AGED 539
Graduate Internship Report

Escalon High School
Escalon, CA

Kenny Saephan
Winter 2022
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Quality Criterion 1: Curriculum and Instruction

The Escalon High School Agriculture Department meets the quality criteria in many different ways with the use of agriculture education core curriculum, computer software, textbooks, facilities, instructional strategies, equipment, learning experiences, courses that are offered, hands-on learning, student projects, guest speakers, and our needs assessment within our department. Each of the quality indicators is discussed in detail and how they are met within each criterion.

The curriculum has been organized and sequenced around paths with clear performance standards leading students to entry practices agricultural career level employment, job advancement, entrepreneurship, advanced education and training, and personal use. Instruction is performance based and integrates academic knowledge and skills which reflect current and emerging technologies and in business and industry.

Quality Criteria 1A:

The curriculum includes the components required under Section 5454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agriculture experience; and a program of leadership, organization and personal development. Escalon High School Agriculture Department meets this criterion by incorporating core curriculum where it is appropriate into our existing curriculum. When writing a new curriculum the cluster standards are inserted into the appropriate areas as required. For example, the agri-science design curriculum includes Next Generation Science Standards, Common Core Standards, UCCI and the Agriculture Standards. Students are required to have an SAE project and participate in a program of leadership through FFA, and they are a substantial part of their grade.

Quality Criteria 1B:

The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for the content of courses offered. Curriculum addresses “Foundation” and “Pathway” standards within the program pathway(s) and course sequences. The 1B quality criteria is met through our Agriculture Career Pathway plan. The pathways available are Agricultural Mechanics, Animal Science, Ornamental Horticulture, Plant Science, and Agriscience. The Escalon High School Agriculture Department staff has aligned our courses to both the Foundation Standards and Pathway Standards for Agriculture and Natural Resources Industry Sector. The pathways have a minimum of three sequential courses.

Quality Criteria 1C & 1D:
Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan. (Foundation Standard 3.0) Escalon High School currently has a list of all of the agriculture courses necessary for any pathway. The Agriculture Career Pathway list is provided to all counselors so that they may best advise our students as to the proper order of agriculture courses so that they complete their desired agriculture pathway. The master schedule includes the list of classes available for each grade level so that students can choose a course that follows their designated agriculture pathway. The pathways are reviewed in person with students every year beginning in 8th grade.

Quality Criteria 1E:
Every agriculture course taught at Escalon High School includes agriculture career awareness information. Every course includes career research and presentation assignments related to the pathway offered. For example, students must research welding jobs in the Ag Mechanics pathway. Students must research salary, educational requirements, career outlooks, and job requirements and duties.

Quality Criteria 1F:
AET record keeping is taught in all agriculture classes. The Escalon High School High School is a one to one program for our students by issuing them each a Chromebook. Students are taught how to start, maintain, and complete an SAE project utilizing their chromebook and the AET website. The SAE project is embedded as 10% of student grades. Students are also required to complete a 5 minute presentation on their SAE project at the end of the year in every class.

Quality Criteria 1G:
Agriculture courses have been submitted to meet high school graduation requirements and/or University of California A-G credit.
Ag Welding: Art Credit
Ag Biology: Biology Credit
Ag Chemistry: Chemistry Credit
Floral Design I/II: Art Credit
Food Science I: Interdisciplinary Science

Quality Criteria 1H:
In class instruction includes guest speakers and/or field trips for all courses. For example, Todd
Conrado, the Ag Mechanics instructor from MJC comes to visit the Ag Mechanics classes every year to discuss further opportunities in education and careers. Our animal science classes will go to superior farms to learn about industry practices. Our floral classes will tour the San Francisco floral markets. There are many other opportunities students will get throughout the year for speakers and tours. These are funded by AIG and CTEIG.

Quality Criteria 2 Leadership and Citizenship Development

The Escalon High School Agriculture Department has always pushed for improving the leadership and citizenship of the FFA members in its chapter. Students are required to participate in four FFA activities per year, which reflects in 10% of their grade in each agriculture course. We encourage students to compete in the local and sectional contests to improve their leadership and communication skills. There are many opportunities in the Escalon FFA chapter to assist in community service activities including local canned food drives, valentines for the elderly, easter baskets, and fundraisers for other causes, such as the local animal shelter. It is our goal at Escalon High School to create leaders of our agriculture students through our courses and FFA leadership development activities.

Quality Criteria 2A:

Escalon FFA’s chapter number is CA0073. Escalon High School Agriculture Department is located in the Escalon Unified School District, in Escalon, CA.

Quality Criteria 2B:

The Escalon FFA Program of Activities is developed each year with information for students, administration, and community members about our Agriculture Program. It covers information regarding fair projects, program goals, and Agriculture/FFA education. A copy is furnished to the Regional Supervisor, Jill Sperling, by November 15th.

Quality Criteria 2C: All Escalon High School Agriculture students are held accountable for participating in two FFA leadership activities per semester for 10% of their grade in each course.

Quality Criteria 2D: All students that are enrolled in the Escalon High School Agriculture Program are also entered on the R-2 roster as FFA Members. Dues are paid for every student enrolled in any of our agriculture courses. Students who enroll in the second semester are also added to the R-2 roster at that time. Escalon High School Agriculture Department courses have 100% affiliation with the National FFA Organization. Each student is held accountable by
participating in two FFA activities per semester, as well as the fact that all agriculture students are official FFA members according to the FFA roster for Escalon High School.

Quality Criteria 2E:

Escalon High School Agriculture Program participates in a variety of FFA activities each school year. Each year our program offers activities and opportunities for our members to have a well rounded agriculture experience.

Quality Criteria 2F:

Based on previous year’s record, the department participated in a minimum of 12 activities as listed on the FFA activities check sheet.

We attended the following activities:

1. Greenhand Conference
2. Made For Excellence Conference
3. Advanced Leadership Academy
4. Chapter Officer Leadership Conference
5. Spring Region Meeting
6. State Leadership Conference

We submitted the following:

1. State Degree Application
2. American Degree Application
3. Scholarship Application - State

We participated in the following:

1. Opening and Closing Contest - Section
2. Extemporaneous Speaking - Section
3. Job Interview - Section
4. Impromptu Speaking - Section
5. Prepared Speaking - Section
6. County/District Fair/Show
7. Career Development Teams (other than those identified above)
   a. Ag Welding
   b. Food Science
   c. Ag Pest
8. Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)
   a. Livestock Judging
   b. Poultry Judging
c. Vegetable Judging  
d. Agronomy  
e. Farm Power

Quality Criteria 2G: A minimum of 80% of the students participate in at least three leadership development activities annually as verified by our department records and gradebooks. Students are required to participate in at least 4 per year for 10% of their grade.

Quality Criteria 3 Practical Application of Agricultural Skills

This criterion discusses how practical application of occupational skills is accomplished through classroom simulation of work-site experiences, community-based learning or entrepreneurship. Many students in our program choose to raise an animal as their project. These animals include goats, sheep, swine, rabbits, chickens, turkeys, dairy cattle, and beef cattle. We do have housing for all species on our school farm except for Beef and Dairy.

Quality Criteria 3A:

Each student in the Escalon High School FFA program is expected to develop a type of SAE to enter in his or her AET record book. If a student does not have an SAE, then the advisors will work with the students to develop one on campus. We now have a school farm on campus where students can keep goats, sheep, rabbits, chickens, turkeys, and swine projects. The horticulture program is up and running to provide SAE projects for students. Students also have the opportunity to do a laboratory SAE using science experiments outside of class time. Students have access to the welding shop after school to work on projects. Students can also be provided SAE hours as shop foremans or student managers of Ag facilities.

Quality Criteria 3B: In all of our class outlines and syllabi, there is a clearly defined department policy for what is required to earn full credit for SAE projects. Students must have an SAE project with at least 45 hours per year entered with completed plans, descriptions, and approval from an Ag advisor.

Quality Criteria 3C: All first year students have either been engaged in a SAE project or have a plan in place for a SAE, as verified by the students AET tracker.

Quality Criteria 3D: This criterion is partially met in the Escalon FFA program, but is in progress of achieving this standard. SAE projects for other students do not yet meet the 80% due to lack of follow through by our Ag Advisors. We currently have 65% participation. Our department needs to do a better job at ensuring students are appropriately entering in their SAE records into
AET. Our department also needs to continue to develop alternate pathways for students to complete SAE projects.

Quality Criteria 3E: This is an area where we are deficient as a chapter. While students with SAE projects are visited by teachers, the visits are usually not recorded in AET. Most records of recommendations are given verbally, by text, or by email to students and parents. Our department needs to improve by going to more training on AET and utilizing the features built in for project visit documentation.

Quality Criteria 3F: Students apply for advanced degrees above the local level based on their SAE project through their state and national degrees. One area our advisors could improve upon is helping students submit their projects for above the chapter level proficiencies.

**Quality Criteria 4 Qualified and Professional Personnel**

All Agriculture instructors at Escalon High School are fully credentialed agriculture instructors. Each teacher is instructing in his/her areas of specialization, guaranteeing competency in the subject matter presented to agriculture students. The Agriculture instructors regularly attend in-services and professional development sessions to enhance their prior knowledge and update their instructional information.

Quality Criteria 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. All Agriculture teachers at Escalon High School are appropriately credentialed for the courses that they instruct. Each instructor has his or her agriculture specialist credential in addition to the clear credential and single subject credential in Agriculture. Teacher data sheets are up to date for all instructors, which include the credentials appropriate for the courses taught.

Quality Criteria 4B: Each Agriculture teacher attends a minimum of four professional development activities either within Escalon High School, Escalon Unified School District, or California Agricultural Teachers' Association (CATA). The Escalon Agriculture instructors attend the CATA conference each year and take the “skills” courses related to their areas of teaching to update their own knowledge and information on the subjects. All Ag teachers attend the two regional and sectional meetings, as well as roadshow and summer conference.

Quality Criteria 4C:

The Escalon High School Agriculture instructors meet informally on almost a daily basis to discuss upcoming events, future decisions within the department, and any reflection on events past. The department meets twice a month formally as required by school policy and keeps records of those minutes.
Quality Criteria 4D:
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. All expenses must be preapproved through either ASB or by our LEA depending on the type of activity funding source.

Quality Criteria 5 Facilities, Equipment, and Materials
We have old facilities at Escalon and are always seeking to improve them within the confines of our budgetary and district policies and restrictions. We have made great strides in improving our equipment within the last few years and giving students the opportunity to simulate current and emerging technologies and applications. We meet regularly with industry representatives to ensure we are moving in the right direction in regards to equipment and facility upgrades.

Quality Criteria 5A:
Modification of facilities and equipment has occurred when necessary based on the needs of students, including special populations. We are currently looking at improving the ventilation of the welding shop due to health concerns by students.

Quality Criteria 5B:
There is appropriate storage space for materials, records, equipment and supplies. We have two storage sheds outside of the department as well as a cargo container. We have a medium sized building on our school farm for storage of farm equipment. We are currently exploring purchasing more storage space as our department is adding a new pathway and teacher.

Quality Criteria 5C:
Community or school-based laboratory facilities have been provided to accommodate students who have no place for their SAE project(s): For example: Our welding shop, school farm, greenhouse, several garden bed areas, floral lab, food science lab, and orchard.

Quality Criteria 5D:
The equipment in our facilities have improved significantly in the last few years and we are getting closer to matching industry standards. We are currently renovating a preexisting room to create a food science laboratory.
Quality Criteria 5E:

We currently have two trucks and a van that belong to the Ag department for teachers to use as they need for any program activities they deem fit. Teachers can also use their personal vehicles and be reimbursed for mileage on school events if pre approved.

Quality Criteria 5F:

Each instructor is responsible for their own facilities and verifies that they are neat, clean, and orderly. Instructors are required to submit for repair or replacement any items that are damaged. Instructors often utilize their classes to maintain facilities and make improvements. For example, students in the Ag Mechanics class built all of the boxes for the growing areas.

Quality Criteria 6 Community, Business and Industry Involvement

The Advisory committee at Escalon High School consists of representatives from the community, businesses, school site staff, college instructors, and other individuals having skills and knowledge of the occupations for the agriculture instruction provided. The advisory committee follows a structured agenda that assists in the development and implementation of long range and short range plans to ensure that the program remains current. They cover the following areas in the agenda: instructional content, budgets, program promotion, student recruitment, facilities, equipment and materials, articulation agreements, program planning, job placement, SAE, FFA, competencies, new technology, current and relevant instruction, textbooks and supplies, laboratory facilities and classroom space. There are written advisory committee minutes for each meeting in the program plan.

Quality Criteria 6A:

The Advisory Committee is operational and reflects the local agricultural industry for the courses being offered, as outlined in the "Agricultural Education Advisory Committee Manual". Current members include.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Lovett</td>
<td>Retired Ironworker</td>
<td>Ag Mechanics</td>
</tr>
<tr>
<td>Allen Wood</td>
<td>California Welding Manager</td>
<td>Ag Mechanics</td>
</tr>
<tr>
<td>Gino Farinelli</td>
<td>Retired Ag Teacher</td>
<td>Animal Science/Ag Ed</td>
</tr>
<tr>
<td>Joe Terra</td>
<td>Retired Ag Teacher</td>
<td>Plant Science/Ag Ed</td>
</tr>
<tr>
<td>Ken Van Gorkum</td>
<td>Owner Escalon Feed</td>
<td>Animal Science</td>
</tr>
<tr>
<td>Marlies Boyd</td>
<td>Retired Ag Teacher</td>
<td>Animal Science/Ag Ed</td>
</tr>
<tr>
<td>Matthew Terra</td>
<td>VP Eckhert Cold Storage</td>
<td>Plant Science/Ag Ed</td>
</tr>
</tbody>
</table>
Quality Criteria 6B:
The Agriculture Advisory Committee at Escalon meets twice a year, once in the fall and once in the spring. We have invited community members, administration, and school members and advisors to our meetings. Program development and improvement are our main goals. As we shift to a more output based model in Agricultural Education, our conversations shift towards finding ways to hit that criteria.

Quality Criteria 6C:
The Agricultural Advisory Committee has assisted in the development or revision of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes.

- Job Market Descriptions
- Total Program Goals & Objectives
- Course Subject Matter Outlines
- 5 Year Facility & Equipment Acquisition
- Program Description- Courses, SAE, FFA
- Program Completion Standards
- Current Year Budget
- List of Active Placement Site

The Escalon Agricultural Advisory Committee has been presented with the current Program Plan and has helped to develop our program pathways and goals. Our committee members have provided us with guidance in placement sites, equipment and facilities maintenance & repair.

Quality Criteria 6D:
The Agricultural Advisory committee minutes clearly reflect programmatic recommendations made by the committee. Our discussions are often thorough and reflect a variety of opinions from stakeholders on the committee.

Quality Criteria 6E:
The Agricultural Advisory Committee minutes are shared with the principal, superintendent, school board and Regional Supervisor. The principal and superintendent attend our advisory committee meetings to provide input and constructive feedback.

Quality Criteria 7 Career Guidance

Agriculture educators, staff, counselors, and career centers provide services and guidance to ensure that agriculture students enroll in courses that are consistent with their interests, abilities and goals. All students in the agriculture department are required to complete an information sheet that is kept on file and updated yearly in the department classroom. Many courses in the agriculture department are in progress of aligning with the UC/CSU A-G requirements. We currently have Ag Biology and Ag/Soil Chemistry that are aligned for science credit. Floral Design meets the fine arts credit for UC/CSU. We are pursuing A-G alignment for Food Science I/II and Welding.

Quality Criteria 7A:

Every agriculture course taught at Escalon High School includes agriculture career opportunities information. The students are required to research a career related to their pathway and complete a five minute presentation regarding the career.

Quality Criteria 7B:

Our department needs to work on improving the amount of time spent on AET in general, but specifically with the career plan. We do not currently require students to complete or update their career plans on their AET student profile and we need to start doing it.

Quality Criteria 7C:

We currently offer the YQCA certification for students. We also in partnership with Hogan Mfg, offer a welding certificate for SMAW Limited Thickness 3G. Our Ag Mechanics instructor is currently working on becoming a CWI to certify students going forward.
Quality Criteria 8 Program Promotion

The Recruitment program at Escalon High School has seen improvement in the past year for the agriculture program after COVID. There are many recruitment activities and materials that we have developed to promote agriculture courses. Brochures are available to all middle school students that discuss our program and explain the courses offered, encouraging them to develop an area of interest so that they can easily fall into a specific agriculture pathway as they enter high school. Our largest focus for the upcoming years will be recruitment for all of our classes, especially the science area. We bring our 8th graders on to campus for our “Ag Day” presentation in which we teach the students about future career and education opportunities with our program.

Quality Criteria 8A: The Escalon High School agriculture department has a program recruitment brochure to encourage middle school students to enter into one of our pathways. We also have flyers that we distribute to the counselors and career technicians during the course enrollments. Students can see the courses in which they wish to enroll and then sign up according to the sheets provided. This encourages middle school students to follow an agriculture pathway of interest and sign up for the correct agriculture class as an incoming freshman.

Quality Criteria 8B:

There are financial means for overcoming any barriers for participation in our programs. We offer fundraisers for students to pay for FFA, SAE, and other Leadership activities where 100% of the proceeds go directly to their costs. During our SAE projects we aid students in loan programs through either our Ag Boosters or the local banks. The only exception is that we do not provide loans for seniors through Ag Boosters. They also have available areas to keep their projects, since many of our students do not have the appropriate locations at home.

Quality Criteria 8C: We only have 1 feeder school in our district. We bring our 8th graders on to campus for our “Ag Day” presentation in which we teach the students about future career and education opportunities with our program. We go over different pathways, A-G requirements, and examples of coursework students complete in a year.

Quality Criteria 9 Program Accountability And Planning

Our Comprehensive Program Plan has not been updated in 14 years as a whole but we
continually submit our proper paperwork to the Regional Supervisor on a regular basis within the
due dates for the needed AIG criteria. We are in the process of developing a graduate follow-up
system for our students.

Quality Criteria 9A: I am working on improving the Comprehensive Program Plan as a whole
document. The Comprehensive Program Plan parts for AIG are updated annually and the
Regional Supervisor receives updates every year.

Quality Criteria 9B:

Updates of the Program Plan are sent to the Regional Supervisor by October 15th. These updates
include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3)
FFA Program of Work; (4) Advisory Committee Roster; (5) Advisory Committee Minutes; and
(6) Graduate Follow-up Results. All items are up to date and sent to the Regional Supervisor.

Quality Criteria 9C: Each year, every graduating senior is contacted and asked the questions
needed to complete our R2 roster requirements. We are currently developing an electronic
graduate survey that can be emailed and shared through social media. This survey would allow
us to improve our program with information from the students that have just completed the
program.

Quality Criteria 9D:

The R-2 Graduate Follow-up Data was collected and entered online by October 15th.

Quality Criteria 9E:

The Agriculture Department analyzes their student retention numbers each year and develops
strategies to help increase retention within the program. This has been the largest focus of
Escalon High School agriculture instructors for the past year. We lose many students when they
finish their Ag Bio/Chem classes as they are not required to take three years of science at our
site. We are currently examining different strategies to address this.

Quality Criteria 9F:

All reports, the R-2, Expenditure, and FFA Roster, have been submitted to the Regional
Supervisor for the 2021-2022 school year. These reports are submitted annually on a timely basis
to the Regional Supervisor and will continue in the future by no later than October 15th.

Quality Criteria 10 Student-Teacher Class Ratio

Escalon High School has an imbalanced number of students to-teacher ratios. The Escalon High
School agriculture instructors do not receive a project supervision period. Our shop classes hover
around 28 students per class and the science classes can have upwards of 35 students but average
30.

Quality Criteria 10A:
At this point, our agriculture department does not meet these criteria. Our shop classes hover around 28 students per class and the science classes can have upwards of 35 students but average 30. Our district has made it clear that they do not support a reduction in class size at this time.

Quality Criteria 11 Full Year Employment
At Escalon High School we understand the importance of having full-time employment for the benefit of our agriculture students and their SAE projects. All two agriculture instructors in the Escalon Department are on full time contracts, which allows for the year-round activities in the agriculture program to be conducted and fulfilled. Currently our instructors are not provided a project supervision period.

Quality Criteria 11A:
Ag teachers are provided with a 220 day contract versus the 184 days of a normal teacher. They are paid for the extra days at their normal rate. All teachers are full--time agriculture instructors within the school day and throughout the summer to provide adequate supervision of SAE projects.

