Proposal – Individual Study and Special Problems

AgEd500 (1-6 units) _____ units  
AgEd580 (1-6 units) _____ units  
AgEd500 (1-6 units) _____ units  
_____500 (1-6 units) _____ units  
(usually 3 units)

Name: Lauren Stroud  
Address: PO BOX 882 Newman, CA 95360  
Phone: 209-402-7534

Title: Orestimba High School Agriculture Department School Farm

Goal or Purpose:

The goal of my project is to introduce a school farm to the Orestimba High School agriculture department in order to enhance the learning opportunities for our students. Orestimba agriculture has 400 student enrolled in agriculture classes and I want to offer more hands-on learning experiences to our students. The school farm will not only bring more learning opportunities for our classes, but it will offer more SAE opportunities, which will allow our FFA chapter to increase success in degrees and proficiencies.

Specific Objectives (What will you be doing and how what will the final product be?):

- To get approval from the Newman Crows Landing Unified School District to use 2 of the 5 unused acres in the northwest corner of the OHS campus to build a 2 acre school farm.
- To get approval from the Newman Crows Landing Unified School District to apply for the Prop 1D grant.
- To complete the Prop 1D grant application in order to get funding for the proposed farm project through the Prop 1D grant offered through the CDE.
- To obtain a grant match from our community through agriculture students soliciting donations, running fundraisers, and hosting benefit dinners.
- To work with an architect to make and finalize plans for the school farm which includes the site preparation, barn layout and construction, plumbing, electricity, water, fencing, and handicap accessibility.
- To complete all necessary paperwork in order to get architects plans approved by DSA and funding approved through OPSC.
- To have agriculture students promote awareness of the proposed school farm plan in the community and school district to increase support for the project.
- To assist the School Board in selecting the construction company who will be building the school farm.

Estimated number of hours on this project:

100-150 hours

Identify ways you will share the results/outcome with others (required to achieve a grade of “A”):

The community and school district have been aware of my project for the past three years; therefore, keeping the community and district aware of the progress of my project has not been difficult. After three years of my students and me getting out in the community making presentations, soliciting donations, hosting dinners, and writing newspaper articles, our community and district have grown an interest in this project and continually ask for updates. I receive phone calls or emails on a regular basis from community organizations who would like my students to come make a presentation on the progress of the farm; the newspaper called to interview me at least once every two months for an update that they then print in the local newspaper; and my Superintendent calls to
invite my students and me to come present to the School Board. The district classified staff have already started breaking ground on the farm to get ready for the construction company to move in and work therefore, I plan on taking pictures of my officer team in full uniform for ceremonial ground breaking photos that we will submit to newspapers and New Horizon, as well as create thank you cards for all of our farm supporters. I will also be organizing a grand opening ceremony for the entire community to come see the farm once construction is complete.

**Project/Equipment Description**

<table>
<thead>
<tr>
<th>1. Site Development/ tree removal</th>
<th>1. A. $9,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. B. $7,000</td>
<td></td>
</tr>
<tr>
<td>2. Pole Barn building kit</td>
<td>2.A. $65,000</td>
</tr>
<tr>
<td>3. $210,000</td>
<td></td>
</tr>
<tr>
<td>4. A – F $55,000</td>
<td></td>
</tr>
<tr>
<td>5. Electrical</td>
<td>5.A. $5,000</td>
</tr>
<tr>
<td>5.B. $10,000</td>
<td></td>
</tr>
<tr>
<td>5.C. $12,000</td>
<td></td>
</tr>
<tr>
<td>6. Septic Plumbing</td>
<td>6.A. $25,000</td>
</tr>
<tr>
<td>6.B. $30,000</td>
<td></td>
</tr>
<tr>
<td>7. Fencing</td>
<td>7.A. $20,000</td>
</tr>
<tr>
<td>7.B. $10,000</td>
<td></td>
</tr>
<tr>
<td>8. Irrigation</td>
<td>8.A. $6,000</td>
</tr>
<tr>
<td>8.B. $8,000</td>
<td></td>
</tr>
<tr>
<td>9. Plant Material</td>
<td>9.A. $5,000</td>
</tr>
<tr>
<td>9.B. $8,000</td>
<td></td>
</tr>
<tr>
<td>10. Cooling/mist system</td>
<td>10.A. $5,000</td>
</tr>
<tr>
<td>10.B. $5,000</td>
<td></td>
</tr>
<tr>
<td>11. Project Planner</td>
<td>$500,000</td>
</tr>
</tbody>
</table>

**Total Amount**

Total Amount $500,000

**Complete the project:** The above objectives were met by October 2009.

**Provide progress reports to advisor:**

I can submit an updates to the AGED staff at Cal Poly.

**Signature ___________________________**

**Date _____________________________**

Approval by University Advisor ___________________________
First-Year Teacher Internship Project  
AGED 539  

Project: How to get a new school farm  

The project I selected for my AGED 539 course was bringing a new school farm to my agriculture department. Our department had a farm years ago that included row crops and an orchard, but that farm was covered in concrete and needed to be redeveloped, which had not happened since I arrived. I knew the District would support the idea since there was once a farm on our school site, but I wanted to make the farm bigger and better than the past farm, including areas for livestock production AND plant science. Below you will find the steps that I took to complete my project including tips and suggestions for anyone interested in completing the same or similar task.

Step 1: Build your vision and desire.

When I started working at Orestimba High School, I immediately noticed that my school site had about 10 acres of open land on the west side of campus that was unused. Of course, knowing this, I immediately started formulating a vision and dream of building a school farm on that open acreage. I knew what a well ran school farm could do for an agriculture program, as well as a high school and community. I started collecting pieces of evidence that proved this, as well as pictures of school farms that I would want mine to model after.

Step 1: Get Board approval to apply for the Prop 1D grant to build a new 2 acre school farm

When I heard about the Prop 1D grant opportunity, I knew this was my once chance to make my school farm vision become a reality. I knew I had to get my Board to approve me applying for such a large grant since it required a cash match in order to get the funds from the state. I emailed my Superintendent’s Secretary to get on the Board agenda at the next meeting and emailed her a packet that I prepared for each Board member to review prior to the meeting. That packet included a proposal document that
included what I was asking approval on, why the farm would benefit our students, high school, and community. I included the details of the Prop 1D requirements and a timeline of events that would take place to get the farm. I wanted the Board to have a background of what a school farm was, how it would benefit the District, and what I was going to have to do in order to make my dream become a reality.

Prior to the meeting date, I met with the District facilities director to discuss what the open acreage in the back of the campus was going to be used for, if for anything. He explained to me that there was some discussion to eventually put a new sports complex out there, but at this point, there was nothing approved by the Board and no plans were drafted; he encouraged me to ask the Board to grant the agriculture department permission to develop on that land while there were no other requests presented to them. Therefore, I moved forward with my plan.

The facilities director provided me with a map of the acreage not being used so I could draw a perimeter of the 2 acres we wanted to use. We decided that 2 acres would be plenty of land for a livestock area, as well as plenty of space for plant/crop production. This map helped show that we were only requesting to develop on a portion of the open space so the rest of the acreage could be used for a future sports complex if desired.

The night of the meeting, I had a folder for each Board member, as well as our Superintendent, that was labeled “FFA School Farm Grant Request” and included a copy of the packet I sent for them to review prior (in case they did not bring their packets and I needed to refer to them), a small copy of the larger map I would be sharing that night, as well as a copy of the formal proposal I typed up for them to approve. Once I handed out the folders, I made my presentation, mentioning what a school farm is, the benefits it can bring, how I wanted to fund the project, where it would be located, and then I formally asked for them to grant us approval to apply for the Prop 1D grant so we could move forward with my vision.
Step II: Find funds or apply for funds to purchase needed equipment and materials.

After I was approved to develop the 2 north-west acres of our campus and to apply for the Prop 1D grant, I immediately began to fill out the large Prop 1D grant application. I ended up applying for a project cost of $500,000, which meant that if we were approved, we would get $250,000 from the state and we would need to find a $250,000 cash match from our community or District.

To apply for this grant, I had to create detailed descriptions of my school farm project and how it would benefit our program, school, and community. Since this grant was through the California Department of Education, I knew I had to focus on how this farm project would help with our curriculum and test scores. I determined who my audience was and aimed my grant application toward what they would want to read. I also had to include a detailed budget with cost estimates, which took a lot of time since I had to include everything detail for the barn, the livestock ring, the cultivated land, etc. My budget had to match my grant amount requested. I had to also include a schematic drawing of what the farm would look like. Once I had all the application components put together, I submitted it to the CDE.

At this point, I had done enough work to decide I was going to build this farm with or without the grant, so I needed money. So, while I was waiting to hear if we were approved for the grant, I started a donation soliciting program since I knew I would need money to either match this grant, or to build my farm period.

My program was a brick donation program where community members and businesses could donate to the school farm project and in return they would have a brick or plaque with a personal message placed on the new farm. I had a spread sheet with the different donation amounts and what size brick or plaque they would have placed on the farm. The bigger the donation, the bigger the item inscribed was, and the bigger the personal message could be. The spreadsheet also included that the entity who donated the largest amount would have the farm named after them.

That spreadsheet was presented to community members with a packet that included the following items:
- A cover letter explaining what this donation was for, what the school farm was, the grant the was applied for and that no matter what the donation would be used to match the grant OR be used to build farm on a smaller scale than what would be possible with the grant
- An order form that they would fill out and return to the agriculture department
- A life-like drawing of the farm that our high school art teacher drew for us
- Handouts that outlined the benefits and opportunities the farm would bring to our community and school District

As donations came in, I entered them into a spreadsheet that included:
- Name of donor  
- Donation Amount  
- Brick/plaque
- Address of donor  
- Check number  
- If a thank you was sent

This spreadsheet was essential for me to see how much we had collected, if I had sent appropriate thank you letters, and to see who we still needed to revisit and solicit from.

The thank you letter that was sent explained that we would be hosting a formal grand opening of the farm when the project is completed, but that we wanted to send a thank you lettering them know we received their donation and greatly appreciate their support.

**Step III: Hire an architect to design barn and farm plans**

Before we got notice that we were approved for the Prop 1D grant, IO had collected enough donations to feel confident that we would be able to build a livestock barn with or without the grant, so I moved on to hiring an architect to design the barn and make blueprints for us to submit to the Department of State Architects, or DSA. I knew if we did get approved for the Prop 1D grant, we would need approval from DSA, so I went ahead and hired an architect that could draft me blueprints that would meet the caliber of plans approved by DSA.
I called some local dairymen to see who they went through to design free stall barns in the area since I figured if an architect could design one type of barn, they could design any type. Local dairymen pointed me in the right direction and I eventually hired an architect from a company in Visalia, California.

The architect and I had long conversations on the phone to discuss what my vision was, what school farms I was modeling our after, etc, etc. He had many questions about electrical work, waste management, water sources, etc. I had to work closely with my facilities director and the architect to get to a final product. I used donations that we had collected to pay the company for our blueprints, which I recorded in my donation spreadsheet so when I was required to submit my donations to the District to match the Prop 1D, they would see exactly what funds had been spent on the farm project already.

**Step IV: Get DSA/OPSC approval of paperwork for farm funding**

After the plans were made, I submitted them to the head of our district’s maintenance and facility department and discussed submitting them to DSA. He reviewed the plans and met with our district architect, who submits plans to DSA all the time, and asked if the plans were ready to submit to DSA. We quickly learned that the plans were great for any facility, other than an educational facility, which has a lot more requirements in safety, handicap accessibility, etc. Our district architect agreed to take the plans made by the company I hired, adjust them, and make them fit all DSA regulations and requirements.

While our district architect was working on the new plans for DSA, I was working with OPSC to get out funding application approved. After our application for the Prop 1D grant got approved by the CDE, our funding request had to then be approved by OPSC. I had to prepare a detailed budget for the project to match the amount being requested. I had to also submit how we would be receiving the cash match for the grant. My district agreed to “loan” the agriculture department the matching funds, as
long as we agreed to pay them back over time, so I had to get our superintendent to sign the application, agreeing to make the $250,000 match.

Working with OPSC was difficult as a new teacher since I was not as familiar with what I like to call “education lingo,” but I learned a tremendous amount of stuff on educational facilities, funding, education code, regulations, etc, which I feel made me a more experience teacher than most other second year teachers. I luckily was working with a very patient and helpful gentleman at OPSC who taught me along the way, rather than getting frustrated and annoyed by my questions and emails. He did suggest on multiple occasions that I have someone in the district who is more experience handle the grant from this point on, but I did not have that option; if I wanted this grant, I was going to have to handle the project up until construction. Wayne at OPSC laughed with me, not at me.

We finally got the funding application submitted and approved. We were told as soon as we get our DSA approved plans into them they would release the funds for the grant. John Menchaca, the head of our facilities department worked diligently with our architect and got our plans for a livestock barn submitted to DSA; all we had to do now was wait and hope our plans were approved in a timely manner so we could request our funds before the cut off date.

**Step V: Get matching funds for grant**

As I stated before, our district “loaned” the agriculture department the matching funds in order to hit deadlines in order to get the $250,000 from the state, but we agreed to work hard as a department to raise those matching funds to pay our district back. I mentioned the “buy-a-brick” program I created earlier in this document (step II) which helped raise over $40,000 that we turned over to the district to start paying back our debt. We agreed to continue soliciting continuously to hopefully have a steady stream of income for years to come.

We knew this would not be enough to pay back our $250,000 debt to the district so we had to look for additional avenues of revenue. Luckily, our local Rotary
organization jumped on board to help us fundraise for this project. Rotary agreed to host three pasta dinner fundraisers for FFA; they buy all the supplies, we sell the tickets, and we keep the profit. What a deal! They hosted three dinners for us over the course of a year and helped raise over $18,000 for the farm fund. They also hosted two Interact/Rotary/FFA “trick-or-treat for the farm” nights on two consecutive Halloween’s where Rotary members drove Interact and FFA members around town and the kids “trick-or-treated” for funds for the farm by going door to door, explaining the opportunities and benefits of having the farm and asking for donations to help fund the project; those two nights brought in over $3,000.

We decided we need to get some big time players in on this game so we asked our advisory committee to jump on board. We asked them if they had any ideas to get the big agriculture leaders to buy into this project. They suggested hosting a dinner benefit for the farm where we hand select the guests, send them very nice invitations, and host it at one of the advisory committee members homes so we can serve wine and beer, as well as serve a great dinner made by FFA. Our committee created a guest list, helped design the invitations, created the menu and drink list, as well as allowed us to cook and hold the event at one of their homes. When it came time to RSVP, they even called our guests who they personally knew to ask them to please join us for the evening.

The dinner was a fabulous, allowing the agriculture teachers to mingle and get to know some of the biggest agriculture leaders in the central valley, and maybe even the state. We got asked challenging and detailed questions about the future of our program, our vision for the farm, and how we plan to prepare our students for the vastly changing agriculture industry. We collected around $15,000 in donations that evening.

Our fundraising will be a continuous project until we pay our district back, but we have been told at Board meetings that we will not be asked to pay the entire $250,000 back since this is a project that will be benefiting the entire district and community and should not just be the agriculture department’s responsibility.
**Step VI: Hire a construction company**

Once all the paperwork was completed for the funding and construction of the farm, the project was finally taken out of my hands and was put into the hands of the facilities department since we needed to start taking bids from construction companies to get the ball rolling; I clearly had no idea how to do this so John took over.

At the time that John started looking for bids for the farm, our district was also looking for a company to construct the new elementary school that was going to start being built around the same time as the farm. It worked out that the company was able to take on both jobs and our district hired them to build the school farm.

Something happened with the releasing of funds for the elementary school so the construction company was told to begin with the school farm. This was last October and we were told they would be breaking ground by the 15th of the month.

**Step VII: Break ground**

We wanted the ground breaking to be a big deal so the community would hear the good news, but not such a big deal that it required a ceremony. We decided to take a picture of our officers, in uniform, with shovels, literally breaking ground. We made a thank you greeting card with the picture and sent one to every supporter of the program and school farm project. The newspaper also called to interview me and then printed a nice article informing the community of our giant accomplishment.

The barn is now almost complete and we plan to have an opening ceremony in early spring to welcome our first set of livestock animals and to officially name the facility. When we pick a date for the ceremony, we will be certain to send invitations to the community members who have supported this project, as well as print an ad in the newspaper welcoming any community members who would like to come tour the facility.
**Step VIII: Naming the facility**

Another lesson I learned throughout this process is that you must take appropriate steps in order to dedicate or name a building after someone. I had to submit paperwork and a request for the Board to approve naming the farm after Joe Terra, someone who played a major part in developing the Orestimba High School agriculture department, as well as Lee Jasper, an agriculture leader on the West Side.
First FOUR Years Teaching Internship Program

My Life Prior to College

- Active member of Fortuna FFA
  - BIG – 1 year
  - Officer – 2 years
  - Parliamentary Procedure – 3 years
  - Swine SAE – 3 years
College

- **Undergraduate School: Cal Poly, SLO**
  - BS, Agriculture Science
  - CFFA Member

- **Graduate School: Cal Poly, SLO**
  - MS, Agriculture
  - Single Subject Teaching Credential
  - Alpha Tau Alpha Member

Student Teaching Experience

- **Buhach Colony HS, Atwater**
  - Block Schedule, one prep period
  - Wood Shop, Ag Bio, Small Engines, Floral Design
  - Coached BIG, Creed, Opening/Closing
  - Introduced a new fundraiser – Fashion Show
Full Time Teaching

- Tenured Teacher, Orestimba HS, Newman
  - 7 period day, one prep
  - Department Head
  - Ag Bio, Ag Leadership, Ornamental Horticulture
  - Coach Opening/Closing, Natural Resource, Coop, Public Speaking, Job Interview
- Applied and Approved for the following grants:
  - Prop 1 D School Farm Grant = $500,000
    - 2 Acre school farm on campus
    - Match earned through fundraising and donations ($250,000)
  - Ag Incentive Specialize Grant = $5,000
    - Plasma Cam for the shop
  - Horticulture Grants to rebuild greenhouse
    - Western Growers Association School Garden Grant = $1,400
    - Citi Bank Horticulture Grant = $2,400
  - COE Horticulture Field Trip Grant = $500
    - SF Botanical Gardens
  - Local TOSCA classroom technology grant = $6,000
    - Purchased two SMART Boards and two ELMO Projectors

OHS Demographics

- 3 Agriculture Teachers
  - Lauren Stroud – Department Head, Ag Science & Leadership
  - Karling Skoglund – FFA Advisor, Ag Science, Floral
  - Jaime Rico – FFA Advisor, Shop
- School Population - 725 Students
  - High Hispanic population
  - Low Income
- FFA Membership = 400
- One feeder school – Yolo Middle School
OHS Agriculture Fundraisers

- 2006 – 2008: Tractor Pull
- 2008-2009: Rotary Sponsored Pasta Dinners for the school farm (2/year)
- Current:
  - Crab Feed
  - Omelet Breakfast
  - Turlock SWAP Meet Potty Patrol and Parts Pick Up
  - FFA Advertisement Book/Placemat

Agriculture Courses

Currently Offered:
- Ag Earth Science
- Ag Biology
- Ag Leadership
- Floral Design
- Ornamental Horticulture
- Shop:
  - Ag Mech
  - Advanced Ag Mech
  - Ag Wood
  - Small Engines
  - Ag Power & Technology

Approved, but not currently offered:
- Ag Business
- Vet Technology
- Animal & Plant Physiology
CDE Teams

- BIG
- Livestock Judging
- Cooperative Marketing
- Natural Resource
- Ag Welding
- Ag Mechanics
- Job Interview
- Public Speaking: Exempt, Prepared, Creed

OHS Agriculture – Ag Biology
OHS Agriculture - Horticulture

OHS Agriculture - Leadership
OHS Highlights

- 2007 - Approved for Prop 1D grant ($500,000) to build 2 acre school farm
- 2008 – 3rd place State Final Job Interviewer, Carlee Sterling
- 2009 - Farm broke ground November
- Increased membership by 100 since 2006
- 2009 - Sectional officer, Shelby Fields
- 2009 - Set Chapter record number of State Degree and State Conference Attendees
- 2009 – First annual plant sale ($1,200 profit)

What is next?

- Complete MS program
- Complete School Farm at OHS
- Look for available positions at Northern California Junior Colleges
- Obtain Administrative Credential
CAREER TECHNICAL EDUCATION FACILITIES APPLICATION FORM A – COVER PAGE (Rev. 2/07)

Local Educational Agency Contact

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA)</th>
<th>CDS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newman-Crows Landing Unified School District</td>
<td>50-73601-5035902</td>
</tr>
</tbody>
</table>

Printed Name and Title of Contact

Rick Fauss, District Superintendent

Address

890 Main Street

City | Zip Code | County
Newman | CA | Stanislaus

Telephone Number | Fax Number | E-mail Address
209-862-2933 | 209-862-0113 | rfauss@nclusd.k12.ca.us

Project Information

Type of Project: ☒ New Construction ☐ Modernization/Reconfiguration ☐ Equipment Only

School Name

Orestimba High School

Name of Project

Outdoor Learning Laboratory

Career Technical Education Industry Sector

Agriculture & Natural Resources

<table>
<thead>
<tr>
<th>Number of Teaching Stations</th>
<th>Expected Number of Students Served</th>
<th>Square Footage of Project</th>
<th>Construction Cost Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>300</td>
<td>87,120</td>
<td>$500,000</td>
</tr>
</tbody>
</table>

Approval

Date CTE Plan Approved by Governing Board

June 11, 2007

Certification

The local educational agency (LEA) certifies that the Advisory Committee pursuant to Education Code Section 8070 has met and approved the CTE Plan, and the other requirements contained in Education Code Section 17078.72, including sections (i) (1 thru 7) have been accomplished, and minutes and other supporting documentation are on file at the LEA’s Office. Further, the project is on a comprehensive high school site that meets the requirements of Education Code sections 51224, 51225.3, and 51228.

Dr. Rick Fauss

Print Name of Authorized LEA Representative | Signature of Authorized LEA Representative | Date

For California Department of Education Use Only

☐ Original Application and Three Copies ☐ Floppy Disk ☐ CD Backup

Application Log Number | Reviewer Number | Date of Review | Received by
Provide sufficient detail to justify the budget. The budget justification page(s) must provide all required information even if the items have already been identified and discussed in another section. For each project or equipment description, list the associated costs. Please use additional sheets as necessary.

<table>
<thead>
<tr>
<th>Project/Equipment Description</th>
<th>Subtotal Each Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Site Development/ tree removal</td>
<td></td>
</tr>
<tr>
<td>A. Equipment operator labor</td>
<td></td>
</tr>
<tr>
<td>1. Clearing &amp; grubbing</td>
<td>1.A.1.$2,000</td>
</tr>
<tr>
<td>2. Excavating, boring, &amp; blasting</td>
<td>1.A.2.$ 2,000</td>
</tr>
<tr>
<td>3. Compaction Shrinking</td>
<td>1.A.3.$2,000</td>
</tr>
<tr>
<td>4. Grading</td>
<td>1.A.4.$2,000</td>
</tr>
<tr>
<td>5. Storm water control</td>
<td>1.A.5.$1,000</td>
</tr>
<tr>
<td>B. Hauling labor</td>
<td></td>
</tr>
<tr>
<td>1. Fill gravel and dirt</td>
<td>1.B.1.$3,500</td>
</tr>
<tr>
<td>2. Site debris clearing</td>
<td>1.B.2.$3,500</td>
</tr>
<tr>
<td>2. Pole Barn building kit</td>
<td>2.A.$65,000</td>
</tr>
<tr>
<td>A. Steel for pole barn</td>
<td></td>
</tr>
<tr>
<td>3. Pole Barn Construction Labor</td>
<td>3. $ 210,000</td>
</tr>
<tr>
<td>4. Concrete:</td>
<td></td>
</tr>
<tr>
<td>A. Aggregate and gravel</td>
<td>4.A.$20,000</td>
</tr>
<tr>
<td>B. footing</td>
<td>4.B.$10,000</td>
</tr>
<tr>
<td>C. Setting forms</td>
<td>4.C.$5,000</td>
</tr>
<tr>
<td>D. Inserting seals</td>
<td>4.D.$5,000</td>
</tr>
<tr>
<td>E. Pouring concrete</td>
<td>4.E.$10,000</td>
</tr>
<tr>
<td>F. Finishing</td>
<td>4.F.$5,000</td>
</tr>
<tr>
<td>5. Electrical</td>
<td></td>
</tr>
<tr>
<td>A. Materials</td>
<td></td>
</tr>
<tr>
<td>1. Interior lights</td>
<td>5.A.1.$800</td>
</tr>
<tr>
<td>2. Outside lights</td>
<td>5.A.2.$600</td>
</tr>
<tr>
<td>3. Romex wire</td>
<td>5.A.3.$300</td>
</tr>
<tr>
<td>4. Receptacles</td>
<td>5.A.4.$500</td>
</tr>
<tr>
<td>5. Outlet boxes</td>
<td>5.A.5.$300</td>
</tr>
<tr>
<td>7. Phone wire</td>
<td>5.A.7.$500</td>
</tr>
<tr>
<td>8. Phone box</td>
<td>5.A.8.$500</td>
</tr>
<tr>
<td>9. Heavy gauge electrical wire</td>
<td>5.A.9.$300</td>
</tr>
<tr>
<td>10. 220V receptacle</td>
<td>5.A.10.$500</td>
</tr>
</tbody>
</table>
11. Electrical Panel box
   B. Installation Labor
   C. Bringing power to site

6. Septic Plumbing
   A. Materials
      1. Septic tank
      2. Infiltration leach field
      3. Leach pit kit
      4. Flood alarm
   B. Labor
      1. Excavation
      2. Lid/manhole extension
      3. Inlet/outlet connection installation
      4. Backfilling

7. Fencing
   A. Materials
      1. 1 1/2" black pipe
      2. 2" black pipe
      3. Readymix post mix
   B. Hauling and Installation Labor

8. Irrigation
   A. Materials
      1. Pump
      2. Underground mainlines
      3. Drainage valve
      4. Hydrant
      5. Filtration System
      6. Injection Unit
      7. System Controls
   B. Installation Labor

9. Plant Material
   A. Materials
      1. Fruit and nut trees
      2. Vegetable transplants
      3. Flower seed
   B. Labor
      1. Installation
      2. Hauling materials

10. Cooling/mist system
    A. Materials
       1. Mist pump
       2. Fans
       3. Fan mounts
    B. Installation Labor

11. Project Planner

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.A.11.</td>
<td>$400</td>
<td></td>
</tr>
<tr>
<td>5.B.</td>
<td>$10,000</td>
<td></td>
</tr>
<tr>
<td>5.C.</td>
<td>$12,000</td>
<td></td>
</tr>
<tr>
<td>6.A.1..</td>
<td>$20,000</td>
<td></td>
</tr>
<tr>
<td>6.A.2.</td>
<td>$3,000</td>
<td></td>
</tr>
<tr>
<td>6.A.3.</td>
<td>$1,500</td>
<td></td>
</tr>
<tr>
<td>6.A.4.</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>6.B.1.</td>
<td>$20,000</td>
<td></td>
</tr>
<tr>
<td>6.B.2.</td>
<td>$6,000</td>
<td></td>
</tr>
<tr>
<td>6.B.3.</td>
<td>$3,000</td>
<td></td>
</tr>
<tr>
<td>6.B.4.</td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td>7.A.1.</td>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>7.A.2.</td>
<td>$10,000</td>
<td></td>
</tr>
<tr>
<td>7.A.3.</td>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>7.B.</td>
<td>$10,000</td>
<td></td>
</tr>
<tr>
<td>8.A.1.</td>
<td>$1,500</td>
<td></td>
</tr>
<tr>
<td>8.A.2.</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>8.A.3.</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>8.A.4.</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>8.A.5.</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>8.A.6.</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>8.A.7.</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>8.B.</td>
<td>$8,000</td>
<td></td>
</tr>
<tr>
<td>9.A.1.</td>
<td>$2,500</td>
<td></td>
</tr>
<tr>
<td>9.A.2.</td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td>9.A.3.</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>9.B.1.</td>
<td>$7,000</td>
<td></td>
</tr>
<tr>
<td>9.B.2.</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>10.A.1.</td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td>10.A.2.</td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td>10.A.3.</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>10.B.</td>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>Total Amount of Funds Requested</td>
<td>$500,000</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Total Match Amount</td>
<td>$250,000</td>
<td></td>
</tr>
<tr>
<td>Source of Match</td>
<td>Industry partners and the community</td>
<td></td>
</tr>
<tr>
<td>Time Payment Required</td>
<td>Financial Support from Industry Partners</td>
<td></td>
</tr>
<tr>
<td>☐ Yes ☐ No</td>
<td>Grant matching fund of $250,000 from community industry partners</td>
<td></td>
</tr>
</tbody>
</table>

Other Sources of Funding:
The Career Technical Education Plan is to construct a new outdoor learning laboratory for the Agricultural Science Department at Orestimba High School. The facility would include a livestock pole barn, a demonstration arena, storage for equipment and supplies, and cultivated land for row crops and fruit tree orchards. The laboratory would allow students the opportunity to learn by doing in a hands-on environment and would complement the existing agricultural mechanics laboratory and ornamental horticulture laboratory.

The laboratory’s pole barn would house market livestock animals such as, hogs, sheep, chickens, rabbits, and dairy cattle. The market animals would be used to teach students aspects of animal production curriculum such as, livestock nutrition/feeding, animal physiology, health care, evaluation, animal genetics, animal behavior, and commercial production practices. The demonstration arena would provide students the opportunity to master showing and evaluating of market livestock animals. The facility would also include cultivated land areas for the production of perennial and annual crops that are commonly grown in Stanislaus County. The use of the cultivated land areas would allow hands on learning of curriculum such as, plant genetics, physiology, plant reproduction, environmental science, and food safety. All of the curriculum that could be taught in the outdoor laboratory are key components of agriculture and are mastered when enriched with hands on experience.

The educational goals and objectives for the facility are to support mastery of essential employability skills while supporting academic content standards to develop a highly skilled and educated workforce; contribute to the community economy by providing the local agriculture industry with skilled and educated employees; create seamless transitions to postsecondary education and/or career entry by providing students with an opportunity to complete courses that are sequenced with colleges and by supplying the opportunity to gain hands on experience with laboratory skills; and to improve student achievement by providing English Language Learners with an environment where they can see, touch, and hear their lessons. Our resource and Special Day students will be able to realize the relevance of academic lessons in a real life application in the laboratory and accelerated students will have the opportunity to further their success through inquest activities and a more challenging Supervised Agriculture Experience Project.

The agriculture science department at Orestimba High School thrives on making our students exceed their own limits by achieving their personal and educational goals. We are confident that the construction of a new outdoor learning laboratory will not only positively impact the high school, but we will see those positive impacts spread district-wide, within the community, and in the agriculture industry. With an increase in instructional enrichment due to a hands on learning environment in an outdoor laboratory, we know our students will reach unthinkable heights in their educational and agricultural futures.
Element 1. Career Technical Education Plan

A. The Career Technical Education Plan is to construct a new outdoor learning laboratory for the Agricultural Science Department at Orestimba High School. The facility would include a livestock pole barn, a demonstration arena, storage for equipment and supplies, and cultivated land for row crops and fruit tree orchards. The laboratory would allow students the opportunity to learn by doing in a hands-on environment and would complement the existing agricultural mechanics laboratory and ornamental horticulture laboratory.

The department is in need of a facility that will allow students the opportunity to learn all aspects of animal and plant production, marketing, and evaluation. The facility would house market livestock animals including hogs, sheep, goats, rabbits, poultry, and dairy cattle. The pole barn would facilitate the production of market animals and it would be used to teach instructional lessons as a component of the curriculum in the areas of livestock nutrition/feeding, animal physiology, health care, evaluation, animal genetics, animal behavior, and commercial production practices. The cultivated portion of the facility will facilitate the production of crops commonly grown in our county and supplement the curriculum in plant genetics, physiology, plant reproduction, environmental science, and food safety. These aspects of agriculture are key components of curriculum and require enriching the student learning with hands-on experience that is provided with an on-site learning facility.

The majority of Orestimba High School students live in city neighborhoods, incapable of production agriculture. As the city of Newman has grown, we have seen a steady decrease in the number of students with Supervised Agricultural Experience Projects (SAEP) that involve production agriculture. The SAEP is an individual project that is maintained outside of the school day and requires students to maintain records of the hours spent working, income and expenses, and includes a business agreement regarding the project. The responsibility, skills gained, and experience of production agriculture are life-long lessons for students. The outdoor learning laboratory would provide students with a convenient location to house their SAEP and be easily accessible for teacher supervision.

Experienced, knowledgeable, and qualified agricultural production employees are in high demand in California. Agriculture is one of California’s leading industries, with a decreasing number of highly qualified, educated employees. Experiencing production agriculture would give our students an advantage as they pursue higher education and advanced careers in agriculture. The areas of agriculture that are demanding highly trained employees with an understanding of production agriculture include: water management, soil conservation, plant genetics, animal health/disease prevention, food safety, and international business. The Central Valley, home of Newman, is the state’s leading agriculture production area with endless employment opportunities in agricultural for our students. Using our program as a foundation, student will have the ability
to move into the work force or pursue a college degree because of the hands-on experience and knowledge this facility will allow our program to provide.

CTE PLAN APPROVED BY THE GOVERNING BOARD ON JUNE 11, 2007; APPROVED BY THE ADVISORY COMMITTEE ON JANUARY 31, 2007, AND APPROVED BY THE SCHOOL FARM COMMITTEE ON JULY 24, 2007. MINUTES ARE ON FILE AND AVAILABLE UPON REQUEST

B. Advisory Committee Members

<table>
<thead>
<tr>
<th>NAME</th>
<th>AFFILIATION</th>
<th>ADDRESS</th>
<th>PHONE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Perry</td>
<td>University of California</td>
<td>698 Real Avenue Newman, CA</td>
<td>209-862-0262</td>
</tr>
<tr>
<td></td>
<td>Cooperative Extension Office</td>
<td>95360</td>
<td></td>
</tr>
<tr>
<td>Andy Pon</td>
<td>Westside Transplants Greenhouse</td>
<td>28100 W. Bunker Road Gustine, CA</td>
<td>209-854-1996</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td>95322</td>
<td></td>
</tr>
<tr>
<td>Dr. Cathy Wallace</td>
<td>G-N Veterinary Clinic</td>
<td>29007 S. Highway 33 Newman, CA</td>
<td>209-862-2688</td>
</tr>
<tr>
<td></td>
<td></td>
<td>95360</td>
<td></td>
</tr>
<tr>
<td>Myke Ortiz</td>
<td>Garton Tractor</td>
<td>2101 L Street Newman, CA</td>
<td>209-862-3760</td>
</tr>
<tr>
<td></td>
<td></td>
<td>95360</td>
<td></td>
</tr>
<tr>
<td>Pam Bluett</td>
<td>Lee’s Floral</td>
<td>376 5th Street Gustine, CA</td>
<td>209-854-3436</td>
</tr>
<tr>
<td></td>
<td></td>
<td>95332</td>
<td></td>
</tr>
<tr>
<td>Annette VanderPoel</td>
<td>Newman Flange</td>
<td>1649 L Street Newman, CA</td>
<td>209-862-2977</td>
</tr>
<tr>
<td></td>
<td></td>
<td>95360</td>
<td></td>
</tr>
</tbody>
</table>

C. All students enrolled at Orestimba High School are given an equal opportunity to enroll in an agriculture course during any academic year. Students are able to meet graduation requirements in the content areas of science, math, and art, in addition to elective credit, through the successful completion of Agricultural Career Technical Education courses. Each year, students evaluate their progress toward graduation/college entrance requirements, and select the classes they need and wish to take during arena scheduling.

D. Our department has three set pathways students may enter and complete during their four high school years: horticulture science, agriculture mechanics, and agriculture science. Below is a table showing the classes and sequence of the pathways.
<table>
<thead>
<tr>
<th>Year in Agriculture</th>
<th>Horticulture</th>
<th>Agriculture Mechanics</th>
<th>Agriculture Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Ag Earth Science</td>
<td>Ag Mechanics I</td>
<td>Ag Earth Science</td>
</tr>
<tr>
<td>Two</td>
<td>Ag Biology</td>
<td>Ag Welding</td>
<td>Ag Biology</td>
</tr>
<tr>
<td>Three</td>
<td>Ornamental Horticulture</td>
<td>Ag Farm Power</td>
<td>Ornamental Horticulture</td>
</tr>
<tr>
<td>Four</td>
<td>Floral Design</td>
<td>Advanced Ag Mechanics</td>
<td>Veterinary Science</td>
</tr>
</tbody>
</table>

In addition to maintaining articulation agreements in three of our courses with local community colleges, we are beginning to sequence more of our courses with the course offerings at the community colleges. Both Modesto Junior College and Merced College offer majors in Agricultural Mechanics, Agricultural Science, and Horticulture. Both colleges offer majors in related areas such as Crop Science, Dairy Science, Animal Science, Agricultural Business, and Poultry Science that our courses may sequence to.

Our courses have incorporated CTE Standards in Agriculture, Biology, and Earth Science. We utilize many areas of the Agricultural Standards to supplement to Biology and Earth Science Standards, because the very nature of the Agricultural Standards allows students to learn in a very kinesthetic way and brings lessons from the text to life.

Program completers receive cords to wear to graduation and a “Block O” letter patch for their letterman jackets. The community industry members are aware that the cords and the Block O’s symbolize the completion of an agriculture pathway by the student who is wearing them.
Element 2. Projections of Student Enrollment

A. The total annual number of pupils expected to attend land lab CTE program is 300 at the current time, and growth is expected. Previous years’ data shows a steady increase in the number of students enrolled in agricultural courses, which has allowed for additional instructors over time. As the high school population increases, we expect more students to enroll in agricultural courses. Student enrollment projections are based on the number of students who sign up to take agricultural classes each spring and the number of students enrolling in the school. Because many of the agricultural courses fulfill graduation requirements, we see a steady enrollment from year to year.

B. To ensure enrollment of the projected number of pupils, our department reaches out to Orestimba High School’s only career/guidance counselor, Theresa Lerma, who helps students meet requirements for college, the work force, and military service entry. The agriculture department is lucky that Theresa is an avid supporter of our program due the successes it brings to our students currently and in their future. Theresa encourages students to enroll in agriculture classes because she knows that we can provide them with skills that make them eligible for employment right out of high school, while maintaining the academic rigor that prepares our students for higher education.

Our department does recruitment activities at the middle school to increase awareness of the program prior to the eighth grade students enrolling in their high school courses. Current students in the program, along with the instructors, give presentations at the middle school informing students and parents of the opportunities that are available to them through involvement in the agriculture department. In addition, the agricultural department reaches out to the community in a variety of ways to demonstrate skills that our students are learning. Petting zoos, performing community service, working with local 4-H clubs, and agricultural awareness at our city’s Fall Festival are some of the ways that we reach out to the community.

Element 3. Identification of feeder Schools and Partners

Although only four miles away, the Gustine School District is in Merced County. With similar population and demographics, Gustine High School saw the need for an outdoor learning laboratory and built one over ten years ago with the support of the their district and community members. We share their vision and wish to create a laboratory in similar fashion for the benefit our Newman students.

In our area, we have many industry partners and supporting businesses. There are several fruit packing facilities, dairies, custom farming operations, almond hullers, creameries, veterinarians, landscapers, sod farms, poultry farms, tomato processors, mechanical shops, and farmers that support the building of the outdoor learning laboratory and will donate time, supplies, and money to meet the needs of our students. There are other businesses locally that will support the building of the facility with Outdoor Learning Laboratory
financial support, including hardware stores, rock plants, concrete mixers, local realtors, home development companies, restaurants, and other family businesses in Newman.

