Master of Agricultural Education
Agricultural Education and Communication Department
California Polytechnic State University, San Luis Obispo
June 2015

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John H. Pitman High School
Agriculture Department Quality Criteria

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California Polytechnic State University, San Luis Obispo
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*Amanda Bevier Bailey*
# Quality Criteria

## Table of Contents

1. Quality Criteria 1: Curriculum and Instruction.................................................. page 3
2. Quality Criteria 2: Leadership and Citizenship Development............................. 9
3. Quality Criteria 3: Practical Application of Agricultural Skills.......................... 11
4. Quality Criteria 4: Qualified and Professional Personnel................................. 13
7. Quality Criteria 7: Career Guidance............................................................... 18
8. Quality Criteria 8: Program Promotion......................................................... 20
10. Quality Criteria 10............................................................................................. 24
11. Quality Criteria 11: Full Year Employment...................................................... 25
John H. Pitman High School
Agriculture Department Quality Criteria

Quality Criteria 1:
Curriculum and Instruction
Quality Criteria 1: 
Curriculum and Instruction

1A. The curriculum includes components required under Section 52454 of the Education Code: Organized Classes in the study of agriculture science and technology; student supervised agriculture experience; and a program of leadership, organization, and personal development.

John H. Pitman High School offered a wide variety of classes within the agriculture department. For this 2014-2015 school year, the classes offered include, Agriculture Geoscience, Agriculture Biology, Agriculture Science I, Viticulture and Environmental Science, Turf Grass Management, Agriculture Engineering, Agriculture Welding I-III, and The History and Art of Floral Design. Every student enrolled in an agriculture class is required to maintain a current Supervised Agriculture Experience (SAE) project, and document their records in the California FFA Record Book. Because all students enrolled in agriculture classes are FFA members, there is a requirement for students to actively participate in a minimum of two (2) activities per quarter, making for a total of four (4) activities per semester. This participation is recorded on charts in each classroom and is a part of the students’ grade in their agriculture course(s).

The following courses are offered through the agriculture department at John H. Pitman High School but were not offered this 2014-2015 school year:

Small Engines and Power Equipment, Agricultural Communications, Environmental Horticulture

1B. The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for content of course offered. Curriculum addresses “Foundation” and “Pathway” standards within the program pathway(s) and course sequences.

Currently at John H. Pitman High School there lies in place the beginning of pathway formations for the areas of Agriculture Science and Agriculture Mechanics. However, they are weak and not very many students complete all the courses in either pathway. While these pathways are in place, there is no real structure to the ways that student progress through the courses in each pathway. While there is the intention for students to take agriculture courses that follow a pathway, it is common for freshman students to take the upper level courses and for students to repeat the same courses multiple years. This is especially true within the agriculture mechanics pathway.

This past school we sat down as a department and looked at ways to improve our pathway alignment and hopefully boost student retention numbers in each pathway. In our plans to redefine each pathway, we as a department felt that the addition of courses is essential to create complete pathways. These courses include: a separate Ag Welding III-IV course, Ag Drafting, Ag Fabrication and Design, Ag Sales, and veterinary Science (adapted from the current Agriculture Science Course Offered.) These course not yet approved by the District are highlighted in yellow below. It was decided that our updated pathways are as follows:
Agriculture Science Course Offered.) These course not yet approved by the District are highlighted in yellow below. It was decided that our updated pathways are as follows:

### Pitman Agriculture Department Course Pathways

<table>
<thead>
<tr>
<th>Pathway Title</th>
<th>Course Options 9th Grade</th>
<th>Course Options 10th Grade</th>
<th>Course Options 11th Grade</th>
<th>Course Options 12th Grade</th>
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<tbody>
<tr>
<td>Ag Science</td>
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<tr>
<td>Ag Mechanics</td>
<td>Ag Engineering</td>
<td>Ag Welding 1-2</td>
<td>Ag Welding 3-4</td>
<td>Ag Welding 3-4</td>
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<td></td>
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<td></td>
<td>Ag Drafting</td>
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<td></td>
<td></td>
<td>Ag Design &amp; Fabrication</td>
<td>Ag Design &amp; Fabrication</td>
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<td></td>
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<td>Ag Communications</td>
<td>Ag Communications</td>
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<td>Ag Engineering &amp; Fabrication</td>
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<td>Ag Drafting</td>
<td>Ag Engineering</td>
<td>Ag Design &amp; Fabrication</td>
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<td></td>
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<td>Ag Design &amp; Fabrication</td>
<td>Ag Engineering</td>
</tr>
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<td>Horticulture</td>
<td>Ag Geoscience</td>
<td>Ag Biology</td>
<td>Floral Design</td>
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<td></td>
<td>Science</td>
<td>Science</td>
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<tr>
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<td></td>
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<td>Viticulture</td>
</tr>
<tr>
<td>Ag Business</td>
<td>Ag Geoscience</td>
<td>Ag Biology</td>
<td>Ag Communications</td>
<td>Ag Sales &amp; Service</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>Work Experience</td>
</tr>
</tbody>
</table>

We attempted to align our pathways with the Career Technical Education (CTE) Model Curriculum for Agriculture. This model outlines seven different career pathways for student success. These pathways include: Agriculture Business, Agriculture Mechanics, Agriculture Science, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant
to provide students with greater options, but also the courses available to create individualized success and program completion plans for each one of our students.