Quality Criteria 11B: Escalon High School does not provide project supervision periods for its agriculture instructors due to the Escalon Unified High School district request. There is no intention at this time by the district to provide it.
Supporting Documents 1: Student Data Sheets

The Agricultural Experience Tracker

Account Information and Settings

My Program
Escalon
308 Students
3 Teachers
81 AET Log-ins this week

Privacy Settings
Scoreboard Privacy:
Hide name in scoreboard?
Yes ☐ No ☐

Demographics
HS Graduation:
Shirt Size:
Gender:
Race:
Ethnicity:
Year of birth:
Residence:

Primary Mailing Address
Address:
City, State, Zip:

Contact Information
Email:
Home Phone:
Cell Phone:

Parents/Guardians
Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:
Address:

Mother / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:
Address:

(Same as primary mailing address above)

https://www.theaet.com/AET/Profile/Account2.aspx

28/02/22, 10:59 AM
Log Out

Profile    Journal    Finances    Reports

Chapter Account
Index
Calendar
Portfolio
Scoreboard
Sign Off
Cash/Checking: $0
Current/Projects: $0
Non-Current: $0
Liabilities: $0

Student Help
Teacher Help
AET Classroom
Ask AET a Question
The Agricultural Experience Tracker

Profile | journal | Finances | Reports

Account Information and Settings

My Program
Escalon
32 Students
3 Teachers
81 AET Logins this week

Privacy Settings
Scoreboard Privacy:
Hide name in scoreboard?
☐ Yes ☐ No

Demographics
HG Graduation:
Shirt Size:
Gender:
Race:
Ethnicity:
Year of birth:
Residence:

Primary Mailing Address
Address:
City, State, Zip:

Contact Information
Email:
Home Phone:
Cell Phone:

Parents/Guardians
Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:
Address:

Mother / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:
Address:

Password:
ProfilePic: Upload

Log Out

https://www.theaet.com/AET/Profile/Account2.aspx

1/1
Account Information and Settings

My Program
Escalon
323 Students
3 Teachers
81 AET Log-ins this week

Privacy Settings
Scoreboard Privacy:
Hide name in scoreboard?
Yes ✗ No

Profile Info:
Profile Pic:
Upload

Demographics
High School:
Gender:
Race:
Year of birth:
Residence:

Primary Mailing Address
Address:
City, State, Zip:

Contact Information
Email:
Home Phone:
Cell Phone:

Parents/Guardians
Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:
Address:

Mother / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:
Address:

Password:
Password:

100% Complete
Personal and Parent Contact Info: 100%
Emergency Info and Permission Forms: 100%

Log Out
Supporting Documents 2: Permanent Student Files

We utilize AET for permanent student files. We use it to track student personal information, career plans, goals, pathways, and education plans. We are trying to move away from any more physical copies of anything, to modernize our systems and increase efficiency. That being said, we need to do a better job at making sure those documents are up to date and are a point of emphasis.
Exploratory Agricultural Mechanics
2021-2022

Instructor: Mr. Saephan
Office Phone (209) 838-7073 ext. 7038
Email – Ksaephan@escalonusd.org
Room 38

Course Description:
This course is designed to give first year students with no experience strong foundations in the use of all farm shop skills. Tools, materials, and safety will be reviewed at the beginning of each unit of instruction. Proper skills involving hand tools will be stressed. The basic course in mechanics includes measurement, computer layout, bill of materials, woodworking, cold metal fabrication, plumbing, electrical wiring, oxy-fuel welding and arc welding.

Required Equipment: This must be brought every day to be prepared for class.
- A school issued chromebook or
- A personal computer or laptop (not a cell phone)
- Three ring binder with paper
- Pencil
- Closed Toed Shoes (Preferably Leather)
- Shop Appropriate Clothing

Recommended: Personal protective equipment will be provided by Escalon High (Except Shoes), as this is a free class. However, I recommend students purchase their own equipment if they have a personal preference for certain brands or levels of quality.

Ag Department Cell Phone/Electronics Policy:
Cell phones/laptops/MP3 players/Chromebooks are not allowed to be used in class without explicit permission from the instructor. Phones will be sent to the office for parent pick up after school.

General Rules:
1. Respect school and personal property
2. Maintain room and laboratory/shop area, keep it clean and in order
3. Drinks, gum, food and any type of seeds are not allowed in the classroom
4. Maintain desks, tables, chairs, and all equipment clean and free from writing or vandalism of any kind
5. Obtain permission before using another person’s materials
6. Return borrowed property
7. Obtain permission from the teacher before using any tools, equipment or materials in the classroom or outside in the laboratory area during class and after school. All items must be returned to the appropriate storage area.
8. Always obtain permission from the teacher before leaving the classroom or laboratory area for any reason (always take a pass). Use the sign out sheet.
9. All school equipment, tools and materials must be used according to instructions given in class and using all safety precautions. Any tools, equipment or materials damaged by the student due to inappropriate use or unauthorized use will be repaired or replaced at the student’s expense.

10. Obey all school rules. All school rules apply to the classroom, laboratory and field trips at all times.

Attendance:
Students are expected to be in class daily. If you are absent for any reason it is your responsibility to find out what you missed the day you get back.

Promptness (Tardy):
Students are to be in their seats when the tardy bell rings. Failure to do so will result in a tardy. Teacher follows school policy on tardiness, refer to your handbook for policy information.

Missed assignments/exams:
If the student is absent and misses an assignment, it is the student’s responsibility to find out what assignments were missed and turn those in the next school day. All work is due at indicated dates. Assignments may be redone and turned at the discretion of the instructor. Any late work will be graded as the instructor has time.

Safety:
Safety is the primary concern while working in the Escalon High shop. Students must pass all relevant safety tests for a unit with a 100% grade, prior to working the shop. Hearing protection may be needed from time to time and will be provided. If you prefer to purchase personal hearing protection you are encouraged to do so.

Repeated or serious offenses will lead to a call to the parent of the student and possibly removal from the class. Students not working in a safe manner, or without the proper safety equipment, will not be allowed to work in the shop and will receive an “F” grade for the day.

Grading:
Shop cleanup is part of the laboratory exercise. Failure to cleanup properly will result in points being deducted from the student’s grade on that assignment.

Grades will be based on the following:
- Class work
- Lab Projects
- Tests/Exams
- Class Notebook
- SAE Project
- FFA Activities
- Attendance
- Shop Participation

Shop Projects 30%
In Class Assignments 10%
Shop Participation 20%
FFA Participation 10%
SAE Participation 10%
Tests/Quizzes 10%
Safety 10%

Grading is on a straight percentage:
A = 90.0 - 100%
B = 80.0 – 89.9%
C = 70.0 – 79.9%
D = 60.0 – 69.9%
F = 59.9% or below

FFA Participation and Supervised Agricultural Experience (SAE):
All students enrolled in this class have the opportunity to become active members of the FFA, a national student leadership organization that promotes premier leadership, personal growth, and career success through agricultural education. The FFA & SAE areas are integral components to Agriculture Education. This counts for 10% of the student’s grade. Students are required to participate in two FFA activities per semester as part of their grade. Please see the FFA calendar of events.

FFA Organization: The FFA component is graded on the number of Activity Points you earn each quarter. Opportunities to earn points will be announced by your teacher and/or your FFA officers and are posted on the calendars in each Ag classroom. To earn full credit, you must participate in at least 2 activities by the end of each semester. Activities can roll over from quarter to quarter. Opportunities to earn activity points include such things as attending FFA chapter meetings, attending leadership conferences, participating in speaking competitions or career development events, helping teachers with various jobs, and volunteering at various events throughout the year. All FFA Activities should be recorded on your blue Activities Sheet

SAE: CA State Standards in Agriculture Education require that all students have at least one approved SAE project. The majority of students in this class will have some type of mechanics project as their SAE, but are not limited to this specific area. The SAE grade will be determined by scoring the FFA Record Book where students track the number of hours and other important information pertinent to their project. Student’s Record Books are graded from December through June.
Intermediate Welding
2021-22

Instructor: Mr. Saephan
Office Phone (209) 838-7073 ext. 7038
Email – Ksaephan@escalonusd.org
Room 38

Course Description:
This course is designed to give an introduction and basic instruction in various layout, welding, and cutting methods. Methods include shielded metal arc welding, gas metal arc welding, TIG welding, oxy-acetylene welding and brazing. Cutting procedures using both oxy-acetylene and plasma systems will also be discussed. Proper use, repair, selection and safety of tools and equipment will be emphasized.

Materials Costs: Intermediate Welding is a free class to all students; however they are responsible for any material costs for projects they take home. Each required project that is constructed and taken home must be paid for upon completion/removal from school premises.

If a student wishes to construct projects above the required projects they are welcome to do so with, parent permission, instructor permission, a bill of materials, and a completed project contract prior to starting the project. The project can then be constructed and the student is responsible for costs of projects prior to beginning the project. Shop materials will be marked up 25% to help offset the cost of consumables.

Required Equipment: This must be brought every day to be prepared for class.
- A school issued chromebook or
- A personal computer or laptop (not a cell phone)
- Three ring binder with paper
- Pencil
- Closed Toed Shoes (Preferably Leather)
- Shop Appropriate Clothing

Recommended: Personal protective equipment will be provided by Escalon High (Except Shoes), as this is a free class. However, I recommend students purchase their own equipment if they have a personal preference for certain brands or levels of quality.

Ag Department Cell Phone/Electronics Policy:
Cell phones/laptops/MP3 players/Chromebooks are not allowed to be used in class without explicit permission from the instructor. Phones will be sent to the office for parent pick up after school.

General Rules:
1. Respect school and personal property
2. Maintain room and laboratory/shop area, keep it clean and in order
3. Drinks, gum, food, and any type of seeds are not allowed in the classroom
4. Maintain desks, tables, chairs, and all equipment clean and free from writing or vandalism of any kind
5. Obtain permission before using another person’s materials
6. Return borrowed property
7. Obtain permission from the teacher before using any tools, equipment or materials in the classroom or outside in the laboratory area during class and after school. All items must be returned to the appropriate storage area.
8. Always obtain permission from the teacher before leaving the classroom or laboratory area for any reason (always take a pass). Use the sign out sheet.
9. All school equipment, tools and materials must be used according to instructions given in class and using all safety precautions. Any tools, equipment or materials damaged by the student due to inappropriate use or unauthorized use will be repaired or replaced at the student’s expense.
10. Obey all school rules. All school rules apply to the classroom, laboratory and field trips at all times.

Attendance:
Students are expected to be in class daily. If you are absent for any reason it is your responsibility to find out what you missed the day you get back.

Promptness (Tardy):
Students are to be in their seats when the tardy bell rings. Failure to do so will result in a tardy. Teacher follows school policy on tardiness, refer to your handbook for policy information.

Missed assignments/exams:
If the student is absent and misses an assignment, it is the student’s responsibility to find out what assignments were missed and turn those in the next school day. All work is due at indicated dates. Assignments may be redone and turned at the discretion of the instructor. Any late work will be graded as the instructor has time.

Safety:
Safety is the primary concern while working in the Escalon High shop. Students must pass all relevant safety tests for a unit with a 100% grade, prior to working the shop. Hearing protection may be needed from time to time and will be provided. If you prefer to purchase personal hearing protection you are encouraged to do so.

Repeated or serious offenses will lead to a call to the parent of the student and possibly removal from the class. Students not working in a safe manner, or without the proper safety equipment, will not be allowed to work in the shop and will receive an “F” grade for the day.

Grading:
Shop cleanup is part of the laboratory exercise. Failure to cleanup properly will result in points being deducted from the student’s grade on that assignment.

Grades will be based on the following:
- Class work
- Lab Projects
Tests/Exams
Class Notebook
SAE Project
FFA Activities
Attendance
Shop Participation

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Advanced Welding
2021-22

Instructor: Mr. Saephan
Office Phone (209) 838-7073 ext. 7038
Email – Ksaephan@escalonusd.org
Room 38

Course Description:
This course is designed to introduce advanced welding and fabrication techniques. Topics covered will be: project fitting and finishing, GMAW, GTAW, SMAW, Bill of Materials, Design and Engineering, reading welding symbols, equipment troubleshooting, and various welding techniques. This is a **project based** class. Students are expected to complete medium to large sized agricultural mechanics projects as assigned, or to complete approved personal projects. These projects must be submitted as entries to the San Joaquin County Fair (Ag Fest). The student will be responsible for the entry costs, but will keep any premiums won if so.

**Spring Semester Projects:** Students will be expected to fabricate at least 1 large project ($200+ bill of materials), or two medium sized projects ($50-$200 bill of materials total), or four small projects ($10-$50 bill of materials total), or an approved refurbishing project, or any instructor improved combination of the above. The projects are not to be group projects, unless approved by the instructor.

**Materials Costs:** Advanced Welding is a free class to all students; however they are responsible for any material costs for projects they take home. Each required project that is constructed and taken home must be paid for upon completion/removal from school premises.

If a student wishes to construct projects above the required projects they are welcome to do so with, parent permission, instructor permission, a bill of materials, and a completed project contract prior to starting the project. The project can then be constructed and the student is responsible for costs of projects prior to beginning the project. Shop materials will be marked up 25% to help offset the cost of consumables.

**Required Equipment:** This must be brought every day to be prepared for class.
- A school issued chromebook or
- A personal computer or laptop (not a cell phone)
- Three ring binder with paper
- Pencil
- Closed Toed Shoes (Preferably Leather)
- Shop Appropriate Clothing

**Recommended:** Personal protective equipment will be provided by Escalon High (Except Shoes), as this is a free class. However, I recommend students purchase their own equipment if they have a personal preference for certain brands or level of quality.

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1. Respect school and personal property
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5. Obtain permission before using another person’s materials
6. Return borrowed property
7. Obtain permission from the teacher before using any tools, equipment or materials in the classroom or outside in the laboratory area during class and after school. All items must be returned to the appropriate storage area.
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10. Obey all school rules. All school rules apply to the classroom, laboratory and field trips at all times.

Attendance:
Students are expected to be in class daily. If you are absent for any reason it is your responsibility to find out what you missed the day you get back.

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Grading:
Shop cleanup is part of the laboratory exercise. Failure to cleanup properly will result in points being deducted from the student’s grade on that assignment.

Grades will be based on the following:
- Class work
- Lab Projects
- Tests/Exams
- Class Notebook
- SAE Project
- FFA Activities
- Attendance
- Shop Participation

Shop Projects 30%
In Class Assignments 10%
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Safety 10%

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- C = 70.0 – 79.9%
- D = 60.0 – 69.9%
- F = 59.9% or below

FFA Participation and Supervised Agricultural Experience (SAE):

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Supporting Documents 4: Course Gradebooks

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
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<th>Final</th>
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Gradebook table with columns for different grades and a final grade column.
Intermediate Welding

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<tr>
<th>Name</th>
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![Table of Intermediate Welding Hours and Rates]
# Advanced Welding

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<td>0</td>
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</tr>
</tbody>
</table>

*Note: Table details include grades, percentage completed, assignment due dates, and results with remarks.*
Supporting Documents 5: SAE/Home Visit Supervision Forms

Student SAE Assessment Report

Escalon

Date of Visit: 5/17/2022

SAEs Assessed: Market goat

Rating: 0

Teacher Evaluation:

Teacher Recommendation:
77lbs keep same

Student SAE Assessment Report

Escalon

Date of Visit: 5/17/2022

SAEs Assessed: 2022 Beg.- 2021-2022 market goat

Rating: 0

Teacher Evaluation:

Teacher Recommendation:
90 lbs keep same
Student SAE Assessment Report

Escalon

Date of Visit: 5/17/2022

SAEs Assessed: Goat 2022

Rating: 0

Teacher Evaluation:

Teacher Recommendation: 
89lbs keep same

Student SAE Assessment Report

Escalon

Date of Visit: 4/30/2022

SAEs Assessed: 2022 Beg.- 2022 Replacement Heifer

Rating: 0

Teacher Evaluation:

Teacher Recommendation: 
McKenna needs to complete her YQCA training so she can complete entries.
Student SAE Assessment Report

Escalon

Date of Visit: 4/30/2022

SAEs Assessed: 2021 Beg.- Dairy Replacement Heifer 2022

Rating: 0

Teacher Evaluation:

Teacher Recommendation:
Fiona the heifer. Makenzie needs to complete YQCA and entries for fair. Her heifer looks good. She's a little overconditioned so Makenzie will cut back on mixed feed and just keep her to oats. Keep practicing showmanship.

Student SAE Assessment Report

Escalon

Date of Visit: 5/10/2022

SAEs Assessed: 2022 Beg.- Dairy Replacement Heifer - 2021-2022

Rating: 0

Teacher Evaluation:

Teacher Recommendation:
You are going to continue practicing showmanship. Add in beet pulp to the diet.
Student SAE Assessment Report

Escalon

Date of Visit: 5/17/2022

SAEs Assessed: 2020 Beg.- 20/21 Market Goat

Rating: 0

Teacher Evaluation:

Teacher Recommendation:
80lbs keep feed same
Student SAE Assessment Report

Escalon

Date of Visit: 5/17/2022

SAEs Assessed: Market Goat 2022

Rating: 0

Teacher Evaluation:

Teacher Recommendation:
91lbs keep same

Student SAE Assessment Report

Escalon

Date of Visit: 5/17/2022

SAEs Assessed: Luke

Rating: 0

Teacher Evaluation:

Teacher Recommendation:
102lb keep pushing on weight
Supporting Documents 6: School Board Approved SAE/FFA Requirement Per Class Syllabus

**Grading:**

Shop cleanup is part of the laboratory exercise. Failure to cleanup properly will result in points being deducted from the student’s grade on that assignment.

Grades will be based on the following:
- Class work
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- Class Notebook
- SAE Project
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- Shop Participation

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shop Projects</td>
<td>30%</td>
</tr>
<tr>
<td>In Class Assignments</td>
<td>10%</td>
</tr>
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Escalon FFA

Program of activities
2021-2022

“Stronger Together, 6 Feet Apart”
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Ag Fest Rules
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Exhibitor Transportation Form
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Introduction

The FFA Organization is a National Organization of, by, and for students studying Agricultural Education in public secondary schools under the provisions of the National Vocational Education Act.

As an integral part of the program of agricultural education in the public schools system of America, the FFA has become well known in recent years. No national student organization enjoys greater freedom from self-government under adult council and guidance than the FFA. Organized since November 1928, it has served to motivate and vitalize the effective instruction offered to students of agricultural education.

The foundation upon which the FFA organization is built includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship and patriotism.

The 2021-2022 Escalon FFA program would like to encourage both old and new members to get involved in the FFA at local, state, and national levels and take advantage of its many opportunities!
The President's Message

Dear, Escalon FFA,

I would like to sincerely thank you for choosing me as your 2021-2022 chapter president. Coming into freshman year, I had no idea that I would be where I am today. I wanted nothing to do with FFA when I came into high school and thought it was just a cub for “farmers” and “rednecks”, but soon came to the realization that it was full of leaders and genuine people. The FFA is the most rewarding club our school has to offer. As I have attended Regional Officer Leadership Conference and Washington Leadership Conference, I have come back with new and innovative ways to “Inspire” current and future FFA members. If I had to choose a piece of advice for future teams, it would be to interact with members who do not really understand that the FFA is for people of all backgrounds. I have seen through the years that people who do not come from and agricultural background try harder to achieve their goals and strive for their passions. As and FFA member, I encourage everyone to attend as many FFA conferences and compete in as many contests as possible, because you will gain so many life skills that will get you one step closer to success. You will meet members from all across California and our nation. The relationships you make within this program will stay with you throughout your life.

Sincerely,

Austin Terra
Escalon FFA president.
Address from the Officers

Being a member of the Escalon FFA, I have learned many values that will help me in my everyday life. It is an honor to be able to be part of this officer team. We have a lot of ideas that can help to make this chapter great. I hope we can reach our full potential in this program. I am looking forward to this year and what we will achieve together.

Chapter Vice President
Jack Fitzgerald

Being a member of the escalon ffa chapter I have learned many values that I can use in my everyday life, leadership, confidence, and responsibility. I am truly honored to be your chapter secretary. I have many dreams for this program that I hope me and my team can pursue. To make this department a great learning environment for our members and teach them important values that I have learned. I am looking forward to what we will accomplish this year and what we will instil in the generations succeeding us.

Chapter secretary
Alayna Azevedo

Being apart of the FFA for the past two years has filled my high school career with many opportunities. Being someone who was not extremely involved my first year, I am very excited to grow alongside every FFA member and provide them the support and opportunities that were given to me. I cannot wait for this next year!

Chapter Treasurer
Ella Adams

Throughout my meaningful years in the escalon FFA chapter I have learned a lot about leadership and the importance of speech. I am very thankful to have been selected as this year’s chapter reporter. I never imagined that I would become an officer, but I am thankful for all the opportunities that have been given to me through the FFA. With the position I’ve been given I’m hoping to inspire and lead our great members to success. I am looking forward to a fantastic year here at the Escalon FFA Chapter.

