. Whether its piquing their interest with the FFA and leadership or stirring their creativity to build a welding project or simply their love of animals, we find what interests those students and try our best to show them how those interests can be fulfilled in our program. This process of 8th grade recruitment for us is taken very seriously. Several months before 8th graders in our district ballot for classes for the next school year, we begin planning our recruitment program. Our program consists of organizing a highly interactive presentation for all 8th graders at our lone junior high school each year. Our junior high allows us to use time during the eighth graders day to put on two different presentations. During the students PE class, we give a presentation with a cross-section of our Ag students to the 8th graders about all that our program has to offer. We conduct a few short question and answer sessions and then have all the classes participate in a few leadership/team building activities. Also on that day, during the 8th graders science class, we are then able to meet with the students outdoors. We bring to their campus a snapshot of what we do in our program. Livestock demonstrations, welding, plant propagation, and even a floral design activity is all held for the students to explore and even participate in the various activities we do. This hands-on way of recruitment has been highly successful to get more students into our program. Our enrollment numbers have gone through the roof since we have instituted this recruitment activity.

So, once those students find their way into our classrooms on campus however, it becomes our job as instructors to keep showing them the way. Through the 3 separate pathways in our program, we try to have options available to as many students as possible.

For the college 4-year college bound students, we have a robust course offering of UC approved classes that meet UC entrance requirements in science, social science and electives. Over the past couple of years, we have made every effort possible to ensure that our offering of courses include these UC courses so that a college bound student can stay within our pathway.

The recent additions of Ag Chemistry and Ag Government/Economics has been a big help in achieving our goal of increased student retention. Without the guidance from our counseling staff on campus, we would have had a much more difficult time accomplishing those approvals for those courses.

Our counselors not only assisted us with the process of course submission, but also made it a point of emphasis to encourage our current students to continue their course pathways and take more classes in agriculture the next year. In addition to assisting our college bound students with career options and continued enrollment in our Ag program, our counselors have also been instrumental in working with our non-4-year college bound students. Community college, military or even straight-to-work bound students are counseled to also continue their chosen paths in agriculture and use the skills they are learning to achieve their goals as well. Even our Career Center staff works at promoting our program with various informational Ag guest speakers, employment opportunities and Ag career guidance. Without these partners in for our department, we would have a much more perilous time keeping our kids in the pathways.

Yet with everything that is done from outside of our department to ensure that our students eventually become "program completers", we still rely heavily on what we can do as instructors in the classroom. In every course taught in our department we teach a unit on Agricultural careers. Every student is required to update their Career Data Sheets each year and those sheets are kept on file in the Ag department. We conduct "department recruiting" sessions each year with our classes where we take time during the weeks before balloting for new classes for the next year to explain to our students what the next steps can be in the ag program, what each option should offer, and how to best fit our classes into their high school schedules. We firmly believe that recruitment of new students is the life-blood of any Ag program, but recruitment of current students to stay with the program is just as important as gaining new ones.

If there is an area we can improve upon, it is articulation of courses to our local community college. With the turn-over of a few teachers the past couple of years in our

program, we have had a challenging time starting the process for articulation of many courses. However, we have developed one articulation agreement with the Northern California Carpenters Union to have our Ag Mechanics program completers receive advanced entrance credit to their apprenticeship program. Essentially, our students start their program with a 6-week lead on any other student and get through their apprentice program in almost half the time as normal. This allows them to start earning an income much sooner than the rest.

Supporting Verification Materials –

Item A – Oakdale High School UC A-G course list

Item B – Department Student Data Sheets

Item C – 8th Grade Recruitment Freshman Survey

Item D – Oakdale Agriculture Department Brochure

Item E – Career Center announcement sample

UC/CSU A-G and NCAA
APPROVED COURSE LIST

UC/CSU A-G Courses at OHS

A. History/Social Science - 2 years required
- AP European History
- AP Government and Politics United States
- AP United States History
- US Government
- US History
- Strategic US History
- World History
- Strategic World History
- Ag Government

B. English - 4 years required
- AP English Language and Composition (III)
- AP English Literature and Composition (IV)
- English I
- English II
- English III
- English IV
- Pre-AP English I
- Pre-AP English II

C. Mathematics - 3 years required, 4 years recommended
- Algebra A
- Algebra B
- Algebra I
- Algebra II
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- Finite Mathematics
- Geometry
- Pre-Calculus Accelerated
- Math I
- Math I Accl
- Math II
- Math II Accl
- Math III
- Math III Accl
- Math B, C, D

D. Laboratory Science - 2 years required, 3 recommended
- Anatomy & Physiology
- Biological Approach to Agriculture
- Biology College Prep
- Chemistry
- Physics
- AP Biology
- Ag Chemistry

E. Language Other than English - 2 years required, 3 years recommended
- AP Spanish Language
- French I
- French II
- French III
- French IV
- Spanish I for Spanish Speakers
- Spanish II for Spanish Speakers
- Spanish I
- Spanish II
- Spanish III
- Spanish IV

F. Visual & Performing Arts - 1 year required
- Advanced Ceramics
- Advanced Drama Music
- AP Art History
- AP Studio Art: 2-D Design
- Architecture II
- Band Marching and Symphonic
- Band Percussion (Drumline)
- Concert Choir
- Drawing I, Drawing II, and Drawing III
- Desktop Publishing & Computer Graphics
- Jazz Band
- Show Choir
- Visual Art I, Visual Art II, and Visual Art III
- The History of Art of Floral Design
- Fine Wood I

G. Elective - 1 year required
- AP Psychology
- Earth Science College Prep
- Ag Economics
- Horticulture
- Economics
- Intro to Agriculture Technology
- Social Psychology
- Film as Literature
- Small Business Management/Virtual Business (ROP)
- Speech: Oral Interpretation/Performance
- Fundamentals of Information Systems Programming

NCAA Approved Courses at OHS

History/Social Science
- AP European History
- AP Government and Politics United States
- AP United States History
- US Government
- Economics
- US History
- World History
- Ag Government
- Ag Economics
- AP Psychology
- Social Psychology

English
- AP English Language and Composition
- AP English Literature and Composition
- English I
- English II
- English III
- English IV
- Pre-AP English I
- Pre-AP English II

Mathematics
- Algebra I
- Algebra II
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- Finite Mathematics
- Geometry
- Pre-Calculus Accelerated
- Math I
- Math I Accl
- Math II
- Math II Accl
- Math III
- Math III Accl
- Math A, B, C, D

Natural/Physical Science
- Anatomy & Physiology
- Biological Approach to Agriculture
- Biology
- Chemistry
- Ag Chemistry
- Physics
- Intro to Ag Technology
- AP Biology
- Earth Science

Additional Core Courses
- AP Spanish Language
- French I
- French II
- French III
- French IV
- Spanish I and II for Spanish Speakers
- Spanish I
- Spanish II
- Spanish III
- Spanish IV

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 _____

Fill out this questionnaire, your email (don't worry we won't spam you, and it is optional), and tell us if you are interested in Ag.

1) What are 3 course offered for freshmen?_____,
   _____, and _____
2) what is 1 class you can take after freshmen year? _____
3) what are some things you can do in the FFA?
   _____
4) what is the only requirement to join FFA?
   _____

5) email_____

How likely are you to join one of our amazing Ag classes?

Not at All Considering Most Likely Of Course!

Fill out this questionnaire, your email (don't worry we won't spam you, and it is optional), and tell us if you are interested in Ag!

1) What are 3 courses offered for freshmen?_____,
   _____, and _____
2) what is 1 class you can take after freshmen year? _____
3) what are some things you can do in the FFA?
   _____
4) what is the only requirement to join FFA?
   _____

email_____

How likely are you to join one of our amazing Ag classes?

Not at All Considering Most Likely Of Course!

Why Agriculture?

Agricultural Education is based on a three core concept: classroom, SAE (Supervised Agriculture Experience), and Leadership

The total program develops the total student, providing a solid foundation of academic knowledge, personal development and career success through classroom activities, laboratory experiments, project applications, SAE's and Leadership activities.

Introduction to Ag Tech (Ag Earth Science) and Ag Skills and Technology (Ag Mechanics) are CTE (Career and Technical Education) courses. Intro to Ag Tech meets high school Earth Science requirements for graduation and Ag Skills is the foundation course for advanced classes in welding, fabrication and mechanics. Both classes are excellent choice to start your ag education career!

Be a part of our winning teams and a lifetime of success!

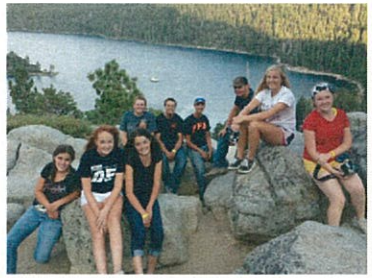
Oakdale High School Agriculture

FFA Chartered 1929

Visit us at oakdaleffa.weebly.com or follow us on Instagram at OAKDALEFFA for current events and happenings!

Mr. Isaac Robles, Mr. Ed Hartzell and Ms. Tobias
Agricultural Teachers/FFA Advisors
Oakdale High School
739 W. G Street
Oakdale, CA 95361
(209)847-3007
E-mail: irobles@ojusd.org, ehartzell@ojusd.org, gtobias@ojusd.org

Oakdale High School Agricultural Education



Be a Part of the Adventure!

"Agricultural Education prepares students for successful careers, leadership and a lifetime of informed choices for global agricultural, food, fiber and natural resources."

Join Ag Today! See your school counselor to register.

Isaac Robles <irobles@ojusd.org>

Scholarship for Ag and Floral sudents

2 messages

Lisa Jones <lisajones@ojusd.org> Thu, Jan 12, 2017 at 1:14 PM
To: gardenscholarship@gmail.com
Cc: Debbie Baize-Schwartz <dbaize@ojusd.org>, Joni McGinnis <jmcginnis@ojusd.org>, Ed Hartzell <ehartzell@ojusd.org>, Grace Tobias <gtobias@ojusd.org>, Isaac Robles <irobles@ojusd.org>

Good Afternoon Scholarship Chairperson,

My name is Lisa Jones and I am the Scholarship Technician here at Oakdale High School. Thank You for the flyer you sent to our school regarding your amazing scholarship opportunity.

I am hoping to receive additional information for our students regarding your Modesto Garden Club Scholarship. I understand that you plan to award six scholarships at $1,500 each and I feel that we have some very qualified students.

Do you possibly have a website or link that our students can access to apply by chance? To cut back on paper usage, I prefer to post these on our Career Center webpage for our Seniors.

With much appreciation,

--

Lisa A. Jones
Career Technician
OHS Career Center
(209) 848-7197 Office
(209) 848-0314 Fax

Joni McGinnis <jmcginnis@ojusd.org> Thu, Jan 12, 2017 at 2:49 PM
To: Lisa Jones <lisajones@ojusd.org>
Cc: gardenscholarship@gmail.com, Debbie Baize-Schwartz <dbaize@ojusd.org>, Ed Hartzell <ehartzell@ojusd.org>, Grace Tobias <gtobias@ojusd.org>, Isaac Robles <irobles@ojusd.org>

Lisa,
Wow. This is another great opportunity for our students.

Thanks,

Mrs. Joni McGinnis
Vice Principal
Oakdale High School
209-847-3007 Ext. 102 (site)

[Quoted text hidden]

Quality Criteria #8 – Program Promotion

Promotion of the Agriculture program has become one of the single most effect ways to gain support for our program. Whether it's been various forms of social media, emails, our website or even the traditional local newspaper, we use all ways we can think of to "put out" our message to our community, parents and students (both current and prospective). Promotion to us isn't just "saying it" its about doing it as well. We work in our community with our students to show what we are doing and all we have to offer. Promotion to us comes in many forms.

Even though Oakdale is still considered a "small-town" community, that doesn't mean we can't venture out from the days of hanging a flyer in the local coffee shop. Kids and parents use social media and the internet to get their news and information more than ever before and we take advantage of that and use those avenues to promote our program. Our department currently uses Facebook, Instagram, Snap Chat and our own website to get announcements and publicity into our community. We try to post regularly to these sites and update them as frequently as possible. In addition to this, well timed emails are also used within our own district to make announcements and communicate the happenings in our program. We have fully embraced what social media has become to our society and use it wisely.

In addition to electronic forms of media, we still use traditional means of promotion like the community newspaper, regular mailings when possible and signs and flyers around town. In our opinion, a multifaceted approach to promotion works best in a community like ours.

Yet, promotion isn't just about using media platforms; for us it's also about activity based promotion. Through elementary school Ag Days, 8th grade recruitment and community service, our Ag students go out into our community to assist in any way we can and show our community the good we can do. Working with young people at the elementary school level is a great way to start the conversation about the Ag program with future students. In addition, not only does community service get us out in the public eye, but it's the right thing to do for our young servant leaders learning just how to serve.