1C. Career paths in agriculture have been identified and can be found on a chart or diagram in the program plan. (Foundation Standards 3.0)

While we as a department are working to establish clear pathways for students within the Pitman FFA program, there is still a need for the development of a document that outlines these pathways clearly for students. This document should also provide potential career choices and opportunities that align to each pathway.

1D. The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).

The current 2014-2015 master schedule for the agriculture department is as follows:

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>1ST PERIOD</th>
<th>2ND PERIOD</th>
<th>3RD PERIOD</th>
<th>4TH PERIOD</th>
<th>5TH PERIOD</th>
<th>6TH PERIOD</th>
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</thead>
<tbody>
<tr>
<td>Vannest</td>
<td>Ag Geo Science</td>
<td>Prep</td>
<td>Wine and Viticulture</td>
<td>Agriculture Science I</td>
<td>Floral Design</td>
<td>Floral Design</td>
</tr>
<tr>
<td>Silveira</td>
<td>Ag Biology</td>
<td>Ag Biology</td>
<td>Prep</td>
<td>Ag Geo Science</td>
<td>Ag Geo Science</td>
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</tr>
<tr>
<td>Bailey</td>
<td>Prep</td>
<td>Turf Grass Management</td>
<td>Ag Engineering</td>
<td>Ag Engineering</td>
<td>Ag Welding I-III</td>
<td>Ag Welding I-III</td>
</tr>
</tbody>
</table>

Together with the John H.P Pitman High School administration, we have worked to make sure that our agriculture department course offerings will fit into all student schedules in order to provide them with the best educational opportunities. This master schedule has allowed students to take more than one agriculture class that they are interested in, because overlap is reduced to a minimum.

1E. Agriculture Career Awareness information is included in every course. (Foundation Standard 3.1, 3.2)

Within every agriculture class, agriculture career awareness is a major priority. Depending on the course and its requirements, this career unit is individualized for each course. As a department, we work to develop industry tour field trips and invite guest speakers into our classes to help students explore local career opportunities. We also associate our Career Development Events teams and available contests to align with the courses offered and the skills and interests of our students. There is a Careers Unit incorporated into the curriculum of each course offered. The Career Unit for each course can be taught at any time during the school year. For my classes, I teach the career unit around the middle of each semester.

In the fall I go over careers associated with the courses I teach and the requirement to obtain these careers. I invite guest speakers from the industry as well as instructors from the local community colleges that have programs related to these careers. For example, I invited Mr. Steve
Amador from Modesto Junior College this year to come and speak to my welding classes about the welding career opportunities available. He also discussed the certification that students can acquire by enrolling in his courses at Modesto Junior College. Since he worked in the industry prior to going into education, I asked him to talk about current industry standards and expectations. I also set up a variety of field trips for my student to visit an industry workplaces where students can get a first-hand taste of what the work place is really like in these various careers.

In the Spring I like to teach the essential components of obtaining a job. I spread this out over the semester. I find that this is better for me because I am not keeping my students out of the shop for too long a period of time. Throughout the semester students create a Letter of Introduction, Resume, List of References, a presentation on interview etiquette and tips, a Future Plans and Career paper, and complete a mock interview in front of a panel of school faculty and staff, industry and community members, and educators from outside John H. Pitman High School.

1F. The agriculture department utilized computer hardware and software as an instructional tool. (Foundation Standard 4.2, 4.6)

There are two computer labs available for the agriculture department to utilize at all times. They are both housed in the library here at John H. Pitman High School. Both of these labs need to be reserved with the school librarian, as we have to share them with other departments across campus. The agriculture department also has fifteen (15) laptops available for class use. These are housed in a moveable, chargeable cart station. These laptops are the property of the agriculture department, so students have access to them at all times. All computer equipment is available to use as an instructional tool, and we encourage students to utilize these computers to complete their record books, applications, etc.

1G. The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: Computerized Record Book, Agriculture Term Paper, Job Resume, Portfolio Letter of Introduction, Agriscience Fair Report, Agriculture/FFA Speech Manuscript, Job Cover Letter, Other Agriculture Related Project (Foundation Standard 4.2, 4.6)

The agriculture department utilizes the computers available for students to update and complete their computerized record books, generate letters of introduction and resumes for their career units, prepare materials for Public Speak Career Development Events, and complete class assignments. In addition to these uses, students are required to submit SAE project presentations in each one of their agriculture classes. These presentations require a computer generated paper, handouts, and power point presentation.