<table>
<thead>
<tr>
<th>NAME/ORGANIZATION</th>
<th>AFFILIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theresa Lerma</td>
<td>School Career and guidance counselor</td>
</tr>
</tbody>
</table>

**MEMBERS ADVISORY COMMITTEE**

<table>
<thead>
<tr>
<th>NAME</th>
<th>AFFILIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Perry</td>
<td>University of California Cooperative Extension Office</td>
</tr>
<tr>
<td>Andy Pon</td>
<td>Westside Transplants Greenhouse Management</td>
</tr>
<tr>
<td>Dr. Cathy Wallace</td>
<td>G-N Veterinary Clinic</td>
</tr>
<tr>
<td>Myke Ortiz</td>
<td>Garton Tractor</td>
</tr>
<tr>
<td>Pam Bluett</td>
<td>Lee’s Floral</td>
</tr>
<tr>
<td>Annette VanderPoel</td>
<td>Newman Flange</td>
</tr>
</tbody>
</table>

**MEMBERS SCHOOL FARM COMMITTEE**

<table>
<thead>
<tr>
<th>NAME</th>
<th>AFFILIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Perry</td>
<td>University of California Cooperative Extension Office</td>
</tr>
<tr>
<td>Steve Bell</td>
<td>Bell Farms</td>
</tr>
<tr>
<td>Dr. Cathy Wallace</td>
<td>G-N Veterinary Clinic</td>
</tr>
<tr>
<td>Paul Dompe</td>
<td>Dompe Brothers</td>
</tr>
<tr>
<td>John Escobar</td>
<td>Escobar Farms</td>
</tr>
<tr>
<td>Robert Fantazia</td>
<td>Cerutti Brothers/ agriculture student’s parents</td>
</tr>
<tr>
<td>Phyllis Sterling</td>
<td>Agriculture Student’s Parent</td>
</tr>
</tbody>
</table>

**Element 4. The Accountability Plan**

A. Our department annually takes surveys to collect and compile data on student status during their enrollment in our program and after completion of the program. The survey allows us to keep continual data on the number of students who complete our program and receive certificates of completion, the number of students who enter employment in the related industry, and the number of students who successfully transition into postsecondary institutes for more advanced study. The results of the surveys are reported annually to the Department of Education in the R-2 report, required of the Agricultural Incentive Grant. We also use this information to provide a solid estimate of enrollment numbers for the following year and to prove the success of our program to our school board, parents, community members, and business and industry partners.

B. Orestimba High School will meet or exceed Education Code 51288(b) by offering all introductory agriculture courses to all students during the registration process. Students make the decision to be involved in the agriculture program by enrolling in the courses. Agricultural courses aim to meet the needs of students seeking immediate employment and those students seeking higher education. The course outlines and descriptions indicate the entry-level employment skills units to prepare students for business or industry entry. Agricultural courses at Orestimba High School allow students to gain valuable industry skills, meet UC/CSU A-G requirements, fulfill graduation requirements, and still provide students with rigorous academic curriculum that integrates biology and earth science standards with Career Technical Education standards. These courses will be further enhanced with enrichment learning in the proposed outdoor learning laboratory.
Project Summary
Generally describe the scope of the career technical project and its educational goals.

The Career Technical Education Plan is to construct a new outdoor learning laboratory for the Agricultural Science Department at Orestimba High School. The facility would include a livestock pole barn, a demonstration arena, storage for equipment and supplies, and cultivated land for row crops and fruit tree orchards. The laboratory would allow students the opportunity to learn by doing in a hands-on environment and would complement the existing agricultural mechanics laboratory and ornamental horticulture laboratory.

The land lab goals and methods of achievement are as follows:

1. **Support mastery of essential employability skills while supporting academic content standards to develop a highly skilled and educated workforce.** We want our students to continue their successes after they leave our program, which includes demonstrating the mastery employability and technical skills while they are enrolled in the program. Students are taught employability skills such as interviewing skills, resume writing, reliably, accountability, oral and written communication, and professionalism. The proposed outdoor learning laboratory will enhance the learning of technical skills such as animal health maintenance, evaluating and marketing crops and livestock, soil and water management, plant propagation, growing and harvesting crops, integrated pest management, and organic farming trends. Biology and Earth Science standards are addressed and met through the
2. **Contribute to the community economy.** By increasing the number of educated and skilled workers that leave our program, we will be increasing the number of employees in our local agriculture industry. We will do this by providing a skilled available workforce, increasing productivity, reducing the need of public assistance, and providing possible innovations into the industry.

3. **Create seamless transitions to postsecondary education and/or career entry.** We want our students to continue their educations or skill development after they complete our program by entering postsecondary education or a career. To make a student’s journey from high school to postsecondary education or a career seamless, students need to complete courses that are sequenced with colleges, or even articulated directly. They need to practice skills learned in a laboratory with teacher supervision and instruction. Students also need financial and moral support when transitioning into college or a career. Our department currently strives to create seamless transitions and will be greatly enhanced with the addition of the proposed outdoor learning laboratory.

4. **Improve student achievement.** While Orestimba High School has continually met their annual educational State and Federal goals, our school constantly strives to improve student achievement. The proposed laboratory will strive to improve student achievement in several ways. English Language Learners will thrive in an environment where they can see, touch, and hear their lessons. Resource and Special Day students also benefit from lessons where students can realize the relevance of academic lessons in a real life application in the laboratory. Accelerated students will also have the opportunity to further their success through inquest activities and a more challenging SAEP.

5. **Facilities Construction.** The Career Technical Education Plan is to build an outdoor learning laboratory, which will consist of: a pole barn, cultivated land, and fencing. The laboratory will require a water source, electricity, and waste removal system. The proposed laboratory will be located on the property of Newman-Crows Landing Unified School District, at Orestimba High School, in the northwest corner of the property. The ideal size of the laboratory is 1-2 acres. Past use of this area on the property was for students who’s SAEPs included growing annual crops. Currently, this land is not in use because the construction of new buildings on other areas of the campus interfered with past farming practices.

***Schematic drawing follows element 5/ form B.***
Program and Space Functionality
Describe the program activities for this career technical project/equipment and how the teaching station will support those functions.

The outdoor learning laboratory would allow students the opportunity to learn all aspects of animal and plant production, marketing, and evaluation. Not only would the pole barn facilitate the production of market animals such as hogs, sheep, rabbits, poultry, and dairy cattle, but it would be used to teach instructional lessons as a component of the curriculum in the areas of livestock nutrition/feeding, animal physiology, health care, evaluation, animal genetics, animal behavior, and commercial production practices. The cultivated portion of the laboratory would be used for the production of crops commonly grown in our county and supplement the curriculum in plant genetics, physiology, plant reproduction, environmental science, and food safety. The knowledge and skills learned in these aspects of agriculture require enriching the student learning with hands-on experience; the construction of an outdoor learning laboratory for plant and animal production would allow Orestimba High School to maximize the potential of its students.

Space and Equipment Requirements
List required equipment needed to support the career technical project and the square footage requirements for all its other spaces (teaching station, storage, office, lab, lecture area, etc.). Please attach a schematic drawing of the proposed project.

The outdoor learning laboratory will be constructed on 2 acres, which is 87,120 square feet. It will consist of a pole barn with two built in storage facilities and a demonstration arena that will cover approximately 10,000 square feet, an uncovered extension of the barn that will cover approximately 3,000 square feet, cultivated land for annual crops that will cover approximately 9,000, cultivated land for perennial plant production that will cover approximately 40,000 square feet. The remaining square footage will be used for access roads and walkways. There will be three teaching stations: one for animal production, one for annual crop production, and one for perennial plant production.

Functional Relationship to Site
Describe how the new construction or modernized building will impact other areas of the site.

The outdoor leaning laboratory will be built on Newman-Crows Landing Unified School Districts land that was used for students whose Supervised Agriculture Experience Projects (SAEPs) included growing annual crops. This land is on the northwest corner of the districts property and is currently unused. Since this land was previously used by the agriculture department and is currently not being used, the construction of the outdoor laboratory would have minimal impact on all areas of the site. The land is a vacant lot with no sidewalks, roadways, or pre-existing buildings. The site’s distance from the rest of the campus is far enough for smell to not be an issue.

Site Development Considerations
Provide, if any, additional site development needs associated with the career technical project.

Removal of existing trees would need to take place.
Pole Barn: Animal Housing, Demonstration Arena, Equipment/Supply Storage

Cultivated Land for Perennial Crops

Uncovered Extension of Barn

Cultivated Land for annual Crops

Outdoor Learning Laboratory
Element 6. Budget Justification/Detail Sheet

A. The estimated cost per pupil is approximately $607. This number was calculated by dividing the total estimated costs ($182,000) by the total expected number of students who will use the laboratory (300).

B. The industry partners who are on our advisory and school farm committee members are also willing to donate money for grant matching funds as well as their time to find other business and industry members to donate grant matching funds. Our parent Booster's Club is willing to host several BBQ Fundraisers throughout the year to raise addition school farm funds.

CALIFORNIA DEPARTMENT OF EDUCATION

CAREER TECHNICAL EDUCATION FACILITIES APPLICATION
FORM C – BUDGET JUSTIFICATION/DATAIL SHEET (Rev. 2/07)

One Form per School Site, per Project

<table>
<thead>
<tr>
<th>Local Education Agency</th>
<th>Project Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newman-Crows Landing Unified School District</td>
<td>Outdoor Learning Laboratory</td>
</tr>
</tbody>
</table>

Provide sufficient detail to justify the budget. The budget justification page(s) must provide all required information even if the items have already been identified and discussed in another section. For each project or equipment description, list the associated costs. Please use additional sheets as necessary.

<table>
<thead>
<tr>
<th>Project/Equipment Description</th>
<th>Subtotal Each Item</th>
</tr>
</thead>
</table>
| 1. Site Development/ tree removal | 1. A. $9,000  
| A. Equipment operator labor    | 1. B. $7,000  
| B. Hauling labor               |                    |
| 2. Pole Barn building kit      | 2.A. $65,000  
| A. Steel for pole barn         |                    |
| 3. Pole Barn Construction Labor| 3. $ 210,000  
| 4. Concrete materials and labor| 4. A – F $55,000  
| A. Grading                      |                    |
| B. Footing                      |                    |
| C. Setting forms                |                    |
| D. Inserting seals             |                    |
| E. Pouring concrete            |                    |
| F. Finishing                    |                    |
| 5. Electrical                  | 5.A. $5,000  
| A. Materials                    | 5. B. $10,000  
| B. Labor                        | 5. C. $12,000  
| C. Bringing power to site      |                    |
| 6. Septic Plumbing             | 6.A. $25,000  
| A. Materials                    |                    |
Element 7. Unique Conditions

A. Rural Surroundings:
Orestimba High School is located in the small town of Newman, California with a population of less than 10,000. Newman is located 5 miles from Interstate 5 and 35 miles from Highway 99. Dairies, processing plants, animal producers, and row crops such as tomatoes, broccoli, and silage corn, surround the town. We are isolated from any major cities or towns, having to drive 30 miles to go to any governmental agencies, fairgrounds, or even a movie theatre. The town is surrounded by the agriculture industry, which is in need of an increased number of qualified employees exiting our high school. The agriculture department has the potential to better the community by increasing levels of education and boosting the economy by providing a skilled available workforce, increasing productivity, creating career ladders, and decreasing the need of public assistance.

B. Isolation:
In Newman, there are 3 elementary schools and one middle school that all feed into one high school, Orestimba High. There is no other work force available so readily available to our graduates like agriculture, but our current agriculture program does not offer a comprehensive agricultural education without an outdoor learning laboratory to fully prepare students to the workforce. The agriculture department has great potential to increase the successes of Newman citizens by offering more hands-on educational opportunities for students to learn skills that they can use to go get a job right out of high school or as a stepping-stone in higher education.
C. Low Income

Our school district is a designated low-income district. Many of our students come from low-income families who are not able to provide their children with a variety of experiences to further their education. The proposed learning laboratory will give these students experiences and help them set goals that they would not otherwise obtain.

D. Minority
Newman’s population includes a high percentage of minorities and immigrants. Many of our students are English Language Learners (ELL). The proposed learning laboratory will benefit ELL students especially because they will have increased visual lessons and hands on learning experiences. The students’ SAEP will provide outreach to families of ELL students, as parents, students, and the teachers share communication in a positive environment.

E. Space
Orestimba High School has enough space on the current site to allow for the construction of the learning laboratory, without infringing on the traditional classroom buildings or immediate neighbors. The proposed location of the learning laboratory borders on rural and agricultural land and will not impose on urban neighbors.
## Orestimba High School
Newman Crows Landing Unified School District
Outdoor Learning Laboratory Project Budget
Site Development Costs (100%):

<table>
<thead>
<tr>
<th>Description</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Equipment operator labor: grading, excavation, compaction shrinking, clearing</td>
<td><strong>A.$9,000</strong></td>
</tr>
<tr>
<td><strong>B.</strong> Hauling labor: fill gravel and debris</td>
<td><strong>B.$7,000</strong></td>
</tr>
<tr>
<td><strong>C.</strong> Concrete</td>
<td><strong>C.1-5. $55,000</strong></td>
</tr>
<tr>
<td>1. Footing</td>
<td></td>
</tr>
<tr>
<td>2. Setting forms</td>
<td></td>
</tr>
<tr>
<td>3. Inserting seals</td>
<td></td>
</tr>
<tr>
<td>4. Pouring concrete</td>
<td></td>
</tr>
<tr>
<td>5. Finishing</td>
<td></td>
</tr>
<tr>
<td><strong>D.</strong> Electrical</td>
<td></td>
</tr>
<tr>
<td>1. Materials</td>
<td></td>
</tr>
<tr>
<td>a. Interior lights</td>
<td><strong>D.1.a.$800</strong></td>
</tr>
<tr>
<td>b. Outside lights</td>
<td><strong>D.1.b.$600</strong></td>
</tr>
<tr>
<td>c. Romex wire</td>
<td><strong>D.1.c.$300</strong></td>
</tr>
<tr>
<td>d. Receptacles</td>
<td><strong>D.1.d.$500</strong></td>
</tr>
<tr>
<td>e. Outlet boxes</td>
<td><strong>D.1.e.$300</strong></td>
</tr>
<tr>
<td>f. Light switches</td>
<td><strong>D.1.f.$300</strong></td>
</tr>
<tr>
<td>g. Phone Wire</td>
<td><strong>D.1.g.$500</strong></td>
</tr>
<tr>
<td>h. Phone box</td>
<td><strong>D.1.h.$500</strong></td>
</tr>
<tr>
<td>i. Heavy gauge electrical wire</td>
<td><strong>D.1.i.$300</strong></td>
</tr>
<tr>
<td>j. 220V receptacle</td>
<td><strong>D.1.j.$500</strong></td>
</tr>
<tr>
<td>k. Electrical Panel box</td>
<td><strong>D.1.k.$400</strong></td>
</tr>
<tr>
<td>2. Installation labor</td>
<td><strong>D.2.$10,000</strong></td>
</tr>
<tr>
<td>3. Bringing Power to site</td>
<td><strong>D.3.$12,000</strong></td>
</tr>
<tr>
<td><strong>Electrical Total:</strong></td>
<td><strong>$27,000</strong></td>
</tr>
<tr>
<td><strong>E.</strong> Septic Plumbing</td>
<td></td>
</tr>
<tr>
<td>1. Materials</td>
<td><strong>E.1.a.$20,000</strong></td>
</tr>
<tr>
<td>a. Septic tank</td>
<td><strong>E.1.b.$3,000</strong></td>
</tr>
<tr>
<td>b. Infiltration leach field</td>
<td><strong>E.1.c.$1,500</strong></td>
</tr>
<tr>
<td>c. Leach pit kit</td>
<td><strong>E.1.d.$500</strong></td>
</tr>
<tr>
<td>d. Flood alarm</td>
<td></td>
</tr>
<tr>
<td>2. Labor</td>
<td></td>
</tr>
<tr>
<td>a. Excavation</td>
<td><strong>E.2.a.$20,000</strong></td>
</tr>
<tr>
<td>b. lid/manhole extension</td>
<td><strong>E.2.b.$5,000</strong></td>
</tr>
<tr>
<td>c. Inlet/outlet connection installation</td>
<td><strong>E.2.c.$3,000</strong></td>
</tr>
<tr>
<td>d. Backfilling</td>
<td><strong>E.2.d.$2,000</strong></td>
</tr>
<tr>
<td><strong>Plumbing Total</strong></td>
<td><strong>$55,000</strong></td>
</tr>
<tr>
<td><strong>F.</strong> Project Planner</td>
<td><strong>$5,000</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$158,000</strong></td>
</tr>
</tbody>
</table>
## Construction Costs (100%)

<table>
<thead>
<tr>
<th>Description</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Steel for Pole Barn</td>
<td>$65,000</td>
</tr>
<tr>
<td>B. Pole Barn Construction labor</td>
<td>$210,000</td>
</tr>
<tr>
<td>C. Fencing</td>
<td></td>
</tr>
<tr>
<td>1. Materials</td>
<td></td>
</tr>
<tr>
<td>a. 1 1/2” black pipe</td>
<td>C.1.a.$5,000</td>
</tr>
<tr>
<td>b. 2” black pipe</td>
<td>C.1.b.$10,000</td>
</tr>
<tr>
<td>c. Readymix post mix</td>
<td>C.1.c.$5,000</td>
</tr>
<tr>
<td>2. Hauling and Installation Labor</td>
<td>C.2. $10,000</td>
</tr>
<tr>
<td>Fencing Total</td>
<td>$30,000</td>
</tr>
<tr>
<td>D. Irrigation</td>
<td></td>
</tr>
<tr>
<td>1. Materials</td>
<td></td>
</tr>
<tr>
<td>a. Pump</td>
<td>D.1.a.$1,500</td>
</tr>
<tr>
<td>b. Underground mainlines</td>
<td>D.1.b.$500</td>
</tr>
<tr>
<td>c. Drainage valve</td>
<td>D.1.c.$500</td>
</tr>
<tr>
<td>d. Hydrant</td>
<td>D.1.d.$500</td>
</tr>
<tr>
<td>e. Filtration System</td>
<td>D.1.e.$1,000</td>
</tr>
<tr>
<td>f. Injection Unit</td>
<td>D.1.f.$1,000</td>
</tr>
<tr>
<td>g. System Controls</td>
<td>D.1.g.$1,000</td>
</tr>
<tr>
<td>2. Installation Labor</td>
<td>D.2.$8,000</td>
</tr>
<tr>
<td>Irrigation Total</td>
<td>$14,000</td>
</tr>
<tr>
<td>E. Plant Material</td>
<td></td>
</tr>
<tr>
<td>1. Materials</td>
<td></td>
</tr>
<tr>
<td>a. Fruit and nut trees</td>
<td>E.1.a.$2,500</td>
</tr>
<tr>
<td>b. Vegetable transplants</td>
<td>E.1.b.$2,000</td>
</tr>
<tr>
<td>c. Flower seed</td>
<td>E.1.c. $500</td>
</tr>
<tr>
<td>2. Installation and Hauling Labor</td>
<td>E.2.$8,000</td>
</tr>
<tr>
<td>Plant Material Total</td>
<td>$13,000</td>
</tr>
<tr>
<td>F. Cooling/mist system</td>
<td></td>
</tr>
<tr>
<td>1. Materials</td>
<td></td>
</tr>
<tr>
<td>a. Mist pump</td>
<td>F.1.a.$2,000</td>
</tr>
<tr>
<td>b. Fans</td>
<td>F.1.b.$2,000</td>
</tr>
<tr>
<td>c. Fan mounts</td>
<td>F.1.c.$1,000</td>
</tr>
<tr>
<td>2. Installation labor</td>
<td>F.2.$5,000</td>
</tr>
<tr>
<td>Cooling/mist System</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
</tr>
<tr>
<td>$10,000</td>
<td></td>
</tr>
<tr>
<td>Project Total: Site development (100%) + Construction (100%)</td>
<td>$342,000</td>
</tr>
<tr>
<td>Site development costs</td>
<td>$158,000</td>
</tr>
<tr>
<td>Construction costs</td>
<td>$342,000</td>
</tr>
<tr>
<td>Project Total</td>
<td>$500,000</td>
</tr>
</tbody>
</table>
GOALS FOR CTE PROGRAM

• Support mastery of essential employability skills and rigorous academic content standards
• Develop a highly skilled and educated workforce which contributes to economic prosperity
• Support a seamless transition to postsecondary education and/or career entry
• Improve student achievement

**Education**
• Productive and self sufficient students
• Postsecondary education
• Engagement in school
• Academic skills
• Technical skills
• Career management
• Quality of life

**Economy**
• Skilled available workforce
• Increased productivity
• Improved economy
• Less public assistance
• Career ladders
• Innovation
• Better communities

FOUNDATION: The standards all students need to achieve to master workplace competencies both in the career technical education curriculum and in the workplace.

1. **Academics** (math, science, history-social science, VP arts)
   2. Communications (English Language Arts)
   3. Career Planning & Management
   4. Technology
   5. Problem Solving & Critical Thinking
   6. Health & Safety
   7. Responsibility & Flexibility
   8. Ethics & Legal Responsibilities
   9. Leadership & Teamwork
   10. Technical Knowledge & Skills
   11. Demonstration & Application
PATHWAY STANDARDS  Concise statements that reflect the essential knowledge and skills students are expected to master to be successful in the career pathway

**Sector:** Engineering & Design
**Pathway:** Architectural & Structural Engineering

**Standard:**
• A6.0 Students understand the use of computer-aided drafting and design (CADD) in developing architectural designs:
  **Subcomponents:**
  – A6.1 Know various CADD programs that are commonly used in architectural design.
  – A6.2 Use CADD software to develop a preliminary architectural proposal.

**CTE FRAMEWORK**
Organized by Themes:
• Program Administration, Assessment, and Accountability
• Standards-based Curriculum
• Standards-based Instruction and Assessment
• Support Services
• Professional Development
• Community Involvement and Collaboration
Frank Duarte
1018 Orestimba Road
Newman, CA 95360

Dear Frank,

The agriculture department at Orestimba High School is taking the first step toward the construction of a new school farm. Our desire is to add an animal and crop production facility to our existing horticulture and mechanics facilities in order to offer more hands-on learning opportunities to our students. The school farm addition will increase the number of educated, skilled, and qualified agriculture employees produced for our community.

Our first step toward success is to form a School Farm Committee, who will assist and support the department in achieving its construction goals. You have been identified as a strong leader in our community and for that reason we are requesting your presence at our first School Farm Committee meeting. We are certain that you would be a valuable member of this committee and would be honored if you would join us to hear the department’s vision and goals, and to share your ideas on the construction of our new school farm.

We are certain that the school farm will benefit our schools, our students, and our community as a whole, and with support and contributions from our community leaders, we know we can make our vision become a reality. To ensure the success of a new school farm for our students, please join us on Tuesday, July 24, at 7:00 pm, in room J-4 of the agriculture department.

We would like to thank you for your continued support of the agriculture department and hope to see you on the 24th!

Sincerely,

The Orestimba High School Agriculture Department
Lauren Herman
Katy Hoag
Jaime Rico
Student Opportunities

- “Learn-by-doing” environment
  - Hands-on learning experiences
- Increase understanding and knowledge of agriculture
- Get students excited to learn
- Provide students with skills for immediate employment after graduating
- Teaches responsibility and reliability
- Teach students about the life cycle of plants and animals

Ag Program Benefits

- Increase number of State and American FFA Degrees
  - State Degrees lead to scholarships and give students quality college application criteria
- Increase student interest in agriculture classes and projects
- Increase fundraising opportunities
- Provide an outdoor BBQ/picnic/meeting area
Community Benefits

- Students will begin to embrace Newman’s agriculture roots
- Produce a skilled and qualified workforce for West Side’s leading industry
- Create quality contributors to our society
- Newman FFA Farmer’s market
- Increase agriculture awareness
  - Farm tours for elementary students and community members

What is it worth?

Project Completion Total = $500,000
Grant from the State = $250,000
Needed Community Grant Match = $250,000
Current donations received = $27,017

Newman FFA School Farm = PRICELESS
Funding Efforts

- Brick/Plaque Donations
- Rotary Spaghetti Dinner
- Interact ‘Trick-or-Treat’
- West Side Business Visits
- Open House
- Knight’s of Columbus Pie Bingo
- Face Painting for the Farm

Future Funding Efforts

- Advisory Committee Dinner – January 9
- Rotary Spaghetti Dinner (spring)
- Jerry Kamilos – Holiday Donation (amount unknown)
- Continue collecting brick donations
WHY DO THE STUDENTS WANT THE FARM???
Newman FFA Officers:

We are having an open house presentation night for the school farm on Thursday, February 5, from 5-8pm, at the LJ Newman Hall. We want the entire community to be aware of this event, so we will be putting up fliers in business windows, on cars, etc, but we also want invitations HAND DELIVERED to businesses that have constantly supported our organization. Your task is to take these invitations and personally invite the businesses on your list. Below are some guidelines for doing so:

• Wear your official FFA uniform (if you need a jacket and scarf, get one from me)
• Ask for the owner of the business...if they are not present, ask when they will be. Leave the flier for them, but you will be returning to personally invite them.
• Shake their hand and introduce yourself
• Tell them about the event (all information is on the flier, so read it and get to know it)
  - We will be giving short presentations every 15 minutes on the need, benefits, and opportunities provided by a school farm....that can come anytime from 5-8pm
  - We will be presenting information on donation sizes and what the donor will receive in return for that donation
  - We will be serving appetizers and refreshments
• Tell them why the farm is important to the department
  - Allow students to learn through hands on experience
  - Increase the number of projects for our members
  - Increase the number of FFA degrees our members can earn
  - Produce skilled and qualified employees for our communities number one industry
  - Increase money making opportunities for our members and the chapter
• Tell them why the farm is important to you
  - Why you are personally excited for the farm to go up.....picnic/BBQ area?? Finally get to raise an animal??? Get to plant veggies?? Get to learn outside??? Whatever it may be, tell them!!!
• Ask them to please join us that evening
• Tell them thank you for their time
• IF THEY ASK......Tell them the status of the farm:
  - We have 2 acres on OHS campus
  - Students have begun the irrigation pipe trenching
  - We have the building plans for the 100’ x 35’ barn
  - We have a $250,000 grant that needs to be matched by our community

***Do not take this letter into the business with you. You need to be prepared to tell them these things, not read to them. ***

*** If there is a PO BOX for the address, you need to call the business and get a physical address to visit.
You need to have your invitations delivered by our morning meeting on Tuesday, January 29. When you deliver an invitation, write the following information on the back of this paper:
• Name of business
• Name of person invitation was delivered to
• Date delivered

If you have question, please come see me before you deliver. Remember to come get a uniform if you need one. Thank you! Have fun with this...smile, be happy, and be enthusiastic!!! ; ) - Mrs. Stroud
Benefits & Opportunities

Student Opportunities
“Learn-by-doing” environment
- Students will learn agriculture through hands-on learning experiences
- Increase understanding and knowledge of agriculture
- Get students excited to learn
Provide students with skills for immediate employment after graduating
Teach students responsibility and reliability
Teach students about the life cycle of plants and animals

Program Benefits
Increase number of State and American FFA Degrees
- State Degrees are earned by maintaining record books on agriculture related projects that make or cost money
- California agriculture programs should have 5% of their students receiving their State FFA Degree; Newman is WELL below 5%
- State Degrees lead to scholarships and give students quality college application criteria
Increase student interest in agriculture classes and projects
Increase fundraising opportunities
- Crop sales
Provide an outdoor BBQ/picnic/meeting area

Community Benefits
Students will begin to embrace Newman’s agriculture roots
- More students will enroll in agriculture majors in college
Produce a skilled and qualified workforce for West Side’s leading industry
Create quality contributors to our society
Newman FFA Farmer’s market
- Students will be able to run fresh produce stands for our community to enjoy
Increase agriculture awareness
- Farm tours for elementary students and community members
- Interest to come and see what they have helped finance
Financial Situation

Project Completion Total = $500,000

Grant from the State = $250,000

Needed Community Grant Match = $250,000

Current donations received = $10,000

Newman FFA School Farm = PRICELESS

Grant Information:
- Prop 1D Grant
- Can use grant funds as we raise the matching funds
- Grant money will be allocated after March, but matching funds are being raised currently

How you can help:
- Donate various amounts to get different size inscribed bricks or plaques placed on the farm
  o Brick walkway leading to the picnic/BBQ/meeting area
  o Plaques will be placed on the livestock pens
- Donate larger amounts to be placed on the farm entrance sign
- The largest donor will have the farm named after and dedicated to their family/business/organization
School Farm Plan

Location:
2 acres on NW corner of OHS campus

Layout:
• 100’ x 35’ livestock barn
  - 20 livestock pens for market animals
  - Separate faculty and student storage rooms
  - Wash area
• Practice show arena
• Picnic/BBQ area
• Cultivated land for crops

Market animals:
• Swine
• Sheep
• Goats
• Poultry
• Rabbits

Crops grown:
Fruit and Nuts:
  - Apricots, almonds, oranges, walnuts
Row crops:
  - Tomatoes, corn, broccoli, cauliflower, squash
Raised beds:
  - Strawberries, cut flowers, herbs

Current status:
• Approved to use the 2 acres of OHS land in August
• Livestock barn plans were approved by the Department of State Architects
• Irrigation trenching has begun
• Anxiously waiting for financial support from the community
To our wonderful community members,

Yee-haw! Newman FFA is finally getting their opportunity to build their 2 acre school farm! We are so excited that we were approved to use Orestimba High School’s land to build our outdoor learning laboratory to enrich our students learning in the agriculture department. We are confident that having this school farm will increase agriculture awareness in our community, increase the number of students who have successful livestock and plant projects, and will produce qualified and educated employees for our community’s agriculture industry.

We have the land, the passion, and the students, now all we need is community support to help us make our dream come true. The department has applied for a significant grant through the California Department of Education and in order to receive the funding, we need to get our community to match at least $150,000. We know this may seems like a big match, but if our community comes together for the sake of our kids, our agriculture industry, and our community’s future, this goal can easily be achieved.

We have reached out to many community members for monetary donations and now we are reaching out to our community members, like you, who could help us build our farm by lending equipment to be used or donating manual labor hours. If we receive written statements showing the value of the donated equipment or labor, we can justify that as a monetary donation in our books. This is just as, if not more valuable, than monetary donations and we appreciate ANY kind of donation you can give Newman FFA. We will be recognizing your donations by adding your business name to our farm entrance dedication sign.

We appreciate all the support Newman FFA has received from our community, without that support we would not be where we are today. We hope you decide to continue your support to help us take this HUGE step towards improvement by opening the door to many more opportunities for our students and our future.

Thank you for time and support,

Newman FFA Officers and Advisors
President: Carlee Sterling
Vice president: Mallory Williams
Reporter: Seanie Bettencourt
Sentinel: Devan Reardon
Treasurer: Luke Pasco
Secretary: Karina Rios
Historian: Rebecca Crisanti
Advisors: Lauren Stroud, Katy Hoag, Jaime Rico
Newman FFA Equipment/Labor Donation Form

Please fill out this form and return by December 31, 2007 to:
Newman FFA
707 Hardin Road
Newman, CA 95360

Name and Address of Business:

Contact Person and Phone Number:

Please check which category applies to your donation:
___ Donating use of equipment
___ Donating hours of labor/service
___ Donating use of equipment and hours of labor/service

Please give a description of your donation (how many hours, equipment specifications, projects or components of the farm you are willing to complete, etc.)

Date available for lending equipment: _____________________
OR
Dates available for labor/service: _____________________

If you have any questions or concerns, please contact Newman FFA at 209-862-2916
Newman FFA School Farm Donations

HELP NEWMAN FFA BUILD THEIR SCHOOL FARM!!!!

WE WILL BE LAYING A BRICK WALKWAY THROUGH THE SCHOOL FARM WITH INSCRIPTIONS CHOSEN BY THE BUSINESS, FAMILY, OR ORGANIZATION WHO DONATES MONEY TO HELP BUILD OUR 2 ACRE SCHOOL FARM.

<table>
<thead>
<tr>
<th>Brick sizes and inscriptions:</th>
<th>Donation Amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single brick with 1 line of inscription (4” x 8”)</td>
<td>$250 - $500</td>
</tr>
<tr>
<td>Single brick with 2 lines of inscription</td>
<td>$550 - $700</td>
</tr>
<tr>
<td>Single brick with 3 lines of inscription</td>
<td>$750 - $1,000</td>
</tr>
<tr>
<td>Double brick with 2 lines of inscription (8” x 8”)</td>
<td>$1,050 - $2,500</td>
</tr>
<tr>
<td>Double brick with 3 lines of inscription</td>
<td>$2,550 - $4,000</td>
</tr>
<tr>
<td>Double brick with 4 lines of inscription</td>
<td>$4,050 - $5,500</td>
</tr>
<tr>
<td>Double brick with 5 lines of inscription</td>
<td>$5,550 - $7,000</td>
</tr>
</tbody>
</table>

For those of you who want to donate more than $7000, we are offering plaques that will be installed on the livestock pins. Below are your plaque options:

<table>
<thead>
<tr>
<th>Plaque sizes:</th>
<th>Donation Amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6” x 6” with 5 lines of inscription of dedication to donating business, family, or organization</td>
<td>$7,050 - $10,000</td>
</tr>
<tr>
<td>9” x 9” with 7 lines of inscription of dedication to donating business, family, or organization</td>
<td>$10, 100 - $14,000</td>
</tr>
<tr>
<td>12” x 12” with 10 lines of inscription of dedication to donating business, family, or organization</td>
<td>$15,000 - $20,000</td>
</tr>
</tbody>
</table>

Want to donate even more money???
We would like to dedicate the entire farm to businesses, families, and organizations that donate money, over $25,000. There will be a big a dedication sign at the farm entrance gate with all of these donor names displayed.

Want to donate even more money???
We would like to name the entire farm after the business, family, or organization that donates the largest amount of money to building the school farm. If you donate over $25,000 you will automatically be put on the entrance sign and at the grand opening, we will announce the school farm’s new name. We will award that donor with a plaque for their office or home and the farm entrance sign will be headlined with the farm name.
Newman FFA School Farm Donation Order Form

Instructions: Please print and complete this order form. Mail your order form with a check made out to the Newman FFA:

Newman FFA
707 Hardin Road
Newman, CA 95360

Name: ______________________________________________________
Address: ____________________________________________________
City, State, Zipcode __________________________________________
Day Phone ___________________________________________________

Please check the donation recognition you would like:

O Single Brick with 1 line of inscription ($250-$500)
O Single Brick with 2 lines of inscription ($550-$700)
O Single Brick with 3 lines of inscription ($750-$1,000)
O Double Brick with 2 lines of inscription ($1,050 – $2,500)
O Double Brick with 3 lines of inscription ($2,550 – $4,000)
O Double Brick with 4 lines of inscription ($4,050 – $5,500)
O Double Brick with 5 lines of inscription ($5,550 – $7,000)
O 6” x 6” Livestock Pin Plaque with inscription ($7,050 – $10,000)
O 9” x 9” Livestock Pin Plaque with inscription ($10,100 – $14,000)
O 12” x 12” Livestock Pin Plaque with inscription ($15,000 – $20,000)
O Entrance Sign dedication ($25,000 +)

Please print what you would like to have inscribed on your brick: (1 line = 15 characters max.)


THANK YOU SO MUCH FOR SUPPORTING NEWMAN FFA
AND HELPING US BREAK GROUND IN 2008!
## Farm Donations

<table>
<thead>
<tr>
<th>Business Name</th>
<th>Donation Amount</th>
<th>Brick/Plaque</th>
<th>Thank you Sent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moonshine dairy</td>
<td>1100 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Yosemite Farm Credit</td>
<td>750 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Erb brothers</td>
<td>250 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Westside Pallet</td>
<td>150 N/A</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Bertolotti</td>
<td>300 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Westside Equipment</td>
<td>100 N/A</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Oasis Mini Mart</td>
<td>250 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Steven &amp; Dionne Blythe</td>
<td>250 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>McCauley Ford</td>
<td>250 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>BG Auto</td>
<td>250 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Bigalow</td>
<td>50 N/A</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>State Farm, Patterson</td>
<td>50 N/A</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Anthony Peters Trucking</td>
<td>500 N/A</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Pioneer Drug</td>
<td>100 N/A</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Thompson Chevrolet, Patt.</td>
<td>250 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Jeff Mello (Mello Milk)</td>
<td>250 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Friends of Bailey Rocha</td>
<td>1050 Brick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Digiorno, DDS</td>
<td>250 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>William &amp; Karen Cox</td>
<td>100 N/A</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Payne-Murphy Phys. Therapy</td>
<td>250 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Lois Borba Trustee</td>
<td>50 N/A</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Pain Mangt. Systems, Inc.</td>
<td>250 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Pizza Plus</td>
<td>50 N/A</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Golden State Irrigation Service</td>
<td>550 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Scott Ashill</td>
<td>250 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>OHS Interact</td>
<td>100 N/A</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Newman Rotary</td>
<td>100 N/A</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Frank B. Marks &amp; Son, Inc.</td>
<td>550 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Foster Farms</td>
<td>300 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>G-N Veterinary Clinic, Inc.</td>
<td>550 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>County Bank</td>
<td>250 Brick</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Lila Bailor</td>
<td>15 N/A</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Richard &amp; Ellen Tatoyan</td>
<td>100 N/A</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Mark &amp; Cathy Winchester</td>
<td>20 N/A</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Janie &amp; Stanley Soito</td>
<td>100 N/A</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Stanislaus Farm Supply</td>
<td>1000 Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Elynor Lorenz</td>
<td>50 N/A</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Crow’s Landing Lion’s Club</td>
<td>500 Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Tom Herman, Attorney at Law</td>
<td>500 Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>John and Betty Herman</td>
<td>100 N/A</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Antone L. Gomes &amp; Sons</td>
<td>500 Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Our Lady of Roses</td>
<td>250 Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Dr. and Mrs. Rigney</td>
<td>100 No</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Robert Highland</td>
<td>500 NO</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Rotary Spaghetti Feed</td>
<td>$10,500</td>
<td>7772, 1500, 2000 = 11272</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Amount</td>
<td>Funded</td>
<td>Comments</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Rotary Donation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friend of Rotary</td>
<td>500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funds for the farm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pie Bingo - Knight's</td>
<td>900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Face Painting for the Farm</td>
<td>110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisory Dinner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gerry Kamilos, LLC</td>
<td>500</td>
<td>N/A</td>
<td>Yes</td>
</tr>
<tr>
<td>Westside Transplants</td>
<td>$2,500</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Gustine Soroptomist</td>
<td>$250</td>
<td>(Caralyn Mendoza has this check) YES</td>
<td></td>
</tr>
<tr>
<td>T &amp; M Farms</td>
<td>200</td>
<td>N/A</td>
<td>Yes</td>
</tr>
<tr>
<td>Ceres Vet Clinic</td>
<td>250</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Craven Transplant</td>
<td>1,000</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Hammonds Ranch, Inc.</td>
<td>1050</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Paul &amp; Barbara Dompe</td>
<td>500</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Spent**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering Plans</td>
<td>7500</td>
</tr>
<tr>
<td>Irrigation Equipment</td>
<td>3000</td>
</tr>
<tr>
<td>Benefit Dinner</td>
<td>400</td>
</tr>
</tbody>
</table>

10900
Newman FFA School Farm Picnic/BBQ Area Budget
Rotary Proposal

12' x 16' concrete slab
Douglas Fur patio covering
6 picnic tables with metal foundation/douglas fur top and benches

Wood Products: Patio Covering and picnic table tops and benches

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Total Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>4'x6'x10' boards</td>
<td>4</td>
<td>12.29</td>
<td>49.16</td>
</tr>
<tr>
<td>2&quot;x10&quot;x16' boards</td>
<td>4</td>
<td>11.53</td>
<td>46.12</td>
</tr>
<tr>
<td>2&quot;x6&quot;x12' boards</td>
<td>78</td>
<td>4.79</td>
<td>373.62</td>
</tr>
<tr>
<td>1/2&quot;x7&quot; bolts</td>
<td>100</td>
<td>1.34</td>
<td>134</td>
</tr>
<tr>
<td>Brackets</td>
<td>96</td>
<td>0.69</td>
<td>66.24</td>
</tr>
<tr>
<td>Washers</td>
<td>100</td>
<td>0.25</td>
<td>25</td>
</tr>
<tr>
<td>Nuts</td>
<td>100</td>
<td>0.28</td>
<td>28</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>722.14</strong></td>
</tr>
</tbody>
</table>

Metal Products: Picnic Table Foundation

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Total Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>2&quot;x2&quot;x1/8&quot;x20' Angle Iron</td>
<td>12</td>
<td>28.54</td>
<td>342.48</td>
</tr>
<tr>
<td>4&quot;x4&quot;x 3/16&quot;x20' square tube</td>
<td>6</td>
<td>198.52</td>
<td>1191.12</td>
</tr>
<tr>
<td>Hot rolled flatbar 8&quot;x1/4&quot;x20'</td>
<td>3</td>
<td>122.53</td>
<td>367.59</td>
</tr>
<tr>
<td>Anchors</td>
<td>96</td>
<td>10.78</td>
<td>1034.88</td>
</tr>
<tr>
<td>Bolts</td>
<td>96</td>
<td>2.29</td>
<td>219.84</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>3,155.91</strong></td>
</tr>
</tbody>
</table>

Concrete Slab

12' x 16' slab
Standard slab
Materials and Labor

| TOTAL                                          |          |            | 1,016       |

| **Project Total**                             |          |            | **4,894.05**|
Home Depot

West Steal & Plastic 632-9900
Mike

Westside Landscaping
765-3112 Armando
1. **Livestock Show Arena (see picture A below)**

<table>
<thead>
<tr>
<th>Items Included</th>
<th>Price Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Metal Panels</td>
<td></td>
</tr>
<tr>
<td>a. 3 level metal panels</td>
<td></td>
</tr>
<tr>
<td>2. Ground covering</td>
<td></td>
</tr>
<tr>
<td>a. Bark, sand, or small gravel</td>
<td></td>
</tr>
<tr>
<td>1. Corral Panels = $850</td>
<td></td>
</tr>
<tr>
<td>2. Ground covering = $200</td>
<td></td>
</tr>
<tr>
<td>TOTAL approx. = $1,050 - $1,100</td>
<td></td>
</tr>
</tbody>
</table>

2. **Compost and Soil Storage Area (see picture B below)**

<table>
<thead>
<tr>
<th>Items Included</th>
<th>Price Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 5 Cinder Block storage areas (3 walls approx. 5 feet high and approx. 64</td>
<td></td>
</tr>
<tr>
<td>square feet open space middle)</td>
<td></td>
</tr>
<tr>
<td>2. Mortar</td>
<td></td>
</tr>
<tr>
<td>3. Signs to label type of soil or compost</td>
<td></td>
</tr>
<tr>
<td>1. Cinder Blocks = approx. $7-800</td>
<td></td>
</tr>
<tr>
<td>2. Mortar = $200</td>
<td></td>
</tr>
<tr>
<td>3. Signs approx. $200</td>
<td></td>
</tr>
<tr>
<td>TOTAL approx. = $1,100 - $1,200</td>
<td></td>
</tr>
</tbody>
</table>

3. **Entry landscaping and plaque (see picture C below)**

<table>
<thead>
<tr>
<th>Items Included</th>
<th>Price Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bark</td>
<td></td>
</tr>
<tr>
<td>2. Entry sign materials (can be made by our shop students)</td>
<td></td>
</tr>
<tr>
<td>3. Plants for landscaping</td>
<td></td>
</tr>
<tr>
<td>1. $200</td>
<td></td>
</tr>
<tr>
<td>2. $700</td>
<td></td>
</tr>
<tr>
<td>3. $500</td>
<td></td>
</tr>
<tr>
<td>TOTAL approx. = $1,400</td>
<td></td>
</tr>
</tbody>
</table>

Picture A We want a ring made of corral panels filled with bark or gravel. Our ring would be smaller than this one and it would not be in covered, instead out in the open 2 acres.
Picture B What we want is similar, but taller so we can hold more soil in each area; and we want them side by side, not behind each other.