Supporting Verification Materials –

Item A – FFA Chapter Facebook page

Item B – FFA Chapter Instagram page

Item C – Department Brochure

Item D – Local Newspaper Article on the FFA Chapter

Item E – Sample Email to OHS Staff

Secure | https://www.facebook.com/OAKDALE.FFA/

Oakdale FFA

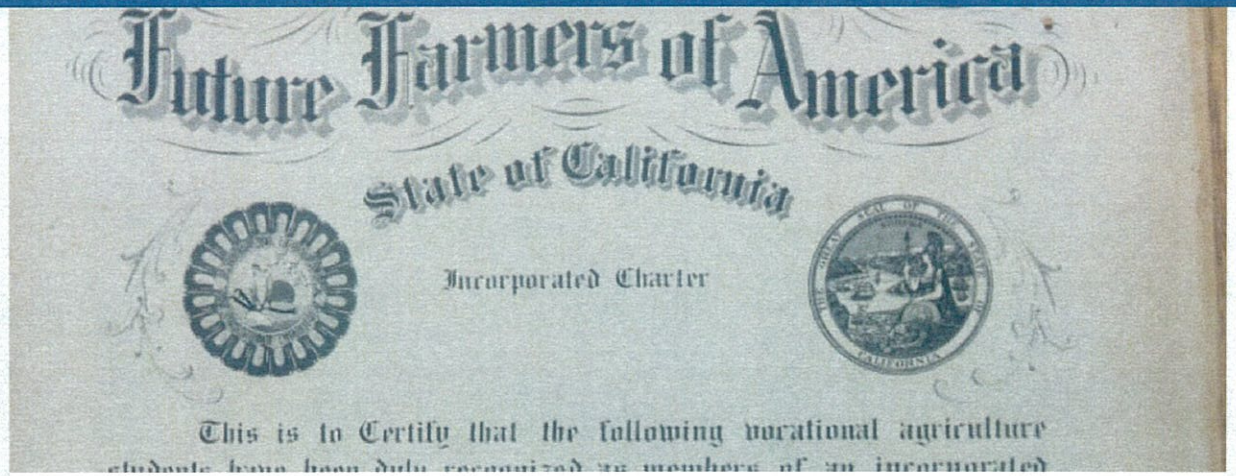
Isaac Home

Oakdale FFA

@OAKDALE.FFA

- Home
- About
- Photos
- Reviews
- Likes
- Events
- Posts

Create a Page



Liked | Following | Share | ···

Call Now | Message

Photos

Education in Oakdale, California

4.9 ★★★★★

Community

Invite your friends to like this Page

154 people like this

151 people follow this

10 people have visited

Cavan Bruederle and 32 other friends like this

Type here to search

AT&T LTE 10:24 PM 96%

oakdaleffa

1,048 posts | 1,550 followers | 642 following

Following

Oakdale FFA

-Inspiring today's members to be tomorrow's leaders-🇺🇸🚜🌅🌽💵🚪

Followed by **5nettis**, **dollyjamesstandridge**, **tracy_d77** + **51 more**

Why Agriculture?

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The total program develops the total student, providing a solid foundation of academic knowledge, personal development and career success through classroom activities, laboratory experiments, project applications, SAE's and Leadership activities.

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E-mail: irobles@oju[illegible]g, ehartzell@ojusd.org, [illegible]obias@ojusd.org

Oakdale High School Agricultural Education

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"Agricultural Education prepares students for successful careers, leadership and a lifetime of informed choices for global agricultural, food, fiber and natural resources."

Join Ag Today! See your school counselor to register.

OHS FFA REPRESENTS AT NATIONAL COMPETITION

Not Horsing Around

By Teresa Hammond
thammond@oakdaleleader.com
209-847-3021, ext. 8131
POSTED October 12, 2016 10:17 a.m.

Oakdale High School Ag advisor Isaac Robles, far left, is joined by the 2016 FFA State Livestock Judging Championship team. The five traveled to Indianapolis, Indiana earlier this week to represent the State of California in the FFA National Competition. Now OHS

1 of 1 View Larger

Academic and sports teams are not the only areas where Oakdale High School is making its mark. As Oakdale Agriculture programs continue to grow and thrive, there is good and valid reasons why Oakdale Joint Unified is turning its focus and energy to the Oakdale School Farm.

Students of the OHS Future Farmers of America have spent the better part of the past five years proving at the county, as well as the state and now national level, that the Cowboy Capital is not one to be overlooked in the way of Ag Education.

Earlier this week Oakdale alum from the Class of 2016, Emma Wright, Madison Morgan, Kevin Snyder and Ty Jones, boarded a red-eye flight with OHS Ag Instructor Isaac Robles enroute to Indianapolis, Indiana. While the trip will undoubtedly bring memories to last a lifetime, the five OHS representatives are traveling not for pleasure, but with purpose.

Earlier this year, the four students earned the title as State Livestock Judging Champions. They will now represent the state of California at the FFA National Competition hosted Oct. 19 and 20 in Indianapolis. The group will spend 13 days total in Indiana, using the days leading up to the featured event to participate in prep competitions with other students.

"It's kind of neat," Snyder said of the team and its natural formation. "We've all come with different experiences to be a State Champion Team."

"They're really smart," Robles said of the team. "It's probably the toughest contest in FFA by far."

According to the team members, Livestock Judging requires extensive knowledge of four separate species of livestock: swine, lamb, goat and cattle. Each of the livestock must be judged by highest to lowest quality and then an oral assessment of their reasoning given to a judge. At the state level this is done individually. The result of the individual can and in the case of OHS did result in a Championship Team.

"The willingness to stick with it," Robles noted of his team and their willingness to continually learn. "It takes a couple of years for kids to stick with it and really get it. Rarely do you see a team that's this mixed with years of experience come close to where they are at."

The team is comprised of members with varying years of FFA Livestock Judging Experience, the two most notable being Wright and Jones.

Wright joined the team in her Senior year as a transfer student.

"To get to go to Nationals my very first year is super special," Wright said. "Transferring to Oakdale and joining this team changed my entire life. It totally altered all that I had planned in such a short time."

Jones began his high school career at Riverbank High, joining the OHS student body his Junior year. According to the 2016 alum prior to joining the FFA team, he had no exposure to livestock.

"It's just insane," Jones said, noting his suburban Riverbank upbringing. "I didn't even know sheep had tails until my junior year. It's just insane that we are State Champions."

"The moment we won was surreal," Wright added of the May competition, her teammates chiming in that the reality of what that meant had yet to sink in.

Each of the four are members of the Class of 2016, the championship and trip to Nationals extending their interaction as well as their friendship. Three of the four now attend college together in Oregon.

"After May we got like a little 'honeymoon' he called it," Morgan said of the break they were given by advisor Robles.

"We got a mental pause to kind of refresh," Snyder added. "A month later we started hitting it again."

'Hitting it' included countless hours spent during summer studying as a group, receiving e-mails with livestock links from Robles and Skype sessions once the three left the state.

"When things came together this year it was easy to see we have the potential to do great things," Snyder said. "So far we have been doing great things. Now the fact that we get to go represent the entire state at the National level; it's a dream come true. I feel incredibly blessed to be doing this."

"The level of appreciation from the community and administration has been astounding," Robles admitted. "There's pressure because everybody wants us to do well. That angst that we have, everybody else is sharing with us, and that feels good."

Commenting is not available.

MOST POPULAR ARTICLES

- Combined Oakdale-Riverbank Relay Raises Nearly $90,000
- Drama Club Stages 'Les Miserables' At OHS Theater
- Comedy Night Appearance Set By Rocky LaPorte In Patterson
- Housing Project Info Session May 17
- New Mom Forging Forward Through Unexpected Tragedy
- Student Board Rep Heading To Biola
- Car Show Success For Vets

Commenting not available.

Gmail by Google

Isaac Robles <irobles@ojusd.org>

State FFA Degree Recipients

Isaac Robles <irobles@ojusd.org> Fri, Jan 20, 2017 at 7:55 AM
To: OHS Staff <ohsstaff@ojusd.org>, All OHS Staff <AllOHSStaff@ojusd.org>
Cc: Marc Malone <mmalone@ojusd.org>, Larry Mendonca <lmendonca@ojusd.org>, Joni McGinnis <jmcginnis@ojusd.org>, Michael Moore <mmoore@ojusd.org>

Good morning,

Last night at a scoring for State FFA degrees, 25 of our students were confirmed to be awarded with their state FFA degree for this year. 25 represents the most students Oakdale High School has had receive the degree in one year and is almost the same number of State FFA Degrees awarded to the rest of the schools in our area, combined! We also had 2 students selected for proficiency awards and they will move on to regional competition in a couple weeks. If you see any of the following kids in your classes today please congratulate them on their outstanding accomplishment:

Angel Ascencion
Clay Heffington
Cody Newth
Dayton Williams
Hallie Vieths
Hope Kindred
John Singleton
Joe DaSilva
Josh Jacobsen
Kayla Budine
Kolton Scalise
Laci Blount
Levi Ichord
Luis Medina
Luke Ybarra
Macy Robinson
Marnie Salie
Matt Gonzales
Sergio Garcia
Shawn Merriam
Sierra Haynes
Machaela Sinclair
Emma Burke
Tate Borba
Natalie Thompson

Thanks!

–

Isaac J. Robles

Department Head / Agriculture Mechanics Instructor

irobles@ojusd.org

Oakdale High School

739 West G Street

Oakdale, CA 95361

209-847-3007 School

Quality Criteria #9 – Program Accountability and Planning

One of the most efficient ways a program can begin to develop a plan for program accountability is to develop and regularly update their Comprehensive Program Plan. This allows a program to create a document that is focused on all-encompassing long and short-term goals for the department. A well-documented program plan allows a department to "chart their course" and put in writing what they are doing and intending to do with the direction and management of their program. This past year I became the department head for our agriculture program and almost immediately began to look for our programs direction. The Comprehensive Program Plan binder that was left behind for me was incomplete, outdated, and just plain unusable. So, this past year I set out to make sure that our departments plan is not only completed but updated regularly and earnestly. Simply going through the motion does no one any good. I often bring various components of the plan to department meets and have our staff provide input and direction. I make sure that we are all on the same page with our plan and that we agree to our goals and mission.

In addition to creating the department program plan, as the department head I am also charged with the responsibility to analyze, maintain and develop our various budgets. In a typical year, our accounts consist of a district general fund, Perkins funding, Ag Incentive Grant and the FFA ASB account. These funding sources have different rules and conditions for their uses and must be spent according to varying parameters: Some grants can only be used for supplies, some only capital outlay, others require an advisory committee approval and the FFA requires approval from the students. No matter what the purpose, I have a responsibility to know as much about how to spend those dollars as I know about how much we can spend. Simply being a "book keeper" is not enough, however. In addition to these normal funding sources, this past year I have had the responsibility to also budget tens of thousands of dollars of both the Consortium Grant and the CTE Grant. Again, every grant has different conditions for use and these are no exception. It's vital for accountability, reporting and auditing purposes that I know the various spending rules and budget accordingly. Now, in all honesty, I don't do this alone. During department planning meeting throughout the year, we discuss our different needs and how to best serve those in our budget. Additionally, I use the resources I have on

campus and in my district office as much as possible. Sometimes, I don't know it all, but often secretaries and clerks do know. It's so important that I keep a clear line of communication open with support staff in our district to make sure we are dotting our I's and crossing our T's.

As department head it's my responsibility to make sure certain things happen. Yet, it's not my responsibility to do all those things. It's just not humanly possible. So, delegation of the various responsibilities in our program is key. Each year our staff compiles an updated chart of department responsibilities so that everyone knows what is expected of them in terms of work load. Judging teams, SAE project species, even who will clean our office regularly is delegated out to everyone in the department as equally as possible. The most obvious reason is to share the work-load, but another very important reason is to take advantage of the different strengths we all have within our department. Some may be better suited to work with speaking contests than others, some may be better with paperwork submission; no matter what the situation, we always try to not be territorial with responsibilities and let the best equipped person handle the job.

Probably one of our most powerful accountability tool that we use is our graduate follow-up survey. Each year as students graduate from our program, we give them an opportunity to tell us what they think. This survey asks them basically what they think of our performance over the years; did they learn something, do they feel like they achieved, would they do this again if they had a chance start over, what advice would they give to other students?...These are all the types of information we seek from our graduates each year in addition to what their plans are moving forward. Are they going to college, the military, the work force or are they just trying to still "find themselves"? These are questions we try to get answered with our outgoing seniors so that we can improve and serve the next class even more effectively.

Finally, we have started a tradition in our department where at the end of each year we meet as a staff with our assistant superintendent to review and reflect on our year and to take that reflection and use it to move forward to the next year. This allows us to look at what worked and what didn't and move our program forward. Having this "outside" person walk us

through what they see is helpful to seeing how we are really perceived rather than how we think we are perceived as a department.