Each instructor utilizes Power Points and other programs that are computer based to aid in instruction. Not only is it used for lecture purposes, but it is also used as a means for students to submit classroom assignments and presentations.
1H. Recordkeeping is taught in all agriculture classes. Every student maintains and competes (closes out) either an actual SAE Project or Mock Problem. (Foundation Standard 10.3, 11.0)

Every student enrolled in an agriculture class is taught recordkeeping using the California FFA Agriculture Record Book. Every student is required to keep paper records books on file in the agriculture department. Each student keeps their record books in the classroom of the teacher they have first in the day. Students update their record books on a regular basis, but depending on the course the student is enrolled in, this updating happens monthly or quarterly. While each student has paper record books, students are encouraged to transfer their record books to the iBook format for applications such as the State Degree, American Degree, and Proficiency.

11. Record books of all students are maintained in the Department files until one year following graduation.

This is an area of concern in our department. When I first accepted the position here at John H. Pitman High School in the summer of 2013, there were numerous boxes of old record books scattered throughout the shop storage areas. When going through these boxes, I saw that most were very old and could be cleaned out, while many of our recent graduates had at least one paper book missing. I threw out every book away that was prior to 2008. I created a filing system for my students that consisted of 5 different bins. The first four bins are for each graduation year of our current students, and the fifth bin was for alumni. This was a major first big step in cleaning up our record book filing system. My teaching partners soon adopted a similar system for their classrooms. We are still struggling with some of our graduates finding their record books, but we are making headway in solving this issue.

1J. Agriculture courses have been submitted to meet high school graduation requirements and/or University of California A-G credit.

All of the agriculture courses at John H. Pitman High School meet the high school graduation requirements, and some meet some of the University of California requirements.

<table>
<thead>
<tr>
<th>AGRICULTURE COURSE</th>
<th>REQUIREMENTS MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Science I</td>
<td>Graduation Elective Credit</td>
</tr>
<tr>
<td>Integrated Ag Biology</td>
<td>Graduation Life Science Credit</td>
</tr>
<tr>
<td></td>
<td>A-G Life Science Credit</td>
</tr>
<tr>
<td>Ag Engineering</td>
<td>Graduation Elective Credit</td>
</tr>
<tr>
<td></td>
<td>A-G Elective Credit</td>
</tr>
<tr>
<td></td>
<td>2+2 Articulation</td>
</tr>
<tr>
<td>Integrated Ag Geosciences</td>
<td>Graduation Physical Science Credit</td>
</tr>
<tr>
<td></td>
<td>A-G Physical Elective Credit</td>
</tr>
<tr>
<td>Small Engines and Power Equipment</td>
<td>Graduation Elective Credit</td>
</tr>
<tr>
<td></td>
<td>2+2 Articulation</td>
</tr>
<tr>
<td>Ag Welding I-III</td>
<td>Graduation Elective Credit</td>
</tr>
<tr>
<td></td>
<td>2+2 Articulation</td>
</tr>
<tr>
<td>Course</td>
<td>Credits/Articulation</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>The History and Art of Floral Design</td>
<td>Graduation Visual/Performing Arts Credit</td>
</tr>
<tr>
<td></td>
<td>A-G Visual/Performing Arts Credit</td>
</tr>
<tr>
<td></td>
<td>2+2 Articulation</td>
</tr>
<tr>
<td>Agricultural Communications</td>
<td>Graduation Elective Credit</td>
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<tr>
<td></td>
<td>A-G Elective Credit</td>
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<tr>
<td></td>
<td>2+2 Articulation</td>
</tr>
<tr>
<td>Viticulture and Environmental Science</td>
<td>Graduation Elective Credit</td>
</tr>
<tr>
<td></td>
<td>A-G Elective Credit</td>
</tr>
<tr>
<td>Environmental Horticulture</td>
<td>Graduation Elective Credit</td>
</tr>
<tr>
<td></td>
<td>A-G Elective Credit</td>
</tr>
<tr>
<td>Principles of Turf Grass Management</td>
<td>Graduation Elective Credit</td>
</tr>
<tr>
<td></td>
<td>2+2 Articulation</td>
</tr>
</tbody>
</table>
John H. Pitman High School
Agriculture Department Quality Criteria

Quality Criteria 2:
Leadership and Citizenship Development
Quality Criteria 2: Leadership and Citizenship Development

2A. An FFA Chapter has been chartered by the State Association or has been applied for.

The Turlock-Pitman FFA Chapter was chartered in 2002.

2B. A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.

The Pitman FFA chapter’s Program of Activities is revised annually but the FFA Advisors. Copies of the Program of Activities is distributed to all FFA members and parents, the school administrators, and Turlock Unified School district administrator. Additional copies are available in the agriculture department. A copy of Pitman FFA’s Program of Activities is on file with the regional supervisor. Copies of the Pitman FFA Chapter’s Program of Activities are kept electronically in the department files.

2C. Every student is given a grade based upon participation in leadership activities.

Each student enrolled in an agriculture course at John H. Pitman High School is required to attend 4 activities per semester (2 activities per quarter.) This requirement is worth 10% of the students’ grade. Each agriculture instructor keeps track of their students’ activities using charts that are posted in each of their classrooms. Each teacher has the department’s calendar posted on their classroom for the entire school year, as well as daily updated announcements with the upcoming activities available for students to earn activity credits. At the end of each quarter students are given a grade based on their FFA participation.