Picture C
NEWMAN - Ag students at Orestimba High School will soon have a school farm facility where they can house livestock projects and tend to row crops and trees, a hands-on laboratory which enhances classroom instruction with practical application.

Superintendent Rick Fausz said the state has authorized the release of $250,000 in funds earmarked for the farm project upon the district issuing a notice to proceed to a builder. The district will provide a local match, part of which has already been offset by fundraising efforts over the past two years.

A lease-leaseback agreement for construction of the facility was approved by the school board Monday evening. Work is expected to start in the coming days, with completion expected in February.

The school farm will include a show ring, livestock pens, a barbecue area and land set aside for crops and trees.

"I could not be happier that this is going to become a reality," ag advisor Lauren Stroud reflected recently. "This is going to mean growth for our programs, in numbers, in education and in opportunities." Many FFA members lack the facilities to raise livestock or crop projects without a school farm, she added.

"With the numbers we have, (not having a school farm) has put limitations on our students. We need something like this to engage all of the students and get them in tune with what is happening in agriculture," the advisor explained. "We have had many students who wanted to raise livestock for the fair but were not able to because they didn't have facilities. Our members will also be able to have plant projects. This opens so many doors for our students. It is going to help them succeed with their FFA projects."

Stroud said a community fund-raising campaign by the ag department has raised about $60,000. About $25,000 of that came from Rotary support and benefits for the school farm. She said the program will continue to raise funds to reimburse the district for the local match it is providing to make the school farm a reality.

Fausz said the cost estimate of the project is $455,000. The state will issue the maximum $250,000 grant, and the district will return the unused portion upon completion of the project.
Quality Criteria
One
Curriculum and Instruction

Agriculture courses at Orestimba High School utilize California State Standards and California Career Technical Standards for agriculture and natural resources as a foundation for strong curriculum and guidance to academic success. All agriculture courses are standards based, require students to participate in FFA, class presentations/speeches, and require students to maintain records of an SAE project.

Agriculture Earth Science and Agriculture Biology courses are required to give District benchmark tests based on the California State Standards, therefore, the Agriculture science teachers both have copies of these standards posted in their classrooms so the teachers and students can constantly aligned with the proper standards. The agriculture staff analyzes the benchmark quarterly, and STAR test data annually to utilize the data to adjust and refine our courses. The agriculture courses that fulfill elective requirements only utilize the career technical standards and have copies in their classrooms for constant reminders of what needs to be taught.

At Orestimba, we have three agriculture classes that meet A-G requirements, Ag Earth Science, Ag Biology, and Floral Design. The rest of the course offered in our department meet graduation elective requirements. Karling Skoglund and I submitted the paperwork last year to get our floral class UC approved to meet A-G requirements; the course was approved. The next course goal is the get the ornamental horticulture course reapproved for a 2+2 articulation with MJC. When the course was taught by Katy Hoag, it was articulate, but since the course was dropped by Katy Hoag years ago, the articulation canceled and we must reapply with MJC.
The curriculum in our program has been developed to create career pathways for our students. Below is a chart of the possible pathways students may take through our program.

OHS Agriculture Pathways

The curriculum covered in the introduction agricultural mechanics class includes shop safety, wood working, welding, concrete, electricity, irrigation, plumbing and surveying. The advanced classes branching from Introduction to Agricultural Mechanics are: Welding, Wood Shop, ROP Welding, ROP Ag Power and Technology. In order to teach these units, our shops are equipped with MIG and TIG welders, a Plasma Cam, all wood working equipment, iron worker, oxy-acetylene tanks and torches, hand held tools, auto mechanic tools, and much more.

The curriculum taught in the Ag Earth Science class includes units in FFA, California Agriculture, and all the California State Standards for Earth Science. The advanced classes branching from Ag Earth Science are: Ag Biology, ROP Ornamental Horticulture, and ROP Floral Design. After taking the introduction courses students are not tied into staying with mechanics or science they may go between both for the remainder of their high school career.

In all classes, teachers utilize a variety of teaching techniques and technology. Some of these may include computer/internet projects, PowerPoint presentations, industry representatives, labs, and agricultural field trips. Evidence of Orestimba High School Agriculture Departments Curriculum and Instruction can be found in the following appendices:
Appendix A   Appendix B
Appendix C   Appendix D
Appendix E   Appendix G
Appendix K   Appendix P
Appendix R   Appendix S
Appendix S   Appendix T
Appendix LL   Appendix NN
Quality Criteria

Two

Leadership and Citizenship Development

The Newman FFA and is well supported by the students, teachers, staff, district, parents and community. Since receiving our National and State Charters in 1931, Newman FFA has strived to build student leadership skills and quality citizenship through organized activities that promote self, career, and leadership development. All activities offered by the FFA are student body, school board, and site administration approved.

Students enrolled in any agriculture course at Orestimba High School are automatically members of the FFA. Being a member of the FFA opens doors to leadership and citizenship development that are not available to all students in high school. The FFA also gives students the opportunity to earn recognition and awards for their leadership and citizenship. Students enrolled in all agriculture classes at Orestimba High School have participation in FFA activities as part of their class grade. The grading breakdown for all agriculture courses is as follows, 10% FFA Participation, 10% SAE Project and 80% all other class work. Therefore any student wanting to earn an A in their agriculture course must participate in the FFA.

To earn the entire 10% for FFA participation the agriculture department staff requires students to obtain 10 FFA Participation Points per quarter, which equates to a 100 point FFA assignment in their grade book; one FFA point equals 10 assignment points. Each FFA activity has been assigned a certain number of FFA points, ranging from 3 (monthly meetings and fun nights) to 8 points (obtaining State Degree or attending a conference). The FFA participation is graded using the FFA activities pages in the FFA Record Book and is verified using sign-in sheets at all FFA activities throughout the year. The point system is set up to encourage kids to
participate in more than just our monthly meetings, but instead, to get involved in leadership, fundraising, and community service.

Our activities are planned at a variety of times and days of the week to make it possible for as many students as possible to become active in the FFA. Although we do have some students who choose to not take part in FFA opportunities, we do have many students who participate in well over the required activities for their grade. Students become aware of these activities by listening to the daily announcements in their agriculture classes and by reading the posters made for each agriculture classroom for each event.

The FFA activities offered to Newman FFA members are organized by the chapter officer team and committee members. One or more of the three FFA advisors/agriculture instructors oversee each event put on by the Newman FFA.

Supporting documentation of Leadership and Citizenship Development can be found in the following appendices:

| Appendix A | Appendix B |
| Appendix C | Appendix I |
| Appendix J | Appendix K |
| Appendix L | Appendix P |
| Appendix Q | Appendix T |
| Appendix U | Appendix V |
| Appendix W | Appendix X |
| Appendix Y | Appendix BB |
| Appendix KK | Appendix OO |
Quality Criteria
Three
Practical Application of Occupational Skills

At Orestimba High School, students have the opportunity of having practical application of occupational experience skills offered to them both in and outside of class. During class time, the agriculture teachers are constantly utilizing hands-on activities that give students real world experience. This is highly apparent when you walk though any of the shops, classrooms, or the greenhouse. Students have the opportunity to learn occupational skills in welding, wood working, farm power and technology, livestock management, and horticulture. The agriculture teachers are constantly working hard to find and create projects on campus to do during class time that will provide students with practical and occupational skills. Some of the projects that have been completed during class time that give these skills are: the reconstruction of a greenhouse, design and completion of raised planter beds and mother stock area, design and completion of BBQ’s, trailers, gates, etc. in the welding shop, design and completion of tables, outdoor furniture, tool boxes, etc. in the wood shop. Soon, students will have the opportunity to help design and complete our school farm: livestock barn, livestock show arena, cultivated land (irrigation and installation of plant material), orchard installation, patio/BBQ area, as well as landscape plots. We are lucky to have the facilities and equipment available to us to give students practical application of occupational skills.

In addition to learning occupational skill during class time we ask that students take this idea beyond the classroom and start their own Supervised Agricultural Experience (SAE) Project. Like the FFA portion of a student’s grade, SAE is also counted as a portion of their grade. The grading breakdown for all agriculture classes is as follows, 10% SAE Project, 10% FFA
Participation, and 80% all other class work. Therefore any student wanting to earn an A in their agriculture course must maintain an SAE project throughout the entire year. To earn the entire 10% for their SAE Project students must complete their record book journal monthly and be verified by an agriculture teacher conducting a SAE Project Visit or Home Visit, which is documented on a Project Visit form. Record books are stored in the agriculture classrooms or on the student log-in on the District network. Newman FFA is in the process of changing over to all e-books so we no longer have to store paper record books.

Newman FFA is well represented with their SAE Projects at our local and sectional project competitions. A department goal of ours is to increase the quantity of quality SAE projects so we have student earning proficiencies and American degrees every year. This past year, we set a Chapter record of State Degree numbers, so we feel confident that we can accomplish this goal.

Newman FFA advisors are very fortunate to have nearly everything we need to have successful SAE projects for our students. The Agriculture Department has two crew cab long bed Ford trucks, one 8 passenger van, a 16 foot flat bed trailer, borrowed livestock trailers, a livestock crate for our truck beds, one small portable livestock scale, and one large livestock scale which are indeed great benefits when supervising SAE Projects. In addition, any transportation expenses incurred by the agriculture teachers while participating in FFA/SAE events are fully reimbursed by the district if the proper steps are followed.

Please refer to the following appendices to view supporting documents for Quality Criteria Three:

Appendix A  Appendix B
<table>
<thead>
<tr>
<th>Appendix C</th>
<th>Appendix D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix E</td>
<td>Appendix F</td>
</tr>
<tr>
<td>Appendix G</td>
<td>Appendix H</td>
</tr>
<tr>
<td>Appendix I</td>
<td>Appendix L</td>
</tr>
<tr>
<td>Appendix M</td>
<td>Appendix N</td>
</tr>
<tr>
<td>Appendix O</td>
<td>Appendix P</td>
</tr>
<tr>
<td>Appendix Q</td>
<td>Appendix S</td>
</tr>
<tr>
<td>Appendix U</td>
<td>Appendix V</td>
</tr>
<tr>
<td>Appendix Y</td>
<td>Appendix Z</td>
</tr>
<tr>
<td>Appendix KK</td>
<td>Appendix MM</td>
</tr>
<tr>
<td>Appendix NN</td>
<td>Appendix OO</td>
</tr>
</tbody>
</table>
Quality Criteria
Four
Qualified and Competent Personnel

Orestimba High School has two tenured agriculture teachers, Jaime Rico and me; and one probationary agriculture teacher, Karling Skoglund. I am in my fourth year of teaching at Orestimba HS and am currently the department head. Jaime Rico is also in his fourth year of teaching at Orestimba HS; and Karling Skoglund is in her second year at OHS. All agriculture teachers employed by Newman Crows Landing Unified School District are qualified and competent.

Each instructor holds a valid Agriculture Specialist Teaching Credential that authorizes us to teach agriculture courses. In addition, our credentials authorize that we have had a minimum of 3000 hours of occupational work experience in agriculture. The agriculture teachers use a variety of instructional strategies, materials and effective teaching techniques to enhance all of our student’s learning. We are very lucky to have new technology available to us and to our students to create a wonderful and effective teaching atmosphere. The agriculture teachers all participate in professional development activities that are offered to us through CATA and professional development offered through our District, such as buy-back days and in-services. Being the department head, I am certain to attend CATA’s summer conference each year to stay current in the agriculture industry and our profession or teaching agriculture.

With new technology entering our department, such as SMART boards and document cameras, I have attended training workshops offered so the agriculture staff can fully take advantage of our technologies capabilities.
The administrators, counselors, and instructional staff at Orestimba High School are supportive of the Agriculture Department and Newman FFA. Our Principal, Mr. Ceja, new this year, is very supportive of all of our FFA activities, encourages our students and even attends FFA events. In addition to our Principal being supportive, we have had other administrators and staff attend events and help judge FFA events.

I believe keeping our counselors, administrators, school board, and community educated about our program is worth the extra effort. Our students give at least two presentations a year at board meetings, the agriculture staff gives an annual presentation at a staff meeting, and our Reporter submits monthly articles to the local newspaper. We have asked counselors to supervise at State Conference so they can get to know our students and see what FFA has to offer. This has been very effective in getting the counseling department on our “team.” Luckily, Newman FFA and the Agriculture Department have spectacular relationships with our administrators, counselors, community, and staff but there is always a need for educating people on the outside of all the positive aspects of our program.

To view supporting documents of Quality Criteria Four please refer to the following appendices:

Appendix C  Appendix I
Appendix M  Appendix Q
Appendix T  Appendix V
Appendix W  Appendix Z
Appendix AA  Appendix BB
Appendix EE

Appendix LL

Appendix KK

Appendix OO
Quality Criteria
Five
Facilities, Equipment and Materials

The facilities, equipment and materials at Orestimba High School Agriculture Department are a mixture of new and old. The agriculture science classrooms are included in a brand new science wing, fully equipped with lab stations, plenty of storage space, and a common room for all the science teachers to share material and collaborate on ideas. My classroom also has 6 student computer stations and a color laser printer. Karling’s classroom has one student station with a laser printer. Thanks to a grant we received, we were able to equip our agriculture science classrooms with SMART Boards and ELMO projectors.

We have two shops operated by Jaime Rico, one for wood working and welding and another for small engines and farm power and technology. Both shops are fairly old and the equipment inside is slowly being replaced. Last year was exciting when the new Plasma Cam arrived and allowed student to open another door of opportunity.

We have a greenhouse that was build over 9 years ago that was in full production for awhile, but was neglected for the about 4 years before I took over the horticulture program last year. My Master’s project focuses on quality criteria five since my ornamental horticulture class last year rebuild the greenhouse structure, cooling system, and benches. They also build and installed raised bed planters, a mother stock area, recovered the shade house and laid weed clothe throughout the entire shade house. My class managed to rebuild the greenhouse and still propagate and grow enough plants to host their first annual plant sale. This year, we had a greenhouse full
of plants so early, that we had to have a fall/winter plant sale and will have another in
the spring. We may need an additional greenhouse put on the new school farm since
we are producing so many plants.

In addition to the facilities, equipment, and materials are of the quality and
quantity to accomplish instructional objective. Even with the ever changing technology I
believe that our agriculture department has kept up well in order to send well prepared
students into the job force and college.

Within the past 3 years, our department has seen a tremendous amount of new
equipment and technology enter the program. This includes: a rebuilt greenhouse,
SMART Boards, ELMO projectors, a new department lap top, camera, and DVD video
camcorder, 2 newly mounted LCD projectors for the SMART boards, a PLASAM cam,
new welders, and various new pieces of power tools for the wood shop. With the
school farm being built, we are certain our list of new equipment, facilities, and
materials will grow even larger.

Besides the facilities and equipment offered in the agriculture department alone,
our school campus offers opportunities to our students as well. Such as, a 20 station
computer lab, a 15 station computer lab, copy machine, and fax machine.

In comparison to other schools that I have observed, I believe we are on the right
track to obtaining the equipment, facilities, and materials needed to offer a fully
comprehensive agriculture program that prepares our student to enter the work force
or higher education. Our facilities are well maintained and are constantly being
repaired, updated and/or modified to accommodate special populations when needed.
All of our facilities have been built or modified to accommodate handicapped students. When we enter a work request for something to be fixed it is typically done within a week or so of notification to the district. If something is needed for student or teacher safety it if often ordered using FFA, Ag Incentive funds, or other grant funds.

The school resource staff, counselors, and administration are great in adapting or supplementing materials for special populations. The agriculture teachers do their best to keep safety in mind when ordering or modifying equipment. We are fortunate to have a supportive district that believes in upholding safety rules and regulations to keep our shops and laboratories running smoothly.

Please view the following appendices as supporting documents for Quality Criteria Five:

Appendix N                      Appendix P
Appendix Q                      Appendix CC
Appendix GG                     Appendix HH
Appendix KK
Quality Criteria
Six
Community, Business and Industry Involvement

The Agriculture Advisory Committee at Orestimba High School is made up of individuals who represent the community and industry. The committee meets two to three times per year typically at the OHS Agriculture Department. The Advisory Committee has been very helpful in the decision making process of the department and has been in the best interest of the students when helping direct the department.

If it were not for our Advisory Committee this past year, we would not have had the financial support of our new school farm project. Our Advisory Committee organized a dinner at one of their homes. They invited people in the community who are major agriculture leaders in hopes of gaining strong support of the farm project. This dinner really helped get the project well known in the community.

Currently we have the following people on our Agriculture Advisory Committee: Dr. Cathy Wallace, a local veterinarian, who we use for all our livestock projects; Paul Dompe of Dompe Bean Warehouse; Ray Henrique of Stewart & Jasper, a major almond producer in Newman, Bill Mattos, President of the California Poultry Federation; Ben Garton of Garton Tractor; and Joseph Lopes, a local dairyman. We hope to add a few more members next year to enlarge the group and to include professionals from a few other agriculture career sectors. Dr. Cathy Wallace is our Chairperson and Bill Mattos is the Secretary of the Advisory Committee. Each of these individuals brings unique qualities and perspectives to the table and is very important to the success of our department.
The committee supports the agriculture department by providing advice, support and counsel. In addition they committee holds the agriculture teachers accountable for the instruction that they are providing students and helps teachers develop curriculum that is pertinent to the agriculture industry. Orestimba Agriculture Department is fortunate to have a strong, supportive and knowledgeable Agriculture Advisory Committee.

Supporting documents of Community, Business and Industry Involvement can be found in the following appendices:

Appendix Q  Appendix EE
Appendix FF
Quality Criteria
Seven
Career Guidance

All students enrolled in the agriculture department at Orestimba High School have a student data sheet on file that is updated every year they take an agriculture class. Agriculture students complete the student data sheets in class with their instructor at the beginning of each year. The student data sheets are then filed into the student individual folders in the science common room along with any prior student data sheets or record books.

The agriculture department does our best to educate our counselors about the courses we offer and what students we feel fit in particular classes. We have taken our counselors to CATA counselor’s night every year, as well as having had them chaperone at State Conference so they could experience the massiveness of the organization, as well as the career show and workshops. Our counselors also help run fundraisers and are very involved with our program; they encourage kids to follow our pathways, which is great help.

In addition to educating the counselors we feel it is very important to educate the 8th grade students before their enrollment forms are due. To do this we conduct an 8th Grade Orientation day where we take over the 8th grade P.E. classes for one whole day. The 8th grade orientation takes place each February during National FFA week. Each class is presented a 45 minute presentation that includes opportunities in FFA and the agriculture department, pictures slides, games, prizes, music, etc.
All students are welcome to enroll in the agriculture department at Orestimba High School. Currently we have numerous students enrolled from the resource/special day programs with multiple students requiring modifications. The only issue we try to address before there is a problem is safety, especially in the agriculture mechanics classes. In some cases students travel to our classes with an educational aid to ensure their success and safety. Our department has given success to students that don’t see success very often in the classroom.

In the agriculture classes students are informed about different career paths open to them. The agriculture instructors provide units of instruction in agricultural careers and even bring in guest speakers to provide insight as well. To help make students aware of post-secondary education we hope to gain our 2+2 articulation agreements with Modesto Junior College in horticulture and any other courses possible. I believe that many of the students that we teach will have gained at least an idea for a career path before they graduate high school.

Please view the following appendices as documentation of Career Guidance:

Appendix A  
Appendix B
Appendix C  
Appendix K
Appendix N  
Appendix O
Appendix P  
Appendix S
Appendix NN
Quality Criteria
Eight
Program Promotion

As in any agriculture department and especially with an elective based department program promotion is essential. If our department did not inform other students, parents, counselors, other teachers, administration, board members, and the community about our program on a regular basis we would not be successful. It is of extreme importance to us to have strong promotion to ensure ample enrollment in our elective classes in order to keep all three agriculture teachers full-time and have a thriving FFA chapter.

At Orestimba High School we have what I believe to be three major promotional events throughout each school year. The three events that have a major impact on our program promotion are: Ag Day at the elementary schools, FFA Week Festivities, and 8th Grade Orientation. Additionally we have some major fundraisers that promote our program and get our name out into the community. The fundraisers that receive major community support and promote our program are the annual crab feed, omelet breakfast, working the SWAP meet, and the tractor pull that we just got rid of this year due to cost increases, but we are hoping to add drive thru tri-tip dinners this spring.

Our first promotional event, Ag Day at the elementary schools is when our FFA members visit one elementary school a year (we have 3 in the district so we rotate each year) and they set up informational, but FUN stations that teach the young kids about the agriculture industry and how it incorporates into their everyday life. We always bring hands-on things for the kids to do that is targeted at young kids (making ice-
cream, planting plugs, etc.) This event is typically held during National FFA week in February. Ag Day serves as an excellent recruitment and promotional tool for the agriculture department and FFA. Many of the elementary students have their first experience with agriculture and FFA at this event. I feel this goes a long way in developing a positive view of the agriculture industry and the FFA program. Moreover, Ag Day puts a good feeling toward the agriculture department in the minds of the other teachers in the district and creates a positive image for the agriculture department in the community.

Then just like so many other FFA chapters, we try our best to make deal out of National FFA Week. Our officer team gets excited about making plans for the festivities each year. The plans for FFA Week change each year but here are a few of the activities that have taken place in the past: OHS staff appreciation breakfast, a BIG monthly meeting with a fun event afterwards, recruitment day, lunchtime activities that ALL the high school students can participate in, and Ag Day.

Our final promotional activity is the 8th grade recruitment day that we hold during National FFA Week, which is before 8th grade students register for their high school classes. The officers and leadership kids go to the local middle school (we only have one) and we take over the P.E. classes for the day. The FFA members present a 45 minute presentation for each class which includes lots of fun pictures, games, prizes, questions/answer segment, and a Power Point of all the opportunities in FFA and the OHS agriculture department. We get lots of interest and we even get kids to start showing livestock as incoming freshmen thanks to this recruitment day.
In addition to the three major events described above we also submit articles to the local newspapers and school newsletter, attend school board meeting, faculty meeting and community meetings, participate and volunteer at community events, participate in CDE contests and local fairs.

Supporting documents of Program Promotion can be found in the following appendices:

Appendix I             Appendix K
Appendix L             Appendix U
Appendix X
Quality Criteria
Nine
Program Accountability and Planning

At Orestimba High School we do not have a set in stone performance based assessment system; except for a list of standards that we feel our students should be able to meet after completing our classes. We use this list to check for kids who we feel are proficient enough to apply for an actual proficiency award. It is more for our use to see if a kid is prepared to start competing with the knowledge he has gained in our program. It also reminds the teachers if we are teaching the appropriate curriculum to prepare kids to enter career sectors when they graduate.

Every year the agriculture department staff up-dates the comprehensive plan. The comprehensive plan contains documents that show the validity of our department and proves that we are doing what is expected of us. The comprehensive plan is reviewed with the State staff every three years; however the plan is up-dated by the department each year. Our comprehensive plan and Program Plan are given to site and District administration, the school Board, our advisory committee members, and each officer.

As with any successful program funding is very important. We obviously to fundraising to pay for anything that has to do with the students and FFA, this includes contest registration, conference registration, meeting supplies, advertisements, marketing/apparel, etc. The bookkeeping for this budget is done by me, our treasurer, as well as the school secretary. We also have the Ag Incentive grant that we get each year from the State. This budget amount is determined by our enrollment numbers and
meeting the quality criteria for an agriculture department. The bookkeeping for that budget is done by me, as well as the District employee in charge of fiscal matters.

Starting next year, we will be looking at our budgets and making set amounts that will be spent on certain categories (we do this with the AIG already, but not with the FFA account). We need to start budgeting for a new Ag van so we need to start saving. In our comprehensive plan, we have a 5 year plan with goals and budgets, but I want to spend time making a more detailed plan with percentages and ensure that we can save enough to purchase larger items for our department.

In order to make our 5 year plan and even short term goals, we look at program data, such as number of program completers, number of incoming freshmen and how we can retain kids all 4 years, we look at graduate data and if our students are entering the agriculture industry, etc.

Please refer to the following appendices to view documents that support Quality Criteria Nine:

Appendix C  Appendix P
Appendix Q  Appendix S
Appendix T  Appendix U
Appendix BB  Appendix GG
Appendix HH  Appendix II
Appendix OO
Quality Criteria
Ten Student-Teacher Ratio

Just like in most other schools around the country Orestimba Agriculture Department battles staying in the proper student-teacher ratio for class instruction and FFA. With budget cuts and classroom sizes increases due to a shortage of teachers on each site, we have very large class sizes. There are a few sections of our agriculture classes that do meet the student-teacher ratio, but on average, our class sizes exceed the desired ratio. Even though it would be great to meet the numbers of 20 and 25 I trust that the agriculture teachers at OHS are still able to provide quality instruction.

My current ratios are as follows: Agriculture biology, period 1 – 1:35; period 3 – 1:35; period 4 – 1:33; period 6 – 1:35. Ornamental horticulture – 1:20; and agriculture leadership – 1:19. The other agriculture teachers have similar ratios, with most of our core science classes exceeding the ratio, but elective courses being close to the desired ratio.

If you count all the class SAE projects we supervise, each teacher is WAY over the 60 students per teacher ratio that is recommended. Every student in our program has an SAE whether is be at home, or their agriculture class they are enrolled in. If you do not count the class SAE projects, each teacher is below the 60:1 ratio. We currently have 400 students on our R-2 roster and 3 advisors which amounts to 130:1 on average, but again, if we do not count the class SAE’s we are well below that.

Please see the following appendices for documents that support Student-
Teacher Ratio: Appendix D Appendix X
Quality Criteria
Eleven
Full Year Employment

Currently at Orestimba High School the Agriculture/FFA Advisors have full year employment and we have a summer livestock stipend that pays $4,404 at the end of each summer. None of the agriculture teachers at Orestimba High School have a regular an SAE supervision period, but we all have a regular preparation period, which all teachers on campus have.

Please refer to the following appendices to view supporting documents of Full Year Employment:

Appendix E
Appendix F
Appendix H
Appendix J
Appendix M
Appendix Y
Narrative

Included in the appendix A folder, there are 10 current student data sheets that are filled out in the first month of school. Each agriculture student fills one out each year.
Permanent Vo-Ag Student Record

Below are pictures of our department’s permanent record files. Each student in the department has a file where we keep data sheets, record books, degree applications, speech manuscripts, CDE information, etc. Once the students graduate, their file gets moved from the green filing cabinet to a gray cabinet pictured below. I have yet thrown away any files from the permanent files, but I am not certain how long the department kept graduate files before I arrived. We will soon need an addition cabinet since we are running out of space.
Advanced Agricultural Mechanics / ROP Metal Fabrication
Class taught by

Textbook
Metal Fabrication for Agriculture
Agricultural Mechanics – Fundamentals & Applications

Course Description
Advanced Agricultural Mechanics is a two semester lab based course designed to refine those shop skills learned in introductory courses. This course will cover Electric Arc Welding Skills and Fabrication, Carpentry and Construction techniques, Concrete and Masonry skills, Plumbing and Electrical Wiring.

Course Requirements:
1. Each student will pass a safety test before they are allowed to work in the shop.
2. Students will also be required to purchase a pair of clear lens safety goggles with an ANSI Z87.1 safety rating as well as a pair of long sleeved coveralls. Purchase of these items will be made available through the Agriculture Department.
3. Students will be provided a locker with a combination lock, to store these items and will be expected to have this equipment in class every day. Students are responsible to maintain both lock and locker and in working order, and report damages or missing locks to the instructor. Students are responsible for replacing missing or damaged locks.
4. Failure to have safety equipment will result in loss of credit for that day. If this occurs 4 times in a quarter, a grade of F will result.
5. Students will pay a $20.00 shop fee to cover the cost of the standard projects constructed.
6. Students will be responsible for the cost of any extra projects either by purchasing materials from the Agriculture Department, or by bringing materials from home.
7. Students will maintain an up to date binder including the following sections:
   o Safety Test
   o FFA Record Book
   o Notes
   o Assignments
   o Shop Projects

Course Outline
1. The FFA and California Agriculture
2. Shop Safety and Procedures
3. Tool Identification
4. Welding Fabrication
5. Large Woodworking Projects
6. Wood Construction and Framing
7. Agricultural and Residential Plumbing
8. Electrical Wiring in new Construction

Grading
Classwork

Tests / Quizzes

Shop Skills

FFA Participation

10% 10% 60% 20% 90-100 % - A 80-89 % - B 70-79 % - C 60-69 % - D <59 % - F
Semester
First Quarter 45%
Second Quarter 45%
Final Exam 10%
Total 100% = Semester Grade

Students will exhibit their projects at the 2005 Stanislaus County Fair. Projects will be awarded premiums based on quality and workmanship based on the Danish system of judging. Premium awards from the fair will partially recover the shop materials fee. Projects will be made available for the student to take home the full quarter immediately following the fair.

As this is an agriculture class in the state of California, all students are members of the FFA. The FFA is a leadership organization for students enrolled in agriculture classes. We feel that participation in FFA events is a critical part of your education and encourage you to become involved. Acquisition of FFA Participation credit can be met in several ways including attending chapter FFA meetings, aiding in fundraising, or other FFA events. If a student is opposed to active membership in the FFA they may receive credit for this section of the class by attending one civic meeting per quarter, such as city council or school board meetings. The agenda, and a one page report on the happenings of the meeting submitted within one week of the meeting will be accepted in place of FFA Participation.

Please sign below indicating that you have read the above materials and understand the requirements of this course.

Student Name: __________________________

Student Signature __________________________ Date: _________

Parent Signature __________________________ Date: _________
I. Course Information
   A. Length: 1 year
   B. Credit: High school graduation life science requirement
   C. Quarter Grades are based on the following weighted categories:
      1. Class participation and Binder 55%
      2. Homework 15%
      3. Tests and Quizzes 20%
      4. FFA and SAE 10%
   D. Semester Grades for credit are based on the following:
      1. 1st Quarter of the semester 45%
      2. 2nd Quarter of the semester 45%
      3. Comprehensive Semester Final 10%

II. Course Content
   1. Class Orientation
   2. Investigation & Experimentation: how to create, run, and analyze a science experiment
   3. FFA & Leadership Development: Opportunities you may take advantage of through the largest youth leadership organization in the nation
   4. Ecology: study of the distribution and abundance of life and the interactions between organisms and their environment
   5. Cells: structural and functional unit of all known living organisms
   6. Genetics: the science of heredity and variation in living organisms
   7. Evolution: the process of change in the inherited traits of a population of organisms from one generation to the next
   9. Fetal Pig Dissection:

III. Binders
    A binder will be collected at the end of every quarter. Each time it is collected it will be worth **100 points**. Refer to your binder score sheet for details and expectations.

IV. Materials Needed by _______________________
   - 3 ring binder
   - Zipper Pouch
   - Blue/black Pens
   - Large Eraser
   - Pencils
   - Notebook/lined paper

AG BIOLOGY
Mrs. Stroud
2009-2010
Ag. Power and Technology

Textbook: “Automotive Technology”

Course description:

The “Automotive Service Technician” course is a comprehensive automotive program. Students will receive instruction in Shop Safety, Tool and Parts identification, General Automotive maintenance and repair, Brake Systems. Students will learn about the Automotive Industry through class instruction and field trips.

Course Requirements:

1. Each student will pass a safety test before they are allowed to work in the shop.
2. Each student will need to purchase or obtain the following items:
   a. Safety Glasses
   b. Have a pencil available every day
   c. Suitable work clothes and shoes.
3. Abide by all shop rules and student handbook rules.
4. If you are late/absent to class you must have a pass, it is your responsibility to make up all work missed. See me as soon as you return to school.
5. Failure to have safety equipment will result in loss of credit for that day. If this occurs 4 times in a quarter, a grade of F will result.
6. Students will pay a $5.00 shop fee to cover the cost of safety glasses and materials used.
7. Each student is responsible for the cleaning of his assigned work area. This includes tools, oil, grease and wiping off the work benches. Students will not be permitted to leave until their area is clean and everything is in order.
8. Willful destruction or damage of tools or equipment or persistent violation of the safety rules can result in permanent dismissal from the class.
9. If you should get yourself into a situation in which you have to serve detention with me, it will be assigned in ½ hour increments. Time will be served at the convenience of the instructor.

Course Outline:

1. Shop Safety and Procedures
2. Tool Identification
3. Brake Systems
4. Engine Repair/Small Engine
5. Engine Repair: Diagnosis and Repair of Engine Blocks
6. Career Preparation Standard A – All Aspects of the Industry
Grading

Classwork ________________________________________ 10%  
 90-100% -A
Test/ Quizzes ____________________________ 20%  
 80-89% -B
Shop Skills _________________________ 60%  
 70-79% -C
*FFA Participation/ SAE(projects) ____________ 10%  
 60-69% -D
 0-59% -F

Stealing is a crime and will be dealt with as such in the Agriculture Department.
Theft will be dealt with in the following manner:
  1. Filing of a police report
  2. Suspension from the Agriculture Department
  3. A failing grade “F” and removal from all agriculture courses at OHS
  4. Students will also be found ineligible for enrollment in future Agriculture Courses

This will be a great year and very rewarding for all of us if these simple rules are followed.

Thank you for your cooperation.

Mr. Rico

Student Name: ___________________________________________ (print legibly)

Student Signature: ___________________________ Date: ______________

Parent Signature: __________________________________________ Date: ______________
AGRICULTURE MECHANICS

Course description:
The Agriculture Mechanics course offered at Orestimba High School is designed to teach students valuable skills they can apply in the job market. It is designed to give the first year student a strong foundation in the use of basic “Ag. Mechanic shop skills”. The Hands-on approach to learning is emphasized in all Ag. Mechanics classes. This basic course includes Rope Work, Wood and Metalworking, Various Welding and Cutting Processes, Electrical and Plumbing skills, as well as a FFA component.

Attendance: Be Here!!!
Be in class everyday and “Be on Time”. Participation and effort is heavily stressed and are often the deciding factor on borderline grades.

Grades: Scale:
Class work/participation 20% 90-100 % = A
Tests and Quizzes 20% 80-89 % = B
Shop Skills 40% 70-79 % = C
FFA/ SAE(projects) 20% 60-69 % = D
0-59 % = F

Class and Shop Expectations:
1. Always give every task your best effort.
2. Cooperate with other people in class.
3. During independent work, work quietly at your table until the task is done.
4. Raise your hand if you have something to say or need help. Don’t just get up and leave.
5. Students are required to pay a Shop Fee of $20.00 to cover cost of materials.
6. Students will also be required to purchase a pair of Clear Safety Glasses and Coveralls. (glasses must be ANSI Z87.1)
7. Failure to have your safety equipment will result in loss of shop privileges and credit for that day. If this occurs 4 times in a quarter, a grade of F will result for the quarter.

Homework:
There will not be a heavy homework load for this class. However, when something is assigned, it should be completed and turned in on time as per the student handbook.

Please sign below indicating that you have read the above materials and understand the requirements of this course.
Student Name(please print):______________________________________________
Student Signature:_____________________________________________________
Parent Name(please print)_______________________________________________
Parent Signature:_____________________________________________________


Course Descriptions

Ag Mechanics I
This course is designed to give students a strong foundation in the use of all basic Ag Shop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hand tools will be stressed. This basic course in mechanics includes woodworking, metals, rope work, cutting and welding, etc.

Ag Mechanics II
This course is designed to give students further understanding of Metal Inert Gas (MIG) welding, arc and oxy-acetylene welding, cutting, and project construction, as well as Tungsten Inert Gas (TIG) welding on mild steel. The students learned the “basics” in Intro to Ag Tech. & Fab. In this course, the student will learn advanced welding techniques, as well as beginning project construction.

Ag Mechanics III
Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc.

“TCOVE” Advanced Ag Construction & Fabrication
This is an advanced class funded by the Tulare County Office of Vocational Education (TCOVE). The class is two periods in length allowing more time to work on advanced projects. This class is open to juniors and seniors who have completed the first two classes in this pathway. All focus is on medium and large project construction. Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel as well as cutting with the plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc.
Course Syllabus

Agriculture Earth Science

Orestimba High School Agriculture Department

Graduation: Fulfills one year of the Physical Science Requirement
Duration: 2 Semesters

Course Description

This is a two-semester laboratory science course, designed for the college bound student with career interests in agriculture. Using agriculture as the vehicle, the course will emphasize the principles, central concepts, and interrelationships among the following topics: Astronomy and planetary exploration, Earth based and space based astronomy, plate tectonics, energy and solar radiation in the Earth’s atmosphere, heating of the Earth’s surface as it relates to producing winds and ocean currents, climate and weather patterns, biogeochemical cycles, structure and composition of the atmosphere and how they affect conditions for life, and the geology and natural resources of California.

Power Standards

• Students know how the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system.
• Students know galaxies are made of billions of stars and comprise most of the visible mass of the universe.
• Students know features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.
• Students know the principal structures that form at the three different kinds of plate boundaries.
• Students know there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.
• Students know the different atmospheric gases that absorb the Earth’s thermal radiation and the mechanism and significance of the greenhouse effect.
• Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat. Students know properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.
• Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.
• Students know the carbon cycle of photosynthesis and respiration and the nitrogen cycle.
• Students know the resources of major economic importance in California and their relation to California’s geology.
Course Format

1. Classroom Instruction, including
   - Discussion
   - Demonstration
   - Lecture
   - Practical Examinations
   - Reading Assignments
   - Laboratory assignments

2. FFA Leadership Experiences, including:
   - Verbal and Written Communication Exercises
   - Leadership Development Activities

3. Supervised Workplace Learning
   - Individually Developed Supervised Occupational Experience Program

Course Outline

I. Earth’s Place in the Universe
II. Dynamic Earth Processes
III. Energy in the Earth System
IV. Biochemical Cycles
V. Structure and Composition of the Atmosphere
VI. California Geology

Assessment
- Daily Evaluation (participation, prepared for class, etc.)
- General Class and Homework Assignments, Projects, Presentations
- FFA Activity Participation, Evaluations (tests, quizzes, etc.)