Chapter Reporter
Noah Rast

I am very humbled and honored to be elected as this year’s sentinel. As an officer, I want to encourage everyone to try something new and get out of their comfort zone. Who knows, you may find out you really like doing a certain activity. Also as and officer, I hope that I can make the FFA a safe and comfortable place to be yourself and grow as a person.
"Here by the Owl"

Advisors Message

Increasing membership through leadership and developing pride from within is our pathway to encouraging commitment and success of members. Challenges, hard work, and dedication have molded a membership at Escalon High School agriculture department that has allowed the officer team to work towards their chapter goals. Being impactful is what it has been all about. I encourage each FFA member to continue to be involved, set your standards high and keep working towards your goals. Remember it is YOUR future!

Mrs. Stark

Being apart of Escalon FFA means adding to a rich legacy of agriculture leadership, vocational education, and community pride. I am honored to have been given the opportunity to be a part of that legacy, as the new advisor for escalon FFA. High school can be an incredibly positive but also difficult experience. Be the kind of student that adds to the positivity. Celebrate the success of others, along with your own

Mr. Saephan

I am so excited to be granted the opportunity to be an advisor and teacher for Escalon FFA for the 2021-2022 school year. As a member of Escalon High School and Escalon FFA, each student has many opportunities for success, which should be pursued energetically. Each member also has the opportunity to make a positive impact in their school, and in their community, through the promotion of agriculture.

Ms. Leventini
Escalon High Ag Booster Club

The purpose of the Escalon High School Agriculture Booster Club is to support the Agriculture Department and FFA at Escalon High School. We promote the importance of vocational education in our public schools and provide support for our Agriculture Instructors when it is needed. Our meetings are held on the second Tuesday of the month, usually corresponding with the FFA chapter meeting. Our major fundraisers this year included: the “EHS shirt sales and The Paint Night”.

Have a Great Year!

Escalon High School Ag Boosters
Escalon FFA

Chapter Officer Team 2021-2022

President          Alayna Azevedo
Vice-President   Ella Adams
Secretary          Jacob Dugo
Treasurer          Elijah Lattig
Reporter          Vivian Borba
Sentinel          Cecilia Rodriguez
Major Duties of Chapter Officers & Members

**President**
- Preside over meetings
- Appoint committees
- Be a member of all committees
- Be familiar with bylaws and constitution
- Check on progress of chapter
- Represent chapter on occasions
- Set example for other members

**Vice-President**
- Assist the President, organize committee work
- Preside in the absence of the President
- Member of all committees

**Secretary**
- Prepare and read minutes
- Prepare and read reports
- Attend to official correspondence
- Keep membership roll
- Keep degree roll
- Keep meeting attendance records
- Keep business meeting reports

**Treasurer**
- Keep record of chapter funds
- Complete Membership roster dues
- Assist in Preparing annual budget
- Payout funds as authorized
- Encourage thrift amongst members
- Encourage chapter thrift
- Deposit funds for chapter

**Reporter**
- Prepare chapter articles
- Keep file of chapter news
- Contact newspaper
Arrange for publicity
Maintain FFA displays
Maintain FFA Scrapbook
Prepare Chapter newsletter
Apply for Star Reporter
Maintain Chapter Webpage

**Sentinel**
Set up and organize meeting rooms
Care for the paraphernalia
Attend to the entrance doors
Welcome visitors
Keep room comfortable
Assist with entertainment
Assist with refreshments

**Members**
Be familiar with Program of Work
Attend meetings
Participate in chapter activities
Be familiar with the Constitution
Be responsible for submitting points

**Advisor**
Help advise committee work
Check degree qualifications for members
Train, direct & advise officers & members
Advise over ceremonies
Secure chapter supplies and equipment
Escalon FFA Chapter Goals

- For FFA TV, add in two new segments; weekly member video submissions and presentations agriculture on career based opportunities though agriculture.

- All online meetings will have a fun and engaging interactive component/activity.

- Maintain at least 50% of the membership in attendance in all meetings this year.
**Officer Goals**

- Use ag lead as an opportunity to develop deeper connections as a team. Be able to utilize that time together to keep officers motivated and on track.

- Each officer brings one idea, per officer meeting in order to ensure quality ideas for interactive, engaging activities.

- Each officer needs to reach out to at least one student weekly, and report back in Ag Lead on each Friday, on how they are engaging that student in the FFA.
# Escalon FFA Chapter Budget

## Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting supplies</td>
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</tr>
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<td>Banquet</td>
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<tr>
<td>Sectional Meetings/Dues</td>
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<tr>
<td>Regional Meetings</td>
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<tr>
<td>State Conference</td>
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<tr>
<td>National Convention</td>
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<tr>
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<td>Top 20</td>
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**Total** $9,050

## Receipts

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<tr>
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**Total** $19,322.35

## End of Year Results

**Total** $10,272.35
The 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 agricultural and 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 lifestyles.
- Encourages excellence in scholarship.

The Agricultural Education Mission:

The mission of Agricultural Education is to prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural world.
The FFA Creed by E.M. Tiffany

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

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

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

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

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

Our motto consists of only four lines filled with practical philosophy, reflecting the spirit and sincerity of youth, the backbone of our nation. The FFA motto is:

LEARNING TO DO
DOING TO LEARN
EARNING TO LIVE
LIVING TO SERVE

The FFA Colors

Perhaps no more appropriate colors for a live "up and coming" youth organization could have been selected than National Blue and Corn Gold. Rich and cheerful, these colors should appear in connection with all meetings, and in the equipment used.
The FFA Code of Ethics

1. Dress neatly and appropriately for the occasion.
2. Show respect for the rights of others and be courteous at all times.
3. Be honest and do not take unfair advantage of others.
4. Respect the property of others.
5. Refrain from loud, boisterous talk, swearing and other unbecoming conduct.
6. Demonstrate sportsmanship in the show ring, judging contests and meetings, and be modest in winning and generous in defeat.
7. Attend meetings promptly and respect the opinion of others in discussion.
8. Take pride in our organization, activities, supervised experience programs, exhibits, and the occupation of agriculture.
9. Share with others experiences and knowledge gained by attending national and state meetings.

Official Dress Code

The official dress for female members is to be a black skirt or pants, white blouse with the official FFA blue scarf, black shoes, nylons, and the
The official FFA jacket zipped to the top. Black slacks may be worn for outdoor activities, such as judging and excessive traveling.

The official dress for the male members is to be black slacks, white shirt, official FFA blue ties, black dress shoes, black socks, and the official FFA jacket zipped to the top.

**The FFA Emblem**

The National Emblem of the FFA is significant and meaningful in every detail. Used by members in all recognized units or the organization, it is made up of five symbols: the owl, the plow, the rising sun, the cross section of the ear of corn, and the American eagle. Upon the face of the emblem appear also the words, "Agriculture Education", and the letter "FFA". The owl is symbol of wisdom and knowledge; the plow is the symbol of labor and tillage of the soil; the rising sun is a symbol of the progress in agriculture and the new day that will dawn; the cross section of the ear of corn represents common agricultural interests since corn in native to America and grown in every state; the eagle is indicative of the national scope of the organization.

Scholarship

**Goals:**

A. Improve scholarship average
of all FFA in academic and vocational subjects.

B. Encourage seniors to apply for awards and enter college.

C. Improve school and community library use.

**Ways and Means:**

1. Encourage members to try for CSF Standards.

2. Award members points in chapter point system for being on semester honor roll.

3. Encourage all members to maintain at least a 2.5 grade point average.

4. Encourage all members to use the school and community libraries.

5. Have catalogues available to seniors for college applications.

6. Have Ag advisors help seniors with college preparation plans.

7. Encourage seniors to apply for various agricultural scholarships.

**Activities:**

FFA Scholarships, Chapter Awards, Achievement Awards, CSF Membership, Program Completer Award, Floral Scholarships, Ag Mechanics Awards.

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**SAE - Supervised Agricultural Experience**

**Goals:**

1. Stimulate growth and development of worthwhile agricultural programs which will lead into a beginning and establishment of members in
farming.

2. Stimulate advancement in agriculture through increases in scope and
3. Quality of farming programs.
4. Stimulate growth in plant and animal projects.

**Ways and Means:**

1. Each member should have one or more projects.
2. Help members find high quality breeding stock, and suitable plant projects.
3. All members must have business agreements for their projects.
4. Each member must keep a record book on their projects or project.

**Activities:**

Project Home visits by advisor

Shows and Fairs

Work Experience

---

**Public Relations**

**Goals:**

1. To develop a good public relations program with the school.
2. To relate FFA with the people of our community.
Ways and Means:

1. Use various forms of media to keep public informed.
2. Emphasize member participation in public relations.
3. Maintain a chapter scrapbook.

Activities:

- Scrapbook
- Parent-member banquet
- Write articles for newspaper
- Social Media

Earning and Investment

Goals:

1. To earn enough money to adequately finance chapter expenses.
2. To encourage members to develop sound investments.
3. To encourage member to budget and finance matters correctly and accurately.

**Ways and Means:**

1. Make a budget for the year.
2. Participate in fundraising activities.
3. Increase record keeping skills.
4. Treasurer report at each meeting.
5. See that all bills are paid promptly.

**Activities:**

Sponsor Ad Space
Banquet
Fair Booster Donation
Mid-Valley Ag Luncheon Raffle Ticket Sales
Rubber Duck Race
Food Fundraising Sales

---

**Leadership**

**Goals:**

1. To encourage FFA members to become good leaders.
2. Stimulate and encourage development of confident leaders.

3. Inform member of the opportunities of the FFA.

**Ways and Means:**

1. Have a program of activities which offer all members an opportunity to serve on a committee.

2. Have a copy of the program of activities available to every member.

3. Elect new officers every year.

4. Effective use of Parliamentary Procedure

5. Encourage all members to participate in a public speaking activity.

**Activities:**

- Chapter meetings,
- Regional Leadership Conferences
- State FFA Conference and National FFA Convention
- Sectional and Regional Activities
- Public Speaking Contests
- Annual FFA Banquet
- Advanced Leadership Academy
- Career Development Events
- Ag Day

**Local Scholarships**

Through participation in the agriculture program, students are eligible for many scholarships their senior year. The following scholarships utilize the general scholarship application form provided by the Ag department:
The Escalon Fair Boosters and the Escalon Ag Parent Boosters both offer scholarships. Students can get an application for each of these scholarships through the Naviance website or by contacting the representatives of each of these groups.

Seniors who are thinking about applying for these scholarships must keep in mind that they are awarded at the Senior Awards Night, so application deadlines are prior to the awards night.

Seniors may also contact the high school counseling office throughout the school year to apply for additional agriculture scholarships offered.

**Officer Requirements**

1. Must wear official dress uniform for all activities.
   a. **Boys:** Official jacket, tie, black dress pants, white dress shirt, black socks, & Black dress shoes.
   b. **Girls:** Official jacket, scarf, black dress skirt (below the knee), white blouse, Neutral nylons & black dress shoes

2. Must represent the chapter at all official functions and lead by example
3. General duties expected by all officers.
   a. A genuine desire to be a part of a leadership team.
   b. A willingness to accept responsibility
   c. A willingness to work for the betterment of the chapter which means a time commitment. It means before school, lunch hours, after school a lot, weekends, and all the activities related to the chapter and officer team.

4. A sincere desire to work with all chapter members in meeting their leadership, personal and chapter goals.

5. A knowledge and understanding of the chapter, state, and national constitutions, bylaws and programs.

6. A working knowledge of Parliamentary Procedure.

7. An ability to memorize their parts in the official ceremonies.

8. Be able to write and speak in front of groups.

9. Be able to take responsibility for the duties of the individual office. That means a time commitment, not just show up for a FFA meeting. Each office has responsibility to that office.

10. Must help develop, write, and incorporate the Program of Activities.

   The applicant must be willing to make a year-long commitment, take responsibility, demonstrate leadership by example and be willing to the time commitment necessary to fulfill the obligations and responsibilities of chapter office. Failure to fulfill responsibilities will result in impeachment of office.

Parent Signature: _______________________________________ Date ________________
Member Signature: ___________________________ Date ______________________
Advisor Signature: ______________________________ Date ____________

**Officer Attendance Necessary at the Following Activities**

1. FFA meetings (only excuse is a family emergency)

2. FFA Banquet, planning, etc.

3. Officer Opening & Closing contest.

4. Community Service Activities

5. FFA week activities
6. Community presentations

7. Board presentations

8. Chapter applications for Sectional, Regional, & State awards and activities

9. All Fundraisers

10. Executive Meetings (before school, lunch, after school, weekends, etc.)

11. Recreational Activities

12. Set-up until done with clean-up

13. Summer Officer Retreat

Member Signature ____________________________ Date ____________

Parent Signature ____________________________ Date ____________

Application for Escalon Chapter FFA Office

Candidate’s Name _______________________________________________

Year in School__________________________________________________

FFA Degree____________________________________________________

Overall GPA___________________________________________________
DO ON SEPARATE SHEET OF PAPER.

1. In 100 words or less, tell why you would like to be a Chapter FFA Officer and describe your best qualities and qualifications are.

2. List your top five FFA activities at the chapter level.

3. List your top five FFA activities above the chapter level.

4. List your top five FFA honors or awards.

5. List two community service activities that you participated in.

6. List up to five non-FFA activities that you participated in.

7. List the committees that you have served. Describe your role and participation on those committees.

8. Bring a typed form of the application.

State Conference Application

Name: ________________________________ Grade: __________

Address: ________________________________ Phone #: __________

Please check the boxes of the FFA activities you have participated in.

○ Opening/Closing Ceremonies Contest
○ FFA Meetings:
    # attended this year ______
○ Committee: __________
○ Community Service Committee
○ Other: ____________________________
○ Greenhand Conference
○ Made for Excellence Conference
○ Advanced Leadership Academy
○ State Conference: Year(s)
Please answer the following questions. Attach additional pages if needed

1. Why do you want to attend the State FFA Leadership Conference?

2. Why should you be selected to represent Escalon FFA at this conference?

3. Do you want to be nominated to serve as a delegate at state conference? __________
   If you answered yes, explain why you desire to be a delegate?

4. What do you plan to bring back to the chapter after attending the conference? Please explain

5. What fundraisers have you previously participated in?

Deposits and registration fees are non-refundable. If you are selected to attend and decide not to go for any reason, you will be responsible to pay for the full amount of the conference. Keep in mind nine is the minimum participation and eighteen is the maximum.

Student Signature_____________________________________________ Date: ______________

Parent Signature_____________________________________________ Date: ______________

Escalon FFA Livestock Exhibition Rules
Gypsy Stark (Sheep and Goats) Kenneth Saephan (Swine and poultry) Bella Leventini (Beef and Dairy)

Requirements to Show as an Escalon FFA Member
1. Must have a 2.0 in the spring semester.
2. Cannot be on the school’s list of ineligible students.
3. No U’s on spring report card, no F grades in any ag class.
4. Must attend 5 FFA chapter meetings. Banquet does not count.
5. Must be enrolled in an ag class the entire school year.
6. Must uphold the FFA Code of Ethics based upon Ag Teachers’ discretion.

Rules for Graduate Showmen:
1. Must contact FFA species advisor by February 1st of the year after graduation to declare intent to show as an FFA member and have with them the following:
   a. completed FFA record books that are up to date
   b. proof of enrollment in the spring semester in any post-secondary high school program (community college, junior college, state school, etc.) in an agriculture class. Summer school classes and fall semester classes DO NOT COUNT!

Rules for 8th Graders Showing as FFA Members:
1. By October 31st of the 8th grade year, the parent and student must meet with the FFA species advisor to declare intent to show as an FFA member.
2. By February 1st, student must present a copy of school transcripts showing a 2.0 grade point average to the FFA species advisor.
3. By February 1st, student must provide to the FFA species advisor the two most current years of completed 4-H online record books for the species the member is intending to show.
   a. The 4-H online record book pages must be printed and bound in the official 4-H record book cover, and all pages must be signed by the appropriate 4-H leaders.
   b. The financial portion of the online record book must be completed, showing expenses and profits for the species the member intends to show.
4. Student must attend 3 or more chapter FFA meetings before February 1st. The annual FFA calendar can be obtained from the ag department and may be accessed on the school’s website.
5. The student must be enrolled in an agriculture class at EHS for the freshman year.
6. The FFA Advisor will decide if the 8th grader satisfactorily meets the requirements to show.
   *Cattle projects may only be shown if they were previously shown in 4-H for two years prior and there are 4-H online record books to demonstrate competency.

   **Rules for Showing Cattle Projects**

   Due to the nature of the risks involved with cattle projects (size, handling, financial, etc.), the Escalon FFA chapter has important rules regarding cattle projects for the protection of all:

   1. Freshmen cannot show any cattle projects. They may be an exception if they have recently shown cattle projects for at least two years in 4-H and can show proof of that with their 4-H online record books verified by their 4-H project leader.
   2. Ag students who have not previously shown cattle projects or shown at the fair must show a smaller animal first.
   3. Cattle projects are not housed at the school farm.
   4. Students should have their own means of cattle transport so that they can travel cattle several times before the fair.
   5. Any cattle project that is clearly not broken or trained, or any that may be a risk to human safety, will not be allowed to be exhibited at the fair.
   6. **Students must and are responsible for scheduling project visits with the advisor. There should be a minimum of 3 project visits over the course of the project year.** Failure to schedule or to attend project visits will result in student NOT showing with Escalon FFA. Advisor may reschedule if necessary.

   Above all, remember that showing at the fair is a privilege, and failure to meet requirements or expectations of the FFA advisors may result in a loss of this privilege. Each case will be handled on an individual basis. Although some 4-H clubs do not require the completion of record books or the use of the online record book, access is easily obtained and there are many online tutorials and people at the county level who can help you, so that you can be compliant with the FFA requirements to show. All FFA members will utilize the FFA online record book and will be shown in class how to complete it.
Ag Fest Information Letter

Enclosed you will find information that will be helpful to you regarding the Ag Fest.

1. All parents and exhibitor forms must be signed and returned by the due date to be announced. Also forms for students that are either driving or riding with someone. These forms must be completed for school insurance purposes

2. All FFA livestock and dairy exhibitors must be at Ag Fest for clean out by 8:00 am and fulfill their responsibilities for barn duty. NO EXCEPTIONS. It is the responsibility of the exhibitor and the parent to make sure of this. So, if we call you to let you know that your son or daughter has been pulled from the show or sale, it is because they have not fulfilled the requirements of their Ag Fest projects. Also it is required that
all exhibitors be out of the barns and home by 10:00 pm. A written thank you letter will be required before they receive their check.

3. Enclosed is a list of the show uniform and schedule.

4. Also enclosed is the Escalon Fair Boosters form. Parents in order to have a successful year at the fair we need your support for the exhibitors. We have had a lot of success in the past, but definitely need it this year. This year there will be approximately 100 students exhibiting at the fair from the Escalon FFA. Please return the enclosed form if you wish to help, and deliver to a boosters club member. Remember that the Escalon Fair Boosters is a small group of individuals that take time to help your child's project. They are only as good as the support they receive from the parents and the community.

**Ag Fest Rules**

1. All Exhibitors MUST leave the livestock barns and area by 10 p.m. Failure to comply with this rule will result in immediate expulsion from the fairgrounds with the exhibit and forfeiture of any premiums.

2. All exhibitors will have their animals, pens and alleys **CLEANED BY 8:00 a.m.**

3. No Exhibitor is to leave the fairgrounds without permission of the instructor. No cars or other vehicles are to be used at any time without the permission and approval of the instructor.

4. Their will be no tolerance smoking or tobacco use will be permitted by any FFA member while showing or taking part in any official activity of the show or while wearing any part of the Official FFA Uniform. Smoking will also be forbidden in any livestock bedding area or in any barn area.
5. The use of narcotics or alcoholic beverages is prohibited. Gambling is also not permitted.

6. Remember that your first responsibility is to the animals you are exhibiting at the fair. Exhibitors who neglect the care of their livestock or other exhibits are subject to disciplinary action by the instructor in charge and will eliminated from the junior livestock auction.

7. Proper conduct is expected from Future Farmers at all times. Obscene language and roughhousing will not be tolerated.

8. As a Future Farmer you will keep you, your exhibit, and exhibit area clean and neat at all times.

9. All Exhibitors will wear the Official FFA Uniform when showing or when participating in any part of the fair requiring the Official Uniform.

10. All FFA Exhibitors will cooperate with other exhibitors, instructors, and the fair management.

11. All FFA exhibitors will participate in the Showmanship contest in their species.

12. All exhibitors selling market animals must send a Thank You letter to the buyer, sponsors, and boosters.

The week before the fair is extremely busy. It is necessary that all parents, students and advisors cooperate in order to have a successful week. We ask that parents attend the fair to support their child as well as other members within the FFA program. With the support of parents and the community it allows the Escalon FFA Chapter to excel and continue greatness.

If you have any questions please call me anytime during school hours. The number is 838-7073.
Fair Contract
Turn in to species advisor.

I understand all of the above rules and regulations and will abide by them.