Supporting Verification Materials –

Item A – Department Chart of Responsibilities

Item B – 2016-17 Ag Department Budget

Item C – Graduate Follow-up Survey

Item D – Graduate Follow-up Data

Item E – Incentive Grant Checklist

Oakdale High School Agriculture Department Chart of Responsibilities

	Robles	Hartzell	Kirland	Tobias
Department Chair	X			
Accounting				
CATA Registration	X			
Department / Program Budget	X			
District Accounting Requisitions and PO's	X			
FFA (ASB) Requisitions / PO's	x		X	
Hotel Reservations	X			
Office Supplies Orders	X			
General Program / Facility				
5-year Equipment Allocation	X			
Advisory Committee Roster & Minutes	X	x		
Ag Advisory Committee Planning and Agenda	X			
Ag Booster Dinner	X	x	x	x
Chart of Staff Responsibilities	X			
Comprehensive Program Plan	X	x	x	x
Department Marketing and Public Relations	X		x	
Graduate Follow-Up		X		
Incentive Grant / Incentive Grant Reviews	X			
Maintain Comprehensive Program Plan	X	x		
Maintain Program Management Binder	X			
Program Press, Media, and Web Page	X	x	x	x
Program of Activities (FFA, Data, and Budget Data)	x		X	
Quarterly / Yearly CATA Meetings / Events	X	x	x	x
R2 Report & Roster	X			
Recruitment	X	x	x	x
Report of Expenditures	X			
Transportation Requests/Requisitions		X		
Uniform Inventory			X	

	Robles	Hartzell	Kirland	Tobias
FFA Advisor	x	x	**X**	x

FFA Activities

Advance Leadership Academy Conference		X		x
American FFA Degree Applications	x	X		
BBQ'ing and BBQ Crews	X			
Chapter Officer Leadership Conference			X	x
Chapter Reporter	X		x	
FFA Jacket Orders			X	
FFA T-Shirts and Polo Orders	X			X
Greenhand Conference			X	x
Made for Excellence Leadership Conference		X		x
National FFA CDE Flights / Hotel Reservations	X			
Organize Local Project Competition	x	x	x	X
Organize Sectional Project Competition				X
Oversee Planning for FFA Meetings	x	x	**X**	x
Quarterly FFA Activities List for Class Grading		X		
Regional Officer Leadership Conference	X			
Registration for CDE Contests	X			
Registration for Conferences	X			
Scrapbook			X	
Sectional Officer Leadership Conference	X			
Chapter Officer Retreat Planning	X		x	
Officer Lunch Meetings			X	
Club Rush Day			X	
Greenhand Officers		X		
Welcome Back BBQ	X		x	
MJC Senior Day		X		
Section Bowling Night	X			x
Oakdale River Clean up	X		x	x
Cowboy Museum setup/clean up		X		
Oakdale OCC Invitational Coordinator	X			

8th Grade Recruitment	X	x	x	x
8th grade parents night	X		x	
Occupational Olympics	X	x		
Home Coming Float		X	x	x
Canned Food Drive	x			X
Section dodgeball	X			x
State FFA Leadership Conference	x	X	x	x

	Robles	Hartzell	Kirland	Tobias
Horticulture Facility				
Ag Building Garden Plots	X		x	
Floriculture / Outside Floral Cooler		X		
General Care and Maintenance	X			
Greenhouse	X			
Shade House	X			
OH Storage Room	X			

	Robles	Hartzell	Kirland	Tobias
Shop / Equipment / Machinery				
Ag Shop Maintenance	X			
Ag Shop Tool/Supply room	X			
Ag Shop Student Lockers	X			
Ag Vehicles	X			
Forklift Maintenance	X			
All Department Trailers	X			
School Shop and Equipment	X			
Shop work hours (nights/summer)	X			
FFA Storage Room			X	x
Facility Work Requests	X			

	Robles	Hartzell	Kirland	Tobias
Project Supervision				
Ag Mechanics	X			

Beef Projects		X		
Dairy Cattle Projects		X		
Goat Projects			X	
Horse Projects				X
Floriculture Projects		X		
Horticulture Projects	X		x	
Rabbits				
Sheep Projects				X
Swine Projects	X			
Work Experience Projects	X	X	X	X
Poultry	x	X	x	

	Robles	Hartzell	Kirland	Tobias
FFA Judging Teams / Contests				
Ag Mechanics	X			
OH	X		x	
BIG			X	
Vet Science				X
Farm Power	X			
Floriculture		X		
Light Horse Judging				X
Livestock Judging	X			
Creed Speaking		x	X	
Extemporaneous				X
Prepared	X	x		
Opening/Closing Ceremonies				
Job Interview	X			
Impromtu		X		x
Marketing Plan		X		
Food Science				X

Awards	Robles	Hartzell	Kirland	Tobias
Awards Banquet	x	x	X	x
Award Orders (National FFA)		X	x	
Greenhand / Chapter Farmer Awards Ceremony	X		x	
National Chapter Award Application				X
Scholarships		X		
Proficiency Awards	X	x		
State Degrees	X	x	x	x

Fundraisers	Robles	Hartzell	Kirland	Tobias
Gift of the Month	x	x	X	
Cookie Dough		X		
Poinsettias	X			
Gift Wrap		X		
Cake Auction		X	x	
Pointsettia	X			
Game Night			X	
Placemat Ads	x	X		

Ag Department Budget and Needs Assesment 2016-17

Expenses	Cost	Funding Source	AIG = $22500
Simi Floral (Encumbered)	$ 500.00	AIG	$ 22,000.00
Ace Hardware (Encumbered)	$ 2,500.00	AIG	$ 19,500.00
Modesto Steel (Encumbered)	$ 500.00	AIG	$ 19,000.00
Nasco (Encumbered)	$ 500.00	AIG	$ 18,500.00
Modesto Welding (Encumbered)	$ 2,500.00	AIG	$ 16,000.00
Fresh Ideas (Encumbered)	$ 2,000.00	AIG	$ 14,000.00
FFA Leadership Packets	$ 3,200.00	AIG	$ 10,800.00
Fresno State Judging Camp	$ 1,400.00	AIG	$ 9,400.00
GLC Bus	$ 500.00	AIG	$ 8,900.00
National Convention (Robles)			
Rental Car	$ 1,300.00	AIG	$ 7,600.00
Room and Airfaire (state trip)	$ 2,326.00	AIG	$ 5,274.00
Meals/fuel/parking/registration	$ 1,450.00	AIG	$ 3,824.00
MJC Counselors Night	$ 200.00	AIG	$ 3,624.00
CATA Road Show and CATA Mtg. Rooms/Meals	$ 1,200.00	AIG	$ 2,424.00
Spring Region CATA Meeting	$ 100.00	AIG	$ 2,324.00
Spring Section CATA Meeting	$ 100.00	AIG	$ 2,224.00
Fall Section CATA Meeting	$ 100.00	AIG	$ 2,124.00
CATA Summer Conference			
Registration	$ 2,000.00	AIG	$ 124.00
Meals	$ 1,000.00		$ (876.00)
Milage	$ 400.00		$ (1,276.00)
Rooms	$ 3,000.00		$ (4,276.00)
Staff Meals on FFA Trips	$ 2,000.00		$ (6,276.00)
Fuel for Vehicles	$ 3,000.00		
Vehicle Repairs	$ 2,500.00		

Horticulture Expenses		
Containers	$ 750.00	$ (7,026.00)
Fertilizer, hoses, supplies, etc.	$ 500.00	$ (7,526.00)
Soil	$ 750.00	$ (8,276.00)
Plants	$ 1,000.00	$ (9,276.00)
New Shade House	$ 1,500.00	$ (10,776.00)
Ag Mechanics Expenses		
Welding and Cutting Gases	$ 3,000.00	$ (13,776.00)
Welding Rod and Wire	$ 1,500.00	$ 21,000.00
Steel	$ 3,500.00	$ 19,000.00
Stock Wood	$ 1,200.00	$ 21,300.00
Hardware	$ 750.00	$ 21,750.00
Paint	$ 500.00	$ 22,000.00
Clears and Stains	$ 300.00	$ 22,200.00
Paint Supplies (brushes, filters, etc.)	$ 100.00	$ 22,400.00
Abrasives (Sand paper, grinding wheels, etc.)	$ 500.00	$ 22,000.00
Blades, Drill bits, cut offs, etc	$ 400.00	$ 22,100.00
Hand Tool Replacements	$ 250.00	$ 22,250.00
Cleaning Supplies (Brooms, cleaners, etc)	$ 300.00	$ 22,200.00
Safety Gear (glasses, gloves, jackets, etc)	$ 1,000.00	$ (11,776.00)
Welding tips and supplies	$ 750.00	$ 21,750.00
Welding Equipment Repair	$ 2,500.00	$ 20,000.00
Intro Class Projects		
Pipe Projects	$ 500.00	$ 22,000.00
Dust Pan/Bolt Bin/Paper Holder	$ 500.00	$ 22,000.00
Electrical Boards	$ 250.00	$ 22,250.00
Step Stools	$ 500.00	$ 22,000.00
Planter Boxes	$ 300.00	$ 22,200.00
Candle Holders	$ 250.00	$ 22,250.00
Push Sticks	$ 75.00	$ 22,425.00

Advanced Ag Mechanics Projects		
Cow Bells	$ 200.00	$ 22,300.00
Feed Scoops	$ 200.00	$ 22,300.00
Splitter Cords	$ 300.00	$ 22,200.00
Hitch Covers	$ 350.00	$ 22,150.00
Cord Reels	$ 300.00	$ 22,200.00
Planter Boxes	$ 350.00	$ 22,150.00
ROP Projects		
Cow Bells	$ 200.00	$ 22,300.00
Hitch Covers	$ 350.00	$ 22,150.00
Desk Holders	$ 100.00	$ 22,400.00
CRAEPT Grant Expenses (Not funded by grant)		
Cooler Install	$ 1,200.00	$ 21,300.00
Soil Mixer Electrical	$ 250.00	$ 22,250.00
Shelving for Floral Cooler and Sheds	$ 1,000.00	$ 21,500.00
Media for blast cabinet	$ 1,000.00	$ 21,500.00
Powder Coat Supplies	$ 750.00	$ 21,750.00
New Saw Blades	$ 350.00	$ 22,150.00
Disc/Belt Pedistal Sander Supplies	$ 200.00	$ 22,300.00
Metal to finish Welding Booths	$ 500.00	$ 22,000.00
Parts Cleaner Fluid	$ 250.00	$ 22,250.00
New Vehicle Accessories	$ 250.00	$ 22,250.00
Insurer Expected Costs		
Auto Shut-offs on all stationary equipment	$ 1,000.00	$ 21,500.00
Portable Fume Extractor	$ 1,500.00	$ 21,000.00
Curtains on all welding booth areas	$ 1,200.00	$ 21,300.00
Build Tank Racks	$ 300.00	$ 22,200.00
		$ 22,500.00
		$ 22,500.00

Oakdale High School Ag Department
Graduate Follow-up

Name:_____

Address:_____

Phone:_____

1. What are you doing at the present time?

_____Attending school
_____Full-time
_____Part-time

_____Working
_____Full-time
_____Part-time

_____In the military

_____Not working
_____Looking for work
_____Not looking for work

_____Homemaker

_____Other_____

2. In what type of business or industry are you employed?

_____

3. What is your job title or job description?

_____

4. Which statement best applies to your present occupation?

_____

_____I am using <u>most</u> of the skills I learned in the ag program at OHS.
_____I am using <u>some</u> of the skills I learned in the ag program at OHS.
_____I am <u>not</u> using any of the skills I learned in the ag program at OHS.

5. What type of school are you currently attending?

_____High school
_____4-year college
_____Adult education

_____Trade/technical school
_____Private business school
_____Other_____

6. What is your major course of study?

_____

7. How would you rate the training received in the OHS ag program?

_____Excellent _____Good _____Fair _____Poor

8. How do you rate the career guidance and counseling you received in vo-ag?

_____Excellent _____Good _____Fair _____Poor

FFA

1. Please check the following areas you feel are valuable components of FFA.

_____Officer and committee chairman experience
_____Judging contests
_____Advanced degree and proficiency awards
_____Participation in chapter activities, working with others
_____Livestock raising, shows, fairs, etc.
_____Other –please describe_____

2. What were the most valuable aspects of the SAE (supervised projects)?

_____Learning skills related to future ag employment
_____Development of responsibility
_____Learning record keeping
_____Other-please describe_____

3. Please rate the facilities and equipment used at OHS for the ag program:

Facilities: _____Overcrowded _____Adequate space provided
_____Modern _____Out-of-date

Equipment: _____Modern _____Out-of-date
_____Well-maintained _____Poorly maintained
_____Adequate amount of equipment for all students in class

_____Other-please describe_____

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAE (supervised projects); teaching methods used; facilities/equipment.

_____

_____

_____

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State Balance:
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Region Balance:
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Student Roster
Set Student Access Code
FFA Membership
Post Graduate Data
Event Registration
Livestock Insurance
State Course Summary
Application Center
Directory
Order Paper Record Books

Post Graduate Follow-Up

Students by Graduation Year (28 Students) 2016

Only students with 3 or more years in Ag Ed will be shown in this list.