Grading Scale/Format/Weight of Semester Final

- Grades are determined by total points earned and based upon these percentages:
  
  A= 100 to 90%  
  B= 89 to 80%  
  C= 79 to 70%  
  D= 69 to 60%  
  F= 59 to 45 %

- Daily in class participation-4 points.
- Homework- points depend on problems assigned per assignment, typically 2 points given for each question.
- In class presentations- 5 points.
- Laboratory activities- 20 points.
- Tests- typically 50 points depending on number of questions.

*The Fall and Spring semester final exam scores will be calculated as part of the student’s 2nd and 4th quarter grade, respectively.

Weights of Grades

90% of grade is all class assignments.
10% of grade is FFA activities.
Required Materials

- Pencil and Pen (blue and black ink only)
- Highlighter (Any color of your choice)
- College Ruled binder paper
- Binder (1” or more) “This binder may be used with other course subjects as long as a divider is used.
- Lab Notebook (College Ruled, Spiral Bound, 100 sheets or more)

Materials due by: ________________________.
Worth 10 points.

By signing below I acknowledge that I have read the syllabus with my parent/student for my understanding of the course and its contents.

Parent Signature ___________________________ Date ________________

Student Signature ___________________________ Date ________________

Students Printed Name ____________________________
Course Syllabus
The Art and History of Floral Design
Orestimba High School Agriculture Department

Brief Course Description: The Art and History of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through floral displays.


Course Format

1. Classroom Instruction, including
   -Discussion
   -Demonstration
   -Lecture
   -Practical Examinations
   -Reading Assignments
   -Laboratory Assignments

2. FFA Leadership Experiences, including:
   -Verbal and Written Communication Exercises
   -Leadership Development Activities

3. Supervised Workplace Learning
   -Individually Developed Supervised Occupational Experience Program

Course Outline
I. Introduction to Art
II. Historical Contributions and Cultural Dimensions
III. Aesthetic Valuing
IV. Art Elements of Design
V. Principals of Art Design
VI. Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art
VII. Connections, Relationships, and Applications Learned in Visual Art

Assessment
- Daily Evaluation (participation, prepared for class, etc.)
- General Class and Homework Assignments, Projects, Presentations
- Binder Checks
- FFA Activity Participation, Evaluations (tests, quizzes, etc.)
Grading Scale/Format/Weight of Semester Final

• Grades are determined by total points earned and based upon these percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 to 90%</td>
</tr>
<tr>
<td>B</td>
<td>89 to 80%</td>
</tr>
<tr>
<td>C</td>
<td>79 to 70%</td>
</tr>
<tr>
<td>D</td>
<td>69 to 60%</td>
</tr>
<tr>
<td>F</td>
<td>59 to 45%</td>
</tr>
</tbody>
</table>

• Daily in class participation- 4 points.
• Homework- points depend on problems assigned per assignment, typically 2 points given for each question.
• In class presentations- 5 points.
• Laboratory activities- 20 points.
• Quizzes- typically 20 points depending on number of questions.
• FFA Participation- 10 Points each quarter.

*The Fall and Spring semester final exam scores will be calculated as part of the student’s 2nd and 4th quarter grade, respectively.

Weights of Grades

90% of grade is all class assignments.
10% of grade is FFA activities.

Required Materials

- Pencil and Pen (blue and black ink only)
- Highlighter (Any color of your choice)
- College Ruled binder paper
- Three Ring Binder (1” or more)
- 6 Tabbed Dividers

Materials due by: ________________________
Worth 10 points.

Cut on above line

By signing below I acknowledge that I have read the syllabus with my parent/student for my understanding of the course and its contents.

Parent Signature ________________________ Date ________________

Student Signature ________________________ Date ________________

Students Printed Name ________________________
I. Course Information
   A. Length: 1 year ROP Course
   B. Credit: High school elective credit
   C. Quarter Grades are based on the following weighted categories:
      1. Class participation and Binder 55%
      2. Homework 15%
      3. Tests and Quizzes 20%
      4. FFA and SAE 10%
   D. Semester Grades for credit are based on the following:
      1. 1st Quarter of the semester 45%
      2. 2nd Quarter of the semester 45%
      3. Comprehensive Semester Final 10%

II. Course Description
Ornamental plants are plants that we use in decorative and recreational applications. An ornamental horticulture class will prepare you for a range of career opportunities involving these plants. You might work at a garden center growing plants destined for customers’ gardens and yards, tend grass and landscaping at a golf course, or design bouquets for special occasions at a floral shop. Students will utilize horticulture facilities on campus, such as the greenhouse and shade house, to further their learning with hands-on experience. Students will also be involved in plant sales throughout the year.

III. Course Outline
1. Plant Physiology
2. Soil Science & Plant Nutrition
3. Plant Taxonomy
4. Plant Growth
5. Plant Reproduction
6. Careers in Horticulture
7. Pests & Diseases
8. Turf Selection & Maintenance
9. Greenhouse & Nursery Production
10. Pruning Techniques
11. Tool & Equipment Use & Safety

IV. Binders
A 3-ring binder will be collected at the end of every quarter. Each time it is collected it will be worth 100 points. Refer to your binder score sheet for details and expectations.

V. Materials Needed by
   - 3 ring binder
   - Zipper Pouch
   - Blue/black Pens
   - Large Eraser
   - Pencils
   - Notebook/lined paper
What is this class all about?

This course is designed to prepare you for success with advanced training that will be used in high school, college, and job seeking in your future! Ag Leadership is going to train you to be well-informed team leaders at Orestimba High School and your future job sites. You will learn to manage capital, labor, and resources in order to accomplish specific goals. Computers and other technologies will be used to augment your leadership challenges. Emphasis will be placed on accomplishing assigned tasks by using advanced communication skills, interaction with the community, and working with mixed groups to accomplish your goals.

What units are we going to cover?

1. California Agriculture Industry
2. Leadership in FFA & Agriculture
3. FFA Record Books
4. Public Speaking
5. Self Image, Manners & Etiquette
6. Communication Skills
7. Job Searching & Interviewing Skills
8. Career & Goal Development
9. Virtue Development
10. Parliamentary Procedure
11. Special Projects/Assignments/Committees for Community Service and Public Relations

How will we be graded?

Quarter Grades:
- Classwork and Homework 35%
- Class participation 35%
- FFA and SAE 30%

Semester Grades:
- 1st Quarter 50%
- 2nd Quarter 50%
Project Visit Forms

I have included a scan of about 10 project visit forms. There is a set in there that say “See Lisa’s Form” because I had one project visit with multiple families since the kids were all raising their goats in one place. I asked the parents if it was okay and that they would all receive a copy of Lisa’s form so they had copies of all information covered during our visit.
Student: Arturo

Project: Meat goat - prior to getting animal

Record Book: Yes No

Parent Contact: Yes No

Conditions found at the time of the visit:
1. General Condition of project: Poor Fair Average Above Average

2. Recommendations:
   - Needs to have uniform pieces for fair
   - White lemons
   - White button up, collared shirt

3. Miscellaneous information:

4. The student has attained or learned the following as a result of this project:

5. Length of visit:

6. Signatures:
   Student: ___________________________ Date: ____________
   Parent: ___________________________ Date: ____________
   Advisor: ___________________________ Date: ____________
Orestimba High School - Agriculture Department
Supervision Record of Supervised Project

Student: Edgar Garcia Francisco Navarrete Gonzalez
Date: 03/10/09

Project: Meat Goats

Record Book: YES NO
Parent Contact: YES NO

Conditions at the time of visit:
1. General Condition: Poor Fair Good Excellent
2. Recommendations:

3. Miscellaneous Information:
- Went to picked out their animals (Vetter Farm)
- Set date and time for mtg. w/ rochas to get setup to house 4 goats (Feb 3/13 4pm)

4. The student has attained or learned the following as a result of this project:

5. Length of Visit: 1.5 hours

Signatures:
Advisor's Signature
Student Signature
Parent Signature
Orestimba High School - Agriculture Department
Supervision Record of Supervised Project

Name: [Student Name]
Project: [Project Name]
Record Book: Yes
Parent Contact: Yes

1. General Conditions of project:
   - Conditions found at the time of the visit: Fair
   - 2. Recommendations:
      - [Teacher's Notes]

3. Miscellaneous Information:
   - [Teacher's Notes]

4. The student has attained or learned the following as a result of this project:
   - [Teacher's Notes]

5. Length of visit: 3 hours
6. Signatures:
   - Parent: [Parent Signature]
   - Advisor: [Advisor Signature]

Date: [Date]

Jennifer - Thanks for the cotton candy last year!
Looking forward to having you at the fair this summer! Yeah!
Orestimba High School - Agriculture Department
Supervision Record of Supervised Project

Student: LISA RECUES
Project: MEAT GOATS
Record Book: YES NO Parent Contact: YES NO

Date: 03/13/09

Conditions at the time of visit:
Prior to project starting!

1. General Condition: Poor Fair Good Excellent
2. Recommendations:

3. Miscellaneous Information:
- Went over & signed
  * Release of liability
  * 3 strike agreement
- Set up feeding/mealing weekly schedule
- Set up payment schedule

4. The student has attained or learned the following as a result of this project visit:
- Expectations
- Accountability & Consequences
- Emergency Contacts

5. Length of Visit: 1 hr

Signatures:
Advisor's Signature
Student Signature
Parent Signature
Orestimba High School - Agriculture Department
Supervision Record of Supervised Project

Student: Francisco Navarrete
Project: Meat Goat

Date: 03/13/09

Record Book: YES NO Parent Contact: YES NO

Conditions at the time of visit:
1. General Condition: Poor Fair Good Excellent

2. Recommendations:

3. Miscellaneous Information:

See Lisa's on 3/13

4. The student has attained or learned the following as a result of this project:

5. Length of Visit: 1 hr

Signatures:
Adviser's Signature
Student Signature
Parent Signature
Student: Cameron Rocha
Project: meat goals
Date: 03/13/09

Record Book: YES NO Parent Contact: YES NO

Conditions at the time of visit:
1. General Condition: Poor Fair Good Excellent
2. Recommendations:
    # scrapie tagged
    # 3 + 4

3. Miscellaneous Information:

4. The student has attained or learned the following as a result of this project:

5. Length of Visit: 1 hr

Signatures:
Advisor’s Signature
Cameron Rocha
Student Signature
Wendy Rocha
Parent Signature

03/13
Orestimba High School - Agriculture Department
Supervision Record of Supervised Project

Student: Manuel Gonzales
Project: Meat Goat

Date: 03/13/09

Record Book: YES NO Parent Contact: YES NO

Conditions at the time of visit:
1. General Condition: Fair Good

2. Recommendations:

3. Miscellaneous Information:

4. The student has attained or learned the following as a result of this project:

5. Length of Visit: 1 hr

Signatures:
Advisor's Signature
Student Signature
Parent Signature

See USDA 03/13
Orestimba High School - Agriculture Department
Supervision Record of Supervised Project

Student: Thea + Jaime Greel
Project: Meat Goats

Record Book: Yes No Parent Contact: Yes No

Conditions found at the time of the visit:
1. General Condition of project: Poor Fair Average Above Average

2. Recommendations:
   - Get uniform pieces - also show chain
   - White jeans
   - Brown belt
   - Brown boots
   - White, sleeveless collared shirt
   - 18" dog chain w/ "C" clamps

3. Miscellaneous Information:
   - Fair dates - July 31 - Aug. 9
   - Please store my cell phone in all family phones (209) 462-7334

4. The student has attained or learned the following as a result of this project:

5. Length of visit: 20 mins

6. Signatures:
   - Student: Thea + Jaime Greel Date: 3/19/09
   - Parent: [Signature] Date: 3/19/09
   - Advisor: [Signature] Date: [Signature] Date:
Orestimba High School - Agriculture Department
Supervision Record of Supervised Project

Student: Miguel De La Cruz
Project: Meat goat

Record Book: Yes  No
Parent Contact: Yes  No

Conditions found at the time of the visit:
1. General Condition of project: Poor  Fair  Average  Above Average

2. Recommendations:
   Weighed 48.52 ??

3. Miscellaneous information:
   Looked good!
   Need to spend time
   We gain so they get

4. The student has attained or learned the following as a result of this project:

5. Length of visit:

6. Signatures:
   Student: Miguel De La Cruz  Date: 
   Parent:  Date: 
   Advisor:  Date: 4/4/09
Student: Roche Kids - Cam, Manuel, Francisco
Project: Goats
Record Book: Yes  No
Parent Contact: Yes  No

Conditions found at the time of the visit:
1. General Condition of project: Poor  Fair  Average  Above Average
2. Recommendations:

All good - snout/ear/nose taken care of

Breathing going down - much hay decreased to 1 x/day

Clean pen. Good work!

3. Miscellaneous information:

4. The student has attained or learned the following as a result of this project:

   How to observe and make modifications to fix problems

5. Length of visit:

6. Signatures:
   Student: ___________________________ Date: __________
   Parent: ___________________________ Date: __________
   Advisor: ___________________________ Date: 04/23/09
Orestimba High School - Agriculture Department
Supervision Record of Supervised Project

Student: All Great Kids
Project: Meat Goats
Record Book: Yes [ ] No [x] Parent Contact: Yes [ ] No [x]

Conditions found at the time of the visit:
1. General Condition of project: Poor [ ] Fair [x] Average [ ] Above Average [ ]
2. Recommendations: Weigh day 4 show practice
   - Francisco - 58 lb.
   - Luis - 62 lb.
   - Manuel - 58 lb.
   - Amancio - 62 lb.
   - Edgar - 68 lb.
   - Miguel - 68 lb.

3. Miscellaneous information:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. The student has attained or learned the following as a result of this project:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

5. Length of visit: __________________________________________________

6. Signatures:
   Student: ___________________________ Date: _______________________
   Parent: ___________________________ Date: _______________________
   Advisor: __________________________ Date: _______________________

[Signatures]
Cameron B. (Student)
Francisco M. (Parent)
M. Gordon (Advisor)
Student: Taylor Brasil
Project: Rep. heifer

Record Book: No
Parent Contact: No

Conditions found at the time of the visit:
1. General Condition of project: Above Average
2. Recommendations: 
   - Helped w/ideas for proj. Omg
   - Know animal req's for picking heifer
   - Why?? did you pick her, etc.

3. Miscellaneous information:
   Taylor seems as though she wants to learn @ her project, not just do it. She knew technical terms already @ seems confident!

4. The student has attained or learned the following as a result of this project:

5. Length of visit:

6. Signatures:
   Student: Taylor Brasil Date: 4-6-09
   Parent: Date:
   Advisor: Date: 04/06/09
Below is a copy of our department meeting minute sheet that is filled out every week as a department. This is then emailed to administration, school board members, and advisory committee members. I have highlighted the area where we keep track of project/home visits made each week.

Orestimba High School
Agriculture Department
Weekly Department Meeting Record

Date & Time: ____________________________________________

Ag Instructors Present: ________________________________________________________________

Activities for the week:

    Monday:
    Tuesday:
    Wednesday:
    Thursday:
    Friday:
    Saturday/Sunday:

Important dates during the month:

Vehicle Needs for the coming week:
    Monday:
    Tuesday:
    Wednesday:
    Thursday:
    Friday:
    Weekend:

Home/Project visitations made (prior week):
Additional information discussed:

Next meeting date:

**Agriculture Course Agendas**

**Mrs. Stroud**

Ag Biology:

Ag Leadership:

Ornamental Horticulture:

**Mr. Rico**

Ag Wood:

Ag Mech:

Advanced Mech:

Power & Tech:

Small Engines:

**Miss Skoglund**

Floral:

Ag Science 1:
Appendix G Narrative

Attached is a copy of one of our student’s current 2009 book. Each student in our department keeps a record book that we keep on the district network. They print the entire book out if they are applying for a degree or award, but they are all graded monthly in the computer lab by the agriculture teachers.
AGRICULTURAL EDUCATION - STUDENT CAREER
DATA SHEET

A. Name: ____________________________ ____________________________
   Last Name First Name, MI

B. Gender: Male _____ Female _____

C. Date: ____________

D. Year in Agriculture Program: ____________
   (1st, 2nd, 3rd, 4th)

E. Grade Level in School: ____________
   (9, 10, 11, 12)

F. Program of Instruction Being Pursued: (Select Only One)
   _______ Plant & Soil Science (4010)
   _______ Animal Science (4020)
   _______ Agricultural Mechanics (4030)
   _______ Agricultural Business (4040)
   _______ Ornamental Horticulture (4050)
   _______ Forestry & Natural Resources (4060)
   _______ Agriscience (4070)

G. I Am Taking This Course Because: (Select Only One)
   _______ I plan a career in agriculture
   _______ Not a career, just an interest in agriculture.
   _______ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)
   _______ White
   _______ Hispanic
   _______ Black (Except Hispanic)
   _______ Filipino
   _______ Asian or Pacific Islander
   _______ American Indian/Native American
   _______ Other

I. Locator Data:
   Street Address: ____________________________
   Phone Number: ____________________________

   Parent/Guardian Name (Print Full Name For Each)
   Mr. ____________________________
   Miss/Mrs./Ms. ____________________________

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

   ____________________________________________

K. Please indicate below your plans after graduation from high schools:
   1. Go to Work Full - Time
      No Further Education
      Some College Later

   2. Go to College
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major

   3. Go Into Military Service

STUDENT PROGRAM PLANNING FORM

3/17/10

Ending Date: 12/31/2009
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
</tr>
<tr>
<td>Course</td>
<td>Course</td>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

<table>
<thead>
<tr>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N. Planned Department Activity (FFA)

|               |               |               |               |
|               |               |               |               |
|               |               |               |               |
|               |               |               |               |
|               |               |               |               |

Parents/Guardians Signature: ________________________________
Included in this file are the following items:

- **Ag department policy:** this document is given to each student enrolled in an agriculture course. It is reviewed in class then taken home to be reviewed with parents. Parents and students are required to sign this document.
- **FFA Credit Activities:** this document is also sent home with each student enrolled in an agriculture course at the beginning of the year. It is a spreadsheet with each FFA event that students can participate in for FFA points. It gives a description, location, and number of points earned. Parent and student signatures are also required on this document.
- **Fair SAE Documents:**
  - Fair rules: This document is signed by all fair exhibitors and their parents to be able to show with Newman FFA at the fair.
  - 3 Strike Agreement: Students and parents sign this document agreeing that they understand the 3 strike rule and that the student will not be allowed to show at the fair if they are to receive 3 strikes.
  - 3 Strike Notification form: this is the document we use to notify students if they have earned a strike.

Our department is in the process of building a school farm which will open many more SAE opportunities. Once that happens, our department will be drafting many more detailed documents and contract hat students and parents will need to sign in order to have a SAE on the farm.

I was not been able to find an actual copy of any of these documents that were Board approved.
Students enrolled in ANY agriculture course at OHS are required to earn FFA Participation Points each quarter to fulfill a 100 point assignment. FFA points will be used to calculate a 100 point assignment score:

- 1 FFA point = 10 assignment points
- 8 out of 10 FFA points = 80/100 for the quarter
- 12 out of 10 FFA points = 120/100 for the quarter (extra credit)

The following activities get students involved with positive after school activities, allow students to get to know each other outside of class, and promote community service and positive role modeling.

Listed below are the FFA activities planned for the 2009-2010 school year, in which students may attend in order to receive FFA Participation Points. Events will not be taken off the list, but may be added throughout the year. All agriculture students will be fully aware of any additional activities planned. If you have any questions or concerns, please contact one of the Newman FFA advisors by phone or email.

Lauren Stroud
lstroud@nclusd.k12.ca.us
209-862-2916

Jaime Rico
jrico@nclusd.k12.ca.us
209-862-2916

Karling Skoglund
kskoglund@nclusd.k12.ca.us
209-862-2916

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 18-September 14</td>
<td>Sell tickets to the Spaghetti Dinner Drive-Thru ($7 each)</td>
<td>6 points per 4 tickets sold</td>
</tr>
<tr>
<td>Monday, September 21 – October 16</td>
<td>Sell Omelet Breakfast Tickets ($7 each)</td>
<td>6 points per 4 tickets sold</td>
</tr>
<tr>
<td>Thursday, September 10 6:30 pm First year Students ONLY</td>
<td>Attend the Welcome BBQ to eat yummy food and be introduced to FFA!</td>
<td>4 points for attending OR 6 points if your parents come with you</td>
</tr>
<tr>
<td>Wednesday, 9-16-08 2pm – 5pm 5 pm- 8 pm</td>
<td>Work at the spaghetti dinner drive-thru</td>
<td>4 points per 3 hour shift</td>
</tr>
<tr>
<td>Tuesday, September 22</td>
<td>Attend the monthly meeting and FUN NIGHT!</td>
<td>3 points for attending fun night only 4 points for attending meeting &amp; fun night</td>
</tr>
<tr>
<td>Friday, September 25 Leave OHS @ 7 am</td>
<td>Attend the Sectional Greenhand Conference</td>
<td>6 points for attending</td>
</tr>
<tr>
<td>Thursday, October 1 Meet @ 4 pm</td>
<td>Work community service activity</td>
<td>3 points for working</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Points</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Wednesday, October 14</td>
<td>Participate OR work at the Opening/Closing Ceremonies Contest</td>
<td>5 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for participating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 points for working</td>
</tr>
<tr>
<td>Saturday, October 17</td>
<td>Work at the Ag department clean up/work day</td>
<td>4 points for a 2 hour shift</td>
</tr>
<tr>
<td>Sunday, October 18</td>
<td>Work at the Omelet Breakfast Fundraiser LJ Newman Hall</td>
<td>4 points per 2 hour shift</td>
</tr>
<tr>
<td><strong>QUARTER TWO</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, October 27</td>
<td>Attend monthly meeting and Fun NIGHT!</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for attending fun night only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 points for attending meeting &amp; fun night</td>
</tr>
<tr>
<td>Monday, November 2-23</td>
<td>Bring in 15 non-perishable food items for canned food drive</td>
<td>3 points per 15 items, extra credit in class for each additional 10</td>
</tr>
<tr>
<td>Tuesday, November 10</td>
<td>Receive FFA Degree at Ceremony</td>
<td>5 points for receiving degree AT THE ceremony</td>
</tr>
<tr>
<td>6 pm LJ Newman Hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, 11-25-08</td>
<td>Attend or report for the Nov. Monthly meeting</td>
<td>4 points for attending</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 points for reporting</td>
</tr>
<tr>
<td>Tuesday, November 17</td>
<td>Attend monthly meeting and Fun NIGHT!</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for attending fun night only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 points for attending meeting &amp; fun night</td>
</tr>
<tr>
<td>Tuesday, November 24</td>
<td>Help deliver food baskets to Newman Residence</td>
<td>3 points for helping</td>
</tr>
<tr>
<td>Wednesday, December 2</td>
<td>Attend State Degree Meeting/workshop</td>
<td>2 points for attending</td>
</tr>
<tr>
<td>Tuesday, Dec. 1- Dec. 15</td>
<td>Sell Crab Feed Tickets</td>
<td>6 points per 2 tickets sold</td>
</tr>
<tr>
<td>Saturday, December 5</td>
<td>Compete at the Natural Resource Contest</td>
<td>5 points for competing</td>
</tr>
<tr>
<td>Tuesday, December 8</td>
<td>Apply for Greenhand Office</td>
<td>4 points for applying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 for being elected</td>
</tr>
<tr>
<td>Thursday, December 10</td>
<td>Attend Winter Hay Bale Ride Caroling</td>
<td>3 for caroling</td>
</tr>
<tr>
<td>Saturday, December 12</td>
<td>Compete at the Natural Resource Contest</td>
<td>5 points for competing</td>
</tr>
<tr>
<td><strong>QUARTER THREE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, Jan. 4 -21</td>
<td>Sell Crab Feed Tickets</td>
<td>5 points per 2 tickets sold</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Points for Participating</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Saturday, January 9</td>
<td>Compete at the Natural Resource Contest</td>
<td>5</td>
</tr>
<tr>
<td>Wednesday, January 13</td>
<td>Attend monthly meeting and Fun NIGHT!</td>
<td>3 (fun night only) 4 (meeting &amp; fun night)</td>
</tr>
<tr>
<td>Wednesday, January 20</td>
<td>Apply for State Degree</td>
<td>5</td>
</tr>
<tr>
<td>Friday, January 22</td>
<td>Compete at Super Friday Speaking Contest</td>
<td>5</td>
</tr>
<tr>
<td>Saturday, January 23</td>
<td>Help set up for the crab feed</td>
<td>4</td>
</tr>
<tr>
<td>Saturday, January 23</td>
<td>Compete at the Natural Resource Contest</td>
<td>5</td>
</tr>
<tr>
<td>Tuesday, January 26</td>
<td>Compete in Sectional Volleyball Tournament</td>
<td>3</td>
</tr>
<tr>
<td>Saturday, January 30</td>
<td>Compete in the Natural Resource State Finals</td>
<td>7</td>
</tr>
<tr>
<td>Saturday, January 30</td>
<td>Work at the SWAP MEET</td>
<td>6 (6 points per 5 hour shift)</td>
</tr>
<tr>
<td>Sunday, January 31</td>
<td>Work at the SWAP MEET</td>
<td>6 (6 points per 5 hours shift)</td>
</tr>
<tr>
<td>Saturday, February 6</td>
<td>Compete at the Arbuckle Field Day</td>
<td>5</td>
</tr>
<tr>
<td>Monday, February 8</td>
<td>Apply for Regional Office</td>
<td>5</td>
</tr>
<tr>
<td>Fri-Sat, February 12-13</td>
<td>Attend the MFE/ALA Leadership Conference</td>
<td>6</td>
</tr>
<tr>
<td>Tuesday, February 23</td>
<td>Attend monthly meeting and Fun NIGHT!</td>
<td>3 (fun night only) 4 (meeting &amp; fun night)</td>
</tr>
<tr>
<td>Saturday, February 27</td>
<td>Attend or compete at Regional Meeting</td>
<td>5</td>
</tr>
<tr>
<td>Saturday, March 6</td>
<td>Compete at the UC Davis Field Day</td>
<td>5</td>
</tr>
<tr>
<td>?? Sometime in March</td>
<td>Compete at the Occupational Olympics</td>
<td>5</td>
</tr>
<tr>
<td>Saturday, March 13</td>
<td>Compete at the Chico</td>
<td>5</td>
</tr>
<tr>
<td>Friday, March 17</td>
<td>Attend monthly meeting and Fun NIGHT!</td>
<td>3 (fun night only)</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Points</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Saturday, March 20</td>
<td>Compete at Field Day</td>
<td>5 points</td>
</tr>
<tr>
<td>Saturday, March 27</td>
<td>Compete at Field Day</td>
<td>5 points</td>
</tr>
<tr>
<td><strong>QUARTER FOUR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday, 3-21-09</td>
<td>Compete at the Merced OR Reedley College Field Day</td>
<td>5 points</td>
</tr>
<tr>
<td>Monday, 3-23-09</td>
<td>Apply for Chapter Officer</td>
<td>8 points</td>
</tr>
<tr>
<td>Saturday, 3-28-09</td>
<td>Compete at the MJC Field Day</td>
<td>5 points</td>
</tr>
<tr>
<td>Tuesday, 4-7-09</td>
<td>Attend or report for the monthly business mtg.</td>
<td>4 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 points</td>
</tr>
<tr>
<td>Tuesday, 4-7-09</td>
<td>Compete in Local Project Competition</td>
<td>5 points</td>
</tr>
<tr>
<td>Wednesday, 4-8-09</td>
<td>Attend Sectional FUN NIGHT at John’s Pizza</td>
<td>3 points</td>
</tr>
<tr>
<td>Saturday, 4-11-09</td>
<td>Compete at the Reedley or CRC Field Day</td>
<td>5 points</td>
</tr>
<tr>
<td>Thursday, 4-16-09</td>
<td>Compete in the State Finals Speaking Contest</td>
<td>5 points</td>
</tr>
<tr>
<td>Saturday, 4-18-09</td>
<td>Compete at the Fresno Field Day</td>
<td>5 points</td>
</tr>
<tr>
<td>Sat., April 18-21</td>
<td>Attend CA State FFA Leadership Conference</td>
<td>8 points</td>
</tr>
<tr>
<td>Saturday, 5-2-09</td>
<td>Compete at the CA State Finals, Cal Poly</td>
<td>7 points</td>
</tr>
<tr>
<td>Friday, 5-8-09</td>
<td>Compete at the Sectional Project Competition</td>
<td>7 points</td>
</tr>
</tbody>
</table>

Please detach the bottom portion of this paper, sign, and return to your agriculture instructor by _______________________.

I have read and understand the FFA point portion of my/my child’s grade in my/their agriculture course at Orestimba High School. I/we will be keeping the top portion of this handout so I/we are constantly aware of what events/activities I/they can attend for FFA points.

_________________________________ _________________________
Student’s Signature     Date

_________________________________ _________________________
Parent/Guardian Signature    Date
2009-2010 Newman FFA Activities

Students enrolled in ANY agriculture course at OHS are required to earn FFA Participation Points each quarter to fulfill a 100 point assignment. FFA points will be used to calculate a 100 point assignment score:

- 1 FFA point = 10 assignment points
- 8 out of 10 FFA points = 80/100 for the quarter
- 12 out of 10 FFA points = 120/100 for the quarter (extra credit)

The following activities get students involved with positive after school activities, allow students to get to know each other outside of class, and promote community service and positive role modeling.

Listed below are the FFA activities planned for the 2009-2010 school year, in which students may attend in order to receive FFA Participation Points. Events will not be taken off the list, but may be added throughout the year. All agriculture students will be fully aware of any additional activities planned. If you have any questions or concerns, please contact one of the Newman FFA advisors by phone or email.

Lauren Stroud  jrico@nclusd.k12.ca.us  kskoglund@nclusd.k12.ca.us
lstroud@nclusd.k12.ca.us  209-862-2916

<p>| QUARTER ONE |
|--------------|---------------------------------|---------------------------------|
| Date         | Event                           | Point Value                     |
| Tuesday, August 18-September 14 | Sell tickets to the Spaghetti Dinner Drive-Thru ($7 each) | 6 points per 4 tickets sold |
| Monday, September 21 – October 16 | Sell Omelet Breakfast Tickets ($7 each) | 6 points per 4 tickets sold |
| Thursday, September 10 6:30 pm First year Students ONLY | Attend the Welcome BBQ to eat yummy food and be introduced to FFA! | 4 points for attending OR 6 points if your parents come with you |
| Wednesday, 9-16-08 2pm – 5pm 5 pm- 8 pm | Work at the spaghetti dinner drive-thru | 4 points per 3 hour shift |
| Tuesday, September 22 | Attend the monthly meeting and FUN NIGHT! | 3 points for attending fun night only 4 points for attending meeting &amp; fun night |
| Friday, September 25 Leave OHS @ 7 am | Attend the Sectional Greenhand Conference | 6 points for attending |
| Thursday, October 1 Meet @ 4 pm | Work community service activity | 3 points for working |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, October 14</td>
<td>Participate OR work at the Opening/Closing Ceremonies Contest</td>
<td>5 points for participating 3 points for working</td>
</tr>
<tr>
<td>Saturday, October 17</td>
<td>Work at the Ag department clean up/work day</td>
<td>4 points for a 2 hour shift</td>
</tr>
<tr>
<td>Sunday, October 18</td>
<td>Work at the Omelet Breakfast Fundraiser LJ Newman Hall</td>
<td>4 points per 2 hour shift</td>
</tr>
</tbody>
</table>

**QUARTER TWO**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, October 27</td>
<td>Attend monthly meeting and Fun NIGHT!</td>
<td>3 points for attending fun night only 4 points for attending meeting &amp; fun night</td>
</tr>
<tr>
<td>Monday, November 2-23</td>
<td>Bring in 15 non-perishable food items for canned food drive</td>
<td>3 points per 15 items, extra credit in class for each additional 10</td>
</tr>
<tr>
<td>Tuesday, November 10 6 pm LJ Newman Hall</td>
<td>Receive FFA Degree at Ceremony</td>
<td>5 points for receiving degree AT THE ceremony</td>
</tr>
<tr>
<td>Tuesday, 11-25-08</td>
<td>Attend or report for the Nov. Monthly meeting</td>
<td>4 points for attending 5 points for reporting</td>
</tr>
<tr>
<td>Tuesday, November 17</td>
<td>Attend monthly meeting and Fun NIGHT!</td>
<td>3 points for attending fun night only 4 points for attending meeting &amp; fun night</td>
</tr>
<tr>
<td>Tuesday, November 24</td>
<td>Help deliver food baskets to Newman Residence</td>
<td>3 points for helping</td>
</tr>
<tr>
<td>Wednesday, December 2</td>
<td>Attend State Degree Meeting/workshop</td>
<td>2 points for attending</td>
</tr>
<tr>
<td>Tuesday, Dec. 1- Dec. 15</td>
<td>Sell Crab Feed Tickets</td>
<td>6 points per 2 tickets sold</td>
</tr>
<tr>
<td>Saturday, December 5</td>
<td>Compete at the Natural Resource Contest</td>
<td>5 points for competing</td>
</tr>
<tr>
<td>Tuesday, December 8</td>
<td>Apply for Greenhand Office</td>
<td>4 points for applying 6 for being elected</td>
</tr>
<tr>
<td>Thursday, December 10</td>
<td>Attend Winter Hay Bale Ride Caroling</td>
<td>3 for caroling</td>
</tr>
<tr>
<td>Saturday, December 12</td>
<td>Compete at the Natural Resource Contest</td>
<td>5 points for competing</td>
</tr>
</tbody>
</table>

**QUARTER THREE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, Jan. 4 -21</td>
<td>Sell Crab Feed Tickets</td>
<td>5 points per 2 tickets sold</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Points for Completing/Attending</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Saturday, January 9</td>
<td>Compete at the Natural Resource Contest</td>
<td>5 points for competing</td>
</tr>
</tbody>
</table>
| Wednesday, January 13       | Attend monthly meeting and Fun NIGHT!      | 3 points for attending fun night only  
|                             |                                            | 4 points for attending meeting & fun night |
| Wednesday, January 20       | Apply for State Degree                     | 5 points for applying           |
| Friday, January 22          | Compete at Super Friday Speaking Contest   | 5 points for competing          |
| Saturday, January 23        | Help set up for the crab feed              | 4 points for helping            |
| Saturday, January 23        | Compete at the Natural Resource Contest    | 5 points for competing          |
| Tuesday, January 26         | Compete in Sectional Volleyball Tournament | 3 points for playing            |
| Saturday, January 30        | Compete in the Natural Resource State Finals | 7 points for competing        |
| Saturday, January 30        | Work at the SWAP MEET                      | 6 points per 5 hour shift       |
| Sunday, January 31          | Leave OHS @ 6 am                           |                                 |
|                             | Work at the SWAP MEET                      | 6 points per 5 hours shift      |
| Saturday, February 6        | Compete at the Arbuckle Field Day          | 5 points for competing          |
| Monday, February 8          | Apply for Regional Office                  | 5 points for applying           |
| Fri-Sat, February 12-13     | Attend the MFE/ALA Leadership Conference   | 6 points for attending          |
| Leave OHS @ 12 pm           |                                            |                                 |
| Tuesday, February 23        | Attend monthly meeting and Fun NIGHT!      | 3 points for attending fun night only  
|                             |                                            | 4 points for attending meeting & fun night |
| Saturday, February 27       | Attend or compete at Regional Meeting       | 5 points for attending or competing |
| Saturday, March 6           | Compete at the UC Davis Field Day          | 5 points for competing          |
| ?? Sometime in March        | Compete at the Occupational Olympics       | 5 points for competing          |
| Saturday, March 13          | Compete at the Chico                       | 5 points for competing          |
| Friday, March 17            | Attend monthly meeting and Fun NIGHT!      | 3 points for attending fun night only  |
### QUARTER FOUR

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Points for Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday, 3-21-09</td>
<td>Compete at the Merced OR Reedley College Field Day</td>
<td>5</td>
</tr>
<tr>
<td>Monday, 3-23-09</td>
<td>Apply for Chapter Officer</td>
<td>8</td>
</tr>
<tr>
<td>Saturday, 3-28-09</td>
<td>Compete at the MJC Field Day</td>
<td>5</td>
</tr>
<tr>
<td>Tuesday, 4-7-09</td>
<td>Attend or report for the monthly business mtg.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Tuesday, 4-7-09</td>
<td>Compete in Local Project Competition</td>
<td>5</td>
</tr>
<tr>
<td>Wednesday, 4-8-09</td>
<td>Attend Sectional FUN NIGHT at John’s Pizza</td>
<td>3</td>
</tr>
<tr>
<td>Saturday, 4-11-09</td>
<td>Compete at the Reedley or CRC Field Day</td>
<td>5</td>
</tr>
<tr>
<td>Thursday, 4-16-09</td>
<td>Compete in the State Finals Speaking Contest</td>
<td>5</td>
</tr>
<tr>
<td>Saturday, 4-18-09</td>
<td>Compete at the Fresno Field Day</td>
<td>5</td>
</tr>
<tr>
<td>Sat., April 18-21</td>
<td>Attend CA State FFA Leadership Conference</td>
<td>8</td>
</tr>
<tr>
<td>Saturday, 5-2-09</td>
<td>Compete at the CA State Finals, Cal Poly</td>
<td>7</td>
</tr>
<tr>
<td>Friday, 5-8-09</td>
<td>Compete at the Sectional Project Competition</td>
<td>7</td>
</tr>
</tbody>
</table>

Please detach the bottom portion of this paper, sign, and return to your agriculture instructor by _____________________.

I have read and understand the FFA point portion of my/my child’s grade in my/their agriculture course at Orestimba High School. I/we will be keeping the top portion of this handout so I/we are constantly aware of what events/activities I/they can attend for FFA points.

_________________________________ _________________________
Student’s Signature                Date

_________________________________ _________________________
Parent/Guardian Signature          Date
Newman FFA
3 Strike Rule Agreement

If an exhibitor is not holding up to his/her responsibilities, they will receive a ‘strike’ that will be documented and kept on file. If an exhibitor is to get 3 strikes, they will not be allowed to show at the Stanislaus County Fair.

A ‘strike’ can be given for the following reasons:
- Missing a scheduled weigh day or livestock meeting without prior arrangements
- Livestock animal not being fed
- Pen not being clean
- Inhumane treatment of the livestock
- Not completing any necessary paperwork by a deadline/due date
- Anything the advisor constitutes as unfit livestock management practices

A ‘livestock project strike notification’ will be filled out when a strike is earned.
- First violation: student signs strike notification
- Second violation: Student and parent signs strike notification
- Third strike: Student and parent sign strike notification and exhibitor loses the opportunity to show at the county fair

By signing below, I agree that I have read and understand the livestock exhibitor 3 strike rule policy. I agree that if I am to get 3 strikes and forfeit my right to show at the Stanislaus County Fair, I will be responsible for selling my animal on my own and removing it from current housing facilities within 2 weeks of my third strike.

___________________________________________  ____________________________
Exhibitors Signature  Date

___________________________________________  ____________________________
Parent/Guardian Signature  Date
Newman FFA
Livestock Project Strike Notification Form

Exhibitor’s Name: ___________________________________________  Date: _____________

Species: ____________________________________________________

You received a “strike” on _______________________ for the following reason:

____  Missing a scheduled weigh day/livestock meeting without prior notification

____  Animal was not fed

____  Pen was not clean

____ (other) Ag Advisor explanation:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Advisor’s Name: _____________________________________________

You have now accumulated a total of ______ strike(s). If this is your second strike, your parents/guardians will be notified. If you receive a third strike, you will forfeit your privilege to show at the fair.

Student Signature: ___________________________________________  Date: ______________

Parent’s Signature: ___________________________________________  Date: ______________

Advisor’s Signature: ___________________________________________  Date: ______________

If you have questions, call or email you Ag advisor!
Orestimba High School
Agriculture Department Policy

INSTRUCTORS:
Lauren Stroud  Jaime Rico  Karling Skoglund
lstroud@nclusd.k12.ca.us  jrico@nclusd.k12.ca.us  kskoglund@nclusd.k12.ca.us

I. EXPECTATIONS
General:
- Students must bring all materials necessary for class as outlined below by type of class.
- All students, except leadership students, agree to pass a safety test at the start of the course and agree to follow those safety rules throughout the entire length of the course.
- Students will alert their instructor of any safety problems or accidents that occur.
- Students are expected to behave in a mature, orderly, and cooperative fashion.
- Students understand that violation of these rules may result in loss of laboratory or shop privileges.

Floral Students:
- **Fees:** None
- **Materials:**
  - 3 ring binder
  - 6 tabbed dividers
  - Blue/black pens
  - Lined notebook paper
  - Pencils

**General:**
- Notebook/binder checks will occur throughout the year to ensure that students are organized and have all necessary materials.
- When in class, students will use their assigned in-class textbook that may NOT be taken home.