Signature of the Exhibitor: ___________________________ Date: ___________________________

Signature of the Parent: ___________________________ Date: ___________________________
Show Uniform

All exhibitors must wear the appropriate uniform during showing, selling and the awards ceremony.

FFA Jacket

FFA Tie or Scarf

White Collared Shirt

White Pants

Black Belt

Boots or Closed Toe Shoes

NO EXCEPTIONS!!
Exhibitor Transportation Form

STUDENT SELF TRANSPORT
I give ________________ permission to drive to and from the San Joaquin County Fair during the week of ________________ and between the hours of 5:00 am and 10:00 pm, organized by the Escalon FFA Chapter. The Escalon Unified School District will not be held liable for any accidents or problems that may arise.

PARENT APPROVED TRANSPORTATION
I give ____________________________ permission to ride with _____ _____________ to and from the San Joaquin County Fair during the week of ________________ and between the hours of 5:00 am and 10:00 pm. organized by the Escalon FFA Chapter. The Escalon Unified School District will not be held liable for any accidents or problems that may arise.

Exhibitor Signature ____________________________ Date ________________

Parent Signature ____________________________ Date ________________

List all other possible drivers
Dairy Replacement Heifer Project

Estimated Expenses:

- Cost of Animal: $1250
- Feed: $750
- Veterinary: $100
- Breeding Fees: $50
- Equipment: $100

Total Estimated Expenses: $2500

Estimated Receipts:

- Sale of Animal: $2500

Total Estimated Receipts: $0

Estimated Net Profit: $0

Market Hog Project

Estimated Expenses:

- Cost of Animal: $350
- Feed/Shavings: $300
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<table>
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<td><strong>Estimated Net Profit</strong></td>
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**Market Lamb Project**

**Estimated Expenses:**

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<td>$150</td>
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<td>Sale of Animal</td>
<td>$980</td>
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<tr>
<td>(140 lbs. @ $7.00/lb)</td>
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<td><strong>Total Estimated Receipts:</strong></td>
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<tr>
<td><strong>Estimated Net Profit</strong></td>
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**Market Steer Project**

**Estimated Expenses:**

<table>
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<tr>
<th>Description</th>
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<tr>
<td>Cost of Animal</td>
<td>$2500</td>
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<tr>
<td>Feed</td>
<td>$1500</td>
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<tr>
<td>Veterinary</td>
<td>$25</td>
</tr>
<tr>
<td>Hoof Trimming/Miscellaneous</td>
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</table>
Equipment $50

Total Estimated Expenses: $4625

Estimated Receipts:

Sale of Animal $6250
(1250 lbs. @ $5.00/lb)
Total Estimated Receipts $1625

Estimated Net Profit $1625
Market Goat Project

Estimated Expenses:  
- Cost of Animal $400  
- Feed $100  
- Veterinary $25  
- Equipment $40  

Total Estimated Expenses $565  

Estimated Receipts:  
- Sale of Animal (100 lbs@ 11.00.lb) $1100  
- Total Estimated Receipts $535  

Estimated Net Profit $535  

Rabbit Project

Estimated Expenses:  
- Cost of Animal $25  
- Feed $20  
- Equipment $40  

Total Estimated Expenses $85  

Estimated Receipts:  
- Sale of Animal $150  
- Total Estimated Receipts $150  

Estimated Net Profit $65
# Turkey

## Estimated Expenses:
- Cost of animal: $5
- Feed: $150
- Equipment: $30

### Total Estimated Expenses: $185

## Estimated Receipts:
- Sale of Animal: $350

### Total Estimated Receipts: $250

## Estimated Net Profit
Supporting Documents 8: Recruitment Program

We have several strategies for recruitment. We bring 8th graders over for an ag recruitment drive, our district offers an open night for 8th graders and their families, and we do community outreach through working with our local 4 H programs and media coordination.

Prior to class balloting for incoming 9th graders, we bring in all current 8th graders to our annual “Ag Day”. The incoming class is always around 200 students from our local middle school. The students go on a two part visit for a total of four hours. Our FFA officers give a broad introduction of FFA and opportunities in it to the incoming students. We then take the students to the school farm where they participate in workshops led by students in which they learn further about CDE teams, SAE projects and other important opportunities in FFA and also get a chance to engage with older students. They then return to our department for extended industry workshops where they can learn about the future of Ag and careers. Finally, they are fed lunch and led through what options they have for classes and why they should take them. The students are given a sheet to fill out to give to their counselor if they want to take an Ag class.

We also try to connect with 8th graders by working with our 4 H programs informally and through media outreach strategies. We are a small community and students have a tradition of starting in 4 H and entering FFA in high school. Our advisors work with local 4 H groups through coordinating fair together. Our FFA reporter also regularly writes newspaper articles to update the community about our program and advertise it to the community. We also have a trifold brochure that we give to parents and kids.
SAE:
EXPERIMENTAL, SERVICE, AND/OR WORK-BASED LEARNING THROUGH THE IMPLEMENTATION OF A SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM.

CLASSROOM:
CONTEXTUAL, INQUIRY-BASED INSTRUCTION AND LEARNING THROUGH INTERACTIVE CLASSROOM AND LABORATORY. ALL OF OUR LEARNING ENVIRONMENTS MAINTAIN A MODERN AND RIGOROUS SET OF STANDARDS AND FACILITIES.

LAB SPACES INCLUDE:
- AG WELDING SHOP
- FLORAL SHOP
- BIO/SCIENCE LAB
- SCHOOL FARM
- GREENHOUSE
- FOOD SCIENCE LAB

FFA:
PREMIER LEADERSHIP, PERSONAL GROWTH AND CAREER SUCCESS THROUGH ENGAGEMENT IN FFA.

EHS REQUIREMENT: PARTICIPATION IN AT LEAST 2 FFA ACTIVITIES PER SEMESTER. 10% OF YOUR GRADE IN ALL OF YOUR AG CLASSES

STUDENTS MAY PARTICIPATE IN LEADERSHIP AND CAREER DEVELOPMENT EVENTS THROUGH THE LOCAL, SECTIONAL, REGIONAL, AND STATE LEVELS.

EHS AND FFA TEAM OFFERED:
AG WELDING, LIVESTOCK JUDGING, FOOD SCIENCE, AGRONOMY, VEGETABLE JUDGING, AP PEST, POULTRY JUDGING, FARM POWER, CREED, EXTREE, IMPROMPTU, JOB INTERVIEW, PREPARED PUBLIC SPEAKING

OTHER ACTIVITIES: BIO/SCIENCE PROJECTS, MADE FOR EXCELLENCE, ADVANCED LEADERSHIP ACADEMY, SACRAMENTO LEADERSHIP EXPERIENCE, STATE AND NATIONAL CONVENTIONS AND MANY MORE!

PATHWAYS:
AG MECHANICS*: EXPLORATORY AG MECHANICS, INTERMEDIATE WELDING(A), ADVANCED WELDING AND FABRICATION

ANIMAL SCIENCE*: ANIMAL SCIENCE(I), VETERINARY SCIENCE(I)

PLANT SCIENCE*: FOOD SCIENCE IN AGRICULTURE (II), FOOD SCIENCE IN AGRICULTURE (II)

AGRICIENCE*: AG BIOLOGY(I), AG AND SOIL CHEMISTRY(I)

ORNAMENTAL HORTICULTURE*: FLORAL DESIGN (I), FLORAL DESIGN (I)

OTHER COURSES: AG EARTH SCIENCE, AG LEADERSHIP, AGRICULTURAL INTERNSHIPS

* MUST BE TAKEN IN SEQUENTIAL ORDER AND PASS PREVIOUS CLASS WITH A C- OR BETTER.

(A): 1-8 APPROVED AS AN ART CLASS
(L): 1-6 APPROVED AS LIFE SCIENCE CLASS
(P): 1-6 APPROVED AS PHYSICAL SCIENCE CLASS
(E): 1-8 APPROVED AS COLLEGE PREP ELECTIVE

* ARTICULATION OFFERED THROUGH MIC

EHS HIGH SCHOOL MISSION STATEMENT: IT IS THE MISSION OF ESCALON HIGH SCHOOL TO ENSURE ALL STUDENTS ARE COLLEGE OR CAREER READY.

CONTACT INFORMATION:
KENT TAYLOR
949.38
ESCALON HIGH SCHOOL
19TH STREET
ESCALON, CA 95320
(209) 836-1400 EXT 7206

SOPHY STARK
949.38
ESCALON HIGH SCHOOL
19TH STREET
ESCALON, CA 95320
(209) 836-1400 EXT 7206
More Field Day Success For Escalon FFA
Supporting Documents 9: Chapter Scrapbook

We do not have a chapter scrapbook and do not intend on starting one. We would make one every year until it was removed as a state contest. However, we are exploring the possibility of making a chapter website and incorporating those elements into it. We currently operate a chapter Facebook page and Instagram page to keep a record of the pictures from the year. The students primarily operate both with supervision from an Ag advisor.
## Supporting Documents 10: Summer Activities Calendar

### June 2022

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<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<td>6 Ag incentive Trip</td>
<td>7 Swine Project Visits</td>
<td>8 Shop Project Work Day Swine Project Visits</td>
<td>9 Shop Project Work Day Swine Project Visits</td>
<td>10 Shop Project Move In</td>
<td>11 Move in Tack for Fair</td>
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<td>12 Haul in Pigs for Fair</td>
<td>13 Fair Summer classes</td>
<td>14 Fair Summer classes</td>
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<td>17 Fair Summer classes</td>
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<td>Department Planning Day</td>
<td>Department Planning Day</td>
<td>Chapter Officer Retreat</td>
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Supporting Documents 11: Graduate Follow Up Survey and Results

We do not currently have a graduate follow up survey. We need to develop one for Perkins and AIG. I am in the process of updating it and that will be my AGED 539 improvement project.
Supporting Documents 12: Comprehensive Program Plan

The most recent copy of our comprehensive program plan is from 2008 and it is incomplete. We have kept all of the required documents for Ag Incentive Grant up to date and to the regional supervisor by Oct 15th every year. I will work on updating the comprehensive program plan in a digital format and keep it updated going forward. We are hiring two new instructors for the upcoming year and I would like to work with them on it as new stakeholders.

Job market Description

The Escalon FFA was chartered in California in 1929. Since then, the chapter continues to provide agricultural students with the opportunity to obtain premier leadership, personal growth, and career success. With our diversified program, students have many different career pathways available. Introduction, advanced, and work experience classes cover academic standards and allow students to receive hands-on training. Escalon High School is located in the fertile San Joaquin Valley. As one of the richest and most diversified regions on the world, within our boundaries lie opportunities for a rich diversity of agricultural opportunities.

Through involvement in leadership conferences and activities, career development events, supervised agriculture experience projects, and our school farm facilities, students in our agriculture department prepare for success.

Today, the agriculture department continues to improve the opportunities for all students. We look forward to enhancing the hands-on production opportunities for students on the Escalon School Farm, and continue to provide students with agriculture classes that prepare them for the diversified agriculture industry. Dairy production is a common thread of income and employment throughout the school district, but forage production and supporting services for dairy are equally as important. Those services include breeding, veterinary, trucking, welding,
refrigeration, milk processing, cheese production, crop services, and traditional farm labor. Permanent crops include, almonds, alfalfa, cherries, peaches, and walnuts. Annual crops common to the area are vegetable crops of various acreages for the myriad of point of sale markets/fruit stands such as squash, pumpkins, peppers, tomatoes, (fresh and canning as well) strawberries, corn, and other smaller but seasonal species. A tomato processor is a major employer in town as well as a metal fabricating manufacturer and irrigation filter/valve manufacturer.

Housing development is very limited and especially in light of recent foreclosure activities throughout the state, Escalon has very limited job growth and opportunities for housing development. For the region this means a fairly stable economy but does not include growth in the school district. Attendance has dropped district wide and may affect staffing and budgeting in the next few years.

**Escalon High School Agricultural Department Goals**

**2007-2008**

**Short Term:**

- Continue to work with science department on developing Ag Earth/Physical Science benchmark exams.
● Continue to clean out department

● Continue to increase student numbers

● Continue to encourage all students the importance of their SAE projects and FFA record book.

● Continue to improve and modernize the school farm facilities.

● Continue to increase technology available to students in the agricultural classes.

**Long Term:**

● To increase staff to four full time agriculture teachers.

● Replace the agriculture flat bed truck by 2010.

● Complete livestock show arena by 2009.

---

**Description of Facilities and Major Equipment**

Starting with the main teaching facility, the Ag Department has two classrooms separated by a partitioned door. Combined floor space is 1976 square feet. In the main
building, there is a full kitchen, two storage closets, and restrooms for both male and female students, a small storage room, and an office for the FFA officer team, where much of the chapter’s historical material is stored. The department office for the instructors is 216 square feet and is separate from the classrooms. The office, the classroom, and the shop all have phone with voice mail capabilities.

The department has many teaching aids and tools. The department has a laptop computer cart filled with 16 laptops all with wireless internet and an industrial-type printer. All wireless technology can be accessed from any area in the ag department. All computers have Microsoft Office 2003. The office has a computer and a separate printer/copier. For science use, there are 15 compound microscopes and two dissecting scopes. A variety of lab materials are also present. An artificial cow is used for instruction in artificial insemination. Both classrooms have a VCR and DVD combo and a television.

The ag mechanics shop is attached to the main building. The floor space totals 4000 square feet. It is equipped with: 8 gas welders, 2 cutting torches, two wire feeder welders, one heli arc welder, 9 arc welders, one sixty-gallon air compressor, a metal band saw, a cut-off saw, a radial arm saw, a wood cutting band saw, a parts washer, a valve grinder, a steam cleaner, 5 bench grinders, a tubing bender, an iron worker, a stationary belt grinder, a bearing press, 10 Briggs and Stratton 2 and 3 hp motors, and a full complement of wood working and mechanics tools. North of the shop is Quonset hut used for metal storage. Shop lockers are provided for student use. The shop space also doubles as classroom space for shop instruction.
To the east of the department are a greenhouse and a lath house. The greenhouse measures 20 feet by 47 feet. The lath house measures 23 feet by 40 feet. The greenhouse has an automatic watering and heating/cooling system. It is equipped with steel frame benches. On the southern end of the greenhouse, three gardening plots are available for student and class use.

Across the street and north of the bus garage, the department has a one and a half acre school farm. On the property are: a storage facility for tack, feed, and equipment, a six-pen sheep/goat barn, a four pen, concrete swine barn under a steel roof, a wash rack, and a beef facility and show arena which are currently under construction. The remainder of the farm is open ground for student and class projects.

**Itemized List of Equipment:**

2 small Paul Livestock scales  
1 steer scale  
1 squeeze chute  
Chevy flatbed truck  
Ford crew cab truck  
Gooseneck livestock trailer  
Greenhouse/lath house  
1 Cargo container  
16 Dell laptop computers  
3 LCD projectors  
HP Deskjet printer
Dell laser printer
2 overhead projectors
Pressure washer
2 colored televisions and DVD/VCR combos
One acre farm
Canon digital camera
Kubota tractor
2 Large barbecues
Case tractor

Active Job Sites

Brasil Dairy
Machado Dairy
Grower’s Choice
Costa’s Produce Stand
Franscella Farms
Beam Ranch
Bianchi Ranch
Van’s Nursery
Rocha Dairy
Nunes Dairy
Keener Farms
Steves Ranch
Bandini Trucking
Reece Construction
DePalma Farms
Babb Horse Boarding
Nissen Dairy
Stuyt Dairy
Wade Family Farm
Brumley Farms
Bavaro Farms
Farmer’s Blacksmith
Supporting Documents 13: Advisory Committee

Escalon High School Agriculture Advisory Committee

Fall Advisory Meeting 10/28/21 6PM

Agenda:

1. Program update
   a. Class Numbers.
      i. Program Growth and Class Caps
         1. Unique Students 294 to 327
         2. Non unique 375 to 410
      b. Isabella Leventini
         i. Food Science Grant in full swing--more on that below
         ii. Agriscience projects
         iii. Turkey experiment
         iv. GLC
         v. Opening and Closing
         vi. Ag Ventures Field trip 11/4
      c. Gypsy Stark
         i. Fundraisers
   d. Kenny Saephan
      i. Shop Overview
      ii. Field Trips and Speakers:
         1. 50 students to an apprenticeship trade show in Stockton, in conjunction with Vista High.
         2. Planning on taking students to the National Guard training Center in Stockton on November 10th.
         3. Women in Stem Conference in Sacramento on the 17th
         4. MJC: Todd Conrado from their Diesel Mech program talked to students today.

2. School Farm Usage
3. CTEIG Grant
   a. Addendum Submitted by Eric Simoni. Waiting on Approval from CDE.
4. Strong Workforce Grant
   a. In Year 2 of 3. Waiting on Budget to clear.
b. Externship Program to start next year.

5. SSP Grant
   a. Year 1 of 4.
   b. Course outline for Food Science in Ag 1 done
   c. \( \frac{1}{2} \) of Key assignments to be completed by the end of next week
   d. Mentor meeting on 11/5
   e. Woodshop ready to be retrofitted
   f. Write up in the Escalon times next week

6. Fair Results:
   a. 16 pigs. 7 Students were greenhands.
   b. Had a lot of 2nd and 3rd place in their class. The FFA Champion Yorkshire: Alyssa Salcedo.
   c. Turkeys: 12 Turkeys. 3rd in market.
   d. Beef: Supreme Steer
   e. Multiple Champions in Breeding Beef
   f. 5 Dairy Exhibitors
      i. Reserve FFA Champion- Avery Terra
      ii. Reserve Champion Holstein Grade- Avery Terra
      iii. Junior Champion, Holstein Grade- Avery Terra
      iv. 1st Place Summer Yearling- Avery Terra
      v. 1st Place Chapter Group
   g. Dairy Goats:
   h. Supreme Champion Dairy goat/Champion Showman-Destiny Reyes
   i. Goats
      i. Champion Heavyweight - Gracie Bracco
      ii. Reserve Champion Heavyweight - Isabella Andrus
   j. Sheep
      i. Champion Lightweight - Ryan Trick
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Total Unique Students Rostered through AET: **327**

Total Non Unique Students Rostered: **410**
Called to order 6:05 pm

In Attendance: Kenny Saephan, Gypsy Stark, Kenny Saephan, Eric Simoni, Ken Van Gorken, Gino Farinelli, Marlies Boyd, Zach Hogan, Allen Wood, Joe Terra, Matthew Terra

Agenda:

1. Program update
   a. Class Numbers.
      i. Program Growth and Class Caps
         1. Unique Students 294 to 327
         2. Non-unique 375 to 410
            a. Numbers overall are up, seeing growth in every pathway
            b. Working with counselors to make sure students are taking classes in the right order to be pathway completers.
            c. Seniors- are they being retained?
   b. Isabella Leventini
      i. Food Science Grant in full swing--more on that below
      ii. Agriscience projects
      iii. Turkey experiment
      iv. GLC
      v. Opening and Closing
      vi. Ag Ventures Field trip 11/4
   c. Gypsy Stark
      i. Fundraisers
         1. 6300 in cookie dough fundraisers
         2. Selling BBQ tickets
   d. Kenny Saephan
      i. Shop Overview
      ii. Field Trips and Speakers:
1. 50 students to an apprenticeship trade show in Stockton, in conjunction with Vista High.
2. Planning on taking students to the National Guard training Center in Stockton on November 10th.
3. Women in Stem Conference in Sacramento on the 17th
4. MJC: Todd Conrado from their Diesel Mech program talked to students today.

2. School Farm Usage
   a. Advising to build a bathroom at the school farm
   b. Need a bathroom to serve students

3. CTEIG Grant
   a. Addendum Submitted by Eric Simoni. Waiting on Approval from CDE.
   b. Applied for 210,000, planning on funding the 4th teacher this way
   c. Even out the class load, start the internship program
   d. 

4. Strong Workforce Grant
   a. In Year 2 of 3. Waiting on Budget to clear.
   b. Externship Program to start next year.
      i. Need Gypsy to teach this program, need to limit class sizes so she can manage
      ii. Community Guidelines
         1. “Try Before You Buy”
         2. Working with students that don’t necessarily have their foot in the door.