Save Changes

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
AZEVEDO, CARLEY	600562795	2016	5	Two Year College - Ag Major
BARNEY, CORI	600562800	2016	5	Military
BYE, JUSTIN	600562817	2016	4	Employed - Fulltime - Ag Job
DaSilva, Fatima	601212794	2016	3	Not Entered
DEABENDERFER, MATTHEW	600562832	2016	5	Employed - Fulltime - Ag Job
DOWDY, TYER	600562840	2016	3	Two Year College - Ag Major
DOWNUM, SYDNEY	600903482	2016	3	Two Year College - Non-Ag Major
FIFER, SOPHIA	600562856	2016	5	Four Year College - Ag Major
GOUVEIA, ALYSSA	600562879	2016	3	Two Year College - Non-Ag Major
Hanko, Zachary	601211682	2016	3	Not Entered
HARTZELL, CAITLYN	600562892	2016	5	Two Year College - Ag Major
HAYES, HALEY	600562893	2016	5	Two Year College - Ag Major

Go to My FFA.org Account

Go to My AET Account

Go to NFFA Declaration/Certification

Go to Degree/Application Manager

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
HENSLEY, SADIE	600562897	2016	5	Two Year College - Ag Major
JACOBSON, JUSTIN	600562903	2016	5	Military
Jones, Ty	600519626	2016	5	Two Year College - Ag Major
KERNS, AMANDA	600562907	2016	3	Two Year College - Non-Ag Major
LONGORIA, OSCAR	600902976	2016	3	Two Year College - Non-Ag Major
LUTZ, JOHN	600902978	2016	5	Employed - Fulltime - Ag Job
MINER, TRAVIS	600902993	2016	3	Two Year College - Ag Major
MORGAN, MADISON	600562939	2016	5	Two Year College - Ag Major
NUNES, MATTHEW	600562946	2016	4	Two Year College - Non-Ag Major
PETTIT, CARSON	600562962	2016	3	Two Year College - Ag Major
ROCHA, PATRICK	600562977	2016	4	Two Year College - Ag Major
SERPA, KATHERINE	600562986	2016	5	Four Year College - Ag Major
Snyder, Kevin	600519619	2016	5	Two Year College - Ag Major
VILLA ALVAREZ, DANIEL	600563019	2016	3	Two Year College - Ag Major
WILKERSON, CASSI	600563029	2016	4	Four Year College - Ag Major
Wright, Emma	601038143	2016	4	Two Year College - Ag Major

3488

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

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CALIFORNIA DEPARTMENT OF EDUCATION

AGRICULTURAL EDUCATION INCENTIVE GRANT CHECKLIST

SCHOOL Oakdale High School DATE 11/15/2016

AG DEPARTMENT CHAIR Isaac Robles

QUALITY CRITERIA 1 - 9

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

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

QUALITY CRITERIA 10, 11 or 12

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

Department Head Signature _____

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

Regional Supervisor Signature _____

Advisory Committee Chair Contact information

Name	Jacob DeBoer
Address	357 West I Street
City	Oakdale, CA
Phone	209-380-9257

Zip 95361

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.
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 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		
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.
X		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
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 * 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	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	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)

Quality Criteria #10 – Student/Teacher Ratio

Absolutely, one of the greatest advantages to small school agriculture programs is class size. For decades as Oakdale remained a relatively small farming community with a small student population, class size in not just the Ag department, but also school-wide, were small. With the increase of people residing in our community in recent years and the reduction of school staff in the mid-2000's our campus and ultimately class sizes started to swell. Fortunately, the past several years, our district has made a commitment to class size reduction, particularly in all CTE programs. Shop programs have been the priority in general to keep under 20 for the sake of safety. My shop classes can often be found to be around 14 or 15 kids. Our other elective Ag courses tend to be slightly larger (around 20) as is our Ag Chemistry and Ag Government class are usually that size as well. Our district has tried their hardest to make sure our classes are safe to teach and not crowded to the point of non-effectiveness.

Yet, we do have one class that does defy those great numbers. Our freshman classes are usually enormous! Typically, a freshman class in our department ranges from 30 to 35 students. This number may see a bit high, but considering that freshman are only counted as half, we still fall within the parameters of this criteria area. One of the main reasons we allow those freshman classes to be so large however, is because we want to get as many new faces in our doors as we can. We full-well know that Agriculture programs are built with new students. Seldom, do upperclassmen make a foray into an ag program for the first time and stay for their remaining years. Being able to maintain a large freshman cohort in our department has been vital to our recent growth and will continue to do so for the foreseeable future.

Supporting Verification Materials –

Item A – Teachers Class Rosters from Calaged.org

Item B – Department Data from National FFA Website

Oakdale
Courses Report

Agricultural Welding

Isaac Robles

Student Name	Grad Year	Period	Duration
Brewer, Kennedy	2019	5	Year Long
Brush, Evan	2019	5	Year Long
CARR, HUNTER	2018	5	Year Long
Gonzales, Billy	2019	5	Year Long
Goodrum, Cameron	2019	5	Year Long
Halsey, Zane	2019	5	Year Long
Hicks, Mason	2019	5	Year Long
MCCOY, GAVAN	2017	5	Year Long
MURPHY, DAWSON	2018	5	Year Long
Osmundson, Beau	2019	5	Year Long
Rodin, Junior	2018	5	Year Long
Titus, Damien	2019	5	Year Long

Period	Student Count
5	12

Oakdale
Courses Report

Fabrication & Construction

Isaac Robles

Student Name	Grad Year	Period	Duration
Ascencion, Angel	2018	2 Periods	Year Long
Bond, Cole	2018	2 Periods	Year Long
Caetano, Westin	2018	2 Periods	Year Long
DaSilva, Jose	2018	2 Periods	Year Long
DOUGHERTY, MADELYN	2017	2 Periods	Year Long
FONDSE, LOGAN	2018	2 Periods	Year Long
FRISK, ROY	2018	2 Periods	Year Long
Garcia, Sergio	2018	2 Periods	Year Long
GONZALES, MATHEW	2018	2 Periods	Year Long
Heffington, Clay	2018	2 Periods	Year Long
Ichord, Levi	2018	2 Periods	Year Long
LANG, GARRETT	2017	2 Periods	Year Long
Lucas, Jayson	2018	2 Periods	Year Long
Reyes, Joe	2019	2 Periods	Year Long
Scalise, Kolton	2017	2 Periods	Year Long
Ybarra, Luke	2017	2 Periods	Year Long
SNOW GREGORY, JOSHUA	2017	3	Year Long
VERDEGAAL, CLAYTON	2017	3	Year Long
ZIEBELL, KYLE	2018	3	Year Long
SEEDS, ELISE	2017	4	Year Long

Period	Student Count
2 Periods	16
3	3
4	1

Oakdale
Courses Report

Greenhouse & Nursery Management

Isaac Robles

Student Name	Grad Year	Period	Duration
Bettencourt, Cameron	2017	6	Year Long
CASTRO, DESIREE	2017	6	Year Long
Corwin, Courtney	2018	6	Year Long
Deardorf, Madison	2019	6	Year Long
Dunnagan, Kylea	2019	6	Year Long
Groomes, Adrianna	2020	6	Year Long
Jeffries, Kathleen	2017	6	Year Long
Martinez, Leilani	2020	6	Year Long
Milam, Shelby	2019	6	Year Long
Pierson, Megann	2019	6	Year Long
Shipman, Kaidyn	2020	6	Year Long
Sinclair, Machaela	2018	6	Year Long
Singleton, Mariah	2020	6	Year Long
Spence, Kenzie	2019	6	Year Long
STETSON, LYNDA	2017	6	Year Long
Stott, Ashley	2017	6	Year Long
VENEGAS, ALYSA	2017	6	Year Long

Period	Student Count
6	17

Oakdale
Courses Report

Introduction to Agricultural Mechanics

Isaac Robles

Student Name	Grad Year	Period	Duration
Bailey, Elijah	2020	1	Year Long
ESKEW, BRETT	2017	1	Year Long
Evangelho, Kaylee	2019	1	Year Long
Furtado, Tyler	2020	1	Year Long
Garcia, Manuel	2019	1	Year Long
Hensley, Jimmie	2019	1	Year Long
Hice, Ronan	2018	1	Year Long
Lemons, Walter	2020	1	Year Long
Mauro, Bronson	2018	1	Year Long
Montejano, Miguel	2018	1	Year Long
Oswald, Layton Lee	2020	1	Year Long
Rodriguez-Camacho, Emmanuel	2019	1	Year Long
Sandoval, Mauro	2020	1	Year Long
Sousa, Braden	2020	1	Year Long
Todd, Ryan	2019	1	Year Long
Batezell, Nicole	2020	2	Year Long
Blocher, Christopher	2019	2	Year Long
Burns, Matt	2020	2	Year Long
Burtschi, Jakob	2020	2	Year Long
Chapin, Billy-Bob	2020	2	Year Long
GARCIA, CESAR	2018	2	Year Long
Humphrey, Shane	2020	2	Year Long
Marenco, Dominic	2020	2	Year Long
McDonald, Christopher	2020	2	Year Long
Medeiros, Mya	2020	2	Year Long
niemi, cole	2020	2	Year Long
Robbins, Alissa	2020	2	Year Long
Rodriguez, Francisco	2018	2	Year Long
Sexton, Quinlan	2018	2	Year Long

Period	Student Count
1	15
2	14

Oakdale
Courses Report

SAE/Project Period

Isaac Robles

Student Name	Grad Year	Period	Duration

Period	Student Count

Oakdale
Courses Report

Agricultural Biology

Grace Tobias

Student Name	Grad Year	Period	Duration
Bairos, Morgan	2019	1	Year Long
Benedix, Branden	2019	1	Year Long
Cardey, Brandi	2019	1	Year Long
Carlos, Justin	2019	1	Year Long
Cooper, Christina	2019	1	Year Long
Emes, McKenna	2019	1	Year Long
Larsen, Hannah	2019	1	Year Long
Montez, Tevin	2019	1	Year Long
Morgan, Blake	2019	1	Year Long
Nichols, Erika	2019	1	Year Long
Oliver, Bayleigh	2019	1	Year Long
Parker, Kylie	2019	1	Year Long
Polhemus, Cierra	2019	1	Year Long
Robles, Saylah	2019	1	Year Long
Ruiz, Vanessa	2019	1	Year Long
Sisco, Adrianna	2019	1	Year Long
Sweet, Kaeli	2019	1	Year Long
Tavares, Dustin	2019	1	Year Long
Bishop Thompson, Kylia	2019	2	Year Long
Bragg, Madison	2019	2	Year Long
Cadwell, Kelsey	2019	2	Year Long
Cloward, Ashley	2019	2	Year Long
George, Rylee	2019	2	Year Long
Gookin, Preston	2019	2	Year Long
Hardman, Andrew	2019	2	Year Long
Harris, Noah	2019	2	Year Long
Ismerio, Jose	2019	2	Year Long
Keator, Scott	2019	2	Year Long
Kendig, Lillian	2019	2	Year Long
Lares, Hector	2018	2	Year Long
McAnally, Madison	2019	2	Year Long
Mendes, Calyx	2019	2	Year Long
Mendes, Jack	2019	2	Year Long
Montoya, Deja	2019	2	Year Long
Murphy, Devin	2019	2	Year Long
Novotny, Avery	2019	2	Year Long
Nunes, Jakob	2019	2	Year Long
Olevra-Madrid, Oscar	2019	2	Year Long
Parker, Dillon	2018	2	Year Long
Reynolds, Tyler	2019	2	Year Long
Torres, Olivia	2019	2	Year Long

Parker, Ethan	2018	3	Year Long
Aloisio, Taylor	2019	4	Year Long
Beaver, Audrey	2019	4	Year Long
Bonde, Brooks	2019	4	Year Long
Boyce, Michael	2019	4	Year Long
Brannon, Alexandra	2019	4	Year Long
Calvin, Casey	2019	4	Year Long
Chamorro, Alexis	2019	4	Year Long
Cordano, Aubrey	2019	4	Year Long
Garcia, Celso	2019	4	Year Long
Garcia, Joshua	2019	4	Year Long
Garvrilis, Jacob	2019	4	Year Long
Halverson, Michele	2019	4	Year Long
Hardy, Lacey	2019	4	Year Long
Lee, Garrett	2020	4	Year Long
Porras, Ruben	2019	4	Year Long
Pulido, Jocelyn	2019	4	Year Long
Romito, Ryan	2019	4	Year Long
Sisco, Alyssa	2019	4	Year Long
Tafolla, Sebastian	2019	4	Year Long
Tapia, Lesly	2019	4	Year Long
Tavares, Kimber	2019	4	Year Long
Underwood, Kyelle	2019	4	Year Long
Vargas, Logan	2019	4	Year Long
Vences, Hugo	2019	4	Year Long
Venegas, Ynez	2019	4	Year Long
Verdegaal, Grace	2019	4	Year Long
Vorse, Katelyn	2019	4	Year Long
Younan, Tyler	2019	4	Year Long

Period	Student Count
1	18
2	23
3	1
4	28

Oakdale
Courses Report

Agriculture and Soil Chemistry

Grace Tobias

Student Name	Grad Year	Period	Duration
BARFIELD, BRENNA	2018	5	Year Long
HARVEY, TANNER	2018	5	Year Long
HAYNES, SIERRA	2018	5	Year Long
JACOBSON, JOSHUA	2018	5	Year Long
KINDRED, HOPE	2018	5	Year Long
MARSELLA, ELIZABETH	2018	5	Year Long
Robinette, Christina	2018	5	Year Long
SALIE, MARNELLE	2018	5	Year Long
VIETHS, HALLIE	2018	5	Year Long
WOOD, THOMAS	2018	5	Year Long
AGUILAR, KRISTIN	2017	6	1st Semester
BORBA, TATE	2018	6	Year Long
BUDINE, KAYLA	2018	6	Year Long
BURKE, EMMA	2018	6	Year Long
Costa, Alexandra	2018	6	Year Long
Dickson, Megan	2018	6	Year Long
GARCIA, ASHLEIGH	2018	6	Year Long
Gunter, Brandon	2018	6	Year Long
KNIERIEME, PHILIP	2018	6	Year Long
LIEKHUS, COLE	2018	6	Year Long
MERRIAM, SHAWN	2018	6	Year Long
MORGAN, BREANNA	2018	6	Year Long
PRADO BUENROSTRO, DANIEL	2018	6	Year Long
ROBINSON, MACY	2018	6	Year Long
SINGLETON, JONATHAN	2018	6	Year Long
THOMPSON, NATALIE	2018	6	Year Long
WIILIAMS, DAYTON	2018	6	Year Long