Students who choose to opt out of these activities may write an alternative essay assignment which allows them to retain 10% of their grade. Each quarter the topic for the alternative credit essay change. These topics are posted quarterly.

2D. All students enrolled in agriculture classes are affiliated with the State FFA Association.

Every student enrolled in an agriculture course is an FFA member and is listed on the R-2 data report. The FFA Advisors fill out the R-2 report electronically by October 15th each year. For any student that is enrolled in an agriculture course after that date, the paperwork is filled out to enroll them as a FFA member.

2E. Based on previous year’s records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet.

For the 2014-2015 school year, students in the Pitman FFA chapter have participated in the following activities: Central Region COLC
Sectional Opening and Closing Ceremonies Contest
Greenhand Conference
National FFA Convention
MFE/ALA Conference
Sectional Speaking Contest
Sectional BIG Contest
Regional Speaking Prelims
Regional Speaking finals
Spring Regional Meeting
State Speaking Finals
State FFA Convention
Fresno Winter State Finals
Chico State Field Day
Merced Field Day
Modesto Junior College Field Day
Cal Poly State Finals
Proficiency Applications

These activities exceed the minimum of 12 activities as listed on the FFA Activities Check List.

2F. A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intra-curricular activities: Local Best Informed Greenhand Contest, Local Opening and Closing Contest, Local Program of Work Committee(s), Local Agriscience Fair Exhibition, Local Parliamentary Procedure Contest, Any Section, Region, or State Activity, Local Creed Speaking Contest, Local COOP Quiz Contest, Local Demonstration Fair, Local Public Speaking Contest, Chapter Meeting or Activity, Other Local Activities. (Foundation Standards 7.0, 9.1, 9.2, 9.3, 9.6, 10.1)

Over 80% of the students enrolled in agriculture classes at John H. Pitman High School participate in at least three leadership activities within a school year. This can be verified by department records. The most common activities that students participate in are the Chapter FFA meetings. These Chapter FFA meetings are held once a month. Each meeting contains a different activity after the business portion of the meeting. We have incorporated fun events like “Casino Night,” “ESPN Night” (to recognize our athletes in the program), and “Minute to Win It” into our meetings to increase student interest in attending meetings. We also select a new officer each semester, which provides students with more leadership opportunities throughout the school year.
Quality Criteria 3:
Practical Application of Agricultural Skills
Quality Criteria 3:
Practical Application of Agricultural Skills

3A. Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (Foundation Standard 10.2)

Each agriculture student is required to have a minimum of one Supervised Agriculture Experience (SAE) project. Students are required to keep accurate records of their projects in their FFA record books. This project, and verification in record books, account for 10% of the students’ grades in their agriculture course(s). The grade for a students’ SAE project and their record book is entered into the grade book quarterly. The most common types of SAE projects are livestock entrepreneurship projects for the Stanislaus County Fair and Landscaping placement projects.

3B. First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student Data-Career Plan. (Foundation Standards 10.2, 10.3)

In the introductory agriculture courses, first-year agriculture students are shown examples of what would be considered an acceptable SAE project. At the beginning of the school year, students are required to create an “SAE recipe” where they outline their plans for their SAE project(s) for the school year. This includes a summary of their project (who, what, where, when, why), the equipment needed, and a sample business agreement, either the Entrepreneurship or Placement agreement depending on the type of SAE project(s).

Only about 15% of students maintain a traditional market livestock project that is exhibited and sold at the Stanislaus County Fair. This is primarily due to the lack of agriculture background that most of our students come from. There are two separate farm facilities, one for sheep, goats, and beef projects and one for swine projects, to serve as proper housing for students who do not have access to other facilities. In addition to livestock at the fair, each student enrolled in an agriculture mechanics course built and enter projects into the still exhibits. Students enrolled in the floral design and turf grass management courses have the opportunity to enter plants and vegetables into the fair.

Aside from the fair, many turf grass management students have started both placement and entrepreneurship projects where they utilize their plant science and landscape skills to maintain local landscapes for family, friends, and neighbors.

3C. A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records. (Foundation Standards 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0)

Once each of our students’ “SAE recipes” are approved by their agriculture instructor, they are given a fresh paper FFA record book for the year. Each student is instructed on how to properly fill out the various components of the record book. Each student stores their record books in their agriculture classrooms and are given time throughout the school year to update and complete
their record books. This is done during class so students can get assistance from their agriculture instructors if needed.

3D. Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by Department records.

Students with livestock SAE projects are visited by their agriculture instructors on a regular basis. For livestock SAE projects that are housed off the school farm location and other SAE projects, project visits are schedule between the supervising instructor and the student. If the SAE consists of market animals to be shown at the Stanislaus County Fair, visits are conducted at a minimum of once every 2 weeks leading up to the fair. All project visits are documented by department records.

3E. A school vehicle is readily available to each agriculture teacher for all SAE activities associated with the program, or each teacher is adequately compensated for using their own personal vehicle.