5. SSP Grant
   a. Year 1 of 4.
   b. Course outline for Food Science in Ag 1 done
   c. ½ of Key assignments to be completed by the end of next week
   d. Mentor meeting on 11/5
   e. Woodshop ready to be retrofitted
   f. Write up in the Escalon times next week
      i. Eric: Preparing for what else might be on the horizon in terms of staffing and enrollment numbers

6. Fair Results:
a. 16 pigs. 7 Students were greenhands.

b. Had a lot of 2nd and 3rd place in their class. The FFA Champion Yorkshire: Alyssa Salcedo.

c. Turkeys: 12 Turkeys. 3rd in market.

d. Beef: Supreme Steer

e. Multiple Champions in Breeding Beef

f. 5 Dairy Exhibitors
   i. Reserve FFA Champion- Avery Terra
   ii. Reserve Champion Holstein Grade- Avery Terra
   iii. Junior Champion, Holstein Grade- Avery Terra
   iv. 1st Place Summer Yearling- Avery Terra
   v. 1st Place Chapter Group

g. Dairy Goats:

h. Supreme Champion Dairy goat/Champion Showman-Destiny Reyes

i. Goats
   i. Champion Heavyweight - Gracie Bracco
   ii. Reserve Champion Heavyweight - Isabella Andrus

j. Sheep
   i. Champion Lightweight - Ryan Trick
Agenda:

1. Program update
   a. New Hires
      i. Rachel Pimental: Fresno State
      ii. Taylor Thatcher: Chico State

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Students</th>
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<tbody>
<tr>
<td>Ag Earth</td>
<td>75</td>
</tr>
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<td>Ag Bio</td>
<td>77</td>
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<tr>
<td>Ag Chem</td>
<td>47</td>
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<tr>
<td>Ornamental Horticulture</td>
<td>33</td>
</tr>
<tr>
<td>Ag Mechanics</td>
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<tr>
<td>Intermediate Welding</td>
<td>36</td>
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<td>Advanced Welding</td>
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<tr>
<td>Floral I</td>
<td>59</td>
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<td>Veterinary Science</td>
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<tr>
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<td>572+</td>
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b. A-G Course Approval Process:

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<tr>
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<th>A-G Subject</th>
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<tbody>
<tr>
<td>Food Science I</td>
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<tr>
<td>Food Science II</td>
<td>D: Chemistry</td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>G: College Prep Elective</td>
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<td>F: Visual Arts</td>
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<td>Vet Science</td>
<td>D: Biology or G: College Prep</td>
</tr>
</tbody>
</table>

c. Gypsy Stark
   i. Projects for fair 4 sheep exhibitors, 14 goat exhibitors
d. Kenny Saephan
   i. D1.1G/3G Certs

2. Grants:
   a. SSP Year 2 of 4. $100,000. All lesson plans need to be uploaded online.
   b. CTEIG:
i. 20-21: $23,071. Must be spent by 12/31/22

ii. 21-22: $193,835. Need to write a revision

c. Perkins: $25,670

d. Strong Workforce Program: $70,574. Need to spend. Must be spent by 12/31/22

e. AIG: $13,000. Expected to increase due to new hire plus increase in state budget.
Agenda:

In attendance: Stark, Saephan, Hogan, Lovett, Boyd, Farinelli, Wood, Chavez, Simoni, Matt Terra, Joe Terra

Started at 6PM

1. Program update: Kenny Saephan reviewed the new hires and the course numbers as stated below.
   a. New Hires
      i. Rachel Pimental: Fresno State
      ii. Taylor Thatcher: Chico State

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Ag Internship | TBD
---|---
Total | 572+

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<tr>
<th>Taylor</th>
<th>Rachel</th>
<th>Kenny</th>
<th>Gypsy</th>
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</thead>
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<td>Food Science I</td>
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<td>Vet Science</td>
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<td>Ag Biology</td>
<td>Adv Welding</td>
<td>Floral I/II</td>
</tr>
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<td>Ag Leadership</td>
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<td>Agricultural Internship</td>
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<tr>
<td>Prep</td>
<td>Prep</td>
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c. Gypsy Stark
   i. Reviewed the new internship program with the membership and students that will be attending the fair as stated below
   ii. Projects for fair 4 sheep exhibitors, 14 goat exhibitors
d. Kenny Saephan  
  i. Reviewed the course assignments for next year and A-G approvals that the department will be working on.  
  ii. D1.1G/3G Certs  

2. Grants:  
   a. SSP Year 2 of 4. $100,000. All lesson plans need to be uploaded online.  
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      i. 20-21: $23,071. Must be spent by 12/31/22  
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Career Technical Education

Advisory Committee Manual

July 2015
Career Technical Education Administration and Management Office
Career and College Transition Division
California Department of Education

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Introduction

This manual provides information for Career Technical Education (CTE) coordinators, school administrators, boards of trustees, teachers of CTE, 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.

Legal Citations

The federal Carl D. Perkins Career Technical Education Improvement Act of 2006 (Perkins IV) requires:

- Each local educational agency (LEA) receiving Perkins IV funds must involve parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of CTE programs. (20 U.S.C. § 2354 (b)(5).)

California Education Code specifies:

- “The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and
potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Employment Development Department (EDD).” (EC § 8070.)

The State Plan for Career Technical Education specifies:

- “Each CTE program assisted with Section 131 or 132 funds must have extensive business and industry involvement, as evidenced by not less than one annual business and industry advisory committee meeting and planned business and industry involvement in program activities as described in the Guidelines for the 2008—2012 Local Plan for Career Technical Education and instructions for the annual application for funds.” (2008—2012 CA CTE State Plan, Ch. 5 (2).)

Forming an Advisory Committee

1. Nomination of Committee Members

1.1

Nominations should be recommended by the head of the career technical education (CTE) department with input from the other CTE teachers, site principal, superintendent and/or the chairperson of the school board.

1.2

The advisory committee should be truly representative of the district and CTE program.

1.2.1

Committee members should be representative of the various industry sector programs offered and include: parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, and representatives of special populations.

1.2.2

Members must have recent, firsthand, and practical experience and must be individual/s engaged or working in an industry sector offered by the district.

1.2.3

Members should exhibit substantial interest in the CTE program.

1.2.4

Members 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.

1.2.5
Members should include representatives from across the district regionally or service areas of CTE.

1.2.6
Members should recognize the time required and express a willingness to serve on the committee.

1.3
The Advisory Committee Chair should be drawn from one of the industry sector members, not a LEA employee.

2. How Many Committee Members?

2.1
There is no fixed number that will satisfy all situations.

2.2
The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.

2.3
The group should not be so large that it is unwieldy or difficult to call together.

2.4
Seven to eleven persons are suggested with nine being a workable medium.

2.5
The program should present only the number of names previously decided upon by the local governing board for confirmation.

2.6
The committee should represent parity (an equal number of representatives) between all groups involved.

There should never be more district or school staff than representatives of business/industry/labor.

3. How are Committee Members Notified of Their Selection?

3.1
Upon appointment by the LEA board, notification of the committee member is usually done in writing, by the principal or superintendent, on behalf of the school board. (EC § 8070.)

3.2
The letter should:

3.2.1
Indicate that the CTE program staff is supportive.
3.2.2
Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.

3.2.3
Include a request that the member indicate whether he or she will accept.

3.2.4
Urge speed of acceptance to gain an orderly efficient start.

4. Understanding of Responsibility

4.1
Of greatest importance is that the committee is only advisory in nature.

4.2
The committee has no administrative or policy forming power.

4.3
The committee will make suggestions and/or recommendations on policy and procedure, but the source of its influence is in the voluntary acceptance of this advice by the proper governing authority.

Functions and Duties of Advisory Committees

It is the function of the committee to:

Program

1.
Help to determine what type of CTE program is offered.

2.
Assist the teacher in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in industry occupations.

3.
Help attract and encourage qualified/capable students into the CTE program.
4. Assist in recruiting and providing opportunities for special needs students.

5. Evaluate the effectiveness of the CTE program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Career Technical Education Administration and Management Unit of the California Department of Education.

6. Help gain support for legislation and appropriations.

7. Obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and the Career Technical Student Organizations (CTSO) or other youth programs.

8. Unify the activities of the CTE program with those of other groups and agencies interested in CTE.

9. Study and make recommendations to help solve problems presented to the district/program by the school board on which further information is needed.

10. Identify current standards for new equipment.

**Teacher/Classroom**

1. Help establish curriculum that has a hands-on, technological approach as aligned with CTE standards.

2. Assist to 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.

3. Assist in determining skills needed for particular jobs at entry, technical, and professional levels so that the skills may be included in the instructional program.

4.
When appropriate, serve as resource when the teacher is visiting workplace learning sites of students and participate in classroom instruction or demonstrations and accompanying or hosting field trips.

5. Provide technical assistance and keep the teacher aware of new developments in the CTE industry.

6. Provide current resources to develop and maintain a library of visual aids, magazines, and books concerning pathway projects.

7. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.

8. Assist in procuring opportunities to upgrade the technical skills and knowledge of the teacher.

Appendix A
(SAMPLE)

Suggested Opening Session Script and Notes for the 1st year of the 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 CTE 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 and school staff expect to benefit from your work.

7. We need help to:

7.1 Review existing programs, courses of study, facilities, and 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 Develop building plans, review architects’ plans, etc., where new buildings are being proposed.

7.6 Point out changes needed for the future in your area of interest, keeping the program up to date.

7.7 Assist in placement and in evaluating performance of our CTE 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 cannot continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.
WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL.

Note: Be sure to start and end on time!

Appendix B
(SAMPLE)

Advisory Committee Meeting Agenda

TO:

List committee members here

FROM:

Chairperson

DATE:

Date agenda is published

RE:

Next Advisory Committee Meeting

DATE:

Date of next meeting

TIME:

Time of next meeting

PLACE:

Place where meeting is being held
AGENDA

1. Review and approve minutes of the previous meeting.

2. Call for additional agenda items to be added to this meeting's agenda.

3. Committee and progress reports.

4. Consideration of recommendations for a new class or activity.

5. Review of revised course of study.

6. Report and review of CTSO and/or other youth organization activities.

7. Set date, time, and place for next meeting.

8. Adjournment.

Appendix C
(SAMPLE)

Set of Minutes

Advisory Committee Meeting
January 21, 2015

The meeting was called to order by chairperson, Joe Smith at 3 p.m., January 21, 2015, in room 8 at Your High School.

The minutes of the previous meeting were read, amended (by changing the word 'shall' to 'should' in topic number eight), and approved.

The call for additional agenda items was made.

Mr. X reported that the Field Day Committee met on January 14, 2015. It was decided that the best day for the annual field day is May 5th. It was moved, seconded, and passed that our annual field day will be held on May 5, 2015.

Ms. Y reported on ticket sales of the coming Parent and Student Banquet. So far, 310 tickets have been sold. This is already 20 more than last year's attendance.
It was moved and seconded that a class on small gas engines be added to the Ornamental Horticulture curriculum. After a lengthy discussion, this was referred to a committee of five made up of Ms. A, Ms. B, Mr. C, Mr. D, and Mr. E. They are to report to the advisory committee on March 15th. Ms. A will be the chairperson.

Mr. Z reported on the suggested revision for the Basic Auto class. Added topics being considered are: brakes, ignition, and fuel system. Course titled “Auto Body practices” will likely be deleted as a specific course in “Auto bodywork” is being considered for next Fall.

DECA President, Sally M. reported on this year's calendar of events of the chapter. She was commended by the Chair for her leadership and hard work.

The next meeting is scheduled for 3 p.m., February 15th, in room 122 at Your High School.

The meeting was adjourned at 5 p.m. by chairperson Joe Smith.

Respectfully Submitted,

Ms. Z, Recorder
Supporting Documents 14: Proficiency Standards
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  C. Agriscience Pathway ......................................................................................................... 14
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Overview

The Career Technical Education (CTE) Model Curriculum Standards publication is organized for use as a complete document or for access to individual industry sectors and pathways. The document includes Standards for Career Ready Practice—which describe the knowledge and skills that students need prior to entering a career technical education program—as part of the career technical education sequence or as integrated elements of other course work in preparation for careers and college.

Each of the 15 industry sector sections includes a description, anchor standards, pathway standards, and an academic alignment matrix. The standards can be adjusted to be part of the curriculum (grades seven through twelve), provided through adult education, or included in community college programs. The document also lists the representatives who participated in each sector's content development and the references that were consulted to revise the CTE standards.

Standards for Career Ready Practice

California's Standards for Career Ready Practice, which follow this overview, are based on the Career Ready Practices of the Common Career Technical Core (CCCTC), a state-led initiative sponsored by the National Association of State Directors of Career Technical Education Consortium (NASDCTC):

- Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. (NASDCTC 2012, 2)

California's 12 Standards for Career Ready Practice align with the state's CTE anchor standards and reflect the expectations from business and industry, labor and community organizations, and secondary and postsecondary education representatives from 42 participating states.

Anchor Standards


Each anchor standard is followed by performance indicators using action verbs from the Beyond Knowledge Construct, presented in a hierarchical progression of simple tasks to more complex tasks. Performance indicators provide guidance for curriculum design and standards measurement.
The industry-sector anchor standards have been customized with selected additions to better reflect the needs and special conditions of each industry sector.

Anchor Standard 1 (Academics) guides users to sector-specific core academic standards related to each industry sector, which are listed in the alignment matrix at the end of each sector section. Anchor standards 2–10 are deliberately aligned with one of the Common Core English language arts standards, using similar language demonstrating the natural connections between the two subjects. Anchor Standard 11 (Demonstration and Application) highlights classroom, laboratory, and workplace learning specific to the individual sector and pathways.

Pathway Standards
All 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet the following criteria:

- unique to an industry sector
- has an occupational focus
- consistent in size and scope
- composed of similar functions
- inclusive of all aspects of the industry
- includes K–12 pathway-specific standards
- demonstrates sequence potential
- reasonable and appropriate for high school
- leads to high-skill, high-wage, or high-demand jobs
- sustainable and viable over the next 10 years

Academic Alignment Matrix
Each sector includes an academic alignment matrix that displays where a natural, obvious alignment occurs.Compiled by five teams of academic content experts in collaboration with industry-sector consultants, teachers, and other advisers, the alignment was selected if it was determined that the pathway standard would enhance, reinforce, or provide an application for a specific academic subject standard.

The alignment matrices include the subjects of Common Core English language arts and mathematics standards, history/social studies standards, and Next Generation Science Core Ideas. To assist with further review and implementation, each academic alignment is notated with specific pathway standards codes.
Implementation

The Standards for Career Ready Practice can be integrated with a course or incorporated into several courses over multiple school years (grades seven through twelve). The practices are expectations for all students, whether they are enrolled in a CTE program or following a more generalized course sequence. It is expected that all students who exit high school will be proficient in these practices.

The anchor standards are the basis for each of the pathways within each sector. These standards are designed to assist with the development of course curricula and instructional lesson plans; they describe what is to be taught and measured. In most cases, the teacher determines the sequence and strategies to be used to meet the needs of the student population he or she is serving.

The performance indicators that follow each standard offer guidance for both course design and student assessment. They are intended to guide course work as it is developed. The pathways organize the standards with a career focus, but they are not designed to be offered as single courses. Rather, the standards from each pathway are collected and organized into a sequence of learning. To meet local demands of business and industry and particular student populations, standards can be collected from more than one sector to create a course.

Using the academic alignment matrices as a resource, academic and CTE teachers can see where enhancements and support for both sets of standards can be initiated. CTE teachers can quickly identify academic standards that have a substantial relationship to their instruction. Likewise, academic teachers can specify individual academic standards and quickly identify related CTE standards, which will assist them in incorporating application and technology in their curricula and lessons.

The CTE Model Curriculum Standards are intended to serve the entire education community—from middle schools and high schools to postsecondary colleges and career training programs. A major aim of these standards is to prepare students for postsecondary education and training and to help them make a smooth transition into the workforce. In order for both the people and the economy of California to prosper, it is essential for all students to emerge from schools ready to pursue their career and college goals. Equipping all high school students with the knowledge and skills necessary to plan and manage their education and careers throughout their lives will help to guarantee these important outcomes. Strong CTE programs will continue to provide important educational opportunities to assist students as they pursue their dreams and strive for economic prosperity. The CTE Model Curriculum Standards are a resource for educators and the business world for ensuring high-quality CTE learning experiences and improved student outcomes in the twenty-first-century economy.
California Standards for Career Ready Practice

Standards for Career Ready Practice describe the fundamental knowledge and skills that a career-ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource to CTE and academic teachers designing curricula and lessons in order to teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. **Apply appropriate technical skills and academic knowledge.**
   Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

2. **Communicate clearly, effectively, and with reason.**
   Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.**
   Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. **Apply technology to enhance productivity.**
   Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.
11. Employ valid and reliable research strategies.
Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Note: As stated previously, California’s Standards for Career Ready Practice are based on the CCTC Career Ready Practices posted at [https://careertech.org/](https://careertech.org/) (accessed June 8, 2016).
Agriculture and Natural Resources

Sector Description

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

A. Agricultural Business Pathway

In the Agricultural Business pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

Sample occupations associated with this pathway:

- Agriculture Inspector
- Farm and Ranch Manager
- Sales Representative
- Business Controller
- Agricultural Credit Manager

A1.0 Demonstrate an understanding of decision-making processes within the American free-enterprise system.

- A1.1 Differentiate among the components of the American free-enterprise system and other forms of economic systems.
- A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, franchises, and cooperatives.
- A1.3 Compare the advantages and disadvantages of the types of business ownership.
- A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
- A1.5 Analyze physical production relationships to determine optimum use levels.
- A1.6 Calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Explain the fundamental economic principles of agribusiness and agricultural production.

- A2.1 Identify basic economic factors affecting agricultural production and agribusiness management decisions.
- A2.2 Communicate basic agricultural economic terminology.
- A2.3 Apply the law of supply and demand and evaluate its effect on price determination.
- A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.
- A2.5 Differentiate between elastic and inelastic supply and demand.
- A2.6 Predict how the law of diminishing returns impacts agricultural production.

A3.0 Explore the role of credit in agribusiness and agricultural production.

- A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-term, intermediate-term, and long-term credit).
A3.2 Research and discuss the criteria lenders use to evaluate repayment capacity.
A3.3 Evaluate balance sheets and cash-flow statements to determine the ability to repay loans.

A4.0 Use proper accounting principles and procedures to accomplish fiscal management and tax planning.
A4.1 Compare and contrast cash and accrual accounting systems.
A4.2 Demonstrate the use and describe the importance of budgets, income statements, balance sheets, and financial statements.
A4.3 Interpret the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
A4.5 Determine property values and complete a depreciation schedule.
A4.6 Formulate the tax obligations for an agribusiness.

A5.0 Manage risk and uncertainty.
A5.1 Explore environmental issues that impact agribusiness.
A5.2 Determine the meaning and importance of risk and uncertainty.
A5.3 Describe alternative approaches to reducing risk, including the use of insurance for product liability, property, production or income loss, and for personnel life and health.
A5.4 Maintain appropriate evidence (e.g., Point of Origin, pick/pack dates, production records) to support and defend risk management.
A5.5 Identify best practices and include in farm planning to reduce risk.
A5.6 Prepare a comprehensive risk management and contingency plan.

A6.0 Evaluate the role and value of agricultural organizations.
A6.1 Distinguish the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
A6.2 Understand how participation in organizations would be beneficial in supporting various agricultural operations.
A6.3 Identify, and electronically access, public and private agricultural organizations.

A7.0 Understand agricultural marketing systems.
A7.1 Explain how marketing functions in a free-market society.
A7.2 Compare the advantages and disadvantages of the various marketing options for agricultural products and services.
A7.3 Analyze how the law of comparative advantage affects agricultural production.
A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
A7.5 Assess how promotion trends for agricultural products influence individuals.
A7.6 Develop a marketing plan for an agricultural product or service.

A8.0 Understand the sales of agricultural products and services.
A8.1 Determine the most effective methods for assessing customer needs and wants.
A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

A9.0 Differentiate among local, national, and international agricultural markets and communicate how trade affects the economy.
A9.1 Describe how the importance of agricultural imports and exports affects state and national economies.
A9.2 Summarize how governmental, economic, and cultural factors affect international trade.
A9.3 Compare and contrast United States trade policies with those of other important trading partners.
A9.4 Research how biotechnology affects trade and global economies.
A9.5 Evaluate how different cultural values affect agricultural production and marketing.
A9.6 Explain how negotiations and bargaining agreements affect trade agreements.
A9.7 Analyze agricultural marketing strategies in other parts of the world.
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.
D. Animal Science Pathway

In the Animal Science pathway, students study large, small, and specialty animals. Students explore the necessary elements, such as diet, genetics, habitat, and behavior, to create humane, ecologically, and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

Sample occupations associated with this pathway:

- Veterinarian Technician
- Animal Caretaker/Kennel Operator
- Animal Breeder
- Ranch Manager
- Feed Nutritionist

D1.0 Evaluate the necessary elements for proper animal housing and animal-handling equipment.

D1.1 Design an animal facility focusing on appropriate space and location requirements for habitat, housing, feed, and water.

D1.2 Select habitat and housing conditions and materials, such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters, to meet the needs of various animal species.

D1.3 Interpret animal behaviors and execute protocols for safe handling of animals.

D1.4 Defend the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

D2.0 Apply principles of animal nutrition to ensure the proper growth, development, reproduction, and economic production of animals.

D2.1 Assess the flow of nutrients from the soil, through the animal, and back to the soil.