Shop Students:
- **Fees:** $20
- **Materials:**
  - ANSI approved safety glasses
  - Combination lock for shop locker
  - 3 ring binder
  - 5 binder dividers
  - Lined notebook paper
  - Pencils

**General:**
- Students will not be allowed in the shop in the absence of the instructor, which includes days when a substitute teacher is present.
Science & Leadership Students:

- **Fees**: None
- **Materials**:
  - 3 ring binder
  - Blue/black pens
  - Pencils
  - 10 Tabbed dividers
  - Lined notebook paper

- **General**:
  - Notebook/binder checks will occur throughout the year to ensure that students are organized and have all necessary materials.
  - When in class, students will use their *assigned* in-class textbook that may NOT be taken home. All students will have a text book to keep and use at home.

II. DEPARTMENTAL RULES

- **Behavior**: You are to act maturely and responsibly at all times; neglecting to be on your best behavior may result in detention. Many of the agriculture classes utilize equipment and tools that can result in injuries if students are not on their best behavior. The facilities that are used for agriculture classes are a privilege to learn in, therefore, if a student is behaving badly, that privilege will be taken away.

- **Respecting Substitutes**: Students who misbehave when a substitute teacher is running a class will be required to copy a behavior essay in writing, which must be signed by their parent and the vice principal to encourage the student to treat future substitutes with respect.

- **Professionalism**: If a student goes on a field trip, conference, or competition with any of the agriculture instructors, the students need to remember that they are representing Orestimba High School, Newman FFA, themselves, and their instructors. Therefore, students should act professionally when dressing, speaking, and interacting with others. Males with visible piercings will be asked to take them out while in the FFA uniform. Females with piercings, other than their ears, will be asked to take piercings out while in the FFA uniform. Traveling with the FFA is a privilege that can easily be taken away if a student decides to act unprofessionally at any time.

III. GRADING POLICY

- **FFA Points**: Students are required to earn 10 FFA Points each quarter by attending events and activities or helping with fundraisers and community service. FFA involvement gives students an opportunity to earn extra credit in their agriculture classes by earning more than 10 points each quarter. A handout is attached that outlines ALL Newman FFA events that students may attend and the amount of points they can receive for each event. Please keep this handout to refer to throughout the year. **FFA points are worth 10% of the student’s grade in ALL agriculture classes.**

- **FFA Record Book**: Students are required to maintain an agriculture related project in or out of class, that they will keep records of in an official FFA Record Book.
IV. PHOTO CLEARANCE

- The Orestimba High School Agriculture Department & FFA would like permission to use photographs (taken by FFA members, professional photographers, or provided by the student) of your child in various capacities: bulletins boards, FFA newsletters, community presentations, staff training, recruitment, and on the District & FFA website.
- Below you will be asked to indicate if you grant clearance for the department to take and use photos of your child for the above reasons.
- You may change your mind at any time by sending a note to your child agriculture instructor in writing.

*******************************************************************************
Both guardian and student should read this form together and then sign. Please sign and return this portion of the handout and keep the remaining portion to refer to throughout the year.
If you have questions please contact your child’s agriculture instructor at 862-2916.
I have read and fully understand the expectations, rules, and grading procedures for the Orestimba High School Agriculture Department.

To be read and returned by: _________________________________

Parent/Guardian: ___________________________________ Date: _______________________

Student: ___________________________________________ Date: _______________________

Photo Clearance (please check one): ◊ Yes, I grant the department photo clearance.
◊ No, I do not grant the department photo clearance.

NOTE: THIS FORM IS WORTH 25 POINTS TOWARDS THE STUDENTS GRADE!!!
Newman FFA
2009 Stanislaus County Fair
Rules and Procedures

1. All premium book rules will be strictly enforced.

2. All school rules concerning student behavior will apply. Any problems will result in removal of the student and their animals from the fairgrounds immediately. Parent will be notified. Inappropriate behavior, bad language, smoking, chewing tobacco, drugs or alcohol will not be tolerated. Guests not exhibiting appropriate behavior will be asked to leave the area and the student will be warned only once before disciplinary action will be taken.

3. All students showing market animals will participate in the Booster program. This requires soliciting donations from community members and turning in donation to the Ag Advisors. There are no “personal donations” in the Booster program. Every market animal that is eligible to sell will be purchased by the Boosters.

4. All students will maintain their own exhibits and care for their animals daily. Cleaning will be completed by 8:00 a.m. each morning, as well as throughout the day. Barn Duty will be scheduled in all barns and students will be expected to adhere to the schedule.

5. All students will check in with the instructors while at the fairgrounds and inform them of any problems and indicate to them when they plan to leave the fairgrounds at any time.

6. Our chapter will use the Newman FFA displays only. Individual displays are not to be used. All students will assist in the preparation of the displays, assembling, maintaining during the fair, and disassembling them at the fair.

7. Parents and FFA members will NOT be allowed to go to the livestock office concerning problems or questions without first talking to a Newman FFA Advisor. This is to keep the advisors informed and to prevent congestion in the livestock office. Fair management has asked that this rule be enforced.

8. If you will be renting rooms at a local motel, adults must supervise the students at all times and assume total responsibility for the students. Any behavior problems will be dealt with by removing the student along with their project from the fair and/or withholding premium money.

9. According to Fair Rules: Parking permits will be limited to one per family. A wristband will be issued to each exhibitor. Parents may purchase wristbands (2 per family) for $25.00 each (must be cash, checks are not permitted.)
10. *All students must be academically eligible* to exhibit projects at the Stanislaus County Fair. This requires a 2.0 GPA with no F’s as of the end of the second semester. Students also must have attended 80% of chapter meeting to be eligible.

11. All FFA members must provide their **own transportation** to and from the fair daily, *Transportation of projects is the responsibility of the member.*

12. Students are responsible for preparing their animal for showing. Students must be ringside prior to their class and are responsible for their show times. Failure to be on time for your class will result in disciplinary action and possible suspension of showing at the fair.

13. If emergency treatment is required and a parent/guardian cannot be reached immediately, your signature empowers school authorities to exercise their own judgment in calling a physician or to transport your son/daughter to a hospital emergency room.

14. As required by Education Code Section 35330 and upon behalf of myself, my spouse, and my child, I hereby waive all claims if any, we/I may ever have against the Newman Crows Landing Unified School District and the State of California for injury, accident, illness, or death occurring during or by reason of the Stanislaus County Fair.

I understand that failure to comply with any of the rules and procedures outline can result in removal from the fair and becoming ineligible to participate in the Newman FFA chapter (including FFA Office, conferences, judging teams, etc.) I understand and agree to the above rules and procedures.

__________________________  __________________________
Student Name (Print)        Parent/Guardian Name (Print)

__________________________  __________________________
Student Signature            Parent/Guardian Signature

__________________________  __________________________
Lauren Stroud, Advisor      Karling Skoglund, Advisor      Jaime Rico, Advisor

__________________________
Joe Terra, Principal
Newman FFA

California Chapter # 97
National FFA Chapter # 160

Program of Work

2009 – 2010

Orestimba High School
Newman, CA
Foreword

We, the Future Farmers of Newman have assembled this Program of Work in order to:

Set up definite goals for our chapter to work towards in the hope that we will be able to progress into greater prominence this school year;

Promote a spirit of helpfulness and cooperation in our community;

Acquaint the membership more thoroughly with the work and accomplishments of our organization;

Acquaint the school administration, school board and school patrons with the aims, purposes and activities of the FFA program at Orestimba High School and in the community.

Since the primary aim of the National FFA is the development of agricultural leadership, cooperation, and citizenship, the FFA Motto appropriately reads:

Learning to do
Doing to learn
Earning to live
Living to serve

Do You Just Belong?

Are you an active member, the kind that would be missed?
Or are you just content to have your name upon the list?
Do you attend the meetings and mingle with the flock?
Or do you usually stay away and criticize and knock?
Do you take an active part, to help and work along?
Or are you satisfied to be the kind that just belongs?
Do you pitch in, and do your share, to really make things tick?
Or leave the work to just a few that you would call “the clique”?*
There’s quite a program scheduled that we’re sure you’ve heard about,
And we’ll appreciate it if you too, will help us work things out.
So come to the meetings often, and help with hand and heart.
Don’t just be a member, but take an active part.
Think this over, friend, ‘cause you know right from wrong.
Are you an “active member”, or do you “just belong”?

Author Unknown
# Table of Contents

Cover 1

Foreword 2

Table of Contents 3

The FFA Creed 4

Newman Crows-Landing School District 5

FFA Officers 6

Officer Duties 7

Fundraiser, Community Service, & Conferences 8

Point Awards System 9

Point Awards 10

Block ‘O’ Requirements 13

Newman Stars 14

Officers Above the Chapter Level 15

State Degree 16

American Degree 17

Honorary Chapter Farmer 18

State & National Winners 19

Constitution and By-laws 20

Annual Calendar of Events Appendix
The FFA Creed
E.M. Tiffany

I believe in the future of agriculture, with a faith born not 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 use from the struggles of former years.

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

I believe in leadership from ourselves and respect for 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.
Newman FFA

2008-2009

Orestimba High School
Newman-Crows Landing Unified School District

Board of Trustees
Barbara Alexander
Laura Elkington
Janice Conforti
RoseLee Hurst
Derek Solano

District Administration
Dr. Rick Fauss, Superintendent
Mr. Jukes, Assistant Superintendent
Jeri Hamera, Director of Human Resources

High School Administration
Jessie Ceja, Principal
John Luis, Vice Principal
Randy Heinrichs, Dean of Students

Ag Advisory Committee Members
Ed Perry
Andy Pon
Dr. Cathy Wallace
Steve Bell
Paul Dompe
Bill Mattos
## FFA Officers

### Newman Chapter Officers
- **President:** Seanie Bettencourt
- **Vice President:** Luke Pasco
- **Secretary:** Shelby Fields
- **Treasurer:** Marcus Moreno
- **Reporter:** Cheyenne Bueno
- **Sentinel:** Christina Bettencourt
- **Historian:** Lisa Reeves
- **Advisors:** Ms. Karling Skoglund, Mr. Jaime Rico, Mrs. Lauren Stroud

### Greenhand Officers

### Tri-Rivers Section Officers
- **President:** Evan Souza
- **Vice President:** Jonathon Rodriguez
- **Secretary:** Aubree
- **Treasurer:** Shelby Fields
- **Reporter:** Lisa Corona
- **Sentinel:** Billy Myers
- **Advisor:** Ms. Heather McDowell

### Central Region Officers
- **President:** Collin Abraham
- **Vice President:** Vince Pelligri
- **Secretary:** Taylor Pires
- **Treasurer:** Kyle Quinn
- **Reporter:** Kyle Mendes
- **Sentinel:** Alexa Nunes
- **Advisor:** Ms. Jean Landeen

### California State Officers
- **President:** Adrienne Bradley
- **Vice President:** Sam Doty
- **Secretary:** Mikaela Serafin
- **Treasurer:** Jordan Lippincott
- **Reporter:** Kaylyn Schiber
- **Sentinel:** Tatiana Prestininzi
- **Advisor:** Mr. Bob Hueval and Mr. Josiah Mayfield
Newman FFA Chapter Officer Duties

President
Preside over and conducts meetings according to accepted parliamentary procedure. Represents the chapter and speaks on occasions as necessary. Keeps chapter work moving in a satisfactory manner.

Vice President
Assists the President at all times. Presides at meetings in the absence of the President. Prepared and able to take over Presidency. In charge of point awards.

Secretary
Prepares agendas for all meetings. Prepares and reads minute of meetings. Attends to official correspondence and sends out and posts notices. Maintains permanent records of the chapter. Prepares membership roster and issues membership cards.

Treasurer
Assists in preparing an annual budget of estimated receipts and expenditures. Maintains the financial records of the chapter. Obtains financial records from the school bookkeeper to report for each meeting. Assists with the planning of fundraisers and securing donations.

Reporter
Gathers and collects chapter news. Contacts local newspapers, supplies FFA news and articles for publication. Assists with chapter photography and scrapbook.

Sentinel
Sets up meeting room and cares for chapter paraphernalia and equipment. Sees that the meeting room is comfortable. Responsible to see that all areas used by the FFA are cleaned prior to leaving. Plans recreational activities for the chapter meetings and events.

Historian
Maintain chapter scrapbook throughout year. Required to be at all FFA events and assist with photography. Assist with slide show and present scrapbook to membership at end of year awards ceremonies. Work as a member of the officer team to carry out the activities of the chapter.

Greenhand Officers
Chair the Greenhand Homecoming float; organize the holiday food basket donations; plan the annual Holiday Party; work with the Chapter Officers in the planning of National FFA Week; plan and promote chapter recruitment activities; actively participate in all meetings and be prepared to take the position of any chapter officer who is unavailable to perform their duties.
Fundraisers, Community Service, & Conferences

Fundraisers Planned:
Advertisement booklet
Omelet Breakfast
Swap Meet Sanitary Engineering
Crab Feed (Booster Dinner)
Flower Sales, Plant Sales, Shop Project Sales
Spaghetti Drive-thru Dinner
Tri-Tip Drive-thru Dinner

Community Service Projects:
Thanksgiving Food Baskets
Toys for Tots
Salvation Army Bell Ringing
Native Plant growth and river restoration with US Department of Fish & Wildlife

Conferences Planned to Attend:
Chapter Officer Retreat
Sectional Leadership Conference
Sectional Greenhand Conference
Regional Chapter Officer Leadership Conference
National Convention
Spring Regional Meeting
State Conference
Made for Excellence Leadership Conference
Advanced Leadership Academy
Weekend in the woods
Newman FFA Point Awards System

To be eligible for awards, recognition, achievement trips, competitions, recreational activities, etc., members must meet the following requirements:

- Satisfactory conduct and attitude, measured by the FFA Advisors
- Meet school eligibility requirements
- Must maintain a record book

The following system of points will be used to determine standings in the point awards. (All numbers will be verified.) Members do not get more than one group of points for each activity. For example, a member may not get points for attending, competing, and winning an event. They would only get points for the highest item.

The top ten point award winners for the year (excluding the officers) will be invited to attend a trip to Great America after the end of the school year. Retiring chapter officers will be invited to attend this trip.

Full and partial scholarships to attend the National Convention are available and based on point awards. The chapter will pay for American Farmer Degree recipients, National Band/Choir members, and State Winners of National CDE or National Finalist Proficiency Applicants to attend the National Convention only.
Newman FFA Point Awards

National Convention
Attending 300
California State Delegate (free trip to National Convention) 350
National Band/Choir (free trip to National Convention) 350
National CDE Contest
Competing (free trip to National Convention) 350
Winning 500

State Conference
Delegate Committee Chair 150
Official Delegate 100
Band/Choir Member 150
Attending 75

Regional Meetings and Conferences
Attending 30
Official delegate 50
COLC 35
MFE and ALA Conferences 50

Regional Outstanding Project/Outstanding Officer 150
Regional Outstanding Project Finalist 125
Sectional Outstanding Project 100
Sectional Gold Award 75

Competitive Events (CDE)
State Finals
Competing 150
Winning team or individual (top 5) 200
Competing at Regional Runoffs 50
Regional Finalist 75
Regional Winner 100
Field Days/Sectional Contests
Attending/Competing 50
Winning Award in Top 5 (team or individual) 100

Project Competition and Opening/Closing Contest
Local Participation Only 50
Sectional Outstanding Project/Outstanding Officer 150
Sectional Outstanding Project Finalist 125
Sectional Gold Award 100
Sectional Silver Award 75
<table>
<thead>
<tr>
<th>Community Service</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work (per hour)</td>
<td>10</td>
</tr>
<tr>
<td>Article Appearing in newspaper or magazine</td>
<td>50</td>
</tr>
<tr>
<td>Radio or television appearance for FFA</td>
<td>100</td>
</tr>
<tr>
<td>Canned food drive (per can) max 50 pts.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Meetings</strong></td>
<td></td>
</tr>
<tr>
<td>Work (per hour)</td>
<td>20</td>
</tr>
<tr>
<td>Chapter Meeting</td>
<td>25</td>
</tr>
<tr>
<td>CDE Team Practice</td>
<td>25</td>
</tr>
<tr>
<td>Volunteer Reporter</td>
<td>15</td>
</tr>
<tr>
<td><strong>Fundraisers</strong></td>
<td></td>
</tr>
<tr>
<td>Raffle Prizes</td>
<td>25</td>
</tr>
<tr>
<td>Set up, Clean up, Worked (per hour)</td>
<td>10</td>
</tr>
<tr>
<td>Tickets sold</td>
<td></td>
</tr>
<tr>
<td>• Omelet Breakfast</td>
<td>10</td>
</tr>
<tr>
<td>• Spaghetti</td>
<td>10</td>
</tr>
<tr>
<td>• Tri-tip</td>
<td>20</td>
</tr>
<tr>
<td>• Crab</td>
<td>20</td>
</tr>
<tr>
<td>Advertisements sold (per ad)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Committees</strong></td>
<td></td>
</tr>
<tr>
<td>Chairperson/ Co-Chair</td>
<td>25</td>
</tr>
<tr>
<td>Member</td>
<td>15</td>
</tr>
<tr>
<td><strong>Degrees</strong></td>
<td></td>
</tr>
<tr>
<td>Greenhand</td>
<td>25</td>
</tr>
<tr>
<td>Chapter</td>
<td>50</td>
</tr>
<tr>
<td>State</td>
<td>100</td>
</tr>
<tr>
<td>American (free trip to National Convention)</td>
<td></td>
</tr>
<tr>
<td><strong>FFA Awards</strong></td>
<td></td>
</tr>
<tr>
<td>Star Greenhand</td>
<td>100</td>
</tr>
<tr>
<td>Star Chapter Farmer</td>
<td>150</td>
</tr>
<tr>
<td><strong>Proficiency Awards</strong></td>
<td></td>
</tr>
<tr>
<td>Applicant (per area)</td>
<td>50</td>
</tr>
<tr>
<td>Sectional Winner</td>
<td>75</td>
</tr>
<tr>
<td>Regional Winner</td>
<td>100</td>
</tr>
<tr>
<td>State Finalist</td>
<td>200</td>
</tr>
<tr>
<td>State Winner</td>
<td>300</td>
</tr>
<tr>
<td>National Finalist (free trip to National Convention)</td>
<td>400</td>
</tr>
<tr>
<td>National Winner</td>
<td>500</td>
</tr>
<tr>
<td><strong>Officer Positions</strong></td>
<td></td>
</tr>
<tr>
<td>National or State Officer</td>
<td>500</td>
</tr>
<tr>
<td>Slated for National or State Officer</td>
<td>250</td>
</tr>
<tr>
<td>Regional Officer Applicant</td>
<td>50</td>
</tr>
<tr>
<td>Regional Officer</td>
<td>200</td>
</tr>
<tr>
<td>Sectional Officer Applicant</td>
<td>50</td>
</tr>
<tr>
<td>Sectional Officer</td>
<td>150</td>
</tr>
<tr>
<td>Chapter Officer applicant</td>
<td>25</td>
</tr>
<tr>
<td>Chapter Officer Elected</td>
<td>100</td>
</tr>
<tr>
<td>Chapter Officer Appointed (Greenhand, Historian)</td>
<td>50</td>
</tr>
</tbody>
</table>

- 11 -
Block “O” Requirements

* Must meet first two requirements then at least 6 out of the remaining 8

1. Must have helped at a fundraiser for at least one year.
2. Must have been enrolled in an Agriculture Class for three years.
3. Hold or run for a Chapter Office.
4. Maintain a Supervised Agricultural Experience project and have up to date records.
5. Hold the Greenhand and Chapter Degrees.
6. Grade point average at or above a 2.0.
7. Attended a sectional or regional meeting or competition.
8. Participate in a FFA Career Development Event.
9. Enrolled in Agriculture Leadership for at least one year.
10. Have a minimum of 1000 points in Point Awards records in 3rd year of Ag.
Newman FFA Stars

<table>
<thead>
<tr>
<th>Year</th>
<th>Greenhand</th>
<th>Chapter Farmer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>Ryan Crow</td>
<td>Franklin Robinson</td>
</tr>
<tr>
<td>1999</td>
<td>Stacy Robinson &amp; Frank Duarte</td>
<td>Matt Crow</td>
</tr>
<tr>
<td>2000</td>
<td>Katie Knizevski</td>
<td>Stacy Robinson</td>
</tr>
<tr>
<td>2001</td>
<td>Kristy Crow</td>
<td>Frank Duarte</td>
</tr>
<tr>
<td>2002</td>
<td>Marcus Avila</td>
<td>Kristy Crow</td>
</tr>
<tr>
<td>2003</td>
<td>Carly Pon</td>
<td>Robin Kloepfer</td>
</tr>
<tr>
<td>2004</td>
<td>Lindsey Duran</td>
<td>Antonio Leon</td>
</tr>
<tr>
<td>2005</td>
<td>Carlee Sterling</td>
<td>Marcus Avila</td>
</tr>
<tr>
<td>2006</td>
<td>Chelsie Theodore</td>
<td>Carlee Sterling</td>
</tr>
<tr>
<td>2007</td>
<td>Seanie Bettencourt</td>
<td>Karina Rios</td>
</tr>
<tr>
<td>2008</td>
<td>Shelby Fields</td>
<td>Michael Avalos</td>
</tr>
<tr>
<td>2009</td>
<td>Cameron Rocha</td>
<td>Lisa Reeves</td>
</tr>
</tbody>
</table>
## Officers Above the Chapter Level

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1937</td>
<td>State Reporter</td>
<td>Harold Morehead</td>
</tr>
<tr>
<td>1990</td>
<td>Sectional Sentinel</td>
<td>Matthew Terra</td>
</tr>
<tr>
<td>1991</td>
<td>Regional Vice President</td>
<td>Matthew Terra</td>
</tr>
<tr>
<td>1992</td>
<td>State Secretary</td>
<td>Matthew Terra</td>
</tr>
<tr>
<td>1993</td>
<td>Sectional Vice President</td>
<td>Skip Bettencourt</td>
</tr>
<tr>
<td>1995</td>
<td>Sectional Reporter</td>
<td>Allison Collins</td>
</tr>
<tr>
<td>1996</td>
<td>Sectional Reporter</td>
<td>Jennifer Duarte</td>
</tr>
<tr>
<td>1997</td>
<td>Regional Reporter</td>
<td>Jennifer Duarte</td>
</tr>
<tr>
<td>2000</td>
<td>Sectional Reporter</td>
<td>Jacqueline Foss</td>
</tr>
<tr>
<td>2001</td>
<td>Sectional President</td>
<td>Stacy Robinson</td>
</tr>
<tr>
<td>2002</td>
<td>Sectional Vice President</td>
<td>Kristy Crow</td>
</tr>
<tr>
<td>2004</td>
<td>Sectional Vice President</td>
<td>Carly Pon</td>
</tr>
</tbody>
</table>
# State Farmer Degree Recipients

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Year</th>
<th>Name</th>
<th>Year</th>
<th>Name</th>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940</td>
<td>Raymond Sherman</td>
<td>1979</td>
<td>Matthew Terra</td>
<td>2002</td>
<td>Michael Courtright</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dale E. Smith</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1941</td>
<td>Edwin Faria</td>
<td>1980</td>
<td></td>
<td>2003</td>
<td>Kristy Crow</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alvin Rocha</td>
<td>1981</td>
<td></td>
<td></td>
<td>Dennis Garcia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1943</td>
<td>Ed Bettencourt</td>
<td>1982</td>
<td></td>
<td></td>
<td>Greg George</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Manuel Gonzales</td>
<td>1983</td>
<td></td>
<td></td>
<td>Noah Nelson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1946</td>
<td>Harold Mattos</td>
<td>1984</td>
<td></td>
<td>2004</td>
<td>Marcus Avila</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1952</td>
<td>Tony Peichoto</td>
<td>1985</td>
<td></td>
<td></td>
<td>Katie Masterton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1953</td>
<td>David Fraga</td>
<td>1986</td>
<td></td>
<td></td>
<td>Peter Oliveros</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1954</td>
<td>Raymond Lopes</td>
<td>1987</td>
<td></td>
<td></td>
<td>Brandon Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1955</td>
<td>Richard Brazil</td>
<td>1988</td>
<td></td>
<td>2005</td>
<td>Marcus Lawrence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Richard Fantasia</td>
<td>1989</td>
<td></td>
<td></td>
<td>Travis Gonsalves</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>George Lema</td>
<td>1990</td>
<td></td>
<td></td>
<td>Antonio Leon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1956</td>
<td>Joe Perry Jr.</td>
<td>1992</td>
<td></td>
<td></td>
<td>Frank Aguilera</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Robert Roehlk</td>
<td>1993</td>
<td></td>
<td>2007</td>
<td>Kelsey Cunningham</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1957</td>
<td>Louis L. Coelho Jr.</td>
<td>1994</td>
<td></td>
<td></td>
<td>Nicole Leu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1959</td>
<td>Bill Coelho</td>
<td>1995</td>
<td></td>
<td>2008</td>
<td>Devan Reardon</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curtis Craven</td>
<td>1996</td>
<td></td>
<td></td>
<td>Michael Avalos</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eddie Rocha</td>
<td>1997</td>
<td></td>
<td>2009</td>
<td>Seanie Bettencourt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1961</td>
<td>Donald Avila</td>
<td>1998</td>
<td></td>
<td></td>
<td>Cheyenne Bueno</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>William Cerutti</td>
<td></td>
<td></td>
<td></td>
<td>Rebecca Chrisanti</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1962</td>
<td>Dan Areias</td>
<td></td>
<td></td>
<td></td>
<td>Angelica Frayle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1963</td>
<td>Leonard Gomes</td>
<td>1999</td>
<td></td>
<td></td>
<td>Jazmine Garcia</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>John Lopes</td>
<td></td>
<td></td>
<td></td>
<td>Dwight Lerno</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vernon Peichoto</td>
<td></td>
<td></td>
<td></td>
<td>Luke Pasco</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chris Pon</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
American Farmer Degree Recipients

1973  Tony Cantunto
1977  Anthony Souza
1993  Matthew Terra
1997  Kimberly Tosta
1998  Jared Amaral
       Jennifer Azevedo
1999  Sarah Lopes
       Stacy Crow
       Kacey Souza
       Jose Garcia
2000  Mike Lopes
       Zac Nelson
       Franklin Robinson
2001  Martin Oliveros
2002  Matt Crow
       Ryan Crow
2003  Michael Courtright
       Frank Duarte
       Stacy Robinson
       Aaron Souza
2004  Veronica Torres
2005  Kristy Crow
       Noah Nelson
       Neil Souza
       Greg George
2006  Marcus Avila
       Bernadette Bento (Walton)
       Antonio Leon
2007  Frank Aguilera
2009  Carlee Sterling
Honorary Chapter Farmer Recipients

1999  Katy Hoag and Adrianne Stanley
2000  Richard Foss
2001  Frank W. Duarte
2002  Joe and Marilyn Terra
2003  Keith Collins
2004  Danny and Carole Silva
2005  Norman and Karen Crow
2006  Trisha Chandler
2007  Bill and Susanne Nelson
2008  Phyllis Sterling and Andy & Kathy Pon
2009  Bob McConnell
State and National Awards

2000  State Proficiency Ag Mechanics  Matt Crow

2001  State Proficiency Specialty Crop Entrepreneur Production  Matt Crow

2001  State Proficiency Diversified Crop Production Entrepreneur  Ryan Crow

2002  State and National Job Interview Winner  Kristy Crow

2004  State Proficiency Specialty Crop Entrepreneur Production National Finalist  Kristy Crow
Newman FFA Constitution and Bylaws
Adopted 1998, Revised 2008

Article I-Name and Purposes

Section A. The name of this organization shall be the “Newman Chapter of the Future Farmers of America.” Members are hereinafter referred to as “Future Farmers of America.” The letters “FFA” may be used to designate the chapter, its activities, or members thereof.

Section B. The purposes for which this organization is formed are as follows:

1. To develop competent, aggressive, rural, and agricultural leadership.
2. To strengthen the confidence of the farm boy/girl in himself/herself and his/her work.
3. To create more interest in the intelligent choice of a farming occupation.
4. To create and nurture a love of country life.
5. To improve the rural home and its surroundings
6. To encourage cooperative effort among students of vocational education in agriculture.
7. To promote thrift among students of vocational education in agriculture.
8. To promote and improve scholarship
9. To encourage organized recreational activities among students of vocational agriculture.
10. To supplement the regular systematic instruction offered to students of vocational education in agriculture.
11. To advance the cause of vocational education in agriculture the public schools of California.
12. To encourage members in the development of individual farming programs and establishment in farming.

Article II-Organization

Section A. The Newman Chapter of FFA is a chartered local unit of the California Association of FFA that is chartered by the National organization of FFA.

Section B. This chapter accepts in full the provisions in the constitution and bylaws of the California Association of FFA as well as those of the National organization of FFA.
Article III-Membership

Section A. Membership in this chapter shall be of two kinds: (1) Active; (2) Honorary.

Section B. The regular work of this chapter shall be carried on by the active membership.

Section C. Honorary membership in this chapter shall be limited to honorary chapter farmer degree. After being elected to an Honorary Degree, he shall remain an honorary member indefinitely.

Section D. Active members in good standing may vote on all business brought before the chapter. An active member shall be considered in good standing as set forth in the bylaws.

Article IV-Emblems

Sections A. The emblem of the National and State FFA shall be the emblems for the chapter.

Article V-Membership grades and privileges

Section A. There shall be (4) grades of active membership in this chapter. These grades are: (1) The Greenhand degree; (2) The Chapter Farmer degree; (3) The State FFA Degree; (4) The American Farmer Degree.

Section B. The Newman Chapter of FFA shall have the right to award the first two of these degrees.

Section C. The Greenhand Degree: minimum qualifications for election.
1. Be regularly enrolled in an agriculture class.
2. Possess facilities for, and have, a satisfactory program of supervised agricultural experience.
3. Recite from memory the creed of the FFA. (Not all will do this.)
4. Be familiar with the purposes of the FFA and the local program of work.
5. Receive a majority vote of the members present at a regular meeting of a local chapter of FFA.

Section D. Chapter Farmer Degree: minimum qualifications for election:
1. Must have held the degree of Greenhand for at least one year of instruction in vocational agriculture immediately preceding election to the Degree of Chapter Farmer and have record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, having in operation an improved supervised farming program, and be regularly enrolled in a vocational agriculture class.
3. Be familiar with the purposes and programs of work of the State Association and National Organization.
4. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for 15 minutes.
7. Must have earned by his/her own efforts from his supervised farming program and deposited in a bank or otherwise productively invested at least $50.00
8. Receive a majority of votes of the memberships present at a regular local chapter meeting.

Section E. Special committees shall review the qualifications of members and make recommendations to the chapter concerning degree advancement.

Article VI Officers

Section A. The executive officers of the chapters shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Advisor. The advisor shall be a teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective office.

Section B. The other chapter officers shall include: Historian(s). This office will perform their usual duties, as well as any duties assigned to them by the chapter advisory or executive chapter officer team.

Section C. Officers shall be elected annually by a majority vote of the members present at a regular chapter meeting.

Section D. Honorary members shall not vote or hold an office in the chapter except that of advisor.

Section E. The officers of the chapter shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or by-laws adopted from time to time.

Section F. Chapter officers must hold the degree of chapter farmer or be receiving their chapter farmer degree in the same year.
Section G. In the event an officer cannot fulfill their duty or resigns, the position will be opened to the general membership. They shall complete an application and participate in an oral interview with the current officer team. The general members shall vote at the next regular meeting.

Article VII – Meetings

Section A. Regular chapter meetings shall be held once a month during the school year and when necessary during the remaining time. Special meetings maybe called at any time.

Section B. Two delegates shall be elected annually from the active membership to represent the chapter at the state convention. Other delegates’ maybe named at various other FFA meetings within the state.

Section C. A majority of the active members listed on the secretary’s membership roll shall constitute a quorum and quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal.

Article VIII – Dues

Section A. A full, state and national dues shall be paid by Incentive Grant or VEA funds by the Ag. Department.

Article IX – Amendments

Section A. This constitution maybe amended or changed at any regular chapter meeting by two-thirds vote of the active members present providing it is not in conflict with the State Association Constitution or the National Organization.

Section B. By-laws may be adopted to fit the need of the chapter at any regular chapter meeting by a two-thirds vote of the active members present, providing such by-laws conflict in no way with the constitution and by-laws of either the State Association or the National Organization.
BY-LAWS TO THE CONSTITUTION OF 
NEWMAN FUTURE FARMERS OF AMERICA

I. General Rule
   A. The regular monthly meetings will be scheduled at the executive officer summer meeting.

   B. Election of officers will take place at the last regular meeting of the year.

   C. To be eligible to purchase a jacket, members must be a Greenhand member or higher.

II. Officer Requirements

   A. All officers must meet all four requirements. If each officer does not meet these requirements steps maybe taken to remove an officer.

      1. All officers must attend 100% of all regularly planned meetings. Officers may only be excused if participating in a school function that is approved by an advisor ahead of time or have a family emergency.

      2. Officers must attend Local Greenhand Conference, Sectional Leadership Conference, and Regional Chapter Officer Leadership Conference unless previously arranged with an advisor.

      3. All officers must maintain a B average in the Agriculture Leadership class that will be checked quarterly.

      4. Officers must meet 95% of individual officers duties.

      5. Quarterly Officer Review

   B. Personal Office Requirements

      1. President
         a. In charge of constitution and by-laws.
         b. Must make sure officers are aware of all activities and meetings.
         c. Running Mtg.

      2. Vice President
         a. Must have point award done every month.
         b. In charge of creating committees for each scheduled event and watching them to make sure they are working efficiently.

      3. Secretary
         a. Agenda must be prepared in advance four school days prior to a meeting.
         b. Minutes must be done in four school days after meeting.
c. Membership roster must be done by October 1st.
d. Membership cards must be distributed among members before the Greenhand and Chapter degree ceremony.
e. Officer attendance/Review-sign-in sheet

4. Treasurer
a. Must keep up to date records of all chapter accounts.
b. Present current balance at every meeting.
c. Verify with school accountant for current balance one week prior to meetings.

5. Reporter
a. Submit minimum of 1 article in New Horizon.
b. Submit at least two articles per quarter in West Side Index/Farm Bureau.
c. Quarterly submissions to scrap book.
d. Over see historian and scrapbook.
e. Submit activity Req. to student Council

6. Sentinel
a. Have paraphernalia set up 15 minutes prior to meeting time.
b. Have minimum of one game prepared prior to meeting.
c. Create of a detailed list of all games played.
d. Have list of attendees typed up four days post meeting for secretary’s record.
e. Have refreshments and utensils. All items purchased will be reimbursed only with a receipt.
f. Assist secretary with any correspondence needed.
Integrating FFA into the Ag program

The FFA part of the agriculture courses at Orestimba High School have been approved by the NCLUSD board. The board recognizes that FFA activities are extremely important to the student learning of the various agriculture skills being taught and that these activities enhance the students’ leadership skills. The FFA portion of the class is recognized by the board as being co-curricular, not extra-curricular. Although I know the board is in favor of FFA as being a graded portion of agricultural education at Orestimba High School I am unable to find board minutes stating this. I believe this is partly to do with the fact that the board approved FFA many years ago and it has not been challenged to my knowledge. To help parents and students better understand the benefit and requirements for participation in FFA and SAE the agriculture teachers hold an informational meeting for interested parents and students near the beginning of each year.
FFA Recruitment

Our department has the leadership class and officer team organize and run the recruitment activities. We host the following events in order to recruit:

- **Middle School Recruitment Day:** I take the leadership kids and officers to our one feeder middle school for a whole day of presentations to the eighth grade classes. The Principal has approved us coming in one month before registration and the PE teachers have agreed to give us one of their days in order to present so the students do not miss core classes. The kids make a power point with descriptions of all the benefits of being in FFA and TONS of pictures. We buy lots of FFA prizes like backpacks, t-shirts, pens, pencils, etc that the kids give away during games, question/answer portion, and just for fun. We play music and make it a really fun 45 minutes.
- **Greenhand/Parent BBQ:** we invite all the first year students and their parents to a free BBQ and information night. We eat first, then the kids go with the officers to play games and learn about opportunities in FFA; the parents go into the classrooms to get presentations from the ag teachers that include a power point with opportunities and pictures. We have our Spanish speaking teacher go into one room with the Spanish speaking parents and we have the English speaking parents go into a classroom for an English presentation so we are certain that all parents understand what their child can get involved with.
- **Ag Day at the Elementary Schools:** each year we pick a different elementary school in the District to visit for a day in the spring. We bring FFA members to set up different stations that teach the elementary students about agriculture. For example, planting a plug in a Styrofoam cup; identifying livestock; a petting zoo; agriculture arts and crafts of some sort; tractor parts on a real tractor that they get to sit in; making ice cream and the where the ingredients come from. These kids get excited to become a part of agriculture and FFA in the future.
- **FFA Week:** we have lunchtime activities that we let ANY kids participate in on campus so kids that might not be in an ag class get interested by seeing how much fun we are. We give away fun prizes and food so kids have a desire to get involved with the ag department.
- **Public Relations:** we make sure to have articles in the local newspaper as well as the school paper so the community and students are always aware of our accomplishments. We want other kids who are not enrolled in agriculture to see the successes of our students so they have a desire to get involved and feel those successes as well.
Narrative

Our Chapter scrapbook is completed every year by the Chapter Historian. It is available to view at all our local events.
Summer Activities

During the summer, the only FFA activities that take place are livestock SAE project visits and practice, Booster’s fundraisers, preparing for the freshman orientation, and the Officer Retreat. The Officer Retreat is typically overseen by all advisors unless there is a conflict. The date and place for the officer retreat varies year to year and planning for the retreat takes place at the end of each school year. Then for livestock show practices each advisor oversees a different animal group.