The John H. Pitman High School Agriculture Department has a total of three vehicles available for instructors to use at all times. These vehicles include: a 1997 GMC Suburban, a 2004 Chevrolet Suburban, and a 1984 Ford Crew Cab Pick Up. All vehicles are housed in the back of the agriculture department. The maintenance of the vehicles is done by the Turlock Unified School District maintenance department. Additional vehicles are available for use though the Turlock Adult School and the Turlock Unified School District transportation department. The agriculture instructors may use their personal vehicles and can be reimbursed by the mileage based on the yearly updates district mileage chart.
John H. Pitman High School
Agriculture Department Quality Criteria

Quality Criteria 4:
Qualified and Professional Personnel
Quality Criteria 4:
Qualified and Professional Personnel

4A. Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the Comprehensive Program Plan.

Each teacher in the agriculture department at John H. Pitman High School hold Single Subject Agriculture Credential and the Agriculture Specialist Credential.

4B. Based on the previous year's records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities.

Based on the 2013-2014 school year, each teacher has attended a minimum of four professional development activities. This can be verified by agriculture department records.

4C. The agriculture staff meets a minimum of twice a month.

The agriculture department at John H. Pitman High School meets at a minimum of twice per month. These are formal meetings that take place after school. Informally, the department weeks at a minimum of once per week. The agriculture staff also meets formally every Thursday during the lunch period while the FFA officers hole their meetings.

4D. A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan.

A written record of department meeting minute is taken at each department meeting by Amanda Bailey. These minutes can be found in the electronic files in the agriculture department. In addition, a copy of the minutes is email to each agriculture instructor, school administration, a few district administrators. Amanda Bailey also takes minutes of each FFA officer meeting. These minutes are store in the department files and are emailed to each officer and agriculture instructor.

4E. Teachers are reimbursed for personal expenses they incur while participating is all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.

Any expenses that the agriculture instructors incur while participating in approved activities associated with FFA, SAE, and professional CATA in-service activities are reimbursed. This is done through a reimbursement form that is turned into the one of the administrative secretaries in the front office. However, any expense at any given time over $100 must be pre-approved by the school principal. It is the responsibility of the agriculture instructors to fill out the paperwork for reimbursement.
John H. Pitman High School
Agriculture Department Quality Criteria

Quality Criteria 5:
Facilities, Equipment, and Materials
Quality Criteria 5:
Facilities, Equipment, and Materials

5A. Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.

John H. Pitman High School was built in 2001, so the facilities are newer and up to code with the American Disabilities Act regulations. The agriculture department has not constructed any permanent structures since the opening of the school so all of the physical special needs are met by the current facilities. When needed, facilities and equipment are modified to meet the needs of the Pitman FFA agriculture students. While majority of our students do not need any specific modifications, when we have a student who is in need we make every effort to make sure the modifications are made promptly, to ensure the highest quality experience for all of our FFA members.

5B. There is adequate storage space for materials, records, equipment, and supplies.

The John H. Pitman Agriculture Department, there is not enough storage for all of our materials, records, equipment, and supplies. There are a filing cabinet and a few storage areas that are located in each of the classrooms, and they are full. There are two storage rooms located in the facility, located off two of the classrooms. These rooms are overflowing with classroom and FFA materials. In addition, there is a 30 ft x 15 ft storage shed that is housed behind the agriculture department. This shed is full with equipment for the Stanislaus County Fair and small engines and turf grass management equipment. There is little to no room remaining throughout the entire agriculture department to store any additional materials or supplies for the classroom, FFA, or SAE.

5C. At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s): School Farm Laboratory, Growing Area, Greenhouse, Agriculture Shop.

The agriculture department has numerous facilities for students to house their SAE projects. There are currently two separate farm facilities located off campus. One houses just swine SAE projects and the other houses sheep, goat, beef, and turkey SAE projects. Any student with a market SAE project for the fair are able to house their animals at either one of these facilities. There are no breeding animals at either one of these facilities. There is also a greenhouse, shadehouse, and new school garden available on campus to students who have plant-related SAE projects. Students with agriculture mechanics projects have access to both a metal and wood shop (D104 and D101) to build and house their projects until they are exhibited at the Stanislaus County Fair. Finally, there is a 100 plant vineyard located near the new school garden to serve a laboratory area for the wine and viticulture class.
5D. The Agriculture Department has e-mail capabilities.

The agriculture department had e-mail capabilities. Each agriculture instructor can access their e-mail both on and off campus. On campus, e-mail can be accessed through Microsoft Outlook. Off campus, e-mail can be access through a link on the Turlock Unified School District website. E-mail is the primary form of communication between the department instructors, administration, and parents.

5E. The reviewer verifies by visual observation that the agriculture facilities are neat, clean, and orderly.

All the facilities within the agriculture department at John H. Pitman High School are kept neat, clean, and orderly. Each agriculture instructor is responsible for various facilities in the agriculture department, ensuring that each area is ready for use by agriculture students. The breakup of facility responsibilities is listed below:

**Bailey**: School Farm Site for Sheep and Goat Projects, D104 Metal Shop, D101 Classroom and Woodshop, Shade house, Greenhouse, School Garden, Turf Plots, D101/D104 Storage Room  
**Vannest**: Future Turlock Unified School District Farm, D105 Classroom, Vineyard, D105 Storage Room  
**Silveira**: School Farm Site for Swine Projects

5F. Facilities and equipment are regularly maintained, repaired, or replaced.