D2.2 Explore the principles for providing proper, balanced rations for a variety of production stages in ruminants and monogastrics.

D2.3 Compare the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.

D2.4 Distinguish how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

D3.0 Apply principles of comparative anatomy and physiology to uses within various animal systems.

D3.1 Compare and contrast animal cells, tissues, organs, and body systems.

D3.2 Develop efficient procedures to produce consistently high-quality animals that are well suited for their intended purposes.

D3.3 Relate the importance of animal organs to the health, growth, and reproduction of animals.
D4.0 Demonstrate understanding of animal reproduction, including the function of reproductive organs.
   D4.1 Illustrate animal conception, including estrus cycles, ovulation, and insemination.
   D4.2 Research the gestation process and basic fetal development.
   D4.3 Explain the parturition process, including the identification of potential problems and their solutions.
   D4.4 Select animal breeding methods based on reproductive and economic efficiency.
   D4.5 Select a breeding system based on the principles of genetics.

D5.0 Discuss animal inheritance and selection principles, including the structure and role of deoxyribonucleic acid (DNA).
   D5.1 Evaluate a group of animals for desired qualities, and discern among them for breeding selection.
   D5.2 Select animals, based on quantitative breeding values, for specific characteristics.
   D5.3 Research and discuss current technology used to measure desirable traits.
   D5.4 Predict phenotypic and genotypic results of a dominant and recessive gene pair.
   D5.5 Research the role of mutations, both naturally occurring and artificially induced, and hybrids in animal genetics.

D6.0 Prescribe and implement a prevention treatment program for animal diseases, parasites, and other disorders.
   D6.1 Evaluate the signs of normal health in contrast to illness and disease.
   D6.2 Analyze the importance of animal behavior in diagnosing animal sickness and disease.
   D6.3 Research common pathogens, vectors, and hosts that cause disease in animals.
   D6.4 Evaluate preventative measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.
   D6.5 Discuss procedures used at the local, state, and national levels to ensure biosecurity of the animal industry.
   D6.6 Explain the health risk of zoonotic diseases to humans, their historical influence, and future implications.
   D6.7 Discuss the impacts on local, national, and global economies, as well as on consumers and producers, when animal diseases are not appropriately contained and eradicated.

D7.0 Explore common pasture and rangeland management practices and their impact on a balanced ecosystem.
   D7.1 Evaluate a rangeland and identify methods of rangeland improvement used in an effective animal production program.
   D7.2 Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
D7.3 Develop a management plan for rangelands, including how to calculate carrying capacity, for a variety of animal species and locations.

D7.4 Evaluate a plan to balance rangeland use for animal grazing and for wildlife habitat.

D8.0 Explain challenges associated with animal waste management.

D8.1 Assess treatment and disposal management systems for animal waste.

D8.2 Compare various methods for using animal waste and the environmental impacts associated with each method.

D8.3 Research the health and safety regulations that are an integral part of properly managed animal waste systems.

D9.0 Assess animal welfare concerns and management practices that support animal welfare.

D9.1 Evaluate the early warning signs of animal distress and how to rectify the problem.

D9.2 Discuss consumer concerns with animal production practices relative to human health.

D9.3 Summarize federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.

D9.4 Research the regulations for humane transportation and harvesting of animals, such as those delineated by the U.S. Department of Agriculture (USDA) Food Safety and Inspection Service and the Humane Methods of Slaughter Act.

D10.0 Demonstrate understanding of the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits).

D10.1 Formulate and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.

D10.2 Develop, maintain, and use growth and management records for large or small animals to make data-driven management decisions.

D11.0 Demonstrate understanding of the production of specialty animals (e.g., fish, marine animals, llamas, and tall, flightless birds).

D11.1 Assess specialty animals’ role in agriculture (e.g., fish farms, pack animals, working dogs).

D11.2 Explore the unique nutrition, health, and habitat requirements for specialty animals.

D11.3 Synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.

D11.4 Develop, maintain, and utilize growth and management records for specialty animals to make data-driven management decisions.
D12.0 Understand how animal products and by-products are processed and marketed.

D12.1 Research animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point, Sanitation Standard Operating Procedures, and good manufacturing practices documents.

D12.2 Compare the relative importance of the major meat, dairy, and egg classifications, including the per-capita consumption and nutritive value of those classifications.

D12.3 Discuss how meat-based, dairy, and egg retail products are produced.

D12.4 Describe how nonmeat products, such as wool, pelts, hides, and by-products, are harvested and processed.

D12.5 Evaluate how meat products and nonmeat products are marketed.

D12.6 Compare the value of animal by-products to nonagricultural industries.

D12.7 Apply point-of-origin safety and sanitation procedures in the production, harvest, handling, processing, and storing of meat products.
E. Forestry and Natural Resources Pathway
The Forestry and Natural Resources pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

Sample occupations associated with this pathway:
- Forestry Technician
- Park Ranger
- Fish Hatchery Technician
- Logging Operation Inspector
- Biological Science Technician

E1.0 Understand the importance of energy and energy cycles.
- E1.1 Diagram the oxygen, carbon, nitrogen, and water cycles.
- E1.2 Differentiate between renewable and nonrenewable energy sources.
- E1.3 Differentiate between natural resource management conservation strategies and preservation strategies.
- E1.4 Compare the effects on air and water quality of using different forms of energy.
- E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.

E2.0 Understand air and water use, their management practices, and conservation strategies.
- E2.1 Explain the government's role in regulating air, soil, and water use management practices and conservation strategies.
- E2.2 Research and discuss air and water conservation issues.
- E2.3 Define appropriate water conservation measures.
- E2.4 Interpret the component of a plan that monitors water quality.
- E2.5 Interpret the component of a plan that monitors air quality.
- E2.6 Analyze the way in which water management affects the environment and human needs.

E3.0 Explore soil composition and soil management.
- E3.1 Demonstrate techniques used to classify soils.
- E3.2 Explain the reasons for, and importance of, soil conservation.
- E3.3 Analyze soils found in the different natural resource management areas.
E3.4 Develop and implement a soil management plan for a natural resource management area.
E3.5 Understand how to analyze existing soil surveys to develop effective management plans.

E4.0 Explore rangeland management.
E4.1 Map the locations of major U.S. and California rangeland areas.
E4.2 Summarize the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.
E4.3 Define practices used to improve rangeland quality.
E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.
E4.5 Distinguish among different browse and forage species in California rangelands.
E4.6 Evaluate a rangeland and develop a rangeland monitoring plan.
E4.7 Analyze the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service) and abide by specific laws pertaining to natural resource systems.

E5.0 Investigate wildlife management and habitat.
E5.1 Describe the relationship between habitat and wildlife population.
E5.2 List habitat requirements for different species and identify factors that influence population dynamics.
E5.3 Determine existing wildlife species populations.
E5.4 Explain mammalian and avian reproductive processes and infer how nutrition and habitat affect reproduction and population.
E5.5 Differentiate among a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.
E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.
E5.7 Research and report on the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.

E6.0 Understand aquatic resource use and management.
E6.1 Summarize the different types of aquatic resources.
E6.2 Identify and describe the major body parts, digestive systems, and reproductive organs of aquatic species.
E6.3 Determine the populations of existing aquatic species using a variety of methods.
E6.4 Analyze the relationship between water quality and aquatic species habitat.
E6.5 Explore a variety of management practices for managing aquatic species for sport fishing and other purposes.

E6.6 Make financial and production decisions and maintain growth and management records for a selected aquatic species.

E7.0 Understand the outdoor recreation industry.

E7.1 List the potential environmental impacts of recreational activities and describe how to manage the resources affected.

E7.2 Demonstrate basic survival skills and first aid procedures.

E7.3 Construct and maintain trails.

E7.4 Select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).

E7.5 Set up a campsite for minimum environmental impact.

E8.0 Explore basic plant physiology, anatomy, and taxonomy.

E8.1 Use scientific method to classify animals, including order, family, genus, and species.

E8.2 Use a dichotomous key to identify plants and animals.

E8.3 Identify local trees, shrubs, grasses, forbs, and wildlife species by common name.

E8.4 Recognize and explain the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.

E9.0 Explore the role of fire in natural resource management.

E9.1 Differentiate between desirable and undesirable fire in forest and rangeland ecosystems.

E9.2 Explain the significance of each of the components of the “fire triangle.”

E9.3 Know appropriate wildland fire-suppression practices.

E9.4 Develop a fire-control plan.

E9.5 Use fire-control tools safely.

E9.6 Research and report on the training requirements for fire-suppression certification.

E10.0 Implement forest management practices.

E10.1 Describe how social, political, and economic factors can affect the use of forests.

E10.2 Discuss the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.

E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).

E10.4 Analyze harvest and renewability (e.g., reseeding and thinning) systems and identify the impact of each on the land.
E10.5 Explain silvicultural systems and skills and use appropriate related tools.
E10.6 Identify and diagnose damage from destructive insects, diseases, and weather and choose methods for their management.

E11.0 Understand the basic concepts of measurement, surveying, and mapping.
E11.1 Describe the Public Land Survey System.
E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass, to determine area, boundaries, and elevation differences.
E11.3 Apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.
E11.4 Create a management plan map that includes layer information and data points from global information systems.

E12.0 Produce, harvest, process, and market products from natural resource industries.
E12.1 Explain the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.
E12.2 Process natural resource products adhering to manufacturing standards.
E12.3 Analyze the production of specialty and seasonal products from natural resources.
E12.4 Compare different wood types and their uses.
E12.5 Diagram lumber manufacturing processes.

E13.0 Understand public and private land issues.
E13.1 Interpret the differences between public and privately held lands.
E13.2 Explain the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).
E13.3 Compare the role of public and private property rights and how they affect agriculture.
E13.4 Describe the role of government in managing public and private property rights.
F. Ornamental Horticulture Pathway
The Ornamental Horticulture pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture, as well as landscaping design, installation, and maintenance.

Sample occupations associated with this pathway:
- Florist/Floral Designer
- Landscape Design/Architect
- Hydroponics Grower
- Botanical Specialist
- Nursery/Greenhouse Manager

F1.0 Compare and contrast the hierarchical classification of plants.
  F1.1 Practice how to classify and identify plants by order, family, genus, and species.
  F1.2 Demonstrate how to identify plants by using a dichotomous key.
  F1.3 Illustrate how common plant parts are used to classify the plants.
  F1.4 Distinguish how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
  F1.5 Identify and select plants for local landscape applications.

F2.0 Summarize plant physiology and growth principles.
  F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
  F2.2 Diagram the seed’s essential parts and explain the functions of each.
  F2.3 Explain how primary, secondary, and trace elements are used in plant growth.
  F2.4 Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
  F2.5 Differentiate the tissues seen in a cross section of woody and herbaceous plants.
  F2.6 Explore the factors that affect plant growth.

F3.0 Demonstrate plant propagation techniques.
  F3.1 Explain the different forms of sexual and asexual plant reproduction.
  F3.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
  F3.3 Utilize and monitor plant reproduction for the development of a saleable product.

F4.0 Develop and implement a plan for basic integrated pest management.
  F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
F4.2 Research how pesticide regulations and government agencies affect agriculture.
F4.3 Identify common horticultural pests and diseases and methods of controlling them.
F4.4 Design an integrated approach to solving plant problems.

F5.0 Summarize water and soil (media) management practices.
F5.1 Explain how basic soil science and water principles affect plant growth.
F5.2 Illustrate basic irrigation design and installation methods.
F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
F5.4 Research major issues related to water sources and water quality.
F5.5 Explain the components of soilless media and test the use of those media in various types of containers.

F6.0 Apply ornamental plant nutrition practices.
F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
F6.2 Use basic nutrient testing procedures on soil and plant tissue.
F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
F6.4 Read and interpret labels to properly apply fertilizers.

F7.0 Develop a plan for the selection, installation, and maintenance of turf.
F7.1 Explain the selection and management of landscape and sports field turf.
F7.2 Demonstrate how to select, install, and maintain a designated turf grass area.
F7.3 Distinguish how the use of turf benefits the environment.

F8.0 Employ nursery production principles.
F8.1 Demonstrate the proper use of production facilities and common nursery equipment.
F8.2 Use common nursery production practices.
F8.3 Demonstrate how to propagate and maintain a horticultural crop to the point of sale.
F8.4 Design a marketing and merchandising strategy to use in nursery production.

F9.0 Demonstrate the proper use of containers and horticultural tools, equipment, and facilities.
F9.1 Use different types of containers and demonstrate how to maintain growing containers in controlled environments.
F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
F9.3 Select proper tools for specific horticultural jobs.
F9.4 Install landscape components and electrical, land, and water features.
F10.0 Understand basic landscape planning, design, construction, and maintenance.
   F10.1 Utilize terms associated with landscape and design in appropriate context.
   F10.2 Produce a residential design, including how to render design to scale using design technology and principles.
   F10.3 Use proper landscape planting and maintenance practices.
   F10.4 Prune ornamental shrubs, trees, and fruit trees.
   F10.5 Produce clear and concise landscape business contracts.

F11.0 Understand basic floral design principles.
   F11.1 Demonstrate the use of plant materials and tools.
   F11.2 Apply basic design principles to products and designs.
   F11.3 Handle, prepare, and arrange cut flowers appropriately.
   F11.4 Develop a marketing and merchandising strategy to use in the floral industry.
G. Plant and Soil Science Pathway

The Plant and Soil Science pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment, as well as cultural and harvest practices.

Sample occupations associated with this pathway:
- Soil Conservationist
- Environmental Analyst
- Plant and Soil Scientist
- Crop Consultant
- Pest Control Advisor

G1.0 Apply plant classification principles.
  G1.1 Classify and identify plants by order, family, genus, and species.
  G1.2 Practice how to identify plants by using a dichotomous key.
  G1.3 Demonstrate how common plant parts are used to classify the plants.
  G1.4 Communicate the differences between, and uses of, native and nonnative plants.
  G1.5 Distinguish the differences between monocots and dicots.
  G1.6 Explain the differences between plants under production and weeds.

G2.0 Explore cell biology.
  G2.1 Compare differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
  G2.2 Test plant cellular function reactions when plants are grown under different conditions.
  G2.3 Explain functions organelles play in the health of the cell.
  G2.4 Recognize the part of the cell that is responsible for the genetic information that controls plant growth and development.
  G2.5 Summarize plant inheritance principles, including the structure and role of DNA.
  G2.6 List which organelles in plant cells carry out photosynthesis.

G3.0 Understand plant physiology and growth principles.
  G3.1 Investigate plant systems, nutrient transportation, and energy storage.
  G3.2 Label the seed’s essential parts and describe their functions.
  G3.3 Discern how primary, secondary, and trace elements are used in plant growth.
  G3.4 Research the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
G3.5 Identify the tissues seen in a cross section of woody and herbaceous plants.

G3.6 Conduct experiment(s) testing the factors that affect plant growth and predict plant response.

G4.0 Demonstrate an understanding of sexual and asexual reproduction of plants.
  G4.1 Explain the different forms of sexual and asexual plant reproduction.
  G4.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
  G4.3 Use the proper sterile technique used in tissue culture.

G5.0 Assess pest problems and management.
  G5.1 Demonstrate how to categorize insects as pests, beneficial or neutral, and describe their roles.
  G5.2 Explain the role of other pests, such as nematodes, molds, mildews, and weeds.
  G5.3 Compare and contrast conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
  G5.4 Use integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
  G5.5 Research how biotechnology can be used to manage pests.

G6.0 Assess the role of soils in plant production.
  G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil quality rating procedure.
  G6.2 Analyze soil properties necessary for successful plant production, including pH, electrical conductivity (EC), and essential nutrients.
  G6.3 Explain soil biology and diagram the cycles in nature as related to the soil food chain.
  G6.4 Research how soil biology affects the environment and natural resources.

G7.0 Integrate effective tillage and soil conservation management practices.
  G7.1 Plan how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
  G7.2 Assess how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
  G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.

G8.0 Evaluate effective water management practices.
  G8.1 Summarize California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
  G8.2 Research and describe the local, state, and federal agencies that regulate water quality and availability in California.
G8.3 Define the definition of a watershed and explain how it is used to measure water quality.

G8.4 Explain effective water management and conservation practices, including the use of tailwater ponds.

G8.5 Use water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.

G9.0 Explain the concept of an "agrosystem" approach to production.

G9.1 Identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).

G9.2 Compare and contrast the elements of conventional, sustainable, and organic production systems.

G9.3 Differentiate among the components of "whole-system management."

G10.0 Apply local crop management and production practices.

G10.1 Practice local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.

G10.2 Explain common marketing and shipping characteristics of local commodities.

G10.3 Interpret general maturity and harvest-time guidelines for specific local plant products.

G10.4 Apply point-of-origin safety and sanitation procedures in the production, harvesting, handling, processing, and storing of edible plant products.

G11.0 Demonstrate competence in applications of scientific principles and techniques in plant science.

G11.1 Research how changing technology, such as micro-propagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis), affects plant production, yields, and management.

G11.2 Explain the various technology advancements that affect plant and soil science, such as global positioning systems, global information systems, variable rate technology, and remote sensing.

G11.3 Assess how herbicide-resistant plant genes can affect the environment.

G11.4 Communicate how genetic engineering techniques have been used to improve crop yields.

G11.5 Compare and contrast the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.
## Academic Alignment Matrix

<table>
<thead>
<tr>
<th>AGRICULTURE AND NATURAL RESOURCES</th>
<th>PATHWAYS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A. Agricultural Business</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE ARTS</td>
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<tr>
<td>Reading Standards for Literacy</td>
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<tr>
<td>in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #)</td>
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<tr>
<td>9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</td>
<td>B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0</td>
</tr>
<tr>
<td>9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</td>
<td>B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0</td>
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<tr>
<td>9-10.6 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</td>
<td>A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0</td>
</tr>
<tr>
<td>9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</td>
<td>A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0</td>
</tr>
<tr>
<td>11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</td>
<td>B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0</td>
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<tr>
<td><strong>Agriculture and Natural Resources</strong></td>
<td><strong>Reading Standards for Literacy in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #)</strong></td>
</tr>
<tr>
<td><strong>Agriculture</strong></td>
<td><strong>A1.0, A2.0</strong></td>
</tr>
<tr>
<td><strong>C1.0, C2.0</strong></td>
<td><strong>C1.0, C2.0</strong></td>
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<tr>
<td><strong>D1.0, D2.0</strong></td>
<td><strong>D1.0, D2.0</strong></td>
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<tr>
<td><strong>E1.0, E2.0</strong></td>
<td><strong>E1.0, E2.0</strong></td>
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<tr>
<td><strong>F1.0, F2.0</strong></td>
<td><strong>F1.0, F2.0</strong></td>
</tr>
<tr>
<td><strong>G1.0, G2.0</strong></td>
<td><strong>G1.0, G2.0</strong></td>
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</table>

- **A1.0, A2.0**: Determine the meaning of words and phrases as they are used in a specific context; demonstrate understanding of the subject under instruction.
- **C1.0, C2.0**: Demonstrate understanding of the subject under instruction.
- **D1.0, D2.0**: Gather relevant information from multiple primary and secondary sources using advanced digital tools to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.
### Academic Alignment Matrix

<table>
<thead>
<tr>
<th>AGRICULTURE AND NATURAL RESOURCES</th>
<th>PATHWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Agricultural Business</strong></td>
<td><strong>B. Agricultural Mechanics</strong></td>
</tr>
<tr>
<td>Writing Standards – WS (Standard Area, Grade Level, Standard #) (continued)</td>
<td></td>
</tr>
<tr>
<td>9-10.1. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0</td>
</tr>
<tr>
<td>11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>A1.0, A2.0, A3.0, A7.0, A9.0</td>
</tr>
<tr>
<td>11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
<td>A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0</td>
</tr>
<tr>
<td>11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0</td>
</tr>
<tr>
<td>11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single string or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>A2.0, A6.0, A7.0, A9.0</td>
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</tbody>
</table>
# Academic Alignment Matrix

## AGRICULTURE AND NATURAL RESOURCES

### MATHEMATICS

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<thead>
<tr>
<th>PATHWAYS</th>
<th>A. Agricultural Business</th>
<th>B. Agricultural Mechanics</th>
<th>C. Agriscience</th>
<th>D. Animal Science</th>
<th>E. Forestry and Natural Resources</th>
<th>F. Ornamental Horticulture</th>
<th>G. Plant and Soil Science</th>
</tr>
</thead>
</table>

#### Algebra – A-CED – Creating Equations

Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems in and out of context, including equations arising from linear functions.