I have included in this file a copy of my summer hours that I use to request my summer stipend. You can see the various activities I participate in during the summer in a bit more detail.
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Jun</td>
<td>FFA Point Awards Trip to 6 Flags</td>
<td>13</td>
</tr>
<tr>
<td>3-Jun</td>
<td>Department meeting, Packing Seminar Prep, BBQ Area Plan</td>
<td>7</td>
</tr>
<tr>
<td>4-Jun</td>
<td>Weighed Goats, Fair meeting</td>
<td>8</td>
</tr>
<tr>
<td>5-Jun</td>
<td>Shop Work Day, Meeting with Rotarian Bob McConnel</td>
<td>8</td>
</tr>
<tr>
<td>9-Jun</td>
<td>Officer Retreat Prep, Greenhouse PO, dewormed goats</td>
<td>4</td>
</tr>
<tr>
<td>10-Jun</td>
<td>Greenhouse PO, Shop work day, Packing Seminar Prep</td>
<td>8</td>
</tr>
<tr>
<td>11-Jun</td>
<td>Goat show practice, Greenhouse PO</td>
<td>8</td>
</tr>
<tr>
<td>June 16- July 3</td>
<td>Late Spring Courses At Cal Poly, SLO</td>
<td>2</td>
</tr>
<tr>
<td>18-Jun</td>
<td>Phone calls to all livestock exhibitors &amp; vet clinic</td>
<td></td>
</tr>
<tr>
<td>June 21-26</td>
<td>CATA Summer Conference</td>
<td>48</td>
</tr>
<tr>
<td>June 26-27</td>
<td>Agriskills Institute</td>
<td>12</td>
</tr>
<tr>
<td>25-Jun</td>
<td>Phone calls to all livestock exhibitors</td>
<td>1</td>
</tr>
<tr>
<td>28-Jun</td>
<td>Weighed goats, department calendar</td>
<td>7</td>
</tr>
<tr>
<td>29-Jun</td>
<td>Weighed goats</td>
<td>2</td>
</tr>
<tr>
<td>7-Jul</td>
<td>Departmental paperwork, Natural Resource Meeting</td>
<td>5</td>
</tr>
<tr>
<td>8-Jul</td>
<td>Weighed goats, Natural Resource Practice, fair meeting</td>
<td>7</td>
</tr>
<tr>
<td>9-Jul</td>
<td>Goat fair display, Natural Resouce Practice</td>
<td>5</td>
</tr>
<tr>
<td>10-Jul</td>
<td>Fair phone calls, finalized officer retreat plans and awards</td>
<td>5</td>
</tr>
<tr>
<td>11-Jul</td>
<td>Officer Retreat and Natural Resource training</td>
<td>18</td>
</tr>
<tr>
<td>12-Jul</td>
<td>Officer Retreat and Natural Resource training</td>
<td>19</td>
</tr>
<tr>
<td>14-Jul</td>
<td>Departmental paperwork</td>
<td>4</td>
</tr>
<tr>
<td>15-Jul</td>
<td>Showmanship practice, tractor pull work</td>
<td>5</td>
</tr>
<tr>
<td>16-Jul</td>
<td>Goat fair display, weighed goats</td>
<td>7</td>
</tr>
<tr>
<td>22-Jul</td>
<td>Organized fair supplies, displays, and calendar</td>
<td>5</td>
</tr>
<tr>
<td>23-Jul</td>
<td>SMART Board Training, clipped one goat</td>
<td>9</td>
</tr>
<tr>
<td>24-Jul</td>
<td>Meeting with Rotary, clipped &amp; weighed goats,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>National Convention Paperwork and phone calls</td>
<td>8</td>
</tr>
<tr>
<td>25-Jul</td>
<td>Clipped and weighed goats</td>
<td>5</td>
</tr>
<tr>
<td>26-Jul</td>
<td>Stanislaus County Fair</td>
<td>5</td>
</tr>
<tr>
<td>27-Jul</td>
<td>Stanislaus County Fair</td>
<td>12</td>
</tr>
<tr>
<td>28-Jul</td>
<td>Stanislaus County Fair</td>
<td>13</td>
</tr>
<tr>
<td>29-Jul</td>
<td>Stanislaus County Fair</td>
<td>10</td>
</tr>
<tr>
<td>30-Jul</td>
<td>Stanislaus County Fair</td>
<td>12</td>
</tr>
<tr>
<td>31-Jul</td>
<td>Stanislaus County Fair</td>
<td>7</td>
</tr>
<tr>
<td>1-Aug</td>
<td>Stanislaus County Fair</td>
<td>7</td>
</tr>
<tr>
<td>2-Aug</td>
<td>Stanislaus County Fair</td>
<td>12</td>
</tr>
<tr>
<td>3-Aug</td>
<td>Stanislaus County Fair</td>
<td>2</td>
</tr>
<tr>
<td>4-Aug</td>
<td>National Convention paperwork, FFA budget, organized tractor pull/ freshman orientation work day</td>
<td>9</td>
</tr>
<tr>
<td>5-Aug</td>
<td>Lesson Planning</td>
<td>9</td>
</tr>
<tr>
<td>6-Aug</td>
<td>Work day with students, meeting with Rico @ fair</td>
<td>9</td>
</tr>
<tr>
<td>7-Aug</td>
<td>Lesson Planning</td>
<td>9</td>
</tr>
<tr>
<td>8-Aug</td>
<td>Freshman orientation, delivered National Convention paperwork and check, meeting with Rotary, FFA errands:</td>
<td></td>
</tr>
</tbody>
</table>
got coin jackets, returned buyer gifts, fair thank you letters

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-Aug</td>
<td>Tractor Pull contacts and organization, tractor pull ads, leadership/officer duties and committee development</td>
</tr>
<tr>
<td>12-Aug</td>
<td>Business Visits with Officers for tractor pull ads, tractor pull ad book sponsor spread sheet</td>
</tr>
<tr>
<td>13-Aug</td>
<td>Tractor Pull ad book - scanning, finalized department policy and parent hand outs</td>
</tr>
<tr>
<td>14-Aug</td>
<td>Tractor Pull ad book - scanning</td>
</tr>
</tbody>
</table>
Graduate Follow-up Survey
Newman FFA

Name: _____________________________________________

Current Address: _______________________________________________________________________
_____________________________________________________________________________________

Permanent Address: _____________________________________________________________________
_____________________________________________________________________________________

Phone Number: _____________________________

1. What are you currently doing?

2. In what type of business or industry are you employed?

3. Which statement best applies to your present occupation?

   _____ I am using most of the skills I learned in the OHS Ag Dept.
   _____ I am using some of the skills I learned in the OHS Ag Dept.
   _____ I am not using any of the skills I learned in the OHS Ag Dept.

4. What type of school are you currently attending?

5. How would you rate the training you received in the OHS Ag Dept?

   _____ Excellent       ____ Good       ____ Fair       ____ Poor

6. Please add any suggestions you have for improving the programs offered in the Agriculture Department at OHS.
Graduate Status

The Orestimba High School Agriculture Department keeps files on agriculture student graduates after they graduate from high school. The student’s files include all FFA Record Books they completed while in high school, student data sheets, any graduate surveys that have been returned, and other important documents from their high school agriculture career. These files are stored in filing cabinets that are pictured below. The year they graduate is written on their folder tab, but they are stored in alphabetical order as of right now. This may change to storing them by graduation year to make it easier to dispose of record books after so many years.
ORESTIMBA HIGH SCHOOL

AGRICULTURE DEPARTMENT

COMPREHENSIVE PROGRAM PLAN

2008-2009
# Table of Contents

- Annual Program Goals ........................................... 3  
- Course Offerings and Classroom Assignments ............. 4  
- Career Pathways .................................................. 5  
- Professional Development Policies ......................... 6  
- Planned Professional Development ......................... 7  
- Five-Year Acquisition Schedule ............................. 8  
- Current Year Budget ........................................... 9  
- Staff Responsibilities ......................................... 10  
- Agriculture Staff Meetings ................................ 14  
- Staff Reimbursement Policy ................................ 15  
- FFA and SAE Policy ........................................... 16  
- Vehicle Use ....................................................... 17
Annual Program Goals

1. Increase student involvement in ALL FFA activities, including CDE’s, conferences, running for office, etc.

2. Increase community awareness of chapter activities through press releases, community event involvement, and community service.

3. Increase recruitment by making classroom presentations at Yolo Middle School with leadership students and officers.

4. Develop/strengthen Agriculture resources and curriculum by increasing medium and large mechanics projects and strengthening horticulture curriculum.

5. Expand facility funding opportunities by continuing to apply to grants, utilizing regular funding in a useful and progressive manner, and adding plant sales to the calendar.

6. Expand/develop agriculture facilities by updating the greenhouse facilities, building raised beds, purchasing needed tools for the shop, and start building farm in April 2009.

7. Increase use of technology in the classroom by getting additional training on our new Ag Science classroom SMART Boards.

8. Complete paperwork to get Floral, Horticulture, and Animal Science UC/CSU approved.
# Course Offerings

<table>
<thead>
<tr>
<th>Course</th>
<th>Taught By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Earth Science</td>
<td>Skoglund</td>
</tr>
<tr>
<td>Ag Biology</td>
<td>Stroud</td>
</tr>
<tr>
<td>Ag leadership</td>
<td>Stroud</td>
</tr>
<tr>
<td>Ornamental Horticulture (ROP)</td>
<td>Stroud</td>
</tr>
<tr>
<td>Floriculture (ROP)</td>
<td>Skoglund</td>
</tr>
<tr>
<td>Ag Mechanics (beginning &amp; Advanced (ROP))</td>
<td>Rico</td>
</tr>
<tr>
<td>Ag Power &amp; Technology (ROP)</td>
<td>Rico</td>
</tr>
<tr>
<td>Small Engines</td>
<td>Rico</td>
</tr>
<tr>
<td>Wood Shop</td>
<td>Rico</td>
</tr>
</tbody>
</table>

# Classroom Assignments

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jaime Rico</td>
<td>Room A1 &amp; A2</td>
</tr>
<tr>
<td></td>
<td>Metal &amp; wood shop</td>
</tr>
<tr>
<td></td>
<td>Automotive shop</td>
</tr>
<tr>
<td>Lauren Stroud</td>
<td>Room J-3</td>
</tr>
<tr>
<td>Karling Skoglund</td>
<td>Room J-4</td>
</tr>
</tbody>
</table>

2008-2009

Comprehensive Program Plan
# Career Pathways

## Agriscience

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
</table>
| **Ag Earth Science**  
  English 9  
  PE  
  Health/DriversEd/Geo  
  Spanish I  
  Algebra I  
  Computers/Careers | **Ag Biology**  
  English 10  
  PE  
  World Civ.  
  Spanish II  
  Geometry  
  Elective | **Chemistry**  
  Florigulture  
  English 11  
  US History  
  Algebra II  
  Art I  
  Elective | **Environmental Science AP**  
  Animal Sci. OR Hort.  
  English 12  
  Government/Econ.  
  Survey of Math  
  Art II  
  Elective |

## Ag Mechanics

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
</table>
| **Ag Earth Science**  
  English 9  
  PE  
  Health/DriversEd/Geo  
  Spanish I  
  Algebra I  
  Ag Wood shop | **Ag Biology**  
  English 10  
  PE  
  World Civ.  
  Spanish II  
  Geometry  
  Ag Mechanics | **Chemistry**  
  ROP Ag Mechanics  
  English 11  
  US History  
  Algebra II  
  Art I  
  Elective | **Ag Power & Tech.**  
  Animal Sci. OR Hort.  
  English 12  
  Government/Econ.  
  Survey of Math  
  Art II  
  Elective |

## Horticulture

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
</table>
| **Ag Earth Science**  
  English 9  
  PE  
  Health/DriversEd/Geo  
  Spanish I  
  Algebra I  
  Computers/Careers | **Ag Biology**  
  English 10  
  PE  
  World Civ.  
  Spanish II  
  Geometry  
  Elective | **Chemistry**  
  Horticulture  
  English 11  
  US History  
  Algebra II  
  Art I  
  Elective | **Environmental Science AP**  
  Florigulture  
  English 12  
  Government/Econ.  
  Survey of Math  
  Art II  
  Elective |
Professional Development

Agriculture instructors are encouraged to participate in all CATA activities at the sectional, regional, and state level. Additionally, the school district encourages instructors to participate in district buy back days offered each year. District employees are rewarded for professional development units by moving higher on the salary schedule.

In order to participate in CATA events, instructors must receive prior approval from administrators. A conference request form must be submitted for each instructor and purchase order must be completed (one will cover all instructors) at least two weeks in advance. The conference registration materials must be submitted with the purchase order. After the professional development activity, instructors must submit receipts/invoices to the district office. Funding for the conference and necessary substitute costs shall come from the agriculture incentive grant.

District buy back days do not require pre registration or approval. Instructors must sign in and out at each event. Administrators submit payroll request and encumbers all costs.

Instructors must submit a plan of professional growth to site administrators before June 1\textsuperscript{st} approval in order to claim those units toward movement on the salary schedule. Instructors are responsible for submitting their transcripts to the district office by October 25\textsuperscript{th} each year to be eligible to move on the salary schedule.
# Planned Professional Development

<table>
<thead>
<tr>
<th>Activity</th>
<th>Stroud</th>
<th>Rico</th>
<th>Skoglund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Regional Meeting</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Regional Road Show</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Spring Regional Meeting</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>New Professionals</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Student Teach/Master Teacher Conclave</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Sectional Meeting</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sectional Spouse’s Night</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sectional Planning Meeting</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Summer Conference</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>AgEd Skills Institute</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>District Buy Back Days</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Other Professional Development</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Five-Year Acquisition Schedule

2008-2009
- Greenhouse/shade house improvements
- Update Shop Equipment
- Build livestock barn and start farm development (Prop 1D)

2009-2010
- Finish school farm
- Replace storage facilities

2010-2011
- New stock trailer
- Replace old Ag truck

2011-2012
- Update classroom technology (student computers)

2012-2013
- School Farm improvements
# Agriculture Department Budget

## INCOME

<table>
<thead>
<tr>
<th>Source of Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incentive Grant</td>
<td>$13,824</td>
</tr>
<tr>
<td>Stanislaus ROP</td>
<td>$4,000</td>
</tr>
<tr>
<td>District Science Funds</td>
<td>$0.00</td>
</tr>
<tr>
<td>Prop 1D Grant</td>
<td>$500,000 (half is matching funds)</td>
</tr>
<tr>
<td>Horticulture Grants</td>
<td>$4,000</td>
</tr>
<tr>
<td>Local ROP Career Grant</td>
<td>$500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$522,324</strong></td>
</tr>
</tbody>
</table>

## EXPENSE

<table>
<thead>
<tr>
<th>Planned Expenditures</th>
<th>Funding</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Farm</td>
<td>Prop 1D Grant and Matching Funds</td>
<td>$500,000</td>
</tr>
<tr>
<td>Update Greenhouse/Shade house</td>
<td>Horticulture Grants</td>
<td>$4,000</td>
</tr>
<tr>
<td>Floral Supplies</td>
<td>ROP</td>
<td>$2,000</td>
</tr>
<tr>
<td>Shop Supplies</td>
<td>ROP/Incentive Grant</td>
<td>$6,000</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Incentive Grant</td>
<td>$4,000</td>
</tr>
<tr>
<td>Student Packets</td>
<td>Incentive Grant</td>
<td>$3,500</td>
</tr>
<tr>
<td>Science Supplies</td>
<td>Incentive Grant</td>
<td>$1,000</td>
</tr>
<tr>
<td>Horticulture Career Field Trip</td>
<td>ROP Grant</td>
<td>$500</td>
</tr>
<tr>
<td>Technology Improvements</td>
<td>Incentive</td>
<td>$1,324</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$522,324</strong></td>
</tr>
</tbody>
</table>
# Staff Responsibilities

<table>
<thead>
<tr>
<th>Orestimba High School Ag Department</th>
<th>Stroud</th>
<th>Rico</th>
<th>Skoglund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>FFA Advisor</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

## Animal/Livestock

<table>
<thead>
<tr>
<th></th>
<th>Stroud</th>
<th>Rico</th>
<th>Skoglund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poultry</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Goats</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Sheep</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Swine</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Dairy</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Beef</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Rabbits</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

## Horticulture

<table>
<thead>
<tr>
<th></th>
<th>Stroud</th>
<th>Rico</th>
<th>Skoglund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floriculture</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Greenhouse</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Horticulture Plots</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Lathe House</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>OH Storage Containers</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

## Shop/ Equipment/ Machinery

<table>
<thead>
<tr>
<th></th>
<th>Stroud</th>
<th>Rico</th>
<th>Skoglund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Shop Maintenance</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Ag Trailers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBQ Trailers</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Shop Equipment</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Shop Nights</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Engines Shop/ Class</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Storage Buildings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Accounting

<table>
<thead>
<tr>
<th></th>
<th>Stroud</th>
<th>Rico</th>
<th>Skoglund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental/District Accounting/ PO's</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>FFA Accounting/ PO's</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Floral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shop</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Horticulture</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>General Program/ Facility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Ag Advisory Committee Minutes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ag Advisory Committee Planning and Agenda</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ag Building Science Lab</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BBQ: Cooking</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Marketing/ PR</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vehicle Maintenance Requests</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation Requests</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Report</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5-year Equipment Allocation</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Advisory Committee Roster &amp; Minutes</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>American FFA Degree Application</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Chart of Staff Responsibilities</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Program Plan</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>FFA Activities Checklist</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>FFA Award Applications</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>FFA Membership Roster and Dues</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>FFA Program of Activities</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Grad Follow-up</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Incentive Grant</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Incentive Grant Reviews</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>In service Activities List</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>R2 Report and Roster</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Recruitment</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Report of Expenditures</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>State FFA Degree Applications</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Supervision</th>
<th>X</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Mechanics</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Horse Projects</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Floriculture Projects</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Horticulture Projects</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Work Experience</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FFA/ CATA</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Leadership Academy Conference</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Made for Excellence Leadership Conference</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Officer Leadership Conference</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

2008-2009 | Comprehensive Program Plan
<table>
<thead>
<tr>
<th>Event Type</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize Local Project Competition</td>
<td>X</td>
</tr>
<tr>
<td>Organize Sectional Project Competition</td>
<td>X</td>
</tr>
<tr>
<td>Quarterly/ Yearly CATA Meeting/ Events</td>
<td>X</td>
</tr>
<tr>
<td>Regional Officer Leadership Conference</td>
<td></td>
</tr>
<tr>
<td>Sectional Officer Leadership Conference</td>
<td>X</td>
</tr>
<tr>
<td>State FFA Leadership Conference</td>
<td>X</td>
</tr>
</tbody>
</table>

**FFA Judging Teams/ Contests**

<table>
<thead>
<tr>
<th>Category</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Mechanics</td>
<td>X</td>
</tr>
<tr>
<td>BIG</td>
<td></td>
</tr>
<tr>
<td>Creed Speaking</td>
<td>X</td>
</tr>
<tr>
<td>Livestock Judging</td>
<td></td>
</tr>
<tr>
<td>Extemporaneous Speaking</td>
<td>X</td>
</tr>
<tr>
<td>Job Interview</td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td></td>
</tr>
<tr>
<td>Opening and Closing Intermediate</td>
<td>X</td>
</tr>
<tr>
<td>Opening and Closing Novice</td>
<td>X</td>
</tr>
<tr>
<td>Opening Closing Officers</td>
<td></td>
</tr>
<tr>
<td>Prepared Public Speaking</td>
<td>X</td>
</tr>
<tr>
<td>Farm Power</td>
<td></td>
</tr>
<tr>
<td>Natural Resource</td>
<td>X</td>
</tr>
<tr>
<td>Coop</td>
<td></td>
</tr>
</tbody>
</table>

**Awards**

<table>
<thead>
<tr>
<th>Description</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award Banquet Planning</td>
<td>X</td>
</tr>
<tr>
<td>Award Banquet Awards</td>
<td></td>
</tr>
<tr>
<td>Award banquet Food</td>
<td>X</td>
</tr>
<tr>
<td>Greenhand / Chapter Farmer Banquet Planning</td>
<td></td>
</tr>
<tr>
<td>Degree Food</td>
<td>X</td>
</tr>
<tr>
<td>Degree Awards</td>
<td></td>
</tr>
<tr>
<td>National Chapter Awards</td>
<td>X</td>
</tr>
<tr>
<td>Scholarships</td>
<td></td>
</tr>
<tr>
<td>PA Tabulations</td>
<td></td>
</tr>
<tr>
<td>Proficiency Awards</td>
<td>X</td>
</tr>
<tr>
<td>Fundraisers/Events</td>
<td></td>
</tr>
<tr>
<td>Crab Feed</td>
<td></td>
</tr>
<tr>
<td>BBQ's</td>
<td>X</td>
</tr>
<tr>
<td>Omelet Breakfast</td>
<td>X</td>
</tr>
<tr>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---</td>
</tr>
<tr>
<td>SWAP Meet</td>
<td>X</td>
</tr>
<tr>
<td>Tractor Pull</td>
<td>X</td>
</tr>
<tr>
<td>Teacher Breakfast</td>
<td>X</td>
</tr>
<tr>
<td>Opening Closing Contest</td>
<td>X</td>
</tr>
</tbody>
</table>
Agriculture Staff Meetings

Official department meetings usually occur on the Monday of each week and minutes are recorded. If Monday is a holiday, the department meeting occurs on Tuesday. Throughout the week, instructors are able to share information and discuss issues.
Staff Reimbursement Policy

Staff members may be reimbursed for personal expenses incurred while participating in integral activities such as FFA, SAE, and CATA. Procedures differ depending on the account utilized for payment.

The FFA account and shop resale account are student body accounts maintained on campus by the office bookkeeper. Reimbursements from the FFA account should be for expenses that directly benefit the FFA membership or were incurred at an FFA event. Reimbursements from the shop resale account are limited to expenses directly relating to shop classes, such as materials or supplies. The procedure for these accounts is to submit on “OHS Student Body Check Request Form” and attach the receipt/invoice from purchase. The FFA account requires a signature from the FFA advisors, an officer, and an administrator. All FFA expenses must be approved at a chapter or executive meeting and recorded in the minutes. The shop resale account required the signature of the advisors, an officer, and an administrator. A check will be drafted and sent to the instructor after student council approves and signs.

The district funded accounts, Ag incentive, ROP, and special grant accounts, require prior approval before expenses will be reimbursed. Personal reimbursements are discouraged, the district would prefer to pay directly to the vendor for all expenses, however, some circumstances are allowable. A purchase order must be submitted electronically at least two weeks prior to the event, designating the estimated amount. A copy of the approved purchase order and the official number are returned. After the event, the receipt/invoice is submitted to the district office with the official number listed. A check is drafted and sent to the instructor or vendor.

All requests requiring Ag incentive or FFA funding must also be submitted to Lauren Stroud to maintain the department budget. All requests requiring shop resale account funding must also be submitted to Jaime Rico to maintain that account. All requests requiring ROP funding must also be sent to the ROP coordinator, Joe Terra. Individual instructors are responsible for maintaining their ROP funding.
FFA and SAE Requirements

All students in the agriculture program are members of the Newman FFA Chapter and are required to earn 10 FFA participation points per quarter. All FFA events are assigned a point value varying from 3 to 6; students can participate in any combination of events as long as their FFA points equal 10 by the end of the quarter. Those 10 points are equated into a 100 point assignment at the end of the quarter (1 FFA point = 10 assignment points).

Instructors in each class shall teach students about the FFA organization and opportunities available to its members. AS the FFA is an integral part of agriculture curriculum, eligibility requirements are waived for local activities that do not interfere with the regular school day. All FFA activities above the chapter level, including the county fair, and any activity during the school day, require students to meet the eligibility requirements. School eligibility rules state that a student must maintain a 2.0 GPA with NO F’s for the first quarter, third quarter, and second semester in order to be eligible for extra curricular activities in the following grading period.

All students are required to maintain a Supervised Agriculture Experience (SAE) project throughout the school year. Students shall maintain records in the FFA record book as a portion of their grade. Record books shall be stored in the classroom of instruction. Instructors shall evaluate record books monthly utilizing the department score sheet. Students may select SAE programs that are involving ownership or work experience. SAE programs are encouraged to be agriculturally related.

FFA participation and SAE record shall be worth 20% of the student’s grade in each agriculture course.

Instructors make every effort o visits student SAE projects that are agriculturally related on a regular basis. Ongoing project visits shall be documented on a Project Supervision Form.

Instructors are encouraged to visits with new students and their parents to encourage the development of a SAE project, develop a high school plan based on their goals, and inform them of FFA opportunities that are available. Home visits shall be documented with the Student Supervision Form.
Vehicle Use

The agriculture department provides vehicles for instructors to use. The department owns a 1993 Ford pick up truck, a 2006 Ford pick up truck, and 51% of a 2006 Chevrolet van (ROP owns 49%). All vehicles are parked behind the shop building in a fenced in area that is recorded by cameras every day, all day. All agriculture instructors are provided with keys to all the vehicles and a spare set of each is kept in the agriculture office. If the agricultural department should need a van during the school day, they must make arrangements for a replacement vehicle for the ROP driver that uses the van during the day to transport ROP students to various sites. All vehicles are to be fueled at the district office and funds are covered by Ag Incentive Grant matching funds. Instructors are responsible for fueling the vehicles as the need arises.

The school district owns several vans that are parked at the district office and are available for departmental use. Use of these vehicles requires submitting a vehicle request form to be approved by the site administrators and district personnel. Keys may be obtained at the district office during business hours prior to the events and must be returned to the drop box when the vehicle is returned upon arrival. Since the district does not own buses, use of the district vans is often competitive with other programs. District policy requires programs to pay for mileage on these vehicles, and matching incentive grant funds are utilized in this case.

In situations where instructors may need to refuel vehicles out of town, a gas card is available to be checked out at the district office. The card must be returned with all receipts on the first business day upon arriving home. The district will pay for fuel charged through matching funds of the incentive grant.

The use of personal vehicles for school business is discouraged. In order to be reimbursed for the use of personal vehicle, the instructor must submit a conference request form indicating expected mileage prior to leaving. Reimbursement shall be deducted from the agricultural incentive grant fund.
Newman FFA

Advisory Committee Meeting

Tuesday, August 26, 2008

Call to Order:
The meeting was called to order at 7:00 pm by Newman FFA Advisor, Lauren Stroud.

Members present: Steve Bell, Cathy Wallace, Andy Pon, Bill Mattos
Special Guest: Bob McConnell, Newman FFA Officers, Jeri Hamera
Agriculture Teachers present: Lauren Stroud, Karling Skoglund, Jaime Rico

Information/discussion items:
Program Overview
The Newman FFA Officers gave an overview of the program goals, courses, and teams after introducing themselves to our guests and committee members.

Departmental Goals
Lauren Stroud followed up with some departmental goals that the advisors have set for this upcoming year, which include increase mechanics project numbers, update the greenhouse and shop, expand funding opportunities, strengthening curriculum, and continue building the school farm.

Program of Activities & Calendar of Events
The three advisors went through the Program of Activities with the committee to point out a few changes and updates. The calendar was provided to each member so they can keep track of Newman FFA's happenings.

Program Data
The advisors reviewed program data with the committee to show them the fluctuations in number from year to year and the reasons for the fluctuations. The advisors are working on figuring out how to keep the high volume of freshmen in the program all four year, even with increased requirements for graduation and college entrance. The committee suggested that we ask for flex scheduling where we can offer agriculture classes during zero or ninth period. Advisors told them we used to have that and the district took away ALL zero periods.

Action items:
Funding Opportunities for School Farm
Committee member, Bill Mattos, suggested that we have a dinner event at his home where we can invite 20-30 agriculture leaders in the community so the advisory committee members can voice how important the farm is and how the community should support this project. A date will be set at the next advisory meeting.

Next Advisory Committee Meeting Date
Members suggested picking a few dates, emailing those dates to all the members and then selecting the date that is available to the highest number of members. This will be done in the very near future by advisor, Lauren Stroud. At this next meeting, the fundraiser dinner details will be discussed.

Adjournment:
Meeting was adjourned at 8:00 pm
Newman FFA
Advisory Committee Meeting
Thursday, December 18, 2008

Call to order:
The meeting was called to order at 7 pm by Newman FFA advisor Lauren Stroud.

Members present: Bill Mattos, Cathy Wallace, Ed Perry, Paul Dompe
Ag Advisors present: Lauren Stroud and Karling Skoglund

Information Discussed:
  • School Farm Benefit Dinner was planned:
    o Date: January 9, 2009
    o Location: Bill Mattos Residence
    o Menu: Mexican food made by FFA
    o Drinks: wine, water, soda
    o Flowers: center pieces made by floral class
    o Tables/chairs: classroom tables/chairs
    o Serving ware:
      ▪ Buffet items from Rocha family
      ▪ Plates and silver wear – rent
    o Set up time: 3 pm
    o Social 5 pm, dinner 6:30 pm
    o Presentations:
      ▪ Bill Mattos will present after dinner on the purpose for dinner and urge guests to pledge to the farm.
      ▪ Lauren Stroud will have question and answer time
    o RSVP: advisory committee members will call guests if we have not heard from them a week before dinner
    o Center piece foldable with pledge info and rewards made my leadership class

Meeting adjourned at 8 pm.
Newman FFA
Advisory Committee Meeting
Thursday, December 18, 2008

Call to Order:
The meeting was called to order at 7:00 pm by Newman FFA Advisor, Lauren Stroud.

Members present: Ed Perry, Cathy Wallace, Bill Mattos, Paul Dompe
Agriculture Teachers present: Lauren Stroud, Karling Skoglund

Information/discussion items:
- School Farm Benefit Dinner was planned
  - Date: January 9, 2009
  - Location: Bill Mattos Residence
  - Menu: Mexican food made by FFA
  - Drinks: wine, water, soda
  - Flowers: done by floral class – give away at the end of the night
  - Tables/chairs: classroom tables and chairs to no rental fee
  - Serving ware:
    - Rocha for buffet stuff
    - Party Rental for plates and silver wear
  - Set up time: 3 pm
  - Social: 5 pm
  - Dinner: 6:30 pm
  - Presentation:
    - Bill Mattos will make a presentation as people are finishing dinner on why we are hosting this dinner and encouraging guests to pledge to the farm
    - Lauren Stroud will answer any questions from the guests
- RSVP: advisory members will call guests if we have not heard from them on a RSVP
- Center piece foldable with pledge amounts and rewards for pledging made by Lauren Stroud

Meeting was adjourned at 8:00 pm
Newman FFA

Advisory Committee Meeting

Tuesday, October 20, 2009

Call to Order:
The meeting was called to order at 6:30 pm by Newman FFA Advisor, Lauren Stroud.

Members present: Cathy Wallace, Bill Mattos, Ray Henrique, Ray Perez
Special Guest: Newman FFA Officers
Agriculture Teachers present: Lauren Stroud, Karling Skoglund, Jaime Rico

Information/discussion items:

Program Overview
The Newman FFA Officers gave an overview of the program goals, courses, and teams after introducing themselves to our guests and committee members.

Departmental Goals
Lauren Stroud followed up with some departmental goals that the advisors have set for this upcoming year, which include increase mechanics project numbers, update the greenhouse and shop, expand funding opportunities, strengthening curriculum, and continue building the school farm.

Program of Activities & Calendar of Events
The three advisors went through the Program of Activities with the committee to point out a few changes and updates. The calendar was provided to each member so they can keep track of Newman FFA’s happenings.

Program Data
The advisors reviewed program data with the committee to show them the fluctuations in number from year to year and the reasons for the fluctuations. The advisors are working on figuring out how to keep the high volume of freshmen in the program all four year, even with increased requirements for graduation and college entrance. The committee suggested that we ask for flex scheduling where we can offer agriculture classes during zero or ninth period. Advisors told them we used to have that and the district took away ALL zero periods.

School farm update
The District broke ground on the school farm and we should have the barn completed by February. The Board is asking that we start the naming process of the farm and suggestions were asked from the ag advisors. The advisory committee all agreed the farm should be named after past teacher, local farmer, and Principal, Joe Terra. Lauren Stroud agreed to pass the recommendation onto the school Board.

Action items:

Next Advisory Committee Meeting Date
Members suggested picking a few dates, emailing those dates to all the members and then selecting the date that is available to the highest number of members. This will be done in the very near future by advisor, Lauren Stroud. At this next meeting, the fundraiser dinner details will be discussed.

Adjournment:
Meeting was adjourned at 8:00 pm
Student Program Plan

The students enrolled in the agriculture department at Orestimba High School complete a Student Data Sheet; this is what we consider our student program plan. On the student data sheet agriculture students include the classes they are currently taking in addition they list one or more agriculture class per year that they would be interested in taking during the remainder of their high school career. We do not require the students to list all of their Math, English, or History courses for their remaining years of high school. Samples of the Student Data Sheets can be seen in Appendix A.
Upon completion of the following pathway, students should be proficient in the following:

**Agriculture Mechanics:**
1. Students show competency in measurement
2. Students understand personal and group safety in the shop
3. Students understand the basic electricity principles and wiring practices commonly used in agriculture
4. Students understand basic plumbing system practices commonly used in agriculture
5. Students understand cold metal processes
6. Students understand concrete and masonry practices commonly used in agriculture
7. Students understand oxy-fuel cutting and welding
8. Students understand electric arc welding processes
9. Students understand the principles of basic woodworking

**Agriculture Science:**
1. Students can identify and understand the importance of production agriculture
2. Students understand the importance of the role of agriculture in the California economy
3. Students understand the interrelationship between agriculture and the environment
4. Identify lab equipment and materials used in Ag Science lab settings
5. Students understand the effects of technology on agriculture
6. Students understand the importance of animals of animals, the domestication of animals, and the role of animals in modern society
7. Students understand basic animal health
8. Students understand plant growth and development
9. Students understand soils and plant production
10. Students understand the scientific method

**O.H./ Floral:**
1. To identify and understand the importance of floriculture and horticulture production
2. Students understand plant classification and use principles
3. Students understand sexual and asexual plant reproduction
4. Students understand ornamental and floral plant nutrition practices and needs
5. Students understand the use of containers and horticulture tools, equipment, and facilities
6. Students understand basic floral design principles
7. Students understand agribusiness as it applies to the horticulture and floral industries
Credential

The Commission on Teacher Credentialing does not send paper credential anymore so I logged onto their website and got a printable copy showing that I have my clear credential. I have included that copy in this file.
By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

LAUREN SUSAN STROUD

is hereby awarded a

Clear Single Subject Teaching Credential

AUTHORIZED SUBJECT(S):
Agriculture (Examination)
Newman FFA Calendar of Events
2009-2010

July 31-August 9  Stanislaus County Fair
September 11-12  Sectional Leadership Conference, Pinecrest
September 26  Sectional Softball, Denair High School
September 27  Omelet Breakfast, LJ Newman Hall
October 3-4  Chapter Officer Leadership Conference, Denair High School
October 14  Sectional Opening/Closing Contest, Orestimba High School
November 2-24  Thanksgiving Food basket canned food drive
November 28-29  Salvation Army Bell Ringing, Newman
January 16  Newman Ag Booster’s Crab Feed, LJ Newman Hall
January 22  Sectional Speaking Contest, MJC
January 26  Sectional Volleyball, Turlock High School
January 29-30  MFE/ALA Conferences, Modesto
February 18  Regional Speaking Prelims, Galt
March 15  State Degree Ceremony, Merced College
March 27  MJC Field Day
April 13  Sectional Fun Night, John’s Incredible Pizza, Modesto
April 14  Local Project Competition
April 15  State Speaking Finals
April 17  Fresno Field Day, Fresno State
April 17-20  CA State Conference, Fresno
April 31-April 2  State Finals, San Luis Obispo
May 6-7  Sectional Project Competition, Newman
May 21  Fair Entry Forms Due
May 31  Point Awards trip, Santa cruz
Daily Logs

I do not keep a formal daily log, but I do keep daily record of my lessons in my lesson plan book, daily schedule in my personal calendar, log entries on a school system, and during the summer a summer time sheet (can be seen in appendix M).

Included in this file are the following items:
- Scans of my lesson plan book
- Scans of my personal calendar
- Log entries made on student behavior/parent contact
<table>
<thead>
<tr>
<th>DAY</th>
<th>SUBJECT</th>
<th>GRADE</th>
<th>GRADE 1</th>
<th>GRADE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Binder 1</td>
<td>B</td>
<td>L</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td>- Binder setup</td>
<td></td>
<td>Positive things we know @ each other</td>
<td>Plant ID (5)</td>
</tr>
<tr>
<td></td>
<td>- Text books</td>
<td></td>
<td>(circle, lay, pos. things to each other; every item related to person)</td>
<td>wk. day</td>
</tr>
<tr>
<td></td>
<td>- Safety contract / rules</td>
<td></td>
<td><em>expl. wu.</em></td>
<td><em>expl. wu.</em></td>
</tr>
<tr>
<td></td>
<td>- Expl. warm up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Lab equip. (guessthe use)</td>
<td></td>
<td>wk. day</td>
<td>What is hort / careers</td>
</tr>
<tr>
<td></td>
<td>- BBQ invites</td>
<td></td>
<td>- WW</td>
<td>How visit one hort. career</td>
</tr>
<tr>
<td></td>
<td>Calendar</td>
<td></td>
<td>- SSASS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Fall Festival</td>
<td></td>
<td>- brochures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Post-its</td>
<td></td>
<td>- Plant</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Vocab day</td>
<td></td>
<td>Hw: list from book</td>
<td>ID</td>
</tr>
<tr>
<td></td>
<td>Sci. meth. &amp; directional cards</td>
<td></td>
<td>What is leadership?</td>
<td>wk. day</td>
</tr>
<tr>
<td></td>
<td>Finish vocab ws</td>
<td></td>
<td>*rotation</td>
<td>Hw: list of plants (as homework / new plants)</td>
</tr>
<tr>
<td></td>
<td>Hw: vocab ws due m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Continue variab notes</td>
<td></td>
<td>Wk. day</td>
<td>ID</td>
</tr>
<tr>
<td></td>
<td>Rotational worksheet</td>
<td></td>
<td>Plant tax</td>
<td>Wk. day</td>
</tr>
<tr>
<td></td>
<td>Hw: SBS Math ws (crossword)</td>
<td></td>
<td><em>lock up names from new lists</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Design an expl. in sm. groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Mixer (prob. solving activity)</td>
<td></td>
<td>ID quit</td>
<td>Work day</td>
</tr>
</tbody>
</table>

**Info:**

- Songs
- B. eyegor
- Collect Ave

**Teacher:** Avg. 24
<table>
<thead>
<tr>
<th>Day</th>
<th>Subject</th>
<th>Grade</th>
<th>Subject</th>
<th>Grade</th>
<th>Subject</th>
<th>Grade</th>
<th>Subject</th>
<th>Grade</th>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>study hall</td>
<td></td>
<td>write</td>
<td>del</td>
<td>speech</td>
<td></td>
<td>pruning</td>
<td>pract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>review</td>
<td></td>
<td>wk day</td>
<td></td>
<td></td>
<td></td>
<td>hands on</td>
<td>prnue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>test (Bob)</td>
<td></td>
<td>uk day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>enzyme vocab</td>
<td></td>
<td>speech</td>
<td>del</td>
<td>ideas</td>
<td></td>
<td>picture</td>
<td>assign</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>RB's tray</td>
<td></td>
<td>teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>make Francisco's work</td>
<td>pick up ABC letter #25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First Coop practice 3pm</td>
<td>First pub speaking mtg. 3pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSC 4pm</td>
<td>monthly mtg.</td>
<td>Stat Dec 3pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>u: 30 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Sign up for food drive
- Coat drive fundraiser
- Door prizes & Thius
- Prizes & bowling
- Van drive by Thursday
- Up and beat
- Buy chickens
- Grab food fix
- PTA plans, advisory, parents meeting
- Eft
- Keep the peace
- HTP
<table>
<thead>
<tr>
<th>DAY</th>
<th>SUBJECT</th>
<th>CLASS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td></td>
<td>10 AM</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Intensive training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion on G. T. Flower's &quot;Ham&quot;</td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td>12 PM</td>
<td>Lewis Nickefvia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NE Contest</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td>11 AM</td>
<td>Scott LET</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12pt - 2pt. 22pt</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Monday**

- Kind words can be heard and seen by the subject but not the subject - Mother Teresa

**Tuesday**

- My best book this week.
Stipend Justification

Each summer the ag teachers are approved to receive a $4,404 stipend, which is stated in the employee contract included in this file (appendix C of the contract). To justify this stipend, each ag teacher submits a summer hour spreadsheet that shows all hours put into the agriculture department throughout the summer. We submit the spreadsheet with our payroll request. Those justification spreadsheets are kept on file and are reviewed with the school Board during negotiations. A sample of my summer hours can be seen in appendix M.
TENTATIVE AGREEMENT
BETWEEN
THE NEWMAN-CROWS LANDING TEACHERS’ ASSOCIATION
AND
THE NEWMAN-CROWS LANDING UNIFIED SCHOOL DISTRICT

The Newman-Crows Landing Teachers’ Association (Association) and the Newman-Crows Landing Unified School District (District) tentatively agree changes to the 2008/2009 Agreement as listed below.

1. **Article XXVI.4 EVALUATIONS** - Change the evaluation cycle for permanent teachers from three (3) years to five (5) years.  See attachment A.

2. **Article VI. RETIREMENT INCENTIVES** - Change the early retirement incentive ….. from a plan of three (3) years, with twenty work days per year available to a minimum of one employee to a one (1) time retirement lump sum payment option available to a maximum of four employees per year.  See Attachment B.

3. **Appendix C. EXTENDED TEACHER PAY** - Reinstate stipend position of LEAD TEACHER at stipend rate of 4.65% of Class E/Row 14 as it had been previously. Establish included and excluded duties of Lead Teacher. **See Attachment C.**

4. **Article XXVII, Section 5.B.3** – Hourly rate for Part-time Consulting Teacher. Eliminate dollar amount in the text of the contract and add a reference to exhibit C, hourly rate. **See Attachment D.**

5. **Article IV.5 - HOURS OF EMPLOYMENT** - Keep the current language of Article IV.5 and add the underlined language as follows.  5. *In addition to assigned classroom teaching duties, teachers shall perform, as reasonably required, and without additional compensation, professional duties which occur outside of scheduled class hours and outside of the regular school day for students. Required staff meetings will be limited to a maximum of one (1) hour per week to a maximum of four per month.*

Although not a part of our current collective bargaining agreement, both the Association and the District also agreed on two job descriptions: (1) Teacher and (2) Lead Teacher. See Attachments E and F.

__________________________  ______________________
For the District                                Date

__________________________  ______________________
For the Association                               Date
Article XXVI.4 EVALUATIONS - Change the evaluation cycle for permanent teachers from three (3) years to five (5) years.

Evaluation of each certificated employee not in probationary status shall be made every other year. If the employee has been employed as a permanent employee for at least ten (10) years with NCLUSD, is highly qualified, as defined in 20 U.S.C. Sec. 7801, and whose previous evaluation rated them as meeting or exceeding standards, evaluation shall be made every third. fifth year, if the evaluator and certificated employee being evaluated agree. The certificated employee or the evaluator may withdraw consent at any time. The final evaluation report shall be completed and filed no later than thirty (30) calendar days prior to the end of the school year and not before the first day of the third trimester/second semester. Each certificated employee shall have the option of choosing either a traditional evaluation procedure, or an alternative supervision procedure agreed upon by the unit member and site administrator.
VI. RETIREMENT INCENTIVES

The employee may select one of the following incentives for retirement:

1. **District Early Retirement**

   A teacher may retire from the District and enter into an independent contractual arrangement with the District whereby he/she is to perform certain services as a consultant. The District may limit the number of retirees to one per fiscal year.