Facilities and equipment are maintained and repaired on a regular basis. If any maintenance or repairs that need to be made are beyond the skill and knowledge of one of us three agriculture instructors, we ask our maintenance staff on campus for their assistance. This is done by submitting a work order through the school’s front office. Before each school year we look to place orders for any replacements that are needed, etc.

The agriculture department cleans and services the vehicles on a regular basis. All servicing or maintenance is done off site at either the Turlock Unified Transportation Office or at a local dealer or automotive shop.
John H. Pitman High School
Agriculture Department Quality Criteria

Quality Criteria 6:
Community, Business, and Industry
Involvement
Quality Criteria 6:
Community, Business, and Industry Involvement

6A. The Advisory Committee is operational and reflects the committee membership as outlined in the “Agricultural Education Advisory Committee Manual.”

This past 2014-2015 school year the Agriculture Advisory Committee was restructured. Due to rather inactive committee in the past, we wanted to bring on new members that were supportive and represented a variety of different agriculture industries that are present in our community. The current Agriculture Advisory Committee members are:

Don Borges  
Agriculture Division  
Modesto Junior College  
435 College Ave  
Modesto, CA 95350  
(209) 484-1982  
borgesd@yosemite.edu

Corrin (Amaral) Macedo  
Stanislaus County Farm Bureau  
3213 S Sperry Road  
Denair, CA 95316  
corrinm@stanfarmbureau.org

Jeff & Marie Lorenzi  
985 Cedar Ridge Road  
Turlock, CA 95382  
209-581-6618  
jefflorenzi@charter.net  
MLorenzi@turlock.ca.us

Paul Fernandes  
Pfizer Animal Health  
Loin Eye Hog Farms  
1365 Tawny Ln.  
Turlock, CA 95382  
Res. 664-0309  
Bus. 608-2697  
loineyefarm@aol.com

Kris Costa  
California Milk Advisory Board  
3800 Cornucopia Way, Suite D  
Modesto, CA 95358  
Email: kcosta@cmab.net

Alan & Kelley Day  
1901 Waring Ave  
Turlock, CA 95380  
Kelley 209-988-1198  
Alan 209-603-0122  
kelleday@sbcglobal.net

Melissa Miguel  
8413 Bridgeport Dr  
Hilmar, CA 95324  
209-678-0996  
melissamiguel2011@yahoo.com

Joaquin Amaral  
VSI/Pfizer  
3213 S Sperry Road  
Denair, CA 95316

Ted Green  
Winton Ireland Strom & Green  
627 E. Canal  
Turlock, CA 95380  
TGreen@wintonireland.com
6B. The Agricultural Advisory Committee meets at least twice per year. (Minutes available to verify meetings.)

The Agriculture Advisory Committee has met twice this year. I keep the minutes at each meeting. These minutes are stored in the agriculture department files. After each meeting a copy of the minutes is sent to each committee member, agriculture instructor, school administrator, and district administrator.

6C. The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Agricultural Advisory Committee minutes: Job Market Description, Total Program Goals and Objectives, Course Subject Matter Outlines, 5 Year Facility and Equipment Acquisition, Graduate Follow Up, Targeted Occupations, Program Description-Courses, SAE, FFA, Program Completion Standards, Current Year Budget, List of Active Placement Plans.

The Agricultural Advisory Committee has assisted in the revision of the Job Market Description, Program Goals and Objectives, Program Completion Standards, 5 Year Facility and Equipment Acquisition, FFA and SAE. The committee has not assisted on the revision or development of the Course Subject Matter Outlines, Graduate Follow Up, Targeted Occupations, or the Program Description-Courses. All development and/or revision is documents in the meeting minutes that are found in the agriculture department files.

6D. The contact information of the Advisory Committee Chair has been provided on the cover of the checklist.

The contact information of the Advisory Committee Chair has been provided.
Quality Criteria 7: Career Guidance
Quality Criteria 7: 
Career Guidance

7A. Students are counseled regarding: Career opportunities in Agriculture and Agribusiness, Agriculture and academic course necessary to complete career pathway offerings, Post-secondary education and training options. (Foundation Standard 3.0)

Agriculture students are taught about the career opportunities available to them within agriculture in their agriculture courses. Based in the course in which they are enrolled, the career unit is tailored to the curriculum taught in the course. Not only are students taught about career opportunities, but they are also given the appropriate information for them to complete the correct requirements to obtain specific careers. This includes the education required, certification process(es), any necessary internships, etc.

When choosing course options at the high school level, each students is guided in choosing their agriculture courses that pertain the specific career pathways that interest them. This is done around the time that the class balloting for the nest years’ courses is being complete across campus, usually around early-mid March.

The agriculture instructors work closely with the Counseling Department at John H. Pitman High School to make sure that students can continue their education within our program and pursue the education and career opportunities that interest them. Each fall we invite our Counselors to the Stanislaus-Tuolumne Section and Tri Rivers Section Counselor’s Night. This event is hosted by Modesto Junior College and serve as an opportunity for us to maintain a positive relationship with all of our counselors on campus.