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<th></th>
<th>C13.0</th>
<th>E10.0</th>
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</table>

1. Judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.

#### Algebra – A-APR – Arithmetic with Polynomials and Rational Expressions

Perform arithmetic operations on polynomials

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication: add, subtract, and multiply polynomials, and divide polynomials by monomials. Solve problems in and out of context. (Common Core Standard A-APR-11)

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#### Algebra – A-REI – Reasoning with Equations and Inequalities

Solve equations and inequalities in one variable

1. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

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<th>C13.0</th>
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<th>E10.0</th>
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</table>

2. Solve equations and inequalities involving absolute value. (CA Standard Algebra I - 3.0 and CA Standard Algebra II - 1.0)
## Academic Alignment Matrix

### AGRICULTURE AND NATURAL RESOURCES

<table>
<thead>
<tr>
<th>Functions – F-IF – Interpreting Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret functions that arise in applications in terms of the context</td>
</tr>
<tr>
<td>4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</td>
</tr>
</tbody>
</table>

<p>| PATHWAYS |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A1.0, A2.0</td>
<td>C13.0</td>
<td>D6.0</td>
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### Geometry – G-CO – Congruence

<table>
<thead>
<tr>
<th>Make geometric constructions</th>
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<tbody>
<tr>
<td>12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geometry – G-MD – Geometric Measurement and Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain volume formulas and use them to solve problems</td>
</tr>
<tr>
<td>3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Apply geometric concepts in modeling situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).</td>
</tr>
</tbody>
</table>

| B4.0, B6.0 | B11.0, B12.0 | C8.0, C16.0 | D1.0, D7.0 | E4.0, E9.0 | F5.0, F7.0, F10.0, F11.0, G7.0 |
### Academic Alignment Matrix

<table>
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<tr>
<th>AGRICULTURE AND NATURAL RESOURCES</th>
<th>PATHWAYS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A. Agricultural Business</td>
</tr>
<tr>
<td>Geometry – G-SRT – Similarity, Right Triangles, and Trigonometry</td>
<td></td>
</tr>
<tr>
<td>Define trigonometric ratios and solve problems involving right triangles</td>
<td></td>
</tr>
<tr>
<td>8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.</td>
<td>B6.0, B9.0, B12.0</td>
</tr>
<tr>
<td>Statistics and Probability – S-IC – Making Inferences and Justifying Conclusions</td>
<td></td>
</tr>
<tr>
<td>Understand and evaluate random processes underlying statistical experiments</td>
<td></td>
</tr>
<tr>
<td>1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</td>
<td>A1.0, A2.0</td>
</tr>
<tr>
<td>Make inferences and justify conclusions from sample surveys, experiments, and observational studies</td>
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<tr>
<td>3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</td>
<td>A1.0, A2.0, A7.0</td>
</tr>
<tr>
<td>5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</td>
<td>A1.0, A2.0</td>
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</tbody>
</table>
# Academic Alignment Matrix

## Agriculture and Natural Resources

<table>
<thead>
<tr>
<th>Statistics and Probability – S-ID – Interpreting Categorical and Quantitative Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize, represent, and interpret data on a single count or measurement variable.</td>
</tr>
<tr>
<td>1. Represent data with plots on the real number line (dot plots, histograms, and box plots).</td>
</tr>
<tr>
<td>A1.0, A2.0</td>
</tr>
<tr>
<td>2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</td>
</tr>
<tr>
<td>A1.0, A2.0</td>
</tr>
<tr>
<td>Interpret linear models</td>
</tr>
<tr>
<td>3. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</td>
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<tr>
<td>A1.0, A2.0</td>
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## Pathways

### A. Agricultural Business

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### B. Agricultural Mechanics

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### C. Agriscience

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### D. Animal Science

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### E. Forestry and Natural Resources

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### F. Ornamental Horticulture

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### G. Plant and Soil Science

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## Science

### Scientific and Engineering Practices – SEP

1. Asking questions (for science) and defining problems (for engineering)

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<thead>
<tr>
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</table>

2. Developing and using models

<table>
<thead>
<tr>
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<tr>
<th>C2.0, C5.0, C6.0, C7.0, C13.0</th>
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<th>D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0</th>
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<th>E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0</th>
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<tr>
<th>F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F9.0, F10.0</th>
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<tr>
<th>G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0</th>
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<tr>
<th>G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0</th>
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<tbody>
<tr>
<td>3. Planning and carrying out investigations</td>
<td>B10, B20, B30, B40, B50, B60, B70, B80, B90, B100, B110, B120</td>
<td>C20, C40, C60, C80, C100, C120, C130</td>
<td>D10, D20, D60, D80, D100, D110, D120</td>
<td>E10, E20, E30, E40, E50, E60, E70, E80, E90, E100, E110</td>
<td>F10, F20, F30, F40, F50, F60, F70, F80, F90, F100, F110</td>
<td>G10, G20, G30, G40, G50, G60, G70, G80, G90, G100, G110</td>
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<tr>
<td>4. Analyzing and interpreting data</td>
<td>B10, B20, B30, B40, B50, B60, B70, B80, B90, B100, B110, B120</td>
<td>C10, C20, C30, C40, C50, C60, C70, C80, C90, C100, C110, C120, C130</td>
<td>D10, D20, D60, D80, D100, D110, D120</td>
<td>E10, E20, E30, E40, E50, E60, E70, E80, E90, E100, E110</td>
<td>F10, F20, F30, F40, F50, F60, F70, F80, F90, F100, F110</td>
<td>G10, G20, G30, G40, G50, G60, G70, G80, G90, G100, G110</td>
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<tr>
<td>5. Using mathematics and computational thinking</td>
<td>B10, B20, B30, B40, B50, B60, B70, B80, B90, B100, B110, B120</td>
<td>C70, C100, C110, C120, C130</td>
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<td>E50, E60, E70, E80, E90, E100, E110, E120, E130</td>
<td>F20, F30, F40, F50, F60, F70, F80, F90, F100, F110</td>
<td>G20, G30, G40, G50, G60, G70, G80, G90, G100, G110</td>
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<tr>
<td>6. Constructing explanations (for science) and designing solutions (for engineering)</td>
<td>B10, B20, B30, B40, B50, B60, B70, B80, B90, B100, B110, B120</td>
<td>C100, C120, C130</td>
<td>D10, D20, D60, D80, D100, D110, D120</td>
<td>E50, E60, E70, E80, E90, E100, E110, E120, E130</td>
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<td>G10, G20, G30, G40, G50, G60, G70, G80, G90, G100, G110</td>
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<tr>
<td>7. Engaging in argument from evidence</td>
<td>B10, B20, B30, B40, B50, B60, B70, B80, B90, B100, B110, B120</td>
<td>C20, C40, C60, C80, C100, C120, C130</td>
<td>D10, D20, D60, D80, D100, D110, D120</td>
<td>E10, E20, E30, E40, E50, E60, E70, E80, E90, E100, E110, E120, E130</td>
<td>F10, F20, F30, F40, F50, F60, F70, F80, F90, F100, F110</td>
<td>G10, G20, G30, G40, G50, G60, G70, G80, G90, G100, G110</td>
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<tr>
<td>8. Obtaining, evaluating, and communicating information</td>
<td>B10, B20, B30, B40, B50, B60, B70, B80, B90, B100, B110, B120</td>
<td>C30, C50, C70, C90, C100, C110, C120</td>
<td>D10, D20, D60, D80, D100, D110, D120</td>
<td>E10, E20, E30, E40, E50, E60, E70, E80, E90, E100, E110, E120, E130</td>
<td>F10, F20, F30, F40, F50, F60, F70, F80, F90, F100, F110</td>
<td>G10, G20, G30, G40, G50, G60, G70, G80, G90, G100, G110</td>
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</tr>
<tr>
<td>CROSSECTING CONCEPT</td>
<td>A. AGRICULTURAL BUSINESS</td>
<td>B. AGRICULTURAL MECHANICS</td>
<td>C. AGRISCIENCE</td>
<td>D. ANIMAL AND NATURAL RESOURCES</td>
<td>E. FORESTRY AND NATURAL RESOURCES</td>
<td>F. ORNAMENTAL HORTICULTURE</td>
<td>G. PLANT AND SOIL SCIENCE</td>
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<tr>
<td>1. Patterns</td>
<td>B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0</td>
<td>C2.0, C13.0</td>
<td>D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0</td>
<td>E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0</td>
<td>F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0</td>
<td>G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0</td>
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<tr>
<td>2. Cause and effect: Mechanism and explanation</td>
<td>B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0</td>
<td>C13.0</td>
<td>D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0</td>
<td>E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0</td>
<td>F2.0, F4.0, F6.0, F8.0, F10.0, F12.0</td>
<td>G2.0, G3.0, G4.0, G6.0, G8.0, G10.0, G11.0</td>
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<tr>
<td>3. Scale, proportion, and quantity</td>
<td>B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0</td>
<td>C13.0</td>
<td>D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0</td>
<td>E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0</td>
<td>F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0</td>
<td>G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0</td>
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<tr>
<td>4. Systems and system models</td>
<td>B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B12.0</td>
<td>C5.0, C6.0, C11.0, C13.0</td>
<td>D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0</td>
<td>E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0</td>
<td>F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0</td>
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<tr>
<td>5. Energy and matter: Flows, cycles, and conservation</td>
<td>B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B11.0, B12.0</td>
<td>C2.0, C13.0</td>
<td>D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0</td>
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<td>F2.0, F4.0, F6.0, F8.0, F10.0</td>
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<tr>
<td>6. Structure and function</td>
<td>B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0</td>
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</table>
## Academic Alignment Matrix

### AGRICULTURE AND NATURAL RESOURCES

<table>
<thead>
<tr>
<th>PATHWAYS</th>
<th>A. Agricultural Business</th>
<th>B. Agricultural Mechanics</th>
<th>C. Agriscience</th>
<th>D. Animal Science</th>
<th>E. Forestry and Natural Resources</th>
<th>F. Ornamental Horticulture</th>
<th>G. Plant and Soil Science</th>
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<tbody>
<tr>
<td>Crosscutting Concept – CC (continued)</td>
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<td>C13.0</td>
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<td>7. Stability and change</td>
<td>B20, B30, B40, B50, B60, B70, B80, B90, B100, B110, B120</td>
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<td>Physical Sciences – PS</td>
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<td>PS1: Matter and Its Interactions</td>
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<td>D6.0, D12.0</td>
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<td>PS2: Motion and Stability: Forces and Interactions</td>
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<td>PS2.A: Forces and Motion</td>
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<td>PS2.C: Stability and Instability in Physical Systems</td>
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<td>PS3.A: Definitions of Energy</td>
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<td>PS4: Waves and Their Applications in Technologies for Information Transfer</td>
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<td>PS4.A: Wave Properties</td>
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## Academic Alignment Matrix

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<tbody>
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<td></td>
<td>A. Agricultural Business</td>
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<tr>
<td>Life Sciences – LS</td>
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<tr>
<td>LS1: From Molecules to Organisms: Structures and Processes</td>
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<td>LS1.A: Structure and Function</td>
<td>C5.0, C6.0, C8.0, C9.0, C10.0, C11.0</td>
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<td>LS1.B: Growth and Development of Organisms</td>
<td>C5.0, C2.0, C8.0, C11.0</td>
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<tr>
<td>LS1.C: Organization for Matter and Energy Flow in Organisms</td>
<td>C4.0, C5.0, C11.0</td>
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<td>LS1.D: Information Processing</td>
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<tr>
<td>LS2: Ecosystems: Interactions, Energy, and Dynamics</td>
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<tr>
<td>LS2.A: Interdependent Relationships in Ecosystems</td>
<td>C9.0, C10.0, C11.0, C12.0</td>
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<td>LS2.B: Cycles of Matter and Energy Transfer in Ecosystems</td>
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<td>LS2.C: Ecosystems Dynamics, Functioning, and Resilience</td>
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<td>LS2.D: Social Interactions and Group Behavior</td>
<td>C2.0, C9.0</td>
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<td>LS3: Heredity: Inheritance and Variation of Traits</td>
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<tr>
<td>LS3.A: Inheritance of Traits</td>
<td>C3.0, C7.0, C11.0</td>
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<tr>
<td>LS3.B: Variation of Traits</td>
<td>C7.0, C12.0</td>
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<td><strong>B. Agricultural Mechanics</strong></td>
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<tr>
<td>Life Sciences – LS (continued)</td>
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<tr>
<td>LS4: Biological Evolution: Unity and Diversity</td>
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<td>LS4.B: Natural Selection</td>
<td>C3.0, C4.0, C9.0, C11.0, C12.0</td>
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<td>LS4.C: Adaptation</td>
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<td>LS4.D: Biodiversity and Humans</td>
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<tr>
<td><strong>Earth and Space Sciences – ESS</strong></td>
<td><strong>B. Agricultural Mechanics</strong></td>
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<tr>
<td>ESS2: Earth’s Systems</td>
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<td>ESS2.A: Earth Materials and Systems</td>
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<td>ESS2.C: The Roles of Water in Earth’s Surface Processes</td>
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<td>ESS2.E: Biogeology</td>
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<td>ESS3: Earth and Human Activity</td>
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<td>ESS3.A: Natural Resources</td>
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<td>ESS3.B: Natural Hazards</td>
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<td>ESS3.C: Human Impacts on Earth Systems</td>
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<tr>
<td>Engineering, Technology, and the Applications of Science – ETS</td>
<td><strong>B. Agricultural Mechanics</strong></td>
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<tr>
<td>ETS1: Engineering Design</td>
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<td>ETS1.A: Defining and Delimiting an Engineering Problem</td>
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<tr>
<td>ETS1.B: Developing Possible Solutions</td>
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<td>ETS1.C: Optimizing the Design Solution</td>
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### Academic Alignment Matrix

**Agriculture and Natural Resources**

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<tr>
<td>Engineering, Technology, and the Applications of Science -- ETS (continued)</td>
<td>B1.0, B3.0, B4.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0</td>
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</table>

### History/Social Science

**Principles of Economics -- PE**

| 12.1 Students understand common economic terms and concepts and economic reasoning. | A2.0 |
| 12.1.1. Examine the causal relationship between scarcity and the need for choices. | A2.0 |
| 12.1.2. Explain opportunity cost and marginal benefit and marginal cost. | A2.0 |
| 12.1.3. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior. | A2.0 |
| 12.1.4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and non-renewable natural resources. | A2.0 |
| 12.2 Students analyze the elements of America's market economy in a global setting. | E2.0, E13.0 |
| 12.2.1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand. | A2.0 |
## AGRICULTURE AND NATURAL RESOURCES

<table>
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<tr>
<th>Principles of Economics – PE (continued)</th>
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<tbody>
<tr>
<td>12.2.2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.</td>
<td>A. Agricultural Business&lt;br&gt;A1.0, A2.0</td>
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<tr>
<td>12.2.3. Explain the roles of property rights, competition, and profit in a market economy.</td>
<td>A. Agricultural Business&lt;br&gt;A1.0, A2.0, A3.0, A4.0, A5.0, A7.0, A8.0, A9.0</td>
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<tr>
<td>12.2.4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.</td>
<td>A. Agricultural Business&lt;br&gt;A2.0, A7.0, A9.0</td>
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<tr>
<td>12.2.5. Understand the process by which competition among buyers and sellers determines a market price.</td>
<td>A. Agricultural Business&lt;br&gt;A1.0, A2.0, A7.0, A9.0</td>
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<tr>
<td>12.2.6. Describe the effect of price controls on buyers and sellers.</td>
<td>A. Agricultural Business&lt;br&gt;A2.0, A7.0</td>
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<tr>
<td>12.2.7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.</td>
<td>A. Agricultural Business&lt;br&gt;A9.0</td>
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<tr>
<td>12.2.8. Explain the role of profit as the incentive to entrepreneurs in a market economy.</td>
<td>A. Agricultural Business&lt;br&gt;A1.0, A2.0, A7.0</td>
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<tr>
<td>12.2.10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.</td>
<td>A. Agricultural Business&lt;br&gt;A2.0</td>
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<tr>
<td>12.4. Students analyze the elements of the U.S. labor market in a global setting.</td>
<td>A. Agricultural Business&lt;br&gt;A2.0</td>
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<tr>
<td>12.4.3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.</td>
<td>A. Agricultural Business&lt;br&gt;A2.0</td>
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<td>12.4.4. Explain the effects of international mobility of capital and labor on the U.S. economy.</td>
<td>A. Agricultural Business&lt;br&gt;A9.0</td>
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<tr>
<td>Principles of Economics – PE (continued)</td>
<td>PATHWAYS</td>
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<tr>
<td>12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.</td>
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<tr>
<td>12.6.1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.</td>
<td>A9.0</td>
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<tr>
<td>12.6.2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.</td>
<td>A9.0</td>
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<tr>
<td>12.6.3. Understand the changing role of international political borders and territorial sovereignty in a global economy.</td>
<td>A9.0</td>
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<tr>
<td>12.6.4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.</td>
<td>A9.0</td>
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<tr>
<td>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.</td>
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<td>12.7.6. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.</td>
<td>F2.0</td>
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<tr>
<td>U.S. History and Geography – US</td>
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<tr>
<td>11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</td>
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<tr>
<td>11.6.3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.</td>
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<tr>
<td>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</td>
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<tr>
<td>11.11.5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.</td>
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<tr>
<td>11.11.7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Foshay–Los-Sanbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.</td>
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Supporting Documents 15: Teacher Credentials

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

KENNY SAEPHAN

is hereby awarded the

Single Subject Teaching Credential

together with all the rights, privileges, and responsibilities appertaining thereto

valid: 07/01/2020 to 08/01/2025

This is not an official document. The official record of credentials, permits, and certificates is the Commission’s website at www.ctc.ca.gov
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

KENNY SAEPHAN

is hereby awarded the

Specialist Instruction Credential (Agriculture)

together with all the rights, privileges, and responsibilities appertaining thereto.

valid: 06/19/2018 to 07/01/2023

This is not an official document. The official record of credentials, permits, and certificates is the Commission’s website at www.ctc.ca.gov
<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
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</table>
| **August**| 12 First Day of School  
17 Homecoming Float Committee Meeting at Lunch in RM 37  
18 National Convention Meeting at Lunch in RM 37  
19 Delta Valley Sectional Meeting 5:00 PM  
20 Beef Showmanship Meeting at Lunch RM 37  
31 Officer Meeting at Lunch RM 37 |
| **September**| 10 Homecoming Parade  
15 Welcome Back Chapter Meeting 6pm: Dodgeball Tournament (moved from the 8th)  
15 LDE Lunch Meeting in RM 37  
17 POA Due  
17 Cookie Dough Fundraiser due  
20 Start BCA prep- Ag lead  
22 Delta Valley COLC-Officers only - postponed |
| **October**| 5 Officer Meeting at Lunch RM 37  
6 Delta Valley Opening/Closing Contest  
7 Greenhand Leadership Conference, Lodi HS  
8 Start Selling Drive Thru BBQ Tickets  
**13 Chapter Meeting; 6 pm Halloween Carnival**  
15 R2 Report Due to FFA  
18 Start Thanksgiving Meal Drive  
20 Delta Valley Sectional Basketball Tournament  
21 Advisory Meeting 6 PM  
22 State Conference Apps Due: Deposit $100  
27-31 National FFA Convention |
| **November**| 2 End of Drive Thru BBQ Sales  
3 Officer Meeting and Activity 6:30PM  
4 Drive Thru BBQ  
**10 Chapter Meeting; 3:30 PM**  
11 Veterans Day Parade  
12 Delta Valley Manuscripts Due  
18 Hand Out Food Drive Meals  
19-20 Regional Meeting (Advisors Only)  
29 Top Dog List Due  
30 FFA Officer Meeting at Lunch |
| **December**| 4 Fresno City Welding Contest  
7 Sheep and Goat Meeting @ Lunch RM 36  
**13 Chapter Meeting; 6 pm White Elephant Gift Exchange**  
8 CDE Judging Contracts due  
11 Welding Contest Invitational  
6 Delta Valley Speaking Contest at Merrill F West(TBD) |
| **February**| 4 Regional Speaking Contest (TBD)  
5 Arbuckle Field Day/Merced Welding Contest  
7 Regional Proficiencies are due  
8 World Ag Expo  
**9 FFA Chapter Meeting 3:30 PM**  
10-11 Regional Officer Screening  
11 Deliver Valentine Cards  
12 CSU Chico Field Day  
15 State FFA Conference Registration Due  
14-18 FFA Week  
Monday: Ag in the Classroom  
Tuesday: Teacher Appreciation Lunch  
Wednesday: Greenhand Activity  
Thursday: Petting Zoo  
Friday: Student Appreciation Lunch  
26 Regional CATA and FFA Meeting |
| **March**| 1 Officer Meeting at Lunch  
5 UC Davis Field Day  
**9 March FFA Meeting at 6:00 PM**  
10 State Manuscripts due  
11 Chapter Officer Applications Release  
12 Merced College Field Day  
18 Ag Day  
19 MJC Field Day  
22 Start FFA Banquet Practice  
24 State Speaking Finals  
25 State Agriscience Set Up  
25-29 State FFA Conference |
| **April**| 1 Chapter Officer Applications Due  
2 Reedley Field Day  
5 Officer Meeting, Banquet Practice  
6 Officer Interviews  
8 Program Completer/ Proficiency Applications Due  
9 Fresno Field Day  
12 Banquet Practice  
**13 Chapter Meeting Election Meeting at 3:30 PM**  
19 Banquet Practice  
26 Banquet Practice  
26 State Degree Awards Ceremony  
27 Delta Valley CATA and FFA Meeting at Delta College |
| **May**| 5-7 Cal Poly State Finals  
**13 FFA Banquet**  
18 Top Dog Lunch  
20 American Degrees Due by 6PM |
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Supporting Documents 17: Professional Growth and Development

# Incentive Grant In-Service Activities Documentation

**Criteria 4.B**

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**Notes:**
- Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. These must be approved by the Regional Supervisor. Explain the Professional Development.