Period	Student Count
5	10
6	17

Oakdale
Courses Report

SAE/Project Period

Grace Tobias

Student Name	Grad Year	Period	Duration

Period	Student Count

Oakdale
Courses Report

Ag Economics

Ed Hartzell

Student Name	Grad Year	Period	Duration
BLOUNT, LACI	2017	1	Year Long
BLOUNT, TAYLOR	2017	1	Year Long
DAVIS, BREANNA	2017	1	Year Long
DUNNAGAN, CODY	2017	1	Year Long
FINNEY, SAVANNAH	2017	1	Year Long
FOGLEMAN, JAYLEN	2017	1	Year Long
FROST, BREANNA	2017	1	Year Long
HICKS, DONNA	2017	1	Year Long
MADDOCK, BLAKE	2017	1	Year Long
MCGINNIS, RACE	2017	1	Year Long
Medina, Luis	2017	1	Year Long
NEWTH, CODY	2017	1	Year Long
PEREZ, CASSIE	2017	1	Year Long
RUPE, ISABEL	2017	1	Year Long
VIERRA, BRANDON	2017	1	Year Long
ARNEBECK, DILLON	2017	2	Year Long
Barfield, Dallon	2017	2	Year Long
BERNAL, DYLAN	2017	2	Year Long
BORBA, SHAELA	2017	2	Year Long
CHITURAS, GRAYSEN	2017	2	Year Long
GONZALEZ, THOMAS	2017	2	Year Long
LEE, STEPHANIE	2017	2	Year Long
MENDES, KATE	2017	2	Year Long
MURPHY, KIRSTEN	2017	2	Year Long
OLIVER FRATES, JOSHUA	2017	2	Year Long
SCHWANDT, KATHERINE	2017	2	Year Long
Sons, Savannah	2017	2	Year Long
SONS, SAVANNAH	2017	2	Year Long
Takaki, Haley	2017	2	Year Long

Period	Student Count
1	15
2	14

Oakdale
Courses Report

Agricultural Biology

Ed Hartzell

Student Name	Grad Year	Period	Duration
Barreda, Caitlyn	2019	5	Year Long
Bradley, Edward	2019	5	Year Long
Burke, Natalia	2019	5	Year Long
Dickens, Wyatt	2019	5	Year Long
Dimberg, Azella	2019	5	Year Long
Dotinga, Liam	2019	5	Year Long
Downs, Austin	2019	5	Year Long
Flemming, Cheyenne	2019	5	Year Long
Gavrilis, Kristina	2019	5	Year Long
Geis, Matthew	2019	5	Year Long
Gunkel, Tyler	2019	5	Year Long
Haley, Adam	2019	5	Year Long
Howell, Elizabeth	2019	5	Year Long
Martinez, Gabriel	2019	5	Year Long
Morales, Emma	2019	5	Year Long
Nickerson, Trevor	2019	5	Year Long
O'Ferrall, Augusta	2019	5	Year Long
Reyes, Devin	2019	5	Year Long
Ruiz, Jacquelin	2019	5	Year Long
Santillo, Austin	2019	5	Year Long
Silva, Hector	2019	5	Year Long
Stonier, Jillian	2019	5	Year Long
Webb, Elexis	2019	5	Year Long
Whitley, Jodie	2019	5	Year Long
Barry, Tavin	2019	6	Year Long
Becerra, Misael	2019	6	Year Long
Bohannon, Payton	2019	6	Year Long
Bye, Brittany	2019	6	Year Long
Casillas, Noeli	2019	6	Year Long
Castillo, Elizabeth	2019	6	Year Long
DaSilva, Sandra	2019	6	Year Long
Dyson, Makenna	2019	6	Year Long
Fallentine, Emma	2019	6	Year Long
Limon, Angel	2019	6	Year Long
Mason, Michael	2019	6	Year Long
Neal, Tiffany	2019	6	Year Long
Olivera - Clark, Jonathan	2019	6	Year Long
Rupe, Anthony	2019	6	Year Long
Ruthman, Madelyn	2019	6	Year Long
Segura, Ramon	2019	6	Year Long
Silva, Kaylee	2019	6	Year Long

Verdegaal, Jack	2019	6	Year Long
Wilkinson, Kaitlyn	2019	6	Year Long

Period	Student Count
5	24
6	19

Oakdale
Courses Report

Floriculture & Floral Design

Ed Hartzell

Student Name	Grad Year	Period	Duration
Aguiniga, Amanda	2018	3	Year Long
Cogburn, Alyssa	2019	3	Year Long
Freitas, Madeline	2018	3	Year Long
Hay, Caitlyn	2019	3	Year Long
Jimenez, Christina	2017	3	Year Long
Linn, Nicole	2019	3	Year Long
Machuca, Claudia	2019	3	Year Long
Munoz, Andrew	2018	3	Year Long
OBRIEN, ASHLEY	2018	3	Year Long
Ponce, Jasmine	2018	3	Year Long
Ponce, Karina	2017	3	Year Long
RODIN, VITO	2017	3	Year Long
Rodriguez Munoz, Lizbeth	2017	3	Year Long
Rushing, Elizabeth	2019	3	Year Long
SALDANA, CASSANDRA	2018	3	Year Long
SISCO, KYLEE	2018	3	Year Long
Springer, Ashley	2017	3	Year Long
VILLASENOR, BRIANNA	2018	3	Year Long
Bench, Danni	2019	4	Year Long
BOK, ZACHARY	2018	4	Year Long
Buelna, Daniela	2018	4	Year Long
Jones, Kourtnee	2017	4	Year Long
MCCAFFERTY, LEONA	2017	4	Year Long
Newton, Miranda	2017	4	Year Long
Norris, Chloe	2019	4	Year Long
OLIVERA CLARK, SARINA	2018	4	Year Long
Szuggar, Aubrie	2019	4	Year Long
Thomas, Angelica	2017	4	Year Long
VARGAS, KYNDALL	2017	4	Year Long
Wright, Weston	2018	4	Year Long
Zepeda, Maria	2017	4	Year Long

Period	Student Count
3	18
4	13

Oakdale
Courses Report

SAE/Project Period

Ed Hartzell

Student Name	Grad Year	Period	Duration

Period	Student Count

Oakdale
Courses Report

Introduction to Agriculture

Sue Kirland

Student Name	Grad Year	Period	Duration
AGUIAR, LOGAN	2018	1	Year Long
Batezell, Nicole	2020	1	Year Long
burch, sara	2020	1	Year Long
Burke, Alyssa	2020	1	Year Long
Chapin, Billy-Bob	2020	1	Year Long
Constantini, Kasandra	2020	1	Year Long
Cortez, Marialy	2020	1	Year Long
Crea, Emma	2020	1	Year Long
Dixon, Olivia	2020	1	Year Long
Fabian, Abigail	2020	1	Year Long
Ferguson-Rice, Magnolia	2020	1	Year Long
Garcia, Isabelle	2020	1	Year Long
Gomez, Kevin	2020	1	Year Long
Gordon, Brayden	2020	1	Year Long
hernandez, elisa	2020	1	Year Long
Jones, Mickala	2020	1	Year Long
Koelmans, Cortney	2020	1	Year Long
McCain, Ethan	2020	1	Year Long
Medlin, Michael	2020	1	Year Long
Moffatt, Marissa	2020	1	Year Long
Mount, Kyndal	2020	1	Year Long
Perry, Ethan	2020	1	Year Long
Perry, Stash	2020	1	Year Long
Pigeon, Alyce	2020	1	Year Long
Rolley, Cheyenne	2019	1	Year Long
Russell, Cody	2020	1	Year Long
Saucedo, Rivaldo	2020	1	Year Long
Schwandt, Sophia	2020	1	Year Long
Silva, Tatyn	2020	1	Year Long
Smith, Faith	2020	1	Year Long
Starkweather, Robert	2020	1	Year Long
Temores, Jaimie	2020	1	Year Long
Wright, Kenzee	2020	1	Year Long
Wylie, Tyler	2020	1	Year Long
Alexander, Aaron	2020	2	Year Long
benavides, ana	2020	2	Year Long
cazares, ozz	2020	2	Year Long
Clarke, Christian	2020	2	Year Long
Einhell, Isaac	2020	2	Year Long
Frye, Christopher	2020	2	Year Long
Gabriel, Katelyn	2020	2	Year Long

Gudino, Angelica	2020	2	Year Long
Gudino, Angelica	2020	2	Year Long
Lowry, Angelica	2020	2	Year Long
Maciel, Savannah	2020	2	Year Long
Meek, Bryce	2020	2	Year Long
Meyer-Gomes, Jordan	2020	2	Year Long
Morgan, Paige	2020	2	Year Long
Parreira, Alyssa	2020	2	Year Long
Pena, Ashton	2020	2	Year Long
penunuri, angel	2020	2	Year Long
Plascencia Jr., Jorge	2020	2	Year Long
Rangel, Jasline	2020	2	Year Long
Rico, Draven	2020	2	Year Long
Ruthman, Spencer	2020	2	Year Long
Saporito, Kathryn	2020	2	Year Long
Shipman, Kaidyn	2020	2	Year Long
Stott, Alyssa	2020	2	Year Long
Thomas, Emily	2020	2	Year Long
Tucci, Chase	2020	2	Year Long
Vazquez, Joana	2020	2	Year Long
welton, lily	2020	2	Year Long
Wenzel, Katelynn	2020	2	Year Long
Williams, Courtney	2020	2	Year Long
Worley, Caitlynn	2020	2	Year Long
Backs, Kourtney	2020	3	Year Long
Carranza, Daniela	2020	3	Year Long
Chavez, Mateo	2020	3	Year Long
Dimier, Madison	2020	3	Year Long
Fogleman, Kailea	2020	3	Year Long
Green, Kyndall	2020	3	Year Long
Hauser, Shirley	2020	3	Year Long
Hernandez, Evelyn	2020	3	Year Long
Ibarra, Jasmin	2020	3	Year Long
Ibarra, Jocelyn	2020	3	Year Long
Jackson, Jocelyn	2020	3	Year Long
Lawless, Gabrielle	2020	3	Year Long
lopes, arianna	2020	3	Year Long
Lopez, Daniela	2020	3	Year Long
Marin, Maximiliano	2020	3	Year Long
Najera, Anthony	2020	3	Year Long
Ortiz, Sophia	2020	3	Year Long
Pace, Haylee	2020	3	Year Long
Parr, Elias	2020	3	Year Long
Pimley, Kaitlyn	2020	3	Year Long
Renfrow, Jeremiah	2020	3	Year Long
Sinclair, Payton	2020	3	Year Long
smith, madison	2020	3	Year Long
Valencia, Seth	2020	3	Year Long
Bairos, Caleb	2020	4	Year Long
Burtschi, Jakob	2020	4	Year Long
Cassaretto, Rilyn	2020	4	Year Long
Cisneroz, Michael	2020	4	Year Long

Cochrane, Jordan	2020	4	Year Long
Cogburn, Kaylee	2020	4	Year Long
Eskew, Blake	2020	4	Year Long
Evangelista, Giselle	2020	4	Year Long
Fernandez, Nitzelle	2020	4	Year Long
Furtado, Tyler	2020	4	Year Long
Gines, Violett	2020	4	Year Long
Goad, Luke	2020	4	Year Long
LeCouve, Jacquelyn	2020	4	Year Long
Lee, Laney	2020	4	Year Long
M, Austin	2020	4	Year Long
Marenco, Dominic	2020	4	Year Long
Martinez, Brandon	2020	4	Year Long
Martinez, Jazmin	2020	4	Year Long
McDonald, Dominic	2020	4	Year Long
Modesto, Jeremy	2020	4	Year Long
Morris, Steven	2020	4	Year Long
Olivas, Raven	2020	4	Year Long
Padilla, Kaylina	2020	4	Year Long
Roberts, Lacey	2020	4	Year Long
Sandoval, Mauro	2020	4	Year Long
Singleton, Mariah	2020	4	Year Long
Taylor, Ryan	2020	4	Year Long
Waite, Evan	2020	4	Year Long
Williams, Jaiden	2020	4	Year Long
Abellana, Clint	2020	6	Year Long
Allan, Garrett	2020	6	Year Long
bartholomew, cody	2020	6	Year Long
Burner-Hicks, Marissa	2020	6	Year Long
Cabral, Hailey	2020	6	Year Long
Chase, Mason	2020	6	Year Long
Cope, Russell	2020	6	Year Long
Cox, Jacob	2020	6	Year Long
De La Torre, Andrea	2020	6	Year Long
friel, colton	2020	6	Year Long
Goglio, Bella	2020	6	Year Long
johnson, zac	2020	6	Year Long
Lopez, Angel	2020	6	Year Long
Luna, Alissa	2020	6	Year Long
Manzo, Ulani	2020	6	Year Long
McDonald, Christopher	2020	6	Year Long
Medeiros, Mya	2020	6	Year Long
Robbins, Alissa	2020	6	Year Long
Rodman, Ryleigh	2020	6	Year Long
Ruiz, Cesar	2020	6	Year Long
Schieve, Ashtyn	2020	6	Year Long
Speegle, Stuart	2020	6	Year Long
Thompson, Holly	2020	6	Year Long
Ugalde, Aubree	2020	6	Year Long
Wilkinson, Kendra	2020	6	Year Long
Wood, Hollie	2020	6	Year Long