7B. All students have a completed career plan (Student Data Sheet) and it is updated annually. (Foundation Standard 3.3)

Every student enrolled in an agriculture class(es) completes a student data sheet. Each year, they complete a new, updates copy that is kept on file with the students’ record books in the department. The student data sheets are completed within the first 6 weeks of school (by the end of September) on paper, as well as filled out electronically. The agriculture department books a computer lab for an entire day and each class in brought in to fill out the student data sheet online, using their paper copy.

7C. Efforts have been made, or completed, to articulate with Community Colleges and/or Universities.

Modesto Junior College is currently revising their process for stablishing and approving 2+2 Articulation Agreements. Therefore, while we have quite a few courses that have had a 2+2 Articulation Agreement in the past, all agreements have expired until time when the agriculture department has the opportunity to renew each agreement with the College. Since it is our intention to renew each agreement, we continue to work closely with the instructors in the Agriculture Department at Modesto Junior College to ensure that our courses are aligned with
Modesto Junior College expectations and course requirements. The following courses offered through the John H. Pitman Agriculture Department have expired 2+2 Articulation Agreements with Modesto Junior College.

- Small Engines and Power Equipment
- Agriculture Welding I-III
- Agriculture Engineering
- Principles of Turf grass Management
- The History and Art of Floral Design
- Agricultural Communications
John H. Pitman High School
Agriculture Department Quality Criteria

Quality Criteria 8:
Program Promotion
Quality Criteria 8: Program Promotion

8A. An Agricultural Education program recruitment brochure or similar document is used to promote the program.

There are currently two recruitment handouts that are passed out at recruitment events and freshman orientation. Both handouts outline the suggested courses that students should take for each grade level. One handout outlines the courses and requirements for University of California and California State University requirements, and the other handout outlines suggested courses based solely on the Turlock Unified School District Graduation requirements.

Unfortunately, there is room for improvement on our handouts. Neither handout includes information of the various FFA activities and CDE events that Pitman FFA member are involved in or attend. This is an area in which I am working to revise and improve our recruitment materials so next year we have better informational handouts that truly highlight all three circles of our agriculture education program.

8B. Students have alternative means of overcoming financial barriers to participate in program activities. (Include FFA, SAE, Leadership Activities.)

Pitman FFA provides many opportunities for students to overcome any financial barriers that they may be faced with in order to participate in program activities. The opportunities are available through the Pitman FFA Agriculture Foundation, Pitman FFA Alumni, and our local lending agencies including American Ag Credit and Farmers and Merchants Bank.

Pitman FFA offers many fundraisers in which students can earn money for their “accounts” that can be used to pay for registration fees, the FFA jacket, and other necessary expenses that may arise in program activities. In addition, there are a few COOP projects available on campus for students to participate in where they can earn money. For example, if a student participates in the chicken COOP project they get to split the income from the sale of the processed birds among the other participants. This money goes into their FFA “account.”

The Pitman FFA Agriculture Foundation donates approximately one half of the cost for students to attend FFA activities. These activities include State FFA Convention, National FFA Convention, and Camp Sylvester Chapter Officer Leadership Conference.

8C. The Agriculture Department conducts recruitment activities with local feeder schools.

Pitman FFA participates in a variety of activities throughout the school year to promote the agriculture department in an effort to recruit future FFA members. Majority of these activities occur in the spring time (February and March), which is when the local middle school students are completing their ballots for their freshman classes. At Turlock Junior High School, Pitman FFA members spend an entire day going to each 8th grade science class conducting fun agriculture hands-on learning labs to engage the students. At the end of each class, they do a
short presentation on the opportunities that the John H. Pitman High School Agriculture Department has to offer freshman FFA members.

John H, Pitman High School hosts an open house each February, where incoming freshman for the next year and their families are invited to school and have the opportunity to talk to representatives of each department, program, and club on campus. Pitman FFA has a display and the agriculture instructors and about 8-10 FFA members are present to answer any questions and hand out information of the agriculture department. Every year our members design our display to make sure that there are eye-catching, engaging elements that draw students and parents to our area. This usually includes bringing animals, example projects that students complete in the agriculture mechanics courses, and awards that the chapter has won in various Career Development Events.

In addition, Our FFA members participate in many Ag Days at the local elementary schools across the community. A lot of these schools also ask local 4H clubs to have their members participate, and our FFA members have an opportunity to interact not only with the elementary school aged children, but also work alongside incoming freshman in our local 4H clubs.
John H. Pitman High School
Agriculture Department Quality Criteria

Quality Criteria 9:
Program Accountability and Planning
Quality Criteria 9:
Program Accountability and Planning

9A. A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.

The John H. Pitman Agriculture Department’s Comprehensive Program Plan is currently in review but still on file with the Regional Supervisor. A copy of the Comprehensive Program Plan is also on file in the agriculture department. This past November we have an Agriculture Incentive Grant Review with our Regional Supervisor. In preparation for this review, we realized that there were quite a few items missing from our Comprehensive Program Plan, and a few that were drastically outdated. We submitted all these documents at our Agriculture Incentive Grant Review, and we have been working towards completing the Comprehensive Program Plan this year. While, as a department, we have updated a lot of the necessary components, we are still working towards creating the absent documents. As individual components are updated they are sent to the Regional Supervisor.