   **Eligibility:** The early retirement program will have the following requirements. The teacher must:

   a. Have been employed by the District continuously for ten (10) years.
   b. File a letter of intent with the Superintendent by March 1 of the calendar year he/she is to enter the program.
   c. Have reached the age of fifty-five (55) years prior to July 1 of any year he/she enters the program.

   If more teachers apply for early retirement than there are positions available, those positions shall be filled on the basis of the age of the applicants. Teachers otherwise eligible who are denied entry into the Early Retirement Program shall maintain eligibility if they have provided continuous service to the District since their application.

   **The employee may request consideration for an early retirement incentive.**

1. **District Early Retirement Incentive**

   The District will provide a one-time, “lump sum”, payment equivalent to 40% of the retiring individual employee’s final annual base salary, including applicable longevity stipend(s) but exclusive of Extended Teacher Pay (Appendix C) and Extra Work Agreements.

   This Incentive is limited to a maximum of four current unit members in any given year. If more than four eligible employees apply for the Incentive, selection will be based on seniority.

   A selected participant in the Incentive may choose to receive the money as a cash payment or as a contribution to a legal annuity program of the participant’s choice.

   **Eligibility:** The Early Retirement Incentive will have the following requirements. The teacher must:

   a. Have been continuously employed by the District as a teacher for ten (10) years or more.
   b. File a letter of intent with the Superintendent by March 1 of the calendar year he/she wishes to retire.
   c. Be at least 55 years of age as of July 1 of the year of the incentive.
d. **On or before March 10, provide a non-rescindable letter of resignation or retirement from the district effective no later than the end of the current school year (June 30).**

2. Golden Handshake – which would grant a teacher additional years of service credit. One window per year shall be opened for the Golden Handshake *if it is offered by the State*. This window will include June 30 of each year.
## ATTACHMENT C

2007-2008 EXTENDED TEACHER PAY

<table>
<thead>
<tr>
<th>STIPENDS</th>
<th>PERCENTAGE OF CLASS E / ROW 14</th>
<th>$73,388</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Director Junior High</td>
<td>3.00%</td>
<td>$2,202</td>
</tr>
<tr>
<td>Athletic Director OHS</td>
<td>6.00%</td>
<td>$4,403</td>
</tr>
<tr>
<td>Yearbook High School</td>
<td>5.00%</td>
<td>$3,669</td>
</tr>
<tr>
<td>Yearbook Junior High w/o class</td>
<td>2.50%</td>
<td>$1,835</td>
</tr>
<tr>
<td>Yearbook Junior High with class</td>
<td>1.00%</td>
<td>$734</td>
</tr>
<tr>
<td>Journalism w/o class OHS or Yolo</td>
<td>2.50%</td>
<td>$1,835</td>
</tr>
<tr>
<td>Journalism with class OHS or Yolo</td>
<td>1.00%</td>
<td>$734</td>
</tr>
<tr>
<td>Cheerleader Advisor OHS</td>
<td>5.00%</td>
<td>$3,669</td>
</tr>
<tr>
<td>Marching Band Instructor OHS</td>
<td>3.00%</td>
<td>$2,202</td>
</tr>
<tr>
<td>Marching Band Instructor Yolo</td>
<td>3.00%</td>
<td>$2,202</td>
</tr>
<tr>
<td>Color Guard Advisor OHS</td>
<td>2.50%</td>
<td>$1,835</td>
</tr>
<tr>
<td>Drama Coach</td>
<td>3.00%</td>
<td>$2,202</td>
</tr>
<tr>
<td>Music Director for Play</td>
<td>1.00%</td>
<td>$734</td>
</tr>
<tr>
<td>Head Varsity Coach</td>
<td>3.00%</td>
<td>$2,202</td>
</tr>
<tr>
<td>F/S Head Coach</td>
<td>2.50%</td>
<td>$1,835</td>
</tr>
<tr>
<td>Assistant Coach</td>
<td>2.50%</td>
<td>$1,835</td>
</tr>
<tr>
<td>Freshman Coach</td>
<td>2.00%</td>
<td>$1,468</td>
</tr>
<tr>
<td>Junior High School Coach</td>
<td>1.50%</td>
<td>$1,101</td>
</tr>
<tr>
<td>6th Grade Camp Chaperone</td>
<td>0.75%</td>
<td>$550</td>
</tr>
<tr>
<td>Academic Coach/Assignment</td>
<td>1.50%</td>
<td>$1,101</td>
</tr>
<tr>
<td>GATE Teacher Coordinator (K-5)</td>
<td>4.00%</td>
<td>$2,936</td>
</tr>
<tr>
<td>GATE Coordinator (6-12)</td>
<td>2.50%</td>
<td>$1,835</td>
</tr>
<tr>
<td>Site Webmaster</td>
<td>3.50%</td>
<td>$2,569</td>
</tr>
<tr>
<td>FFA Advisor</td>
<td>6.00%</td>
<td>$4,404</td>
</tr>
<tr>
<td><strong>Lead Teacher</strong></td>
<td><strong>4.65%</strong></td>
<td><strong>$3,413</strong></td>
</tr>
</tbody>
</table>

Voluntary Staff Development Days (Amount reimbursed by State) $260

Teacher Hourly Rate for Extended Service will be paid at $25.00 per hour.
Article XXVII. PEER ASSISTANCE AND REVIEW, section 5.B.3

3. Support Providers selected will receive the Stanislaus County per-client stipend:
   a. $2,000 for one client;
   b. $3,150 for two clients;
   c. $4,300 for three clients;
   d. Increments of $1,500 will be added for each additional client.

Part time Consulting Teachers will be prorated at $20.00 an hour at the Teacher Hourly Rate for Extended Service specified in Appendix C for their service, planning, and other related professional development projects, as funds permit.
Position: Teacher

Contract: 181 Days

Supervisor: Site Principal, Director or Designee

Range: Teachers’ Salary Schedule

Job Description

Under the direction of the Principal or Director, a Teacher is to provide direct instruction for student learning. A wide variety of tasks are performed in the teaching-learning process for students, the primary one being to help students learn the subject matter and skills that will (a) contribute to their development as mature, able and responsible adults, and (b) guide student into learning the district adopted curriculum to high standards.

Qualifications Required

1. **Education:** A four year degree from an accredited college or university. Valid California teacher license/certificate/authorization for the subject(s) to be taught. Meet the state and federal requirements for the teacher’s position.

2. **Experience:** Past experience working with children in an educational setting.

3. **Knowledge:** A basic understanding of the activities and development of an elementary/secondary classroom and have the ability to work closely with children and adults.

4. **Ability to:**
   a. Must have the ability to speak, read, and write in English fluently in a job related setting.
   b. Bilingual skills which benefit the District, may be desired.
   c. Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
   d. Ability to write reports, business correspondence and procedure manuals.
   e. Ability to effectively present information and respond to questions from groups of managers, teachers, students, parents and general public.
   f. Ability to work with fundamental mathematical concepts such as mean, mode and median, simple plane geometry e.g. area, perimeter, shapes
   g. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
   h. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.
   i. Familiarity with basic computer operation and software including the sending and receiving of e-mail.
   j. Ability to learn various computer operations required for the management of student information and integration of technology in classroom instruction.
k. Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on departmental and school/district objectives and the needs and abilities of students to whom assigned.

l. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication.

5. **Clearances:** Required Fingerprinting/Department of Justice and Tuberculosis clearance.

**Typical Duties:**

1. Follows the Code of Ethics for the Teaching Profession.
2. Teaches District approved curriculum.
3. Meets and instructs assigned classes in the locations and at the times designated.
4. Plans a program of study, employing a variety of instructional techniques and instructional media that meet the individual needs, interest and abilities of the students.
5. Prepares and maintains lesson plans that reflect a logical sequence of learning objectives and activities and meet the individual needs, interest and abilities of the students.
6. Establishes standards of classroom conduct and administers them in a fair, equitable and consistent manner.
7. Monitors and assesses student progress and adjusts student instructions accordingly.
8. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
9. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities
10. Assists the administration in implementing all policies and rules
11. Encourages students to set and maintain high standards of classroom behavior
12. Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects and communicates these objectives to students.
13. Assists in diagnosing the learning disabilities of students, with the assistance of district specialists
14. Participates, as needed, in team meetings regarding individual students
15. Evaluates pupils’ academic and social growth; keeps appropriate records and prepares progress reports
16. Maintains accurate, complete and correct records as required by law, district policy and administrative regulations
17. Is available and meets with students and parents for education-related purposes outside of the instructional day
18. Attends and participates in scheduled staff and team meetings
19. Participates in reasonable adjunct duties as assigned on an equitable basis
PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

With or without the use of aids:

1. Sufficient vision to read print.
2. Sufficient distance vision, peripheral vision, and the ability to focus.
4. Sufficient color acuity.
5. Sufficient hearing to hear verbal directions.
6. Sufficient hearing to hear normal conversation in person and on the telephone.
7. Ability to speak in a voice that can be clearly heard and understood on the telephone and in face-to-face conversations and in classroom settings.
8. Ability to reach horizontally and vertically with arms.
9. Sufficient dexterity to manipulate small objects and print or write legibly.
10. Sufficient physical ability, strength, mobility, stamina to climb, bend, stretch, stand, kneel, walk, stoop, extend legs, and stamina to lift, carry, push or pull objects, which weigh 20 pounds.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The noise level in the work environment is usually moderate.

Legal References

Board Policy 4119.21 Professional Standards

California Code of Regulations, Title 5, Sections 80331-80339 Code of Ethics for the Teaching Profession
ATTACHMENT F

POSITION: LEAD TEACHER

Contract: Extra Duty Assignment
Supervisor: Site Principal
Range: Stipend, Appendix C of Agreement Between Newman Crows Landing Teachers’ Association and Newman Crows Landing Unified School District

JOB DESCRIPTION

Under the direction of the Principal or Director, the Lead Teacher acts as the Principal’s Designee in the absence of the Principal for the purpose of representing the school in meetings, student discipline, parent contacts and emergency procedures.

QUALIFICATIONS REQUIRED

The Lead Teacher must be a full-time teacher assigned to the school site.

TYPICAL DUTIES

In addition to the duties of a regular teacher, the Lead Teacher may do any of the following:

1. Conduct meetings with staff members, parents, community members and/or students.
2. Apply consequences for student behavior issues including, but not limited to, suspension of students and contacts with parents.
3. Maintain records of student disciplinary actions on the district’s student data base program.
4. Regularly meet with principal and confer concerning school issues.
5. Participates in adjunct duties as assigned on an equitable basis

EXCLUDED DUTIES

The Lead Teacher shall not conduct evaluations of certificated staff members nor adjudicate in issues between staff members.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

With or without the use of aids:

1. Sufficient vision to read print.
2. Sufficient distance vision, peripheral vision, and the ability to focus.
4. Sufficient color acuity.
5. Sufficient hearing to hear verbal directions.
6. Sufficient hearing to hear normal conversation in person and on the telephone.
7. Ability to speak in a voice that can be clearly heard and understood on the telephone and in face-to-face conversations and in classroom settings.
8. Ability to reach horizontally and vertically with arms.
9. Sufficient dexterity to manipulate small objects and print or write legibly.
10. Sufficient physical ability, strength, mobility, stamina to climb, bend, stretch, stand, kneel, walk, stoop, extend legs, and stamina to lift, carry, push or pull objects, which weigh 20 pounds.

**WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The noise level in the work environment is usually moderate.

Legal References

Board Policy 4119.21 Professional Standards

California Code of Regulations, Title 5, Sections 80331-80339 Code of Ethics for the Teaching Profession

Association Approval:

Board Adopted:

Revised:
Travel Plan

Each summer the ag teachers submit all dates, locations, and purpose of trips made with the FFA that will be during the upcoming school year to the school board for approval of all travel plans. We then create an all inclusive permission slip that we have the Principal and department head sign, and then it is sent home with every student enrolled in the agriculture courses. We keep all these permission slips in a binder so we do not have to deal with permission slips for every trip we go on. Students that will miss school for an FFA event will be required to get a school day release slip signed by all of their teachers prior to the event date.

I have scanned and included a copy of this year’s all inclusive permission slip.
Date

Parent/Guardian Signature

Activity/Field Trip:
State of California for any injury, accident, illness, or death occurring during or by any reason of this activity. I further agree that the Newman Crow's Landing Unified School District and the school district is not responsible for any injury, accident, illness, or death occurring during or by any reason of this activity. I also agree to assume all responsibilities for this activity and I understand that the student must follow school rules as stated in the student conduct code.

I agree to assume all responsibilities for this activity. I understand that the student must follow school rules as stated in the student conduct code.

I give permission for

Newman Crow's Landing Unified School District

Field Trip Permission Form

[Signatures]

[Additional Handwritten Notes]
FFA Events Off Campus

Sectional Leadership Conference- Sept 11th-13th
Sectional Greenhand Conference- Sept 25th
Sectional Softball- Sept 26th
Work Community service activity- Oct 1st
COLC- Oct 3rd and 4th
Work day- Oct 17th
Omelet Breakfast- Oct 25th
Bell Ringing- Nov 29th
Natural Resource Contest- Dec 5th
Caroling- Dec 10th
Natural Resource Contest- Dec 12th
Natural Resource Contest- Jan 9th
Super Friday- Jan 22nd
Natural Resource Contest- Jan 23rd
Sectional Volleyball- Jan 26th
Swap Meet- Jan 30th and 31st
Reedley State Finals(nat res) - Jan 30th
Arbuckle Field day- Feb 6th
MFE/ALA- Feb 12th and 13th
Yolo Recruiting- Feb 25th
Regional Meet- Feb 27th
Occupational Olympics
UC Davis Field day- March 6th
Chico Field day- March 13th
Field Day- March 20th
Field day- March 27
John’s Incredible Pizza Fun Night- April 13th
State Finals at Cal Poly- May 1st and 2nd
Sectional Project Competition- May 6th and 7th
Work day- May 22nd
Point Awards Trip- May 31st
ORESTIMBA HIGH SCHOOL
EMERGENCY TREATMENT FORM

Student Name: ________________________________

Grade: _______ DOB: ________________ Sex: M F

Address: ______________________________ City: __________________ Home Phone: ________________

Father’s Name: ______________________________

Address: ______________________________

Home Phone: ______________ Work Phone: ______________ Cell Phone: ______________

Mother’s Name: ______________________________

Address: ______________________________

Home Phone: ______________ Work Phone: ______________ Cell Phone: ______________

You must have at least three emergency contacts who are authorized to pick up and care for your
child in the event that you cannot be reached in case of an accident, illness, or emergency.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone/s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is your responsibility as parents to inform the school if your child has a health condition and/or is
under medical treatment.

My child has the following health condition: ________________________________

My child is on the following medications: ________________________________

Family Doctor: __________________________ Telephone: __________________________

I, __________________________, hereby agree that an emergency facility may give
emergency treatment, as needed, to __________________________, at no expense to the

______________________________ __________________________
Parent/Guardian Signature Date
CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION

Lauren Stroud

SERVING AGRICULTURE BY TEACHING
2009/2010 ACTIVE MEMBER
Meeting Reports

Our department has weekly department meetings where minutes are taken by me. I then email those minutes to my agriculture staff, the site and district administration, as well as our school board and advisory committee members.

Below is a screen print of my “advisory committee” email file that shows history of me emailing these department meeting minutes.
Orestimba High School
Agriculture Department
Weekly Department Meeting Record
Week 1

Date & Time: August 18 – 3 pm

Ag Instructors Present: Rico, Skoglund, and Stroud

Activities for the week:

Monday:
• Department meeting

Tuesday:
• Rico will pick up fair checks in Turlock and Home Depot for after school program

Wednesday:
N/A

Thursday:
N/A

Friday:
N/A

Saturday/Sunday:
N/A

Important dates during the month:
• Nothing in August
• Officer Meeting Tuesday 8/25 7:30 am
• Officers need to call freshman families about welcome BBQ

Vehicle Needs for the coming week:

Monday:

Tuesday:
• Rico - Truck to Turlock

Wednesday:

Thursday:

Friday:

Weekend:

Project visitations made (prior week):
• Fair just ended, various visits done during summer
• Record books for livestock will be checked this week before kids get fair checks
Additional information discussed:
- Skoglund - Grant from State ($320) being used to purchase administration OHS Agriculture shirts
- Skoglund - Advisory committee meeting email being sent to set up first meeting date
- Skoglund - Make order form for pre-sold FFA chapter t-shirts (pre-sell from end of August to September 18)
- All Ag teachers - Pasta Ticket out to all Ag teachers. Sell until September 11.
  - Prizes: $50 card (25 tickets); $20 (15 tickets); $10 (10 tickets)
  - Stroud - Poster
- Rico – Talk to Steven Shull about Fall Festival
- Stroud- talk to Bettencourt’s about Fall Festival float
- Rico – Track down Austin Andres FFA jacket

Next department meeting date:
  Monday, August 24, 2009, 3 pm

Agriculture Course Agendas

Mrs. Stroud

Ag Biology: Syllabus, introductions, basic rules, egg cage activity, Assigned Values wheel homework

Ag Leadership: Syllabus, introductions, basic rules, went over FFA calendar, Assigned Leadership poem poster assignment

Ornamental Horticulture: Syllabus, introductions, basic rules, Name the Plant activity, Assigned Values wheel homework

Mr. Rico

Ag Wood: Shop rules, syllabus, FFA calendar of events, Department Policy, Shop tour, student interviews

Ag Mech: Ditto

Advanced Mech: Ditto

Power & Tech: Ditto

Small Engines: Ditto

Miss Skoglund

Floral: intro to class, syllabus, rules, who are you?

Ag Science 1: Ditto
Orestimba High School
Agriculture Department
Weekly Department Meeting Record
Week 2

Date & Time: Wed., August 26, 3 pm

Ag Instructors Present: Rico, Skoglund, Stroud

Old Business:
- Rico picked up fair checks; they are being distributed as the kids show us completed and accurate records in their record books.
- Officers were given Greenhand phone numbers, should call to invite to BBQ by this Friday. Greenhands will also get paper invitations at school.
- Advisory committee invites being mailed today for September 9th meeting.
- Pasta dinner tickets are being sold!
- Still need to know about Austin Andres FFA jacket (Rico talk to Steven Shull about this).
- Fall Festival float is a go...Bettencourts will toe a flat bed trailer with hay bales behind a tractor
- Rico still needs to inform us on what Steven Shull’s plan is with Fall Festival!?!?

Activities for the week:

Monday: N/A

Tuesday: N/A

Wednesday: N/A

Thursday: N/A

Friday: N/A

Saturday/Sunday: N/A

Important dates during the month:
- September 1 - Back to School Night

Vehicle Needs for the coming week:

Monday: N/A

Tuesday: N/A

Wednesday: N/A

Thursday: N/A

Friday: N/A
Weekend: N/A

Project visitations made (prior week):
  • Stroud - Cameron Rocha

Additional information discussed:
  • Skoglund - FFA R2 Report
    o Needs class rosters from us with name, address, phone numbers, grade, and sex by next week
    o Due by October 15
  • Stroud – Ag incentive Grant Report of Expenditures
    o Need graduate follow up from Rico by September 18
    o Due by October 15
  • Advisors discussed students getting to use “roll over FFA points.” If they bank more FFA points this quarter, can they go toward a later quarter? Voted NO! Stay involved all year!
  • FFA shirt order forms out on Monday, done on September 18
  • Stroud gave Rico and Skoglund the all inclusive permission slips for ALL FFA kids. Each kid will get them signed so we do not have to fill out permission slips for EVERY event we go to.
  • Stroud reminded the other two to complete conference forms for conferences they attend this year.
  • All advisors will be attending the first fall CATA road show in November; Skoglund and Rico will be attending the meeting the following day, Stroud is not able to attend.

Next meeting date:
Monday, August 31, 3 pm

Agriculture Course Agendas

Mrs. Stroud

Ag Biology: Binder set up, safety rules, lab equipment, scientific method

Ag Leadership: What is leadership? Work days to get BBQ ready.

Ornamental Horticulture: Exploring the horticulture industry; work days to get greenhouse ready for propagation

Mr. Rico

Ag Wood: What is FFA? ; Start shop safety

Ag Mech: Same as Ag wood

Advanced Mech: Review air compressor, safety and oxy-acetylene safety

Power & Tech: Tool ID and shop safety

Small Engines: Same as Ag Wood
Miss Skoglund

**Floral: Perception** – What is Art?; Are you Creative?

**Ag Science 1:** Scientific Method; properties of a Good experiment; technology timeline
Date & Time: Monday, August 31, 2009

Ag Instructors Present: Rico, Skoglund, Stroud

Old Business:
- Rico still needs to give Skoglund his R2 information (this week)
- Rico still needs to give Stroud the graduate follow up information (by 9/18)
- All inclusive permission slips being turned in this week

Activities for the week:

Monday:

Tuesday: Back to School Night

Wednesday:

Thursday:

Friday:

Saturday/Sunday: Fall Festival Parade

Important dates during the month:
- 9/9: Advisory Committee Meeting
- 9/10: Welcome BBQ for Greenhands and Parents
- 9/14: Board Meeting 7:15 pm (fair presentation)
- 9/15 & 22: 7 am officer meeting
- 9/21: Omelet Breakfast Tickets Out
- 9/22: CATA Sectional Meeting - Hughson
- 9/25: Greenhand Conference - Modesto
- 9/26: Sectional Softball
- 9/29: Monthly meeting and Fun Night

Vehicle Needs for the coming week:
- Monday: Rico to Turlock to get premium checks
- Tuesday:
- Wednesday:
- Thursday:
Friday:

**Weekend:** truck for Fall Festival parade

**Project visitations made (prior week):**

**Additional information discussed:**
- Skoglund and Rico need to collect: RSVP’s for Welcome BBQ – by Friday, September 4
- Permission Slips for Pinecrest from officers – due Wed!!!
- Pasta tickets in by 9/10
- Record Books need to be started – need to swap books from last year to get kids their 2009 books (this week)

**Next meeting date:**
Tuesday, September 8

---

**Agriculture Course Agendas**

**Mrs. Stroud**

Ag Biology: Scientific Method and Microscope use and function

Ag Leadership: Preparation for BBQ and Fall Festival, Written and Spoken communication

Ornamental Horticulture: Transplanting and propagating last year’s plants

**Mr. Rico**

Ag Wood: Tool ID, Shop Safety - compressors

Ag Mech: Tool ID, oxy-acetylene safety

Advanced Mech: Oxy Acetylene Torch cutting, cutting practice

Power & Tech: Tool ID, engine fundamentals

Small Engines: Tool ID, engine fundamentals

**Miss Skoglund**

Floral: History of Floral Design

Ag Science 1: States of matter, elements, compounds and molecules
Orestimba High School
Agriculture Department
Weekly Department Meeting Record
Week 4

Date & Time: Wednesday, September 9, 2009, 3 pm

Ag Instructors Present: Rico, Stroud, Skoglund

Old Business:
- Skoglund met with kids for the Fall Festival Float. Stroud was at a wedding and Rico had a last family emergency. Our float won 2nd place in the parade, winning the Chapter $50, which covered the cost of the float entry and candy! Awesome!
- Stroud started Ag Incentive Grant Report, just need graduate follow up from Rico
- Skoglund started the R2 report.
- Back to school night went well for all Ag teachers.
- Stroud still needs record books from Rico – she is starting record books next week.

Activities for the week:

Monday: No School

Tuesday:

Wednesday: Department Meeting

Thursday: Greenhand Welcome BBQ (parents and students)

Friday: Camp Sylvester Leadership Conference

Saturday/Sunday: Camp Sylvester Leadership Conference

Important dates during the month:
- 9/9: Advisory Committee Meeting **canceled** due to lack of RSVP. Skoglund has asked our returning members to do some recruitment calling to get the Ag department a descent size group. Skoglund got one call today from someone at CA Transplants who is interested and all the other advisory members agreed to make some calls/emails for us.
- 9/10: Welcome BBQ for Greenhands and Parents
  - Skoglund went to Modesto and did all the shopping for us yesterday- thanks!
- 9/14: Board Meeting 7:15 pm (fair presentation)
- 9/15 & 22: 7 am officer meeting
- 9/21: Omelet Breakfast Tickets Out
- 9/22: CATA Sectional Meeting - Hughson
- 9/25: Greenhand Conference - Modesto
- 9/26: Sectional Softball
- 9/29: Monthly meeting and Fun Night

Vehicle Needs for the coming week: **NONE**
Project visitations made (prior week):
- Stroud is starting record books next week so home visits and project visits will begin. She does have all her horticulture kids doing a horticulture project. We check those daily in 8th period.

Additional information discussed:
- Stroud will email John Menchaca about getting the old truck serviced. We have been asking since before fair time. The old truck is unsafe to drive at this time. She will also ask for an update on the school farm and if there is anything we can do.
- Skoglund will email Lori mach ado about using the library on Friday, December 11 for the California State FFA officers visit. They will arrive Thursday, December 10, we will have pizza and they will stay the night with our officers. Next day they give presentations to our classes.
- Meet tomorrow to prep for the BBQ at 5:30 pm.
- Everything is set for Monday’s Board meeting. 5 students will be presenting the fair results.

Next meeting date:
Tuesday, September 15, 4 pm

Agriculture Course Agendas

Mrs. Stroud
- Ag Biology: Review games and take unit 1 test: microscopes, safety, and lab equipment
- Ag Leadership: Obama’s address to America’s students, Prep for BBQ, communication lessons
- Ornamental Horticulture: Sow seeds, help with R2, Plant taxonomy

Mr. Rico
- Ag Wood: Tool ID, Drawings
- Ag Mech: Oxy-acetylene Safety, start torch cutting
- Advanced Mech: Start 1st project (saw horses)
- Power & Tech: Tool ID, Engine ID
- Small Engines: Tool ID, engine theory

Miss Skoglund
- Floral: Color wheel, balance and scale
- Ag Science 1: Finish matter & energy, start earth as a planet (rotation, size, composition)
Date & Time: 9/23/09, 3 pm

Ag Instructors Present: Rico, Stroud, Skoglund

Old Business:
- Rico submitted a vehicle request for the old Ag truck, which would have been done earlier if he would have known, but last year we never filled out vehicle work orders. We still did not hear from John so Stroud tried emailing John Menchaca again yesterday about the old Ag truck. Still no work from John.
- Stroud submitted the Report of Expenditures for the 2008-2009 Ag Incentive Grant funds

Activities for last week:

Monday: Board Meeting of fair presentation

Tuesday:

Wednesday: Pasta Dinner

Thursday:

Friday: Camp Sylvester

Saturday/Sunday: Camp Sylvester

Activities for THIS week:

Monday:

Tuesday: CATA Meeting for Ag teachers

Wednesday: Checked Omelet breakfast tickets out to Ag students

Thursday:

Friday: Sectional Greenhand Conference, Stan. County Ag Center

Saturday/Sunday: Sectional Softball, Denair HS

Important dates during the month:
- Monthly Meeting and Fun night, Sept. 29 (dodgeball tourney)
- Chapter Officer Leadership Conference
• Sectional Opening/Closing Contest, hosted by Newman FFA at OHS
• Work Day, October 17
• Omelet Breakfast, October 25
• Monthly meeting/Fun night on October 29th

Vehicle Needs for the coming week:

Weekend: Stroud – Denair for Chapter Officer Leadership Conference

Project visitations made (prior week):
N/A

Additional information discussed:
• Each teacher sign up 4 kids to help RUN the dodgeball tourney for FFA points
  o Stroud will email PE department to borrow 10 cones for dodgeball tourney
  o Rico will bring rope from home
  o Kids MUST be pre-registered with an Ag teacher by 3 pm the day of dodgeball or they
    will not get to play
• Community Service next Thursday: leadership kids go to the San Luis convalescent home to
  spend time with the residents. This week, the leadership class will organize a coat drive starting
  in October to give coats away to local families for Winter.
• Stroud: Shirt order forms and money were given to Stroud to organize and place shirt order.
  Extras will be ordered to give away and sell throughout the rest of the school year.
• Skoglund: going to submit vehicle request for ALL field days and conference to ensure FFA kids
  can all get to the contest.
• Jessie Ceja asked that we compile a sample mission statement for OHS. We composed one
  together and emailed it to Jessie.
• Skoglund: organizing new meeting date for advisory committee. Bill and Cathy have agreed to
  help recruit.
• Stroud spoke to Dean Harris from Mattos news about an article he is doing for an update on the
  school farm. She also talked to Dr. Fauss yesterday and learned that he will be meeting with
  their attorney to start getting the ball rolling on construction of the barn. He hopes for it to be
  ready for use in the spring.
• Rico and Stroud need to check the R2 online to make sure all their students are online before
  Skoglund submits the report.

Next meeting date:
Monday, September 28, 3 pm

Agriculture Course Agendas
Mrs. Stroud

**Ag Biology:** Populations VOCAB and notes; Ecology vocab review bingo

**Ag Leadership:** Phone communication, prep for monthly meeting

**Ornamental Horticulture:** Plant physiology

Mr. Rico

**Ag Wood:** Finish push stick layout, start cutting with band saw

**Ag Mech:** torch cutting, opening/closing ceremonies

**Advanced Mech:** Notching “I” beam, tool I.D.

**Power & Tech:** Chapter 10 engine fundamental and vehicle repair, tool I.D.

**Small Engines:** 4 Stroke engine fundamentals and vehicle repair, tool I.D., opening/closing ceremonies

Miss Skoglund

**Floral:** Harmony & Unity, design your own arrangement

**Ag Science 1:** Earth as a planet review and test; The moon’s composition Intro
Orestimba High School
Agriculture Department
Weekly Department Meeting Record

Date & Time: ________________________________

Ag Instructors Present: ________________________________

Old Business:
  • Caralyn Mendoza emailed Lauren Stroud letting her know she got a PO for service on an Ag truck and asked me how that cost is covered, but we have still not seen that PO or heard we can take the truck in.

Activities for the week:

  Monday:

  Tuesday: Monthly meeting and Fun night (dodge ball tourney)

  Wednesday:

  Thursday: Officer/Leadership Community Service at San Luis Convalescent Hospital

  Friday:

  Saturday/Sunday: Chapter Officer Leadership Conference

Important dates during the month:
  • Sectional Opening/Closing Contest, hosted by Newman FFA at OHS
  • Work Day, October 17
  • Omelet Breakfast, October 25
  • Monthly meeting/Fun night on October 29th

Vehicle Needs for the coming week:

  Weekend: Stroud taking Officers to COLC – Denair HS

Project visitations made (prior week):

Additional information discussed:
  • Stroud started electronic record books in ALL her classes today. She is requiring that the other two Ag teacher start record books electronically with all their classes and she wants to see their grades each month to ensure they are being done. This is the only way FFA students will earn degrees, proficiencies, etc. MUST BE DONE!!!
  • Skoglund and Stroud: New Professionals Conference December 3-4, Stroud will take care of the registration, conference slip, both will take care of their substitute request
• Nancy Caton wants to buy omelet breakfast from various kids and wants to write only one check so we told her we would except notes from those kids and then take one check at the end from Nancy.
• Omelet Breakfast donations...Stroud had leadership kids write donation letters to businesses requesting items for the breakfast. Rico will follow up on the Butter-It donation from Pea Soup Anderson and Skoglund will follow up on the Freitas fresh Eggs donation.
• Rico will bring rope for dodgeball

Next meeting date: Monday, October 5

**Agriculture Course Agendas**

Mrs. Stroud

**Ag Biology:** Communities and ecosystem notes, record books, Rat Island Project

**Ag Leadership:** Record Books, Mixer, Coat Drive Organization, Parliamentary Procedure

**Ornamental Horticulture:** Record books, build benches for the greenhouse/shade house

Mr. Rico

****Stroud misplaced the paper with what each teacher is covering in their classes....so this is partly filled in...my apologies!!!!

**Ag Wood:**

**Ag Mech:** Oxyacetylene piercing and notching, Intro to Arc Welding

**Advanced Mech:** Finish saw horses, start plasma cam

**Power & Tech:**

**Small Engines:**

Miss Skoglund

**Floral:** Bow tying

**Ag Science 1:** Phases of the moon oreo lab, the moon notes
Orestimba High School  
Agriculture Department  
Weekly Department Meeting Record  
Week 9

Date & Time: October 12, 2009

Ag Instructors Present: Skoglund, Rico, Stroud

Old Business:
- Sing ups for omelet breakfast workers and word day crew will begin tomorrow
- Rico left a message about the pumpkins and will keep contacting them until he gets an okay
- Degree Ceremony:
  - Skoglund ordered degree certificates ($250)
  - Stroud did not have time to copy degree applications, but will have them to the ag teachers by Wednesday

Activities for the week:

Monday: Department Meeting

Wednesday: Tri-Rivers Opening/Closing Ceremony Contest

Important dates during the month:
- October 14: Sectional Opening/Closing Contest, hosted by Newman FFA at OHS
- Work Day, October 24 (changed from October 17)
- Omelet Breakfast, October 25
- October 28, Advisory Committee
- Monthly meeting/Fun night on October 29th
  - Officers can wear Halloween Costumes instead of uniforms
  - Skoglund will bring camera
- October 22-23: Parent/teacher conferences

Vehicle Needs for the coming week:

Wednesday: To pick up pizza for opening/closing contest

Project visitations made (prior week):

Additional information discussed:
- Officers will wear their uniforms to next week’s Tuesday morning meeting so we can take “ground breaking” pictures on the farm for thank you letters.
- Omelet Breakfast
  - Skoglund will arrange to keys to cafeteria so we can store all the eggs and food in the OHS cafeteria before the breakfast
  - Skoglund will pick up eggs and cheese
  - Rico will get Butter-it
  - Stroud will get plates, napkins, silver wear
  - Stroud will make placemats
• Opening/Closing
  o Skoglund will pick up pizza and drinks during prep
  o Rico will make new flag stands
  o Skoglund will take flags and podium to cafeteria after school
• Rico will contact John at DO about the recent invoice from Neman Smog and Lube
• Junk beig dumped behind the Ag shop in Ag compound – Stroud will email again about getting the junk moved from behind the shop that belongs to the District by next Tuesday. If it is not gone, the Ag staff will load our flat bed trailer and bring it all to the DO for them to store there so we can maintain a clean, positive image with our community.
• Winter Clothing Drive
  o Stroud will email each school site office secretary to let them know we will be dropping clothes off on Monday, October 26th
  o Stroud will email Heinrichs to have an all-call made about the clothing drive pick up

Next meeting date: Monday, October 19, 3 pm

Agriculture Course Agendas

Mrs. Stroud

Ag Biology: Biogeochemical Cycle Rap Battle, Review for benchmark, take benchmark

Ag Leadership: Opening/Closing, parli-pro

Ornamental Horticulture: Building new plant benches for the greenhouse and shade house, review for physiology and taxonomy test

Mr. Rico

Ag Wood: Wood Fasteners

Ag Mech: Arc welding safety, running beads

Advanced Mech: Plasma cutting systems, intro to E record books

Power & Tech: Brake adjustments, drum brakes

Small Engines: E record books, engine inspections, start engine re-assembly of 4-stroke

Miss Skoglund

Floral: FFA record book, wire bow construction, balance and shape

Ag Science 1: Solar systems, atmosphere of planets, big bang theory, expanding universe
My Wish List

- Having all the knowledge in the world!
- A perfect greenhouse that has no operational or structural issues
- To have every teaching partner be as motivated and dedicated as me.
- Having another Ag van.
- Having a 4th Ag teacher.
- Having a more productive shop teacher.
- Being a professional SMART board operator.
- Being able to host student teachers/be a Master teacher.
- Having more “true” agriculture courses (animal science, Intro to Ag, etc.) in our course offerings and less core science classes.
- An agriculture computer lab with at least 35 computers and a color laser printer.
Orestimba High School
Agriculture Department Kick-off Dinner
Advisory Committee Meeting
August 26, 2008
6:00 pm

Agenda

2008-2009 Advisory Committee Members

___ Annette VanderPoel  ___ Paul Dompe  ___ Bill Mattos  ___ Ed Perry
___ Andy Pon  ___ Steve Bell  ___ Dr. Cathy Wallace

OHS Ag Department Instructors

___ Lauren Stroud  ___ Jaime Rico  ___ Karling Skoglund

Special Invited Guests

___ Dr. Rick Fauss  ___ Jeri Hamera  ___ Susan Cope  ___ Joe Terra
___ John Luis  ___ Randy Heinrichs  ___ Nathan Greer  ___ John Manchaca
___ Vicki Felber  ___ Susan Shouten  ___ Lupe Ineguez  ___ Lori Machado
___ Kelli Sharpe  ___ Theresa Lerma  ___ Tim Roberta  ___ Laura Elkinson
___ Derek Solano  ___ Barbara Alexander  ___ RoseLee Hurst  ___ Janice Conforti

I. Dinner
II. Introduction of Committee, Guests, and Instructors
III. Officer Presentation
   a. Introductions
   b. 2008-2009 Agriculture Courses
      i. Ag Biology (4)
      ii. Ag Leadership (1)
      iii. Ornamental Horticulture (1)
      iv. Ag Science 1 (5)
      v. Floral Design (1)
      vi. Ag Wood (1)
      vii. Ag Mechanics (2)
      viii. Advanced Ag Mechanics (1)
      ix. Small Engines (1)
      x. Ag Power and Technology (1)
   c. 2008-2009 Competitive Teams (CDE’s)
      i. Creed
      ii. BIG
      iii. Cooperative Marketing
      iv. Livestock Judging
      v. Natural Resource
      vi. Mechanics
      vii. Welding
viii. Job Interview
ix. Public Speaking: prepared and extemporaneous

d. Officer Team Chapter Goals
   i. Increase public relations to get Newman FFA more known in the community
   ii. Increase community service
   iii. Get more support from the community
   iv. Worker harder to raise more money at our fundraisers
   v. Listen first, then talk
   vi. Have fun!!
   vii. Get ALL FFA members involved with some aspect of FFA
   viii. Cooperate with each other at all times
   ix. Stay focused on common goals
   x. Be successful with new chapter meeting format
   xi. Make Ms. Skoglund feel welcome and comfortable
   xii. Start a Newman FFA website with own domain
   xiii. Achieve “Ag-cellence”

Dismiss Special Guests to continue on with advisory committee meeting.

I. Advisors departmental goals
   i. Develop/strengthen Agriculture resources and curriculum
      1. Increase medium and large mechanics projects
      2. Strengthen ROP Horticulture curriculum
   ii. Expand facility funding opportunities
      1. Continue to apply for grants
      2. Utilize regular funding programs in useful and progressive manner
      3. Plant sales
   iii. Expand/develop agriculture facilities
      1. Horticulture
         a. Update greenhouse and shade house
         b. Raised bed area in fenced in compound
      2. Shop
         a. Purchase needed tools
      3. Farm
         a. Start building in April 2009
      4. Ag Science Classrooms
         a. Get SMART Boards and document projectors set up within the next week

II. Program of Activities & Calendar of Events

III. Program Data
   i. Increase in students getting involved with FFA activities outside of class
      1. County Fair
      2. Competitive teams
      3. Fundraisers
ii. Students have a difficult time staying in program for their junior year

IV. Data Assessment
   a. More students are seeing benefits from FFA involvement and are spreading the word of fun, traveling, personal development, and meeting friends. Students, who did not take an agriculture class their freshman year, enrolled their sophomore year just to get involved.
   b. There is an increase in required courses for college entrance and high school graduation. FFA members who are honors students and the school offers certain agriculture elective courses at the same time as the only honors courses. Students that are not high academic achievers have to make up credits, which takes away the opportunity for elective courses.
   c. Floral Design is not UC/CSU approved. The course earns students graduation requirements, but not college requirements.

V. Budget Review

VI. Discussion Items
   a. Next Meeting Date
   b. Elect Advisory Committee Chair
   c. Other
Newman FFA
Advisory Committee Meeting Agenda
Tuesday, October 20, 2009

Discussion Items:
• Introduction of officers
• Program of Work
  o Department overview of classes, teams, etc.
• Farm Update
  o Name recommendation
  o Possible resources for farm
• Advisory Committee Responsibilities
• Newman FFA T-shirts
• Next Meeting Date
Newman FFA Advisory Committee Planning Meeting
Thursday, December 18, 2009

Attendees:

Dinner Event, January 9, 2009:

- Menu
  - Appetizers
- Alcohol
- Flower Arrangements
- Tables/chairs
- Serving dishes (plates, silverware, etc)
- Set up time
- Presentation
  - Style
  - Who will talk?
- RSVP’s
  - Calls week of for no RSVP
Attendees:

Dinner Event, January 9, 2009:

- Menu
  - Appetizers
- Alcohol
- Flower Arrangements
- Tables/chairs
- Serving dishes (plates, silverware, etc)
- Set up time
- Presentation
  - Style
  - Who will talk?
- RSVP’s
  - Calls week of for no RSVP
Newman FFA Advisory Committee Meeting Agenda
Wednesday, April 1, 2009, 6:30 pm

Welcome!