Period	Student Count
1	34
2	31
3	24
4	29
6	26

Oakdale FFA

Chapter Overview

Annual Membership

	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Total Membership	427	367	310	299	0

Gender

	2016-2017		2015-2016		2014-2015		2013-2014		2012-2013	
	#	%	#	%	#	%	#	%	#	%
Male	193	45.2 %	175	47.7 %	138	44.5 %	132	44.1 %	0	0.0 %
Female	232	54.3 %	192	52.3 %	172	55.5 %	167	55.9 %	0	0.0 %
Non-Disclosed	2	0.5 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %

Gender By Grade

		2016-2017		2015-2016		2014-2015		2013-2014		2012-2013	
		#	%	#	%	#	%	#	%	#	%
7th	**Male**	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	Female	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	Non-Disclosed	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
8th	**Male**	0	0.0 %	0	0.0 %	0	0.0 %	1	0.3 %	0	0.0 %
	Female	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	Non-Disclosed	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
9th	**Male**	65	15.2 %	71	19.3 %	55	17.7 %	57	19.1 %	0	0.0 %
	Female	84	19.7 %	88	24.0 %	64	20.6 %	89	29.8 %	0	0.0 %
	Non-Disclosed	2	0.5 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
10th	**Male**	60	14.1 %	54	14.7 %	54	17.4 %	34	11.4 %	0	0.0 %
	Female	79	18.5 %	48	13.1 %	68	21.9 %	47	15.7 %	0	0.0 %
	Non-Disclosed	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
11th	**Male**	40	9.4 %	30	8.2 %	17	5.5 %	24	8.0 %	0	0.0 %
	Female	25	5.9 %	34	9.3 %	26	8.4 %	14	4.7 %	0	0.0 %
	Non-Disclosed	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
12th	**Male**	22	5.2 %	14	3.8 %	8	2.6 %	14	4.7 %	0	0.0 %
	Female	34	8.0 %	17	4.6 %	11	3.5 %	12	4.0 %	0	0.0 %
	Non-Disclosed	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Postsecondary	**Male**	6	1.4 %	6	1.6 %	4	1.3 %	2	0.7 %	0	0.0 %
	Female	10	2.3 %	5	1.4 %	3	1.0 %	5	1.7 %	0	0.0 %
	Non-Disclosed	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Unknown	**Male**	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	Female	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	Non-Disclosed	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %

Race

	2016-2017		2015-2016		2014-2015		2013-2014		2012-2013	
	#	%	#	%	#	%	#	%	#	%

American Indian, Alaska Native	8	1.9 %	8	2.2 %	0	0.0 %	1	0.3 %	0	0.0 %
Asian, Hawaiian, Pacific Islander	9	2.1 %	2	0.5 %	1	0.3 %	1	0.3 %	0	0.0 %
Black, Non-Hispanic	5	1.2 %	3	0.8 %	1	0.3 %	1	0.3 %	0	0.0 %
Hispanic or Latino, of any race	36	8.4 %	37	10.1 %	10	3.2 %	4	1.3 %	0	0.0 %
White, Non-Hispanic	287	67.2 %	214	58.3 %	77	24.8 %	74	24.7 %	0	0.0 %
Other, Two or More	81	19.0 %	71	19.3 %	44	14.2 %	4	1.3 %	0	0.0 %
Non-Disclosed	1	0.2 %	32	8.7 %	177	57.1 %	214	71.6 %	0	0.0 %

NCES School Data

Year

Annual Membership

	Total
FFA Membership	
School Population	

Gender

	Male		Female	
	#	%	#	%
FFA Membership				
School Population				

Race/Ethnicity

	American Indian, Alaska Native		Asian, Hawaiian, Pacific Islander		Black, Non-Hispanic		Hispanic- Latino		White, Non- Hispanic		Other, Two or More	
	#	%	#	%	#	%	#	%	#	%	#	%
FFA Membership												
School Population												

Membership Roster

2016-2017 Student/Member Roster

Clicking on the "2016-2017 Student/Member Roster" will take you to an Excel file with a list of all your student/members and their associated roster/profile data.

Once the file has loaded, you can sort, modify and/or save the file however you'd like to use the data.

Membership Roster (https://www.ffa.org/_layouts/FFA.CRM.UI/Roster/ManageStudents.aspx?TabFocus=0)

Chapter Invite Code

The chapter invitation code is for your members to register with FFA.org using one shared code. Individual invitation codes from the roster should be used if members encounter a problem during registration.

Invite Code

ITDPF7

Update

Note: Members must use their first and last name with this code during registration.

Quality Criteria #11 – Full-Year Employment

In the Oakdale Joint Unified School District, there have always been full-year employed agriculture teachers. For many years this was accomplished with the use of an extended 20-day contract which was equal to one-months' pay on the individuals normal contract step and column. Like many districts discovered, our realized that the way the State Teachers Retirement System (STRS) works, is that additional contract is not viewed as normal pay, it was being counted as a stipend, basically "extra-duty pay". That type of compensation was not eligible for retirement calculations even though districts were requiring ag teachers to do those jobs. So, like other districts, the Oakdale Joint Unified School District decided during our last contract renegotiation last year that they would develop a totally separate pay scale which incorporated those extra days and started to pay Ag teachers for 218 days rather than 188. This allowed us to maintain our full-year employment status, while still benefiting at retirement from the extra salary.

Regardless of what type of compensation we receive, our time is spent with our students year-round and does not stop simply according to days worked. Often, we are working late nights, weekends and through the summer months to assist with student projects and conduct FFA officer training and Program of Activities planning for the next school year.

Supporting Verification Materials –

Item A – School and Summer Calendar for the Agriculture Department

Item B – District Agriculture Teacher Salary Schedule

Item C – Incentive Grant Application

June 2017

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1 FFA Officer Meeting 8am @ OHS Ag Dept. Pick up meat chickens @ MJC 10 am	2 Open Shop 7am-2pm	3 Open Shop 7am-2pm	4
5 Open Shop 7am-2pm	6 FFA Officer Retreat @ Pismo Beach →	7	8	9 Open Shop 7am-2pm	10 Open Shop 7am-2pm	11
12 Open Shop 7am-2pm	13 Open Shop 7am-2pm & 7pm – 9pm Dept. Planning Mtg. 8am	14 Open Shop 7am-2pm	15 Open Shop 7am-2pm	16 Open Shop 7am-2pm	17 Open Shop 7am-2pm	18
19 Open Shop 7am-2pm	20 Open Shop 7am-2pm County Fair Advisors Meeting @ 5pm	21 Dept. Meeting @ OHS Ag Dept. 8am Student/Parent Exhibitor Meeting @6pm	22 Open Shop 7am-2pm	23 Open Shop 7am-2pm	24 Open Shop 7am-2pm	25
26 CATA Conference →	27	28	29	30 Open Shop 7am-9pm		

Oakdale High School Agriculture Department Calendar 2017-2018

July 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	**3**	**4** Independence Day	**5** Fair Exhibitors Work Day 7am-Noon	**6** Fair Exhibitors Work Day 7am-Noon	**7**	8
9	**10**	**11** Stanislaus County Fair →	**12**	**13**	**14**	15 Swine Move-in Day and weigh-in →
16 Sheep/Goat move-in day and weigh-in →	**17** Hog Show Day	**18** Hog Showmanship Day	**19**	**20**	**21**	22 →
23 Fair Awards Ceremony	**24** Fair Project Haul-out all day	**25**	**26**	**27**	**28**	29
30	**31**					

Oakdale High School Agriculture Department Calendar 2017-2018

August 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	**2**	**3**	**4**	5
6	**7** New Teacher Work Day	**8** All Staff Professional Development Day	**9** All Staff Work Day	**10** First Day of School	**11**	12
13	**14**	**15**	**16** Minimum Day Back to School Night @ 6pm	**17**	**18**	19
20	**21**	**22**	**23**	**24**	**25** GLC – Modesto @MJC ACE Pavilion	26 SOLS @ Pleasant Grove HS 10-2
27	**28**	**29** Minimum Day Staff Development Day	**30** Ag Dept. Welcome Back BBQ @ 6pm	**31** Cookie Dough Sales Begin		

Oakdale High School Agriculture Department Calendar 2017-2018

September 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Labor Day	5	6	7	8 Camp Sylvester – Stan T	9 Camp Sylvester – Stan T
10 Camp Sylvester – Stan T	11	12	13	14	15 Cookie Dough Sales End	16
17	18	19	20 Chapter FFA Meeting @ 5:30pm	21 Stan/T CATA Mtg 4:00	22	23
24	25	26	27	28	29	30

Oakdale High School Agriculture Department Calendar 2017-2018

October 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 Oakdale O/C Contest @ 4:00	4	5	6	7 COLC @ Gregori
8	9	10 Stan T O/C Contest @ 4:00 Gregori	11	12	13 MJC Senior Day Min. Day Staff Devel. Day Homecoming Parade	14
15	16	17	18	19	20	21
22	23 FFA Nat. Conv.	24 FFA Nat. Conv.	25 FFA Nat. Conv. FFA Chapter Mtg. 6pm @ School Farm	26 FFA Nat. Conv.	27 FFA Nat. Conv.	28 FFA Nat. Conv.
29 DC Trip	30 DC Trip	31 DC Trip Halloween				

Oakdale High School Agriculture Department Calendar 2017-2018

November 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Poinsettia Sales Begin	**2**	**3**	4
5	**6**	**7**	**8** Section FFA Bowling @ 4pm @ Sonora	**9**	**10** **NO SCHOOL**	11 Veteran's Day MJC Harvest Party @ ACE Pavilion
12	**13**	**14** TR & Stan/T Admin Night 6:00 pm MJC Manuscripts Due	**15** FFA Chapter Meeting @ Lunch FFA Game Night @6PM	**16**	**17** Regional Road Show	18 Fall Regional Meeting
19	**20** **No School** →	**21**	**22**	**23** THANKSGIVING DAY	**24**	25
26	**27**	**28** Poinsettia Sales End	**29**	**30**		

Oakdale High School Agriculture Department Calendar 2017-2018

December 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	**4** Pick up Poinsettias	**5** Poinsettias Ready for Delivery	**6**	**7** StanT Speech Contests @ Enochs	**8**	9
10	**11**	**12**	**13** FFA Fall Banquet @ 6pm	**14**	**15**	16
17	**18**	**19**	**20** Fall Finals – Minimum Day	**21** Fall Finals – Minimum Day	**22** Fall Finals – Minimum Day	23
24 Christmas Eve	**25** Christmas Day Winter Break →	**26**	**27**	**28**	**29**	30
31 New Year's Eve						

Oakdale High School Agriculture Department Calendar 2017-2018

January 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 New Year's Day Winter Break→	**2**	**3**	**4**	**5**	6
7	**8**	**9**	**10**	**11**	**12**	13
14	**15** M L King's Day No School	**16**	**17** Chapter FFA Meeting & Bondfire @ School Farm	**18**	**19** Monterey MFE/ALA #1	20 Monterey MFE/ALA #1
21 Monterey MFE/ALA #2	**22** Monterey MFE/ALA #2	**23**	**24**	**25** Stan/T State Degrees & Prof 4:00 pm Gregori	**26**	27 Section FFA Dodgeball Tournament
28	**29**	**30**	**31**			

Oakdale High School Agriculture Department Calendar 2017-2018

February 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	**2**	3 Arbuckle Field Day
4	**5**	**6**	**7**	**8**	**9** Regional Officer Screening	10 Regional Officer Screening
11	**12** Regional Proficiency Scoring 9:00 am Ripon HS **No School**	**13**	**14** World Ag Expo Valentine's Day	**15**	**16**	17
18	**19** President's Day **No School**	**20** SLE → FFA Week →	**21** FFA Cake Auction @ 6pm	**22**	**23** →	24 Regional FFA & CATA Meetings (Turlock HS) POA Judging
25	**26** Regional Manuscripts Due (email PDF to Sperling)	**27** State Proficiency Scoring (Galt)	**28** Minimum Day Staff Development Day			

Oakdale High School Agriculture Department Calendar 2017-2018

March 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	**2**	3 UC Davis Field Day
4	**5**	**6** State Officer Pre-Screen	**7** Start Giving out Greenhand Bucks	**8**	**9** Leave for Chico	10 Chico Field Day
11	**12**	**13** State Degree & Awards Ceremony 6pm Delta College	**14**	**15**	**16** Regional Speech Contest (MJC)	17 Merced Field Day
18	**19**	**20** Minimum Day Staff Development Day	**21** Greenhand FFA Meeting and Auction	**22**	**23**	24 Modesto Field Day
25	**26**	**27**	**28**	**29** Occupational Olympics @ Turlock	**30** 1st day of Spring Break No school	31