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- [ ] Inactive
- [ ] Practice AET
- [ ] Pending Transfers

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- [ ] All Students
- [ ] Grade Levels
- [ ] FTA Membership
- [ ] Rosker Helper Members

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2638243 | GAdams | 10 | 05/02/2022
2638268 | AAguyao | 10 | 05/23/2022
3386999 | PAguayo | 9 | 10/15/2021
3387015 | FAguinMedrano | 9 | 10/14/2021
3387100 | JAcosta | 9 | 09/06/2022
2543912 | LAllagh | 11 | 05/20/2022
3387016 | DAnzola | 9 | 10/13/2021
3387119 | TArce | 9 | 09/15/2022
2638200 | BARmanto | 10 | 09/09/2022
2015610 | MArtega | 12 | 10/14/2021
3387109 | MArtega | 9 | 09/15/2022
2638228 | JAtwood | 10 | 11/08/2021
17A4312 | JAvila | 15 | 09/14/2021
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Escalon Unified School District

Request - Conference Attendance

Must be returned in two weeks prior to Registration Deadline

Date

Name

School

Position

Title of Conference

Date of Travel/Conference

Location of Conference

Request School Car? Yes  No  (If yes, attached completed Form 346)

Cost of Attendance (approximate)

* Registration

** Transportation

** Cost of Lodging

** Meals

Substitute

Other

Total

Signature of Employee

Approval: 

Principal

Date

Assistant Superintendent

Date

* To prevent delays please attach completed registration form with addressed envelope to conference address.

** Receipts will be required for all costs except when claiming per diem.

District Office Use Only

Check # Visa

Form 221  Rev. 10/2012
Supporting Documents 20: CATA Membership

CALIFORNIA AGRICULTURAL
TEACHERS’ ASSOCIATION

Kenny Saephan

SERVING AGRICULTURE BY TEACHING
2021 / 2022 ACTIVE MEMBER
At this time, we are not required to provide a report to administration on professional development. We only need to turn in receipts.
## Supporting Documents 22: Five-Year Acquisition Plan

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<tr>
<td>Class Supplies and Budget</td>
<td>$50,000.00</td>
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<tr>
<td>Facilities improvement: Water hook ups</td>
<td>$25,000.00</td>
<td>Plumbing lines to add water hook ups for food science class. Will be needed for sanitation and sinks.</td>
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<td>Livestock Popper</td>
<td>$6,000.00</td>
<td>Livestock popper to facilitate transportation of student projects.</td>
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<tr>
<td>Livestock Trailer</td>
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<td>Livestock trailer to facilitate transportation of student projects. Replacing older steel trailer that does not fit new truck</td>
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<td>Facilities improvement: Ventilation</td>
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<td>Adding more ventilation units in welding class for safety.</td>
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<td>New Shop Bandsaw</td>
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<td>Will be used to cut welding test coupons for student certifications</td>
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<td>Vet Science Textbooks</td>
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<td>Used to improve curriculum in vet science class to better match local JC</td>
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<td>Ultrasound Machine</td>
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<td>Used to improve curriculum in vet science class to better match local JC</td>
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<td>Facilities improvement: Power</td>
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<td>More 220 lines to add more welders to shop. Will be tapping into existing panels.</td>
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<td>New Welders</td>
<td>$25,000.00</td>
<td>Adding various welders of different processes to match industry expectations in our local area.</td>
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<td>Construct Poultry Facility</td>
<td>$25,000.00</td>
<td>Purchasing a poultry facility or materials to construct one at school farm. Current one is too small and not up to par for industry standards.</td>
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<td>Facilities improvement: Shop Overhang</td>
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<td>Adding shop overhang to allow students to build projects outside.</td>
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<td>10 gauge break press</td>
<td>$25,000.00</td>
<td>A metal break to bend student projects that are made from CNC plasma.</td>
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<td>Outdoor Smoker Dual Pathway (Welding/Food Sc)</td>
<td>$10,000.00</td>
<td>Use for agriscience projects in foodscience class. Testing official limits.</td>
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## 22-23 EHS Ag Department Budget

### Object Code 1000 (Certificated Salaries)

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<th>Expenditure Description</th>
<th>Minimum Eligibility Standard</th>
<th>Request</th>
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<td>Sub Cost for teachers at $160/day (includes Certification Training, Prof. Development, Field Trips, Trade Shows, Industry Tours, Work Base Learning Activities, and CTSO Activities) Each instructor will receive 6 days of sub costs. Money will be disbursed to all CTE Pathways</td>
<td>1.A, 2, 3.A, 3.B, 6, 8, 9.B</td>
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### Object Code 2000 (Classified Salaries)

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### Object Code 3000 (Employee Benefits)

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<td>Benefit Cost for subs (who covered teachers attending Certification Training, Prof. Development, Field Trips, Trade Shows, Industry Tours, Work Base Learning</td>
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<td>Expenditure Description</td>
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<tr>
<td>Equipment and supplies to start food science program</td>
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<td>Expenditure Description</td>
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Money will be disbursed to all CTE Pathways.

Object Code 3000 Totals: $4,000.00
Object Code 4000 Totals: $173,000.00
For Teacher Travel and Conference, Equipment Rental/Lease, Contracted Services - Equipment, Student Transportation and Other Services & Operating Expenses. Will use to provide students with access to field days, workshops, WBL experiences, as well as provide teachers for opportunities for professional growth. Money will be disbursed in all sectors.

<table>
<thead>
<tr>
<th>Expenditure Description</th>
<th>Minimum Eligibility Standard #</th>
<th>Quantity</th>
<th>Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk in freezer/Fridge for food science</td>
<td>2, 3.B, 4, 5.A, 6, 9.B, 10</td>
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<td>$12,000.00</td>
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<tr>
<td>Two Double Deck ovens for food science</td>
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<tr>
<td>Multi Vac Double Sided for food science</td>
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<tr>
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Object Code 5000 Totals:

- Object Code 5000 (Capital Outlay, $5,000+ cost per item)

<table>
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<tr>
<th>Expenditure Description</th>
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<th>Quantity</th>
<th>Request</th>
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Object Code 6000 Totals:

| Object Code 6000 Totals | $145,000.00 |

Object Code 7000 (Indirect Cost)
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<td>$0.00</td>
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<tr>
<td></td>
<td></td>
<td>$349,00</td>
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</table>

- **Object Code 7000 Totals**: $0.00
- **Budget Totals**: $349,00
We have a small district, so I write most of the CTE grants. Currently, we receive money from CTEIG, Perkins, SWP, and AIG. I just took ownership of an SSP grant for our new food science pathway as well. We have bi annual budget meetings to discuss purchases and requests for funding. Even though it all runs through me, I try to keep it a collaborative experience where we can come together to agree on things. I just try to have an open and honest conversation with everyone, rather than have it become something where the district needs to get involved. So far, everyone has been satisfied by this arrangement.

We have an ASB account for FFA related items that we fundraise for through cookie dough sales, drive thru bbqs, and other fundraisers. I have a specific AG Shop ASB account that is primarily used to pay for items related to my welding and farm power teams that cannot be purchased with site funds. The students on those teams fundraise through the sale of some small shop projects. We also have a boosters program that raises money to pay for student transportation costs.

Once we have settled on a budget for the year, requests are made through our front office and PO’s need to be approved by the Secretary, Principal, Accountant, CBO, and finally the Superintendent. We return signed receipts immediately and cannot purchase items without preapproval.
## Supporting Documents 25: Department Chart of Responsibilities

<table>
<thead>
<tr>
<th>Department Responsibilities</th>
<th>Leventini</th>
<th>Stark</th>
<th>Saephan</th>
<th>Other</th>
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<tr>
<td>Ag Incentive Grant app (June)</td>
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<td>Kristin Tiger</td>
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Supporting Documents 26: Substitute Teacher Procedure and Plans

Escalon High School utilizes Aesop to manage, request, and record absences. Teachers can input requests for various reasons. Teachers are allotted five sick days and five no tell days a year. Any school business related absences must be preapproved with the principal prior to submitting a day. I also leave sub plans at my desk and email them to the secretary. I keep an emergency stock of easy sub plans just in case they are needed.

Kenny Saephan Sub Plans
Room 38

Computer Log In
User Name: EUSDSub PW: escaloN2010

General Directions: Students are NOT to be in the shop for any reason. Students are NOT to operate any machinery or equipment. DO NOT UNLOCK THE SHOP. If any student causes problems for you, remind them that I will assign them a detention and have them write you an apology letter. If they continue causing problems after a warning, write their name down and write a short summary of the issue and I will handle them after. I cannot punish a student unless I know their name and have a reason to call home.

Phone/Music Policy: Students may listen to music quietly when completing assignments. If students are not completing assignments because they are using their phones, please leave me their names.

DO NOT allow students to leave early.

Have students work on the same assignment from yesterday. If they finish early, they may work on an assignment from another class or old assignments in my class that they have not completed. They may also complete an extra credit assignment by read an article from a New Horizons magazine and writing a one page summary.

Period 1 and 4 (Ag Mechanics): The students have a safety test to complete that they started yesterday. I have posted it to google classroom. It is an open note test. They must pass with a 100%. Please instruct them to take their time. I will not reset the test until the next day. If they finish early, they should work quietly on an assignment from another class.

Period 2 (Advanced Welding): Let the students know they will receive extra time to work on their welds when I get back. Read and complete chapter 1 questions on the welding workbook.
online. I will post in google classroom. It must be completed on Kami. Their textbook is posted online. When they finish, have them start 4) Introduction to Parts Design and 5) Completion of Parts Design on google classroom under “OnShape”.

Period 3 and 5 (Intermediate Welding): Read pg 332-364 in Ag Mechanics textbook in class. Complete sections A,B,C,D questions on pages 364-365. Submit at the end of class. When they finish, have them start 4) Introduction to Parts Design and 5) Completion of Parts Design on google classroom under “OnShape”.
Supporting Documents 27: Program Completer

We utilize two definitions for a program completer in our department. The first is the one utilized by Perkins. For reporting purposes in Perkins V, a “completer” is defined as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class. That means a student who passes a two course sequence with a C- or better will be a completer.

For the purposes of our program plan, we have a separate definition of a program completer.

- Students completing a program in agriculture at Escalon Union High School must complete three years within the agriculture program areas.
- The student’s must have maintained a supervised agricultural experience project for all three years and have completed FFA record books to verify project.
- Each student enrolled in an agriculture class will be a member of the National FFA Organization and be active at the local level.
- Students that are considered four year completers will have met the national FFA requirements to have earned their Greenhand and Chapter degree.
  - GPA requirement 2.5
  - Must have earned your Chapter degree
  - Must have participated in at least 15 chapter level activities.
  - Must have completed 10 hours of community service in the last 3 years.

Students who are program completers will graduate with their program completer sash and will be honored at the FFA banquet.
Supporting Documents 28: 2 + 2 Agreements

Escalon High school currently does not offer 2 + 2 Agreements. We are currently looking at increasing the amount of articulation agreements we have with Modesto Junior College and Delta College.
Supporting Documents 29: Reimbursement Process

All reimbursements at Escalon High require prior approval from either the district or through the local site ASB office depending on funding sources. There are no exceptions to this requirement.

If a purchase is required for FFA or leadership type activity, then the purchases generally come from the FFA account. The preferred method of payment is for payments to be made direct to the vendor, however that is not always possible with the variety and scope of FFA activities. In that case, a purchase order may be opened with the instructor as the “vendor” in which the instructor can get reimbursed for various purchases from different sites. Regardless of the vendor, the purchase must be approved by the students, a record kept in meeting minutes, and be approved by the ASB office.

If a purchase is required for a class activity and the funds are being drawn from the site funds, then the approval process for a reimbursement must go through the principal and district office. Reimbursements are not the preferred method of payment for goods and services and are rarely approved. They are only approved in such cases where there is a need and an alternative good or service is not available or appropriate for the use case. There must also be a reason as to why the district cannot purchase it with a purchase order or check. Receipts must be submitted immediately. Purchases must also be preapproved and must be specific to the original request. For example, I cannot request a reimbursement for $1,000 in shop supplies. However, I can request to purchase a $850 drill that I cannot purchase anywhere else, and get reimbursed for it.
Section 3: AGED 539 Improvement Project

Background:

When I applied to Escalon High School, I did some research to start. I asked people I trusted and they all had more or less the same story. Escalon has a stellar reputation for CDE teams, LDE teams, State Officers, and pretty much excelled in all things agriculture except for in the area of Ag Mechanics. The shop was a revolving door with little of note coming out of it but no one knew why. When I interviewed at Escalon High, I saw pretty quickly why that was the case. The shop had a mess of broken equipment, trash everywhere, major facility issues and the first question I was asked was “How many trailers do you think you could build in a year?” It was a toxic combination of revolving teachers, mismanaged facilities, obsolete equipment, and unrealistic expectations. I took it as a challenge to rebuild this program with the naivety that only a first year teacher has.

I took care of the things I could. I cleaned out the trash and repaired as much equipment as I could, well into many late nights. Then I found myself running into the same road block over and over again, there was no money to facilitate anything. I scrounged, begged, and borrowed to make it through my first year. I knew if I wanted to make things work, I would need to find more funding. I learned as much as I could about different funding sources and I heard over and over again how there was all of this money in CTE, but we had none of it. I learned that our district has been unsuccessful at finding grant money, so I asked to take it on as a responsibility. I viewed it as a necessary step to get me to where I wanted to be with the program. Since then, we’ve seen a lot of improvements to our facilities and I’ve learned a lot about what it takes to run a successful program and what it takes to get your students the resources they need.
A key piece of writing grants and justifying our expenses is data. When I was going through the credential program, I never thought I would be using spreadsheets and tracking numbers as much as I do now. But I understand the need and the importance of it now. Right now, we do an excellent job at tracking testing data, demographics, and various criteria to mark successful students in the program, however, we lack data for graduates. Graduate data can be used as key data points in various grants, reported in CALPADS, and used to justify the importance of our program to local stakeholders.

Project Proposal:

I plan on developing a google form/poll that we can use to collect data and quickly aggregate into appropriate tables as needed. We will give the poll to students prior to graduation and ask them to fill it out 6 months after graduation. We will express the importance of filling it out and how it connects to our funding, as well as offering prize drawings for participants. We will push out the form on social media and the local newspaper. Fortunately for us, we have a small school and it is possible for us to just call all of the students as well.

Results:

I have completed the survey and we will send it out to students 6 months from now. I have posted images below.
Personal Information
Survey for tracking student success after high school graduation.

* Required

1. Last Name

2. First Name

3. Mailing Address

4. Email

5. Cell Phone Number

6. What year did you graduate?
7. Please specify your ethnicity

*Mark only one oval.*

- [ ] A. Caucasian
- [ ] B. African-American
- [ ] C. Latino or Hispanic
- [ ] D. Asian
- [ ] E. Native American
- [ ] F. Native Hawaiian or Pacific Islander
- [ ] G. Two or More
- [ ] H. Other/Unknown
- [ ] I. Prefer not to say

8. What gender do you identify as?

*Mark only one oval.*

- [ ] Male
- [ ] Female
- [ ] Prefer not to answer
- [ ] Other: ____________________________
9. Select all that your participated in during your time at Escalon.

Check all that apply:
- Career Development Events
- Leadership Development Events
- Greenhand Leadership Conference
- Made for Excellence
- Advanced Leadership Academy
- Sacramento Leadership Experience
- State Conference
- National Conference
- Local FFA Meetings
- Sectional Meetings/Events
- Regional Meetings/Events
- Exhibited an animal project
- Exhibited a shop project
- Received an industry certificate
- Completed an internship
- Applied for an above the chapter award/recognition
- Other: ___________________________

Career/Education

10. Would you like to apply for your American FFA Degree?

Mark only one oval.
- Yes
- No
- Maybe
11. How many ag classes did you take during your high school career? *

*Mark only one oval.*

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] More than 4

12. Check off the agriculture classes you took in high school *

*Check all that apply.*

- [ ] Floral 1
- [ ] Floral 2
- [ ] Animal Science
- [ ] Vet Science
- [ ] Ornamental Horticulture
- [ ] Ag Leadership
- [ ] Farm Management
- [ ] Agriculture Mechanics
- [ ] Intermediate Welding
- [ ] Advanced Welding
- [ ] Agriculture Earth Science
- [ ] Agriculture Biology
- [ ] Agriculture Chemistry/ Soil Chemistry
- [ ] Food Science I
- [ ] Food Science II
- [ ] Ag Internship
13. What are your plans for after high school?

   Check all that apply.
   □ 4 year university
   □ 2 year university
   □ Private School
   □ Join the workforce (Non Apprenticeship)
   □ Apprenticeship
   □ Military

14. What is your college/career choice going to focus on?

   Check all that apply.
   □ Agriculture
   □ Non Agriculture
   □ Mechanics/ Trade schools
   □ Not going to school at all

15. If you are going into the field of agriculture, what field is it?

   Mark only one oval.
   □ Animal Science
   □ Plant Science
   □ Agricultural Communications
   □ Agriculture Education
   □ Agriculture Business
   □ Mechanics
   □ Construction
   □ Apprenticeship programs
16. Do you have a job Agriculture?
   
   *Mark only one oval.*

   - Yes
   - No

17. If not, where do you work?

18. Are you in a full time or part time position?

   *Mark only one oval.*

   - Full time
   - Part time

Please use the rating system to described here in response to questions.

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strong Agree

19. Overall, the vocational agriculture program prepared me for what I am doing now.

   *Mark only one oval.*

   - 1
   - 2
   - 3
   - 4
   - 5
20. Instruction in the classroom and/or shop helped prepare me for what I am doing right now.

*Mark only one oval.*

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5

21. My experience in the FFA was helped prepare me for what I am doing right now.

*Mark only one oval.*

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5

22. My SAE projects while enrolled in Ag helped prepare me for what I am doing now.

*Mark only one oval.*

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
23. I felt limited financially from participating in FFA

*Mark only one oval.*

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5

24. I felt that there was an appropriate amount of fundraising opportunities available for students to gain access to FFA events.

*Mark only one oval.*

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5

25. I felt unwelcome in FFA due to my racial/ethnic background.

*Mark only one oval.*

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
26. I felt unwelcome in FFA due to my political point of view.
   *Mark only one oval.*
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5

27. I felt unwelcome in FFA due to my gender identify or sexual orientation.
   *Mark only one oval.*
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5

28. I felt that the FFA program was welcoming and like a family.
   *Mark only one oval.*
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
29. I felt that everyone had an equal opportunity to participate in FFA activities.

*Mark only one oval.*

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5

30. The facilities, equipment, and supplies provided for the Agriculture students are:
(check all that apply)

*Check all that apply.*

- [ ] Overcrowded Facilities
- [ ] Adequate in size and space
- [ ] Modern and up to date
- [ ] Old fashioned and behind the times
- [ ] Adequate amount of equipment for all students
- [ ] Not enough equipment for all students
- [ ] Adequate amount of supplies for class size
- [ ] Not enough supplies for class size
- [ ] Well maintained
- [ ] Appropriate equipment and facilities for courses
- [ ] Not appropriate equipment and facilities for courses
- [ ] Other: ____________________________________________

Pathway Rating

Please rate your impression of the following pathways from 1-5.
1= This pathway had a negative impact on preparing me for what I am doing now.
2= This pathway did not prepare me for what I am doing now.
3= This pathway was neutral in preparing me for what I am doing now.
4= This pathway somewhat prepared me for what I am doing now.
5= This pathway prepared me for what I am doing now.
31. Ag Mechanics Pathway

*Mark only one oval.*

☐ 1
☐ 2
☐ 3
☐ 4
☐ 5

32. Food science

*Mark only one oval.*

☐ 1
☐ 2
☐ 3
☐ 4
☐ 5

33. Animal Science

*Mark only one oval.*

☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
34. Agriscience

*Mark only one oval.*

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5

35. Floral

*Mark only one oval.*

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5

36. Do you have a specific suggestion for improvement of our program? Please share below.

________________________
________________________
________________________
________________________

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