Farm Benefit Dinner
  o Approx. $6,000 donated since the dinner
  o Still need MONEY!!!
    ▪ Follow up with guests
    ▪ Rotary on board for next year???
    ▪ Pasta Dinner on April 8

Farm Update
  o Barn plans approved by DSA
  o Funding papers sent to OPSC last week
  o Construction will begin soon
    ▪ In-Kind donations needed
      • Concrete
      • Electrical
      • Construction

Fundraiser Changes
  o Tractor Pull Canceled
    ▪ VTPA raised cost by $950
  o Tri-tip BBQ dinner

ROP
  o Motion to approve classes for next year
    ▪ Floral Design
      • 3 to Occupational Olympics
      • Submitting application for UC/CSU approval at April board meeting
    ▪ Ornamental Horticulture
      • First plant sale April 3 & 4
    ▪ Ag Power & Tech
    ▪ Welding
  o Purchases made by ROP for the department:
    ▪ Acer laptop(s)
    ▪ Fair banners
    ▪ Substitutes for horticulture field trip to SF Botanical Gardens (floral & OH students)
    ▪ Plasma Cam

Livestock Projects
  o Number and type:
    ▪ 15 hogs
    ▪ 10 meat goats
    ▪ 1 2-year replacement heifer project
    ▪ 1 dairy goat
    ▪ 1 grade dairy exhibitor
    ▪ Various rabbits and poultry
    ▪ Landscape Exhibit
- Horticulture/plant exhibits
  - Funding for livestock projects
    - Donations/proxy
    - Fundraising
  - Date change: July 31-August 9
  - Cow Palace Grand National Stock Show: Cameron Rocha

Local Project Competition
- April 7
- Judges: Renee Stearns, Nancy Caton, Gabie Layne, Paul Wallace
- Projects Being Exhibited:
  - Tractor Restoration
  - Ornamental Horticulture
  - Diversified Agriculture
  - Market Swine
  - Equine Entrepreneurship
  - Replacement Heifer

State Degree & Hometown Hero Ceremony
- March 24 at MJC
- 9 State Degrees (largest group in Newman FFA history..YEAH!!!!)
- Cathy Wallace honored as Grace Davis FFA Hometown Hero
- Bob McConnell honored as our Hometown Hero for efforts to organize farm fundraising through various means.

Awards Banquet
- Wednesday, May 6
- Invitations will be in the mail soon
- First time we will be serving a sit down dinner before the ceremony
- Recognizing FFA team members, award scholarships, honor Joe Terra, and recognize volunteers and people who have helped FFA.
Orestimba High School Ag Advisory Committee

Purpose:

The purpose of this advisory committee is to help the agriculture program remain informed about the industry trends and to support the agriculture program in achieving student success. Agriculture is a complex, highly scientific, and technological industry that demands future agriculturalists to be trained for employment and new opportunities. The members of the advisory committee provide balance to the program and provide understanding between the school and the communities it serves.

Operations and Duties:

1. The agriculture instructors, the current advisory committee members, or the school administration may nominate advisory committee members. Advisory committee member should be truly representative of the community that:
   a. Successful agricultures and/or engage in a significantly related occupation
   b. Have recent, successful, firsthand, and practical knowledge in the field of agriculture
   c. Exhibit substantial interest in the agriculture program
   d. Are sought as public-spirited individuals who are willing to contribute their knowledge and advice as a member of a cooperative, constructive group
   e. Recognize the time required and express a willingness to serve on the committee
2. Help determine the agricultural education program offerings and appropriate curriculum
3. Assist the teachers in finding suitable work situations (internships, work experience, etc.) for students
4. Help the teachers develop a list of capable people for use as speakers, judges, and experts in agriculture
5. Study and make recommendations on problems presented to it by the school board on which further information is needed.
6. Provide current resources to develop and maintain an ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.
7. Serve as speakers or presenters to promote agriculture and the high school agricultural program.
8. The advisory committee shall meet at least twice per year, once in the fall and once in the spring.
Agricultural Education Advisory Committee Manual

Forming an Advisory Committee

Much of the success of an advisory committee is determined by the manner in which it is formed. Based on the experiences of many communities throughout the country, the following steps are suggested:

Determine and Verify the Need
- There must be a feeling of need if an advisory committee is to succeed.
- If with its help, the advisory committee can make the program better, it serves a usable function.
- It can provide continuity of a quality program should teachers or administrative changes take place.
- It is important that the school administration, agricultural education staff, parents, and other patrons of the school thoroughly understand the character and purpose of the committee.

Nomination of Committee Members

Once approval of the formation of an advisory committee by the board members is received, nominations should be made jointly by the principal or superintendent, the head of the agriculture department, and the chairperson of the school board.
- Avoid nomination of friends, as they may be less candid and honest in their advice.
- The advisory committee should be truly representative of the district.

Members:
- Should be successful agriculturists and/or individual/s engaged in a significant related occupation.
- Should exhibit substantial interest in the agriculture program.
- Should not have frequent dealings with the department in order to minimize conflict of interest problems.
- Should recognize the time required and express a willingness to serve on the committee.

How Many Committee Members?
- No fixed number will satisfy all situations.
- The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.
- Should not be so large that it is unwieldy or difficult to call together.
- Seven to eleven persons are suggested with nine being a workable medium.
- Present only the number of names previously decided upon by the local governing board for confirmation. (When more names are presented personalities become involved yielding undesirable results.)

Indicate that the committee serves in an advisory capacity to the teacher(s), the department, the principal, and to the school board.
Understanding of Responsibility

- Of greatest importance is that the committee is only advisory in character.
- The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.
- It has no administrative or policy forming power.
- It will make suggestions on policy and procedure, but the source of its influence is in the voluntary acceptance of this advice by the proper governing authority.

Functions and Duties of Advisory Committees

- **Help to determine what type of Agricultural Education program is offered.**
- Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.
- Help the instructor establish curriculum that has a hands-on, technological approach.
- **Help attract and encourage qualified/capable students into the Agricultural Education program.**
- Help in recruiting and providing opportunities for special-needs students.
- Help to evaluate the effectiveness of the Ag. Education program.
- Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
- **Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A.**
- Help unify the activities of the Agricultural Education program with those of other groups and agencies interested in agriculture.
- **Study and make recommendations on problems presented to it by the school board on which further information is needed.**
- Identify current standards for new equipment.

Operation of Advisory Committee

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

**Number of meetings**

- Must meet regularly and often enough to carry out their assignment.
- Monthly or bi-monthly meetings are usually the most desirable.
- **Minimum number is three per year.**
- Practical number is between three and eight per year.
- Necessity should always determine the exact number.
- **Often the most valuable advice comes from busy individuals.**
- Better to have fewer well planned, well attended meetings.
Selection of Officers
- Generally a chairperson, vice chairperson, and recorder are sufficient.
- Chairperson should be a lay person elected by the committee.
- It is usually best that the agriculture teacher serves as recorder and general consultant.

Length of Service by Committee Members
- Three-year terms are recommended.
- Nominees should be submitted to board of trustees for approval.

Length and Place of Meetings
- For efficient and effective use of time, the agenda for each meeting must be well planned.
- Ample meeting notice of 10 days to 2 weeks is recommended.
- Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
- Two-hour meetings, held at a time and date chosen by the committee, are recommended.
  - The meeting place should provide a conference table in a quiet environment.
  - Usually the agricultural department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

Distribution of Minutes:
- All committee members, the career education director, the principal and the school board president.

Opening Session Instructions for Agricultural Education Advisory Committees

Getting Started:
- Review present course offerings and majors -- catalogs, studies, data, classrooms, labs, and other facilities.
- Conduct studies, if needed, to get community data on which to base your decisions.
- Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).
- 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:
- Elect a chairperson.
- 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.
- 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.)
- Decide if more than one committee is needed. Large departments may have subcommittees.

WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL.
Newman FFA Budget

Every year I submit a general budget to our school secretary to keep on file; this is included in this file. I then keep binders will all our check request, deposits, PO’s, etc. for the past 2 years.

Our treasurer takes our check request and deposit slips and enters them into a budget spreadsheet that he uses for the treasurers report at each monthly meeting. I have included this year’s treasurer budget in this file.

For the ag incentive grant budget, I have included the letter we receive from the state letting us know how much we will be receiving for that year. I keep a binder with all PO’s from the AIG account.

Finally, our school secretary gives me a reconciliation form about once a month for me to sign for her auditors. I keep a copy of the reconciliation and balance our account to make sure we have a positive balance.
# Newman FFA 2009-2010 Budget

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-Aug</td>
<td>Lauren Stroud</td>
<td>$1,708.25</td>
</tr>
<tr>
<td>12-Aug</td>
<td>Newman Ag boosters</td>
<td>-250</td>
</tr>
<tr>
<td>12-Aug</td>
<td>California FFA</td>
<td>-420</td>
</tr>
<tr>
<td>12-Aug</td>
<td>Karling Skoglund</td>
<td>-400</td>
</tr>
<tr>
<td>12-Aug</td>
<td>Fall Fest. Float Entry</td>
<td>-20</td>
</tr>
<tr>
<td>12-Aug</td>
<td>Ad Book Deposit</td>
<td>1200</td>
</tr>
<tr>
<td>12-Aug</td>
<td>Jaime Rico</td>
<td>-39.18</td>
</tr>
<tr>
<td>31-Aug</td>
<td>Lauren Stroud</td>
<td>-71.03</td>
</tr>
<tr>
<td>31-Aug</td>
<td>Hughson FFA</td>
<td>-45</td>
</tr>
<tr>
<td>21-Sep</td>
<td>Lauren Stroud: hort. Supplies, candy</td>
<td>-137.44</td>
</tr>
<tr>
<td>31-Aug</td>
<td>Deposit: Ads and grant money</td>
<td>520</td>
</tr>
<tr>
<td>24-Sep</td>
<td>Deposit: Pasta Dinner, Float prize money</td>
<td>4218</td>
</tr>
<tr>
<td>21-Sep</td>
<td>Jazmine Garcia - garden plot prize money</td>
<td>-35</td>
</tr>
<tr>
<td>21-Sep</td>
<td>Christina Bettencourt: garden plot</td>
<td>-35</td>
</tr>
<tr>
<td>21-Sep</td>
<td>CA FFA: COLC Registration</td>
<td>-140</td>
</tr>
<tr>
<td>21-Sep</td>
<td>Rebecca Crisanti: garden plot money</td>
<td>-35</td>
</tr>
<tr>
<td>21-Sep</td>
<td>Lisa Reeves: garden plot money</td>
<td>-35</td>
</tr>
<tr>
<td>21-Sep</td>
<td>Seanie Bettencourt: garden plot money</td>
<td>-35</td>
</tr>
<tr>
<td>5-Oct</td>
<td>Lauren Stroud Green House Shirts prizes</td>
<td>-844.9</td>
</tr>
<tr>
<td>29-Sep</td>
<td>Tri-Rivers Section sectional dues</td>
<td>-175.5</td>
</tr>
<tr>
<td>21-Oct</td>
<td>Lauren Stroud FFA Jackets</td>
<td>-771.3</td>
</tr>
<tr>
<td>16-Oct</td>
<td>Nclusd Farm Account Pasta Dinner</td>
<td>-4000</td>
</tr>
<tr>
<td>16-Oct</td>
<td>Lauren Stroud</td>
<td>-849.9</td>
</tr>
</tbody>
</table>

**Balance as of October 23rd** 9037.61
Newman FFA General Budget

**Income**
- Advertisement Book $2,500
- Omelet Breakfast $2,500
- SWAP Meet $2,700
- Crab Feed $4,000

**TOTAL INCOME** $11,700

**Expenses**
- Sectional Leadership Conference $800
- MFE/ALA $400
- COLC $160
- Greenhand Conference $500
- State Conference $2,500
- Field Days $400
- Meetings/Fun Nights $600
- New equipment/supplies $3,000
- Various meals, activities, etc $1,000

**TOTAL EXPENSES** $12,360

**PROFIT** $1,660
<table>
<thead>
<tr>
<th>Date</th>
<th>Payee/Source</th>
<th>Invoice</th>
<th>P.O. #</th>
<th>Chk/Bac #</th>
<th>Received</th>
<th>Disbursed</th>
<th>Transfers</th>
<th>Balance</th>
<th>Acct</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/01/2009</td>
<td>Beginning Balance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/18/2009</td>
<td>FFA OHS</td>
<td>5980</td>
<td>950.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13147.11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ad Book Sales</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14097.11</td>
<td>991</td>
</tr>
<tr>
<td></td>
<td>FFA OHS</td>
<td>5980</td>
<td>250.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14347.11</td>
<td>991</td>
</tr>
<tr>
<td></td>
<td>Donations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/20/2009</td>
<td>Jaime Rico</td>
<td>015276</td>
<td>4058</td>
<td>39.46</td>
<td></td>
<td></td>
<td></td>
<td>14307.65</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Reimb./fair supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Newman Fall</td>
<td>015278</td>
<td>4060</td>
<td>20.00</td>
<td></td>
<td></td>
<td></td>
<td>14287.65</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>FF Float Entry Fee</td>
<td>015279</td>
<td>4061</td>
<td>250.00</td>
<td></td>
<td></td>
<td></td>
<td>14037.65</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Newman Ag Boosters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ref. don. error</td>
<td>015280</td>
<td>4062</td>
<td>400.00</td>
<td></td>
<td></td>
<td></td>
<td>13637.65</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Karling Skoglund</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reimb./rentals</td>
<td>015281</td>
<td>4063</td>
<td>1708.18</td>
<td></td>
<td></td>
<td></td>
<td>11929.47</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Lauren Stroud</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reimb./Summer Exp.</td>
<td>015282</td>
<td>4064</td>
<td>420.00</td>
<td></td>
<td></td>
<td></td>
<td>11509.47</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>California Assn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Greenhand Con. Reg.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/25/2009</td>
<td>Yancey Lumber</td>
<td>0015146</td>
<td>4070</td>
<td>222.13</td>
<td></td>
<td></td>
<td></td>
<td>11287.34</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Ag Supp.Fair/Summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/31/2009</td>
<td>FFA OHS</td>
<td>5996</td>
<td>200.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11487.34</td>
<td>991</td>
</tr>
<tr>
<td></td>
<td>Ads</td>
<td>5996</td>
<td>320.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11807.34</td>
<td>991</td>
</tr>
<tr>
<td>09/09/2009</td>
<td>Jaime Rico</td>
<td>015321</td>
<td>4089</td>
<td>68.09</td>
<td></td>
<td></td>
<td></td>
<td>11739.25</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Reimb./ Fair BBQ Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hughson FFA</td>
<td>015316</td>
<td>4098</td>
<td>45.00</td>
<td></td>
<td></td>
<td></td>
<td>11694.25</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>CATA Registration</td>
<td>015315</td>
<td>4099</td>
<td>71.03</td>
<td></td>
<td></td>
<td></td>
<td>11623.22</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Lauren Stroud</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reimb./Ldrshp. Conf.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/15/2009</td>
<td>Karling Skoglund</td>
<td>015280</td>
<td>4062</td>
<td>-400.00</td>
<td></td>
<td></td>
<td></td>
<td>12023.22</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Check Lost/Stop Payment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Karling Skoglund</td>
<td>015280</td>
<td>4107</td>
<td>400.00</td>
<td></td>
<td></td>
<td></td>
<td>11623.22</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Reimb./rental fees</td>
<td>015146</td>
<td>4108</td>
<td>44.53</td>
<td></td>
<td></td>
<td></td>
<td>11578.69</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Yancey Lumber</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ag Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/24/2009</td>
<td>FFA OHS</td>
<td>6045</td>
<td>50.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11628.69</td>
<td>991</td>
</tr>
<tr>
<td></td>
<td>Fall Festival</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FFA OHS</td>
<td>6045</td>
<td>2362.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13990.69</td>
<td>991</td>
</tr>
<tr>
<td></td>
<td>Pasta Sale</td>
<td>6045</td>
<td>175.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14165.69</td>
<td>991</td>
</tr>
<tr>
<td></td>
<td>Fair</td>
<td>6045</td>
<td>20.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14185.69</td>
<td>991</td>
</tr>
</tbody>
</table>
10/15/2009

Orestimba High School

Reconciliation Report

From: 07/01/2009
To: 10/15/2009

Account #: 330

FPA

<table>
<thead>
<tr>
<th>Date</th>
<th>Payee/Source</th>
<th>Invoice</th>
<th>P.O. #</th>
<th>Chk/Bac #</th>
<th>Received</th>
<th>Disbursed</th>
<th>Transfers</th>
<th>Balance</th>
<th>Acout</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/24/2009</td>
<td>Pasta Sale</td>
<td></td>
<td></td>
<td>6045</td>
<td>1611.00</td>
<td></td>
<td></td>
<td>15796.69</td>
<td>991</td>
</tr>
<tr>
<td>09/25/2009</td>
<td>CA Asn. FFA/Cotrcl</td>
<td>015346</td>
<td>4128</td>
<td></td>
<td>140.00</td>
<td></td>
<td></td>
<td>15656.69</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Off. Ldr. Conf.</td>
<td>015347</td>
<td>4129</td>
<td></td>
<td>35.00</td>
<td></td>
<td></td>
<td>15621.69</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Seamie Battancourt</td>
<td>015348</td>
<td>4130</td>
<td></td>
<td>35.00</td>
<td></td>
<td></td>
<td>15586.69</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Fair Premium</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rebecca Cristanti</td>
<td>015349</td>
<td>4131</td>
<td></td>
<td>35.00</td>
<td></td>
<td></td>
<td>15551.69</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Fair Premium</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Christina</td>
<td>015350</td>
<td>4132</td>
<td></td>
<td>35.00</td>
<td></td>
<td></td>
<td>15516.69</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Fair Premium</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jasmine Garcia</td>
<td>015351</td>
<td>4133</td>
<td></td>
<td>35.00</td>
<td></td>
<td></td>
<td>15481.69</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Fair Premium</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lisa Reeves</td>
<td>015352</td>
<td>4134</td>
<td></td>
<td>137.44</td>
<td></td>
<td></td>
<td>15344.25</td>
<td>992</td>
</tr>
<tr>
<td>09/27/2009</td>
<td>FFA OHS</td>
<td>6088</td>
<td>-36.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15308.25</td>
<td>992</td>
</tr>
<tr>
<td>10/07/2009</td>
<td>Lauren Stroud</td>
<td>015359</td>
<td>4135</td>
<td></td>
<td>849.90</td>
<td></td>
<td></td>
<td>14458.35</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Reimib/ supplies</td>
<td>015364</td>
<td>4143</td>
<td></td>
<td>175.50</td>
<td></td>
<td></td>
<td>14282.85</td>
<td>992</td>
</tr>
<tr>
<td></td>
<td>Tri Rivers FPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Swot. FPA Dues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/09/2009</td>
<td>FFA OHS</td>
<td>6082</td>
<td>64.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14346.85</td>
<td>991</td>
</tr>
<tr>
<td>10/13/2009</td>
<td>T-Shirts</td>
<td>4</td>
<td></td>
<td></td>
<td>-50.00</td>
<td></td>
<td></td>
<td>14296.85</td>
<td>991</td>
</tr>
<tr>
<td></td>
<td>Trf. to sponsor 2 football flags downtown.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FFA OHS</td>
<td>6099</td>
<td>224.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14520.85</td>
<td>991</td>
</tr>
<tr>
<td></td>
<td>Pasta Sale</td>
<td>6099</td>
<td>100.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14620.85</td>
<td>991</td>
</tr>
<tr>
<td></td>
<td>Donation</td>
<td>6099</td>
<td>16.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14636.85</td>
<td>991</td>
</tr>
<tr>
<td></td>
<td>Pasta Sale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTALS -> 6306.00

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: ___________________________ Date: / / /  
Principal: ___________________________ Date: / / /

Accounts payable 0.00

Working balance 14636.85

Currently Encumbered (PO) 14636.85
District VEA Allocation

The Ag Department’s budget from the district only covers sub costs and minimal transportation in school vehicles. The Ag Department requests approximately 20 substitute teachers per year at $125 each. Our budget from the district is to cover this $2500 cost.

The district feels that the Ag Department receives enough funding from AIG, therefore do not allot anymore funding than previously mentioned.

We do have access to ROP funds for items that we cannot afford with AIG or FFA funds.
Budget Process

I am responsible for all the budgeting in the department. The other ag teachers turn in any receipts or PO’s to me for my approval before anything goes to the school secretary. All three ag teachers have to sign the check requests, as well as an officer. We make 3 copies of each check request before it is submitted; one for the FFA secretary for executive meeting minutes, one to the treasurer to enter in the budget, and one to go into my budget binder.

For deposits, I have our treasurer count and fill out the cash transmittal form, I recheck it before submitting it, and when I get the deposit slip back from the secretary, I make a copy for our treasurers records as well as my own.

For AIG funds, the other Ag teachers have to submit PO’s to me first; I approve them, and then submit then to our school secretary.

We have a general budget that shows our income and expenses (estimates), but we need to take some time this summer and make a more sophisticated budget system so we can save and purchase a new Ag vehicle.
Department Head Responsibilities

The department chart of responsibilities can be viewing in appendix kk, but below is a bulleted list of specific responsibilities that I perform as the department head.

- AIG application
- AIG report of expenditures
- AIG checklist
- AIG/Department Review Prep
- All budgeting/accounting
- Updating the chart of responsibilities
- FFA Activities Checklist
- STAR applications
- FFA program of activities
- Comprehensive Program plan
- CATA registration
- State Conference Registration
- Department meeting agenda and minutes
<table>
<thead>
<tr>
<th></th>
<th>Stroud</th>
<th>Rico</th>
<th>Skoglund</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orestimba High School Ag Department</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFA Advisor</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Greenhand Advisor</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Animal/Livestock</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poultry</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Goats</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Sheep</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Swine</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Dairy</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Beef</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Rabbits</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Horticulture</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floriculture</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Greenhouse</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Horticulture Plots</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Lathe House</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>OH Storage Containers</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Shop/ Equipment/ Machinery</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ag Shop Maintenance</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ag Trailers</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>BBQ Trailers</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Shop Equipment</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Shop Nights</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Small Engines Shop/ Class</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Storage Quonset Buildings</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Accounting</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departmental/District Accounting/ PO's</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFA Accounting/ PO's</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Floral</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Shop</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Horticulture</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>General Program/ Facility</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ag Advisory Committee Minutes</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ag Advisory Committee Planning and Agenda</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ag Building Science Lab</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>BBQ-Cooking</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Department Marketing/ PR</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Vehicle Maintenance Requests</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Transportation Requests</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Annual Report</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>5-year Equipment Allocation</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Advisory Committee Roster &amp; Minutes</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>American FFA Degree Application</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Chart of Staff Responsibilities</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Program Plan</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>FFA Activities Checklist</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>FFA Award Applications</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>FFA Membership Roster and Dues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFA Program of Activities</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Grad Follow-up</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Incentive Grant</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incentive Grant Reviews</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Inservice Activities List</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>R2 Report and Roster</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Report of Expenditures</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>State FFA Degree Applications</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Project Supervision</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Mechanics</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Horse Projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floriculture Projects</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Horiculture Projects</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Work Experience</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FFA/ CATA</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Leadership Acadamy Conference</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Made for Excellence Leadership Conference</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Officer Leadership Conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organize Local Project Competion</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Organize Sectional Project Competition</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Quarterly/ Yearly CATA Meeting/ Events</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Regional Officer Leadership Conference</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Sectional Officer Leadership Conference</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>State FFA Leadership Conference</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FFA Judging Teams/ Contests</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Mechanics</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>BIG</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Creed Speaking</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Livestock Judging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extemporaneous Speaking</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Job Interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Opening and Closing Intermediate</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Opening and Closing Novice</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Opening Closing Officers</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Prepared Public Speaking</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Farm Power</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Natural Resource</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Coop</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Awards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Award Banquet Planning</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Award Banquet Awards</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Award banquet Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Ceremony</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Degree Ceremony Food</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Degree Awards</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>National Chapter Awards</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Scholarships</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PA Tabulations</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Proficiency Awards</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Fundraisers/Events**

<table>
<thead>
<tr>
<th>Crabb Feed</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBQ's</td>
<td></td>
</tr>
<tr>
<td>Omelet Breakfast</td>
<td>X</td>
</tr>
<tr>
<td>SWAP Meet</td>
<td>X</td>
</tr>
<tr>
<td>Tractor Pull</td>
<td></td>
</tr>
<tr>
<td>Teacher Breakfast</td>
<td>X</td>
</tr>
<tr>
<td>Opening Closing Contest</td>
<td>X</td>
</tr>
</tbody>
</table>

**Department Meetings**

<table>
<thead>
<tr>
<th>Agenda</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**To-Do for**

- Food
- Facilities
- Ice
- Donations
- Tickets: order
- Marketing
vents:

|er and distribute
|of event: newspaper, emails, etc.
Substitute Procedure

In order to get a substitute, we must log in or call the SubFinder system and report an absence. We can request specific subs, which I like to do. I have two different subs that I try to book for the entire year so I know who is in my classroom while I am gone. These are subs I have formulated relationships with over the past 4 years at OHS. After our absence from work, we are required to sign a paper for our secretary stating that we did miss a day of work and approving what account the sub coverage is coming from.

I have included the following items in this file:
- A blank sub plan that add to when I am going to be gone.
- A filled in sub plan.
- The sub essay I refer to in my sub plans that I use if a student gets their name written on my sub plan. I usually have to give this to one or two kids the first time I am gone for the year and after that I get perfect comments back from my subs.
PLEASE FEED MY FISH A PINCH OF FOOD IN THE MORNING!! = ) THANKS!
NO TRIPS TO THE BATHROOM….NO MATTER WHAT! THEY CAN GO IN THEIR NEXT PERIOD!!

Thank you for taking over my classes, I truly appreciate it!
My classes are typically very well behaved so make sure you write down the name of ANYONE who misbehaves; they know they have a fun essay to copy if they misbehave! ; )

I have left you a stack of attendance slips and referral slips. Please feel free to use the referrals if you feel the need. Just fill out the form, send the form up to the office with the student, and call the office to let them know who is coming their way (dial 100 on the phone)!!

Silent Reading (SSR) is at the beginning of period 3. Everyone on campus reads for 15 minutes, including the teachers. =) So grab a magazine, a book, whatever you see in the room and please read silently with 3rd period. NO STUDENTS MAY USE THE RESTROOM OR LEAVE THE ROOM DURING SSR….THEY NEED TO BE READING. I do allow them to eat during SSR, but no food or drinks in my classroom at ANY other time.

TA’s: After they run the attendance to the office, they need to work on their TA work that is at their desk…if there is no TA work, they may work on their homework.

Period 1: Lisa Reeves
Period 2: NO TA….Lisa Reeves will run attendance up to the office for you
Period 3: Seanie Bettencourt & Angelica Perez
Period 4: NO TA….ask Chelsea De Leon to run attendance up for you
Period 6: NO TA…..Emily Santana will run to the office for you
Period 8: NO TA…..Lisa Reeves will run attendance up to the office for you

Period 5 = YOUR LUNCH.
Period 7 = YOUR PREP.

Assignments Due While I am Gone:
None

Periods 1, 3, 4, 6: Ag Biology
1. Take roll and send to the office while the students finish their warm up. This will take about 5 minutes to complete both sides and then turn it into their period box over on the table by the door.
2. Please say to the students, “Please remember Mrs. Stroud’s 5 paragraph substitute essay that you will have to rewrite and get signed by your parents if you misbehave today.”
3. Students need to grab their assigned textbook from the bookshelf and complete the following questions in FULL sentences. The assignment is due before they leave for the day.
   a. Page 34 1-4
   b. Page 37 1-4

Period 2: Leadership
1. Take roll and send to the office while the students finish their warm up. This will take about 5 minutes to complete both sides and then turn it into their period box over on the table by the door.
2. Please say to the students, “Please remember Mrs. Stroud’s 5 paragraph substitute essay that you will have to rewrite and get signed by your parents if you misbehave today.”
3. Students need to complete their drafts of their business letter and thank you letter. They may use the computers, but the printer is not working. They need to have their letters typed and ready to turn in on Monday.

**Period 8: Horticulture**

1. Take roll and send to the office while the students finish their warm up. This will take about 5 minutes to complete both sides and then turn it into their period box over on the table by the door.

2. **Please say to the students, “Please remember Mrs. Stroud’s 5 paragraph substitute essay that you will have to rewrite and get signed by your parents if you misbehave today.”**

3. Students need to grab their book off the bookshelf and answer questions 3-12, full sentences, due before they leave.

4. There are only 16 books, so I will allow the following kids to pair up to share their book:
   a. Kathy and Angelica
   b. Charlene and Karla
   c. Marcus and Akayla

Please leave me notes on the next few pages letting me know how things went in the table below; there is a page per day! Thanks again!

<table>
<thead>
<tr>
<th>Period</th>
<th>General Comments</th>
<th>Names of Misbehaving</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eight</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AGRICULTURE DEPARTMENT

SUBSTITUTE BEHAVIOR ESSAY

Due to YOUR inappropriate behavior for the substitute teacher, you must copy this essay in handwriting, to help you understand what kind of behavior is expected for a substitute teacher. You may print or use cursive, but your copy must be neat and legible, and signed by your parents and Mr. Luis in the office.

A substitute teacher is an ordinary person, just like you or me. A substitute teacher has an interesting kind of job. Most people know where that will be working each day. A substitute teacher does not. Each day, he or she is called very early in the morning and told where he or she will be working that day. It may be at an elementary school, a junior high school, or a high school. After he or she arrives at the assigned school, the substitute reports to the office to find out for which teacher he or she will be the substitute teacher.

When the substitute teacher reports to the classroom, he or she finds plans written by the regular teacher telling the substitute about the classes and what should be taught for the day. A substitute teacher must be very flexible because some teachers have complex plans while others may leave independent work or an activity or a movie. The substitute’s job is to follow the regular teacher’s plans so that the students can continue with their regular studies.

The substitute teacher has a difficult job. He or she has to work with students that he or she doesn’t know, in a classroom he or she is not used to. Sometimes the substitute teacher may not be as familiar with the subject being taught by the regular teacher. Each school’s rules may be a little different and the substitute teacher needs to be familiar with those school rules.

Students sometimes think it is funny to be mean to the substitute or disobey him or her. This is rude behavior and is unacceptable. A substitute teacher is an ordinary person just like you or me and must be treated with respect.

A good way to act toward a substitute teacher would be to sit quietly and do what the substitute teacher says to do. A helpful student might ask the substitute teacher if he or she needs anything. A substitute teacher would probably appreciate a pleasant “hello” and a smile. Common courtesy is the key to success with a substitute teacher.

Copy and answer the following questions on the reverse side of your paper and obtain the necessary signatures below. Staple this sheet, with signatures, to your written copy and return to your agriculture instructor by: ________________________.

1. What kind of behavior did I have for the substitute teacher?

2. How could I have made it a better day for the substitute teacher?

________________________________________  __________________________
Parent/Guardian Signature                      Date

________________________________________  __________________________
Vice Principal, Mr. Luis’s signature            Date
PLEASE FEED MY FISH A PINCH OF FOOD IN THE MORNING!! = ) THANKS!
NO TRIPS TO THE BATHROOM….NO MATTER WHAT! THEY CAN GO IN THEIR NEXT PERIOD!!

Thank you for taking over my classes, I truly appreciate it!
My classes are typically very well behaved so make sure you write down the name of ANYONE who misbehaves; they know they have a fun essay to copy if they misbehave! ; )

I have left you a stack of attendance slips and referral slips. Please feel free to use the referrals if you feel the need. Just fill out the form, send the form up to the office with the student, and call the office to let them know who is coming their way (dial 100 on the phone)!!

**Silent Reading (SSR)** is at the beginning of period 3. Everyone on campus reads for 15 minutes, including the teachers. =) So grab a magazine, a book, whatever you see in the room and please read silently with 3rd period. NO STUDENTS MAY USE THE RESTROOM OR LEAVE THE ROOM DURING SSR….THEY NEED TO BE READING. I do allow them to eat during SSR, but no food or drinks in my classroom at ANY other time.

**TA’s:** After they run the attendance to the office, they need to work on their TA work that is at their desk…if there is no TA work, they may work on their homework.
Period 1: Lisa Reeves
Period 2: NO TA….Lisa Reeves will run attendance up to the office for you
Period 3: Seanie Bettencourt & Angelica Perez
Period 4: NO TA….ask Chelsea De Leon to run attendance up for you
Period 6: NO TA…..Emily Santana will run to the office for you
Period 7: Your prep period. = )
Period 8: NO TA…..Lisa Reeves will run attendance up to the office for you

**Assignments Due While I am Gone:**

**Ag Biology – Periods 1, 3, 4, 6**
1. Take roll and send to the office as the students finish their daily warm up. They need to finish both sides of the warm up and then turn it into their period box on the table by the door.
2. **Please say to the students, “Please remember Mrs. Stroud’s 5 paragraph substitute essay that you will have to rewrite and get signed by your parents if you misbehave today.”**

**Ag Leadership – Period 2**
1. Take roll and send to the office as the students finish their daily warm up. They need to finish both sides of the warm up and then turn it into their period box on the table by the door.
2. **Please say to the students, “Please remember Mrs. Stroud’s 5 paragraph substitute essay that you will have to rewrite and get signed by your parents if you misbehave today.”**

**Ornamental Horticulture – Period 8**
1. Take roll and send to the office as the students finish their daily warm up. They need to finish both sides of the warm up and then turn it into their period box on the table by the door.
2. **Please say to the students, “Please remember Mrs. Stroud’s 5 paragraph substitute essay that you will have to rewrite and get signed by your parents if you misbehave today.”**
Please leave me notes on the next few pages letting me know how things went in the table below; there is a page per day! Thanks again! Please make any adjustments or modifications to my lesson plans if it will help you, just leave me a note to let me know of those changes! =) –Lauren Stroud

<table>
<thead>
<tr>
<th>Period</th>
<th>General Comments</th>
<th>Names of Misbehaving</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eight</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Here I am pictured restocking shelves. Making sure that the shelves are fully stocked allows customers to easily find the products that they are looking for.
C. Supporting Pictures

Antonio Ramon Leon

AGRICULTURAL SALES

PHOTO 2

Using the forklift to unload and stack lumber is one of the skills that I have developed while working at Yancey Lumber.
VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Antonio Ramon Leon
AGRICULTURAL SALES

PHOTO 3

PLACE PHOTO HERE!

Cutting glass to specific measurements is important so that the customer can replace broken window panes, or complete their other home improvement projects.
VI. SUPPORTING DOCUMENTATION  (continued)

C. Supporting Pictures

Antonio Ramon Leon

AGRICULTURAL SALES

PHOTO 4

Helping customers find the correct item is one of the most important parts of my job. Here I help a customer find a piece of corrugated roofing, so that he can repair a shed.
VI. SUPPORTING DOCUMENTATION

C. Supporting Pictures

Antonio Ramon Leon
AGRICULTURAL SALES

PHOTO 5

Pricing items correctly ensures that the customer is charged the fair price for an item. It also helps speed up the check out process, as I do not have to look up the prices at the sales counter.
VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Antonio Ramon Leon

AGRICULTURAL SALES

PHOTO 6

Maintaining the lumber yard is a major part of my job. Here I am helping to remove some pruned branches to make room for the new retail store that is being built. Working well with my co-workers is also an important part of being a good employee.
Aside from my work experience at Yancey Lumber, I am also very active in my church and the Columbia Squires. I hold the office of Vice President in that organization and spend a lot of time working with them in fundraising and other community activities.

I am also proud to be a member of the Newman FFA agricultural mechanics team. This spring is my second season on the team and I am looking forward to travelling across California competing, and meeting new people.
Proficiency Award for Vo-Ag Students

Since I have been at OHS, we have not had any member apply for a proficiency. I do not think it was something that was ever rally pushed in this department before I got here. Since I have only been here for 4 years, one of my major goals was to increase the number and quality of SAE projects. Last year, we set a record with State Degree numbers. I am beginning to feel that we are getting some good enough quality projects to start applying for proficiencies.

This year, we hope to implement a local proficiency contest at the least, to start getting kids interested in applying for these awards.

I have included an old proficiency award application I found in old department files.
2 + 2 Articulation

Our horticulture class used to be articulated with Modesto Junior College when Katy Hoag taught the class. The course was not offered for about 5 years until last year I got to teach it for the first time. When I contact MJC to see if the articulation was still in place, they told me I would have to renew everything. I intend to submit the application for a new articulation with MJC this year.

I have included the old 2 + 2 articulation agreement with Katy and MJC.
OCESTHIMA HIGH SCHOOL

College Data

AGREES TO CERTIFY THESE STUDENTS WHO HAVE ENROLLED IN THE ORGANIZATIONAL, HORTICULTURE PROGRAM TO BE ENROLLED IN ORGANIZATIONAL, HORTICULTURE PROGRAM AT ORANGE COUNTY TECH.

College Name: OCESTHIMA HIGH SCHOOL
Secondary Institution: ORANGE COUNTY TECH

Date: Summer 2002 - Summer 2005

Signature: [Signature]

Date: [Date]

+22

Secondary-Post Secondary Articulation Agreement

Modesto Junior College

455 College Avenue, Modesto, CA 95350
**PURCHASE ORDER**

**NEWMAN-CROWS LANDING UNIFIED SCHOOL DISTRICT**

890 Main Street, Newman, CA 95360

Phone: 209-862-2933  
Fax: 209-862-0113

Orestimba High  209-862-2916  
Von Renner Elementary  209-862-2868  
West Side Valley High  209-862-2412  
Hunt Elementary  209-862-1020  

**PURCHASE ORDER #** __________________________  

**TO** ________________________________________  
**ADDRESS** ____________________________________  
**CITY** ________________________________________  
**TEL #** _______________________________________  
**FAX #** ______________________________________  

**DATE** __________________________  
**BUDGET** __________________________  
**ACCT. #** __________________________  

**OUR ORDER NUMBER MUST APPEAR ON ALL**  
**INVOICES, PACKAGES, ETC. PLEASE NOTIFY IF**  
**UNABLE TO SHIP COMPLETE WITHIN 30 DAYS**

**SHIP TO:** Orestimba High School  
**ADDRESS** 707 Hardin Rd.  
**CITY** Newman, CA 95360

---

**Vendor #**

<table>
<thead>
<tr>
<th>Ordered</th>
<th>Received</th>
<th>Unit Price</th>
<th>Total Pric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**REQUESTED BY** __________________________  
**SUPERINTENDENT** __________________________  
**PRINCIPAL** __________________________  
**Received by** __________________________  
**Date** ______________ (For District Office Use)
Staff Reimbursement

Staff members may be reimbursed for personal expenses incurred while participating in integral activities such as FFA, SAE, and CATA. Procedures differ depending on the account utilized for payment.

The FFA account and shop resale account are student body accounts maintained on campus by the office bookkeeper. Reimbursement from the FFA account requires the receipts given when the expense was made, a filled out check request form signed by all ag advisors and an officer, and those items are then submitted to the bookkeeper. A check will be placed in our staff mailbox when it is completed.

The district funded accounts, AIG and ROP, require prior approval before expenses will be reimbursed. Personal reimbursement are discouraged, the district would prefer to pay directly to the vendor, but if necessary, a PO must be submitted electronically at least 2 weeks prior to the event. Once you get an approved PO, you may make the expenditures. After you have made the expenditures, you turn in the PO number with the receipts and the DO will draft a check in your name.

All requests must come through me first since I do the accounting for the department.

I have included in this file:
- Copy of the check request form we use
- Copy of the PO form we use
OHS STUDENT BODY CHECK REQUEST FORM

Date:______________________________   Amount:_______________

Check Payable To: ______________________________________________________

Purpose of Expenditure: __________________________________________________
_______________________________________________________________________

Account to be Charged: _________________

_______________________   _______________________
Signature of Advisor                                    Signature of Officer

Signature of Principal/ V Principal

---

OHS STUDENT BODY CHECK REQUEST FORM

Date:______________________________   Amount:_______________

Check Payable To: ______________________________________________________

Purpose of Expenditure: __________________________________________________
_______________________________________________________________________

Account to be Charged: _________________

_______________________   _______________________
Signature of Advisor                                    Signature of Officer

Signature of Principal/ V Principal