Oakdale High School Agriculture Department Calendar 2017-2018

April 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Easter Sunday	**2** Spring Break →	**3**	**4**	**5**	**6**	7
8	**9**	**10**	**11**	**12**	**13**	14 Reedley Field Day
15	**16**	**17**	**18** Section FFA Officer Interviews @ Oakdale 2pm	**19** State Speaking Contests (Fresno)	**20** MJC Livestock Judging Workout	21 Fresno State Field Day & State Finals
22 State Leadership Conference (Anaheim)	**23** State Leadership Conference (Anaheim)	**24** State Leadership Conference (Anaheim)	**25** State Leadership Conference (Anaheim)	**26**	**27**	28
29	**30**					

Oakdale High School Agriculture Department Calendar 2017-2018

May 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	**2** Minimum Day Staff Development Day	**3**	**4**	5 State Judging Finals, Cal Poly
6	**7**	**8**	**9** Section FFA Officer Elections @ TBA 4pm **FFA Plant Sale** →	**10**	**11**	12
13 Mother's Day	**14**	**15**	**16** Chapter FFA Banquet @ 6pm	**17** Stan/T CATA Mtg @ 4:00 Grace Davis	**18**	19
20	**21**	**22** Finals Week →	**23**	**24**	**25** No School Graduation Night	26
27	**28** Memorial Day	**29** Top 20 Trip @ TBA	**30**	**31**		

Oakdale High School Agriculture Department Calendar 2017-2018

June 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5 FFA Officer Retreat →	6	7	8	9
10	11	12	13	14	15	16
17 Father's Day	18	19	20	21	22	23
24 CATA Summer Conference	25 CATA Summer Conference	26 CATA Summer Conference	27 CATA Summer Conference	28 CATA Summer Conference	29	30

OAKDALE JOINT UNIFIED SCHOOL DISTRICT
Certificated Ag Teachers Salary Schedule
Effective: 7/1/2016
3.30%

	CERT A (I)	B (II) 15 units	C (III) 30 units	D (IV) 45 units	E (V) 60 units	F (VI) 75 units
Step 1	53,140	55,627	58,097	60,576	63,061	65,545
2	55,627	58,097	60,576	63,061	65,545	68,013
3	58,097	60,576	63,061	65,545	68,013	70,492
4	60,576	63,061	65,545	68,013	70,492	72,978
5	63,061	65,545	68,013	70,492	72,978	75,456
6	65,545	68,013	70,492	72,978	75,456	77,929
7	68,013	70,492	72,978	75,456	77,929	80,413
8		72,978	75,456	77,929	80,413	82,897
9			77,929	80,413	82,897	85,379
10				82,897	85,379	87,849
11					87,849	90,343
12						92,824
13						95,304
14						97,786
18	70,054	75,167	80,267	85,385	90,484	100,720
22	72,156	77,421	82,675	87,946	93,199	103,742
26	74,320	79,744	85,155	90,585	95,995	106,855
30	76,549	82,136	87,709	93,302	98,875	110,060

Masters: $2,281 (5% of base - step 1 -A (1))

Work Year 212 Days

Board Approved: 01/23/17

EXTRA DUTY SCHEDULE
2016-2017

APPENDIX B

Base = 45,620

HIGH SCHOOL

DUTY	# OF	% OF BASE	STIPEND	TOTAL COST
Music Production/Band	1	10.00%	4,562	4,562
Drama Production	1	8.00%	3,650	3,650
Choir Production	1	8.00%	3,650	3,650
Science Olympiad	1	4.25%	1,939	1,939
Department Chair	12	4.25%	1,939	23,268
Section Allocations ($5.00/sec)	Varies			
Spirit Advisor - Varsity	1	12.00%	5,474	5,474
Junior Varsity	1	3.00%	1,369	1,369
Frosh	1	3.00%	1,369	1,369
Yearbook Advisor	1	4.25%	1,939	1,939
Color Guard	1	5.00%	2,281	2,281
Academic Decathlon	1	4.25%	1,939	1,939
FFA	1	4.25%	1,939	1,939
Activities Director	1	5.00%	2,281	2,281
Frosh Class Advisor	1	1.25%	570	570
Sophomore Class Advisor	1	1.25%	570	570
Junior Class Advisor	1	1.25%	570	570
Senior Class Advisor	1	1.25%	570	570
Model United Nations Advisor	1	4.25%	1,939	1,939
Speech Team Coach	1	4.25%	1,939	1,939
Link Crew Advisor	1	4.25%	1,939	1,939
Technology Mentor	1	4.25%	1,939	1,939
TOTALS	32			65,696

JUNIOR HIGH SCHOOL

DUTY	# OF	% OF BASE	STIPEND	TOTAL COST
Music Production/Band	1	4.25%	1,939	1,939
Music Production/Choral	1	4.25%	1,939	1,939
Department Chair	6	4.25%	1,939	11,634
Section Allocations ($5.00/section)				
Spirit Advisor	1	4.25%	1,939	1,939
Color Guard	1	4.25%	1,939	1,939
Pentathlon	1	4.25%	1,939	1,939
Yearbook Advisor	1	2.50%	1,141	1,141
Technology Mentor	1	4.25%	1,939	1,939
Leadership Advisor	1	2.50%	1,141	1,141
TOTALS	14			25,550

ELEMENTARY

DUTY	# OF	% OF BASE	STIPEND	TOTAL COST
Science Olympiad Coach	4	4.25%	1,939	7,756
Music Production, Grades 4-6	3	2.50%	1,141	3,423
Outdoor Education	Varies	1.25%	570	Varies
Ag Day Chairperson	4	2.50%	1,141	4,564
Technology Mentor	4	4.25%	1,939	7,756
Grade Level/Spec. Ed Chairperson		1.25%	570	
TOTALS	7			23,499

CHARTER

DUTY	# OF	% OF BASE	STIPEND	TOTAL COST
Yearbook	1	2.50%	1,141	1,141
TOTALS	1			1,141

California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2017–18 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by June 30, 2017)

DATES OF PROJECT DURATION - JULY 1, 2017, TO JUNE 30, 2018

Oakdale High School	Oakdale Joint 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	Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal

Contact Phone Number: 5593597035

Date of Approval of Local Agency Board:

Funds Requested - Part I	$5,000.00	
Part II	$3,416.00	
Part III	$20,000.00	
Part IV	$7,500.00	
Total		$35,916.00

Number of Different Agriculture Teachers at Site: 4

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	2016–17 R2 Number	Amount Requested
List Number from R2 Report ($8/Member)	427	$3,416.00

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: 4

List the Names of the Agriculture Teachers:

Isaac Robles	Ed Hartzell
Grace Tobias	5.
Matt Marshall	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	4	$8,000.00
Criterion 11A - Year-Round Employment	4	$8,000.00
Criterion 11B - Project Supervision Period	2	$4,000.00
TOTAL FUNDS REQUESTED PART IV		$20,000.00

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. $7,500.00

ART 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		30,000.00		30,000.00
2			Subtotal for 4000	**$30,000.00**		**$30,000.00**
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. CATA Conference	3,000.00		3,000.00
4			2. Inservices	2,916.00		2,916.00
5			3.			
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	**$5,916.00**		**$5,916.00**
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1.			
10			2.			
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	**$0.00**		**$0.00**
14			Total for 4000–6000 Lines 2, 8, 13	**$35,916.00**		**$35,916.00**

TOTAL 2017–18 Incentive Grant Allocation: $35,916.00

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:

Program Achievement/AgEd 539 Special Focus Project

Criteria #5 – Facilities, Equipment and Materials

Purpose of this Project:

There were 2 main goals of this project. First, The Ag Shop facility and majority of equipment there-in, was to be modified and upgraded to meet current standards and student needs. Second, the shop was to be reorganized and maintained to allow for a more safe, clean and productive environment for student learning and SAE project construction.

Rationale:

Upon my arrival at Oakdale High School, my first impression of the Ag Shop was that it was in a state of confusion. Just a year before my arrival, another teacher was hired for the shop. That teacher was replacing an instructor who had been responsible for the shop for the better part of 30 years. So, what I walked into was a shop that was in a state of transition: new items and organization was starting to happen, yet almost 30 years of collected supplies, outdated tools, broken equipment, disorganization, and general uncleanliness still permeated the building. Even though the facility had great potential, it had a long way to go before it would be more safe and productive that it had ever been before. My goal was to transform this shop into one to be proud of. Luckily, there was over $150,000 of grant money that was made available to me this year to accomplish this goal. With the assistance of my students and many long nights and weekends, the objectives I laid out to complete this project were accomplished and the shop is now a much different place.

AGED 539 Teacher Internship Report

Isaac Robles

Major Objectives –

#1 - Identify and purchase new equipment needed to teach Ag Mech skills and project construction.

#2 - Augment, replace and/or discard outdated, low capacity, broken or unsafe equipment and tools.

#3 - Organize tools and equipment used for student instruction so that they can be easily secured, accessible when needed, and maximize storage space available in the shop.

#4 - Develop and create "tool/supply" storage areas for specific skills units and instruction.

#5 - Establish an organized and accountable inventory of shop consumables (i.e. hardware, welding supplies, safety gear and supplies)

Outcomes –

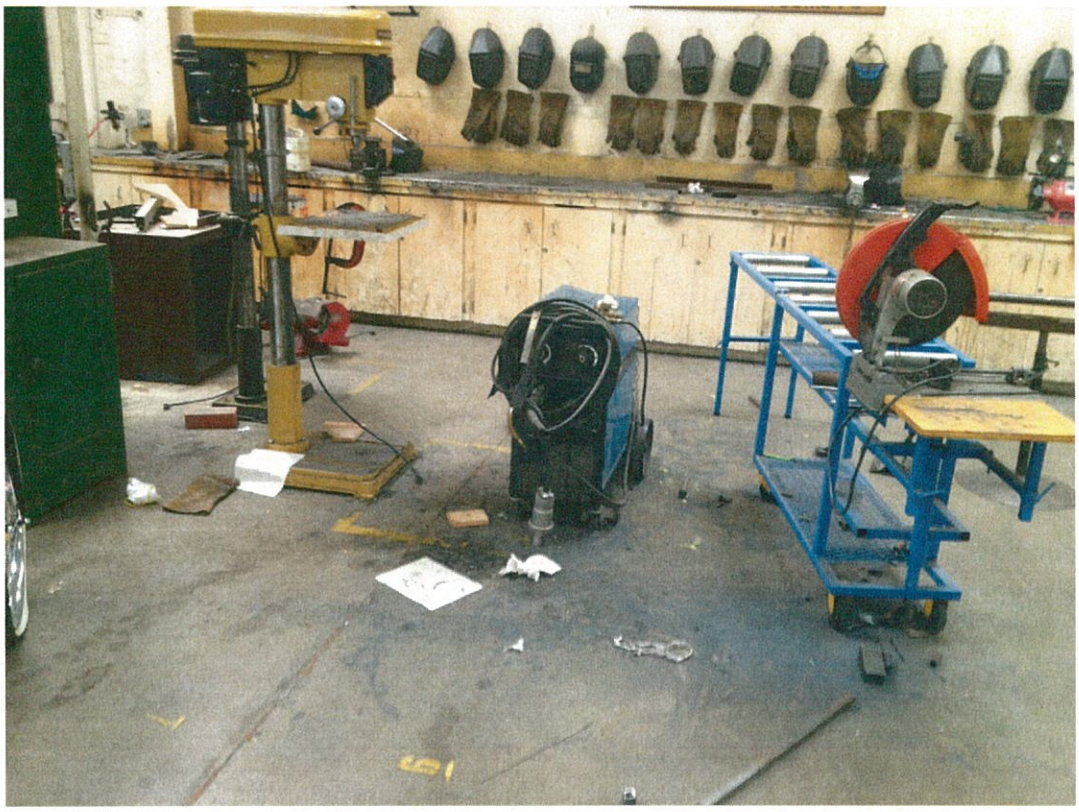
#1 and #2 – New Equipment – Even though the shop seemed to be in disarray, there was a good number of tools and equipment that were in very good condition and were of a suitable quality for student uses, those stayed. However, we needed more. I identified equipment that either needed to be discarded completely, replaced, repaired or simply buy more of after inspection of the entire shop inventory. Many outdated or dangerous pieces of equipment were the first to go. Grinders and equipment with missing or damaged guards, an oversized radial arm saw, frayed power cords, and slow operating equipment were all marked for surplus or disposal first. My philosophy is simple in this regard: if a shop isn't safe or efficient, it can't be productive and learning will suffer. I also acquired multiple sets of tools and equipment to prevent "bottle necks" during the production of various class projects. Multiple cordless drills, powered hand sanders, miter saws, welders and metal fabrication tools and equipment were all purchases in great numbers to facilitate entire class usage.

#3 – The shop I inherited didn't make sense in a lot of ways. One was organization in work areas. There were wood tools being stored next to welders, plumbing solvents in the same shelves as welding rod, there were even wood project being constructed right next to the steel natural gas-powered forge (yes, the forge was one of the first things to go) ...My solution was to create project type specific areas. Wood working was limited to the wood tables. Welding and fabrication was only done in the designated welding areas and electrical supplies were know moved from under the hand-washing area. This reorganization of work areas allows for students with common projects to interact, while it also keeps students from mixing various tool types.

#4 – Tool/Supply Storage Areas for Specific Skills units – One practice I believe in whole-heartedly in an Ag Shop is to secure and compartmentalize the various tools for each different unit taught. This means having a space where you can store only those tools, supplies and/or

equipment that is needed for only that particular practice. A wood working cabinet for the wood working unit, a cabinet for cold metal tools, and even a cabinet plumbing materials were all some of the areas I developed. This allowed me to be able to secure those tools when not in that particular unit and be able to take inventory much quicker and accurately.

#5 – Accountable Inventory – Nothing in this shop was secured well upon my arrival. Locks on cabinets were either broken or missing. Some cabinet doors were simply holding back all of the garbage and broken tools that were stuffed there at some time. Many of the students, who weren't told any better, simply took what they out of these storage areas and some just had a general lack of respect for the tools and supplies found in them. The easiest way for me to keep track of what we had in the shop was to get a tighter rein on these consumables. Keyed-alike locks were then put on all storage areas and a regular inventory of supplies was initiated.

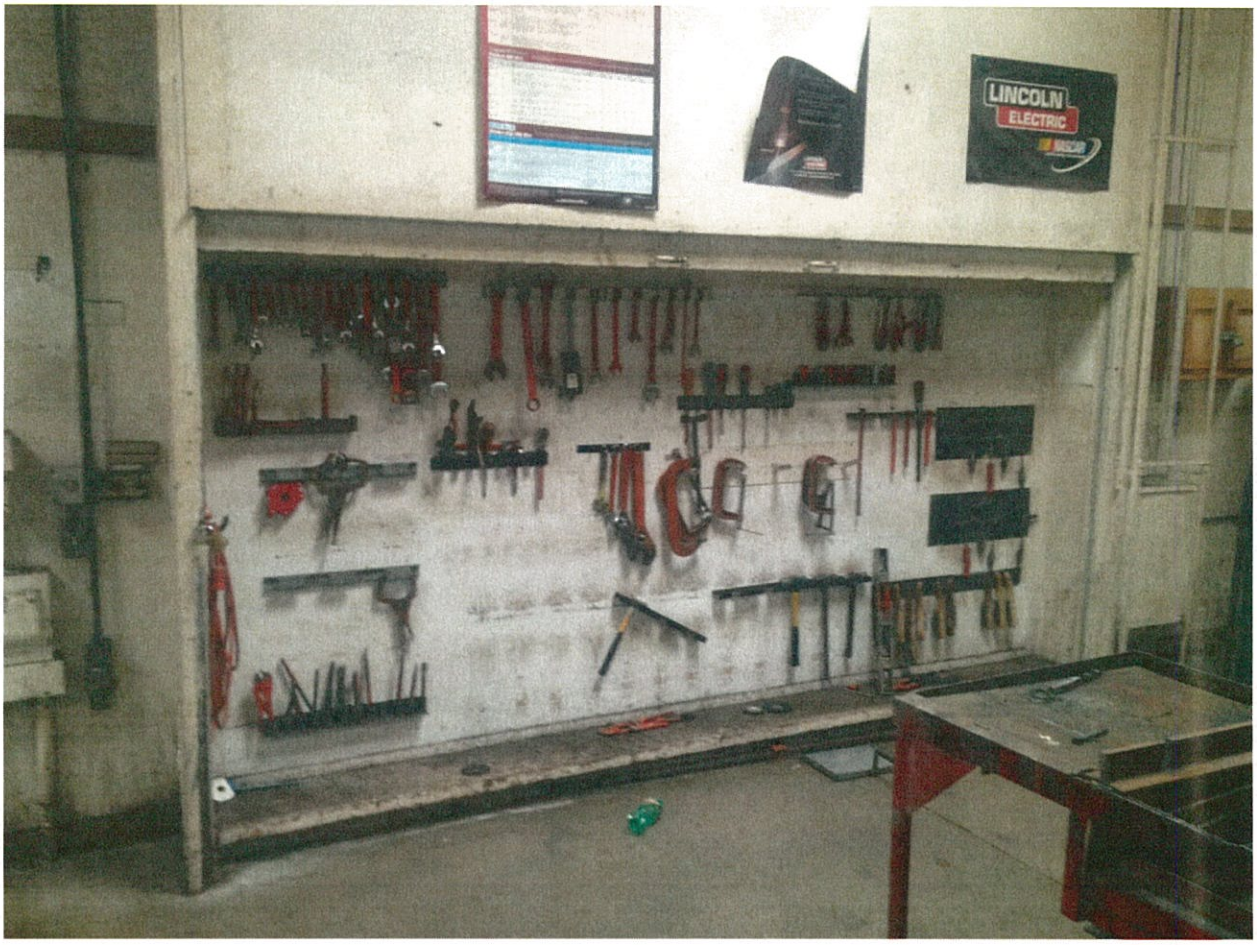


Much of the shop area I came upon when arriving at Oakdale High School was fairly disorganized and in one state or another of chaos. While there was a tremendous amount of potential, there was also a tremendous amount of work that needed to be done.

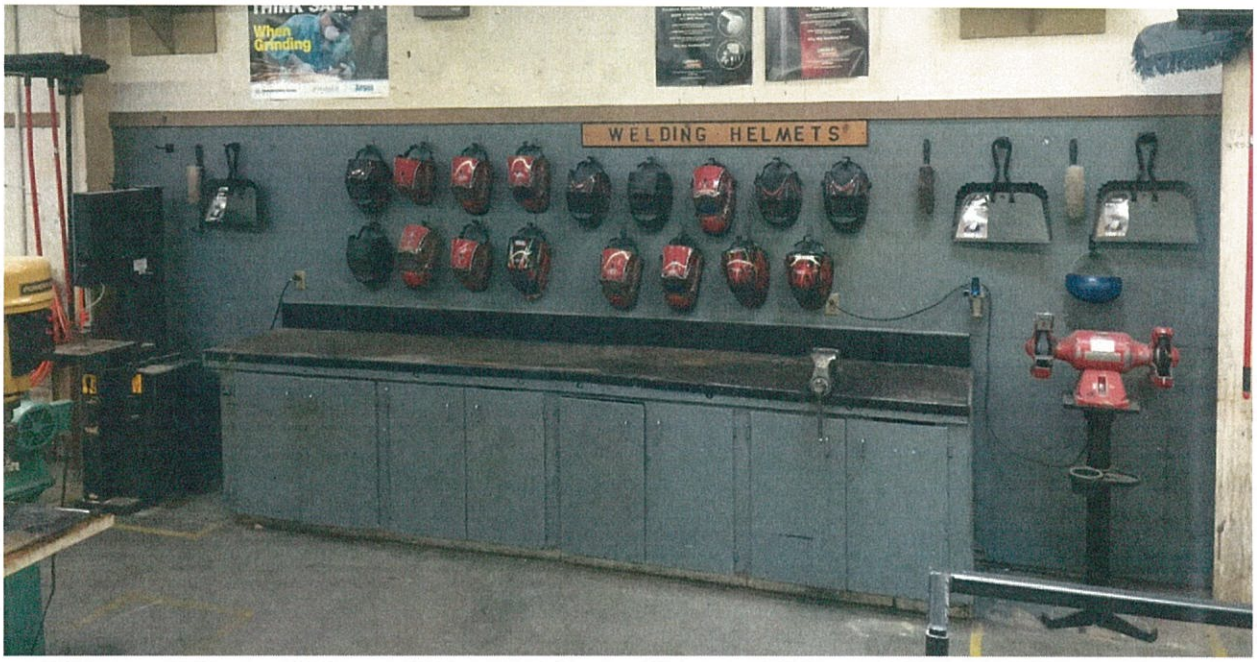
Some areas were organized but needed updating and a heavy dose of cleaning and/or paint. Areas like this counter top were becoming more of a place to store junk and waste than they were being used as work areas. I decided this particular counter was better served in a shortened capacity. Additionally, I wanted a place to mount a grinder to a pedestal for great use and safety.

So after receiving permission from my district, I began sectioning this counter so that we could make room for pedestal grinders. This counter was installed in the shop around 1958. It was made incredibly well and was not easy to remove.

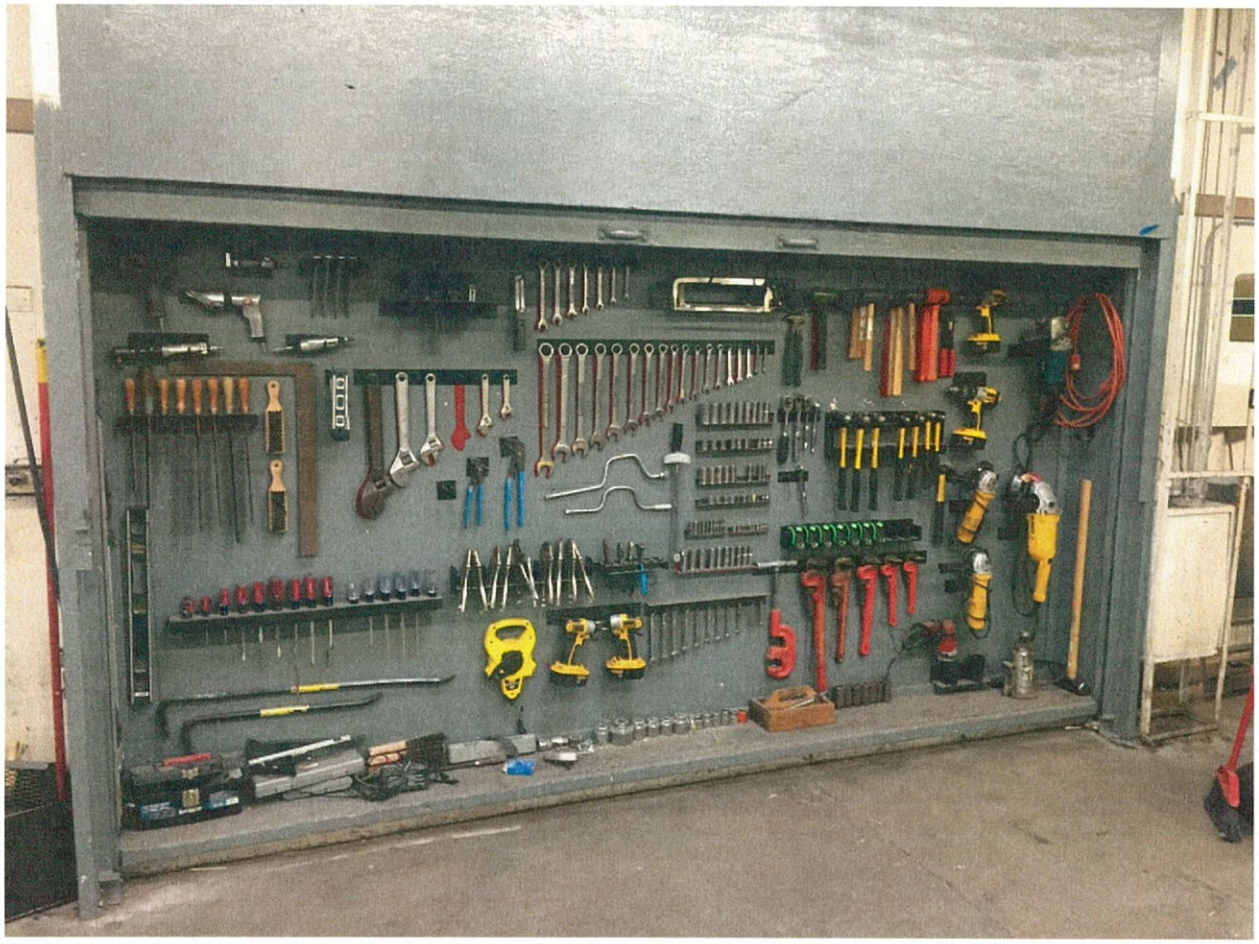
After a tremendous amount of demolition work, the area was finally cleared away and end caps were installed on the counters and the entire wall and counters/cabinets were repainted.



Also needing reorganization was a large tool board in the shop. Over the years it seemed like there was some sort of attempt to make this functional. Yet, with lack of organization and labeling, it fell into the state I found it in. It too needed both organization and a fresh coat of paint.



Once the demolished parts and pieces of the counter and cabinets were cleared away and the endcaps were installed, the cabinets and wall behind the cabinets were cleaned and repainted. The wheel grinder that was simply sitting on the table was mounted to a pedestal and a new band saw was added to the two new spaces that were now created. Additionally, the gloves that once hung on the wall were moved into the lower cabinets and more welding helmets were added. Finally, cleaning tools were hung on the wall on both sides for student clean-up.



The tool wall was also totally re-worked. After removing and discarding all of the old, broken tools and ineffective racks, new racks were designed and constructed so that a variety of commonly used tools could be stored on the wall for quick use at any time. Additionally, shadows were painted behind most tools to know when various tools were missing. Lastly, the sliding door mechanism was repaired to allow the tool board to be locked up when not in use.

Specialty tool cabinets were also created in the shop to make sure that individual units of instruction could easily be compartmentalized for security and inventory purposes. This organization will hopefully lead to much less waste and tool replacement over the years.

Lastly, keyed-alike padlocks were added to all storage areas so that supplies and tools could be more securely monitored. This has allowed me the chance to keep a much more detailed inventory of our materials. Additionally, all our staff now has copies of their own keys so that areas can be accessed by all staff at any time.