9B. Updates of the Program Plan are sent to the Regional Supervisor by November 15th. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.

All three of the agriculture instructors worked together this past fall to make sure that all of these documents were updated and sent to the Regional Supervisor by November 15th. Due to our Agriculture Incentive Grant Review with our Regional Supervisor on November 18th, we had to make sure that these documents were submitted well before the November 15th deadline. Copies of each of these documents can be found on file in the agriculture department.

9C. A follow-up system is used which gathers the following information from program: Status of employment or school enrolled within, Opinion regarding the value and relevance of the agriculture program, Suggestions for improving the agriculture program.

Pitman FFA currently has no regularly used Graduate Follow Up Survey to keep track of our graduate’s status of employment, school enrollment, opinion regarding the agriculture program, or suggestions for improving the agriculture program. Most of our feedback from our graduates comes from them when they come back to visit or volunteer to help with the current FFA activities. In addition, we have many graduate students with younger siblings in the program, so we keep track of those we do not hear from through their families.

9D. The Graduate Follow Up data collected was entered with the Online R2/FFA Roster Data Entry by October 15th.

The graduate follow up data that we have collected was entered on time in the Online R2/FFA Roster Data entry by October 15th.
9E. The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within their program.

The agriculture department utilizes a variety of strategies to increase student retention in our program. Evaluation of the incoming students is done each fall once our schedules become available. We work very closely with the counseling department to make sure that students are schedules into our courses. During the spring when students are balloting for the classes for the upcoming school year, each agriculture instructor makes a concentrated effort to make sure that students are aware of the agriculture courses that are available for them to take.

The Pitman FFA had a standing tradition of recognizing the three and four year program completers with honor cords to be worn during the graduation ceremony. This has proven to be a great incentive for students in the agriculture department. The FFA Degree system serves as another incentive for students to remain enrolled and active in our department.

When reviewing the student retention numbers this year, the agriculture department instructors noticed that the student retention after their freshman year was lacking. In addition, due to the poorly structured pathways, many junior and senior students either continued to repeat the same courses that they already completed and enjoyed, or they were no longer enrolled in agriculture classes. One reason for this pattern is because there is a limited number of sections available for junior and senior level courses, and there are much more sections available for freshman and sophomore level courses. As a department we have identified some solutions that will help us increase our student retention numbers. First, we need to continue to work to define out pathways for students. Second, we need to adapt our course promotion, teaching methods, and engaging FFA and agriculture lessons and activities to help improve student interest in enrolling in agriculture courses in their future high school years as well as exploring other courses and not repeating the same courses each year they are an FFA member.

9F. The R-2, AIG Expenditure Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.

As a department, all three agriculture instructors work together to make sure that the R-2, AIG Expenditure Report, and the FFA Roster and accurate, complete, and submitted to our Regional Supervisor by October 15th of each year. We set early deadlines to make sure that we meet this deadline.
John H. Pitman High School
Agriculture Department Quality Criteria

Quality Criteria 10
Quality Criteria 10

10A. Shop and laboratory-based classes have no more than 20 students enrolled. Classroom-based classes have no more than 25 students enrolled.

The agriculture department at John H. Pitman High School exceeds the maximum enrollment for almost every section of agriculture courses offered. The student enrollment by class is listed below. Courses that meet the enrollment requirement are highlighted in yellow.

<table>
<thead>
<tr>
<th>BAILEY</th>
<th>VANNEST</th>
<th>SILVEIRA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turf Grass Management</td>
<td>Ag Geoscience</td>
<td>Ag Biology</td>
</tr>
<tr>
<td>Classroom Based</td>
<td>Classroom Based</td>
<td>Laboratory Based</td>
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<tr>
<td>28 enrolled</td>
<td>32 enrolled</td>
<td>30 enrolled</td>
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<tr>
<td>Agriculture Engineering</td>
<td>Viticulture</td>
<td>Ag Biology</td>
</tr>
<tr>
<td>Laboratory Based</td>
<td>Classroom Based</td>
<td>Laboratory Based</td>
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<td>36 enrolled</td>
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<td>Ag Geoscience</td>
</tr>
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<td>Laboratory Based</td>
<td>Classroom Based</td>
<td>Classroom Based</td>
</tr>
<tr>
<td>32 enrolled</td>
<td>27 enrolled</td>
<td>30 enrolled</td>
</tr>
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<td>Agriculture Welding I-III</td>
<td>Floral Design</td>
<td>Ag Geoscience</td>
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<td>Laboratory Based</td>
<td>Laboratory Based</td>
<td>Classroom Based</td>
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<tr>
<td>31 enrolled</td>
<td>32 enrolled</td>
<td>34 enrolled</td>
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<tr>
<td>Agriculture Welding I-III</td>
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<td>Laboratory Based</td>
<td>Classroom Based</td>
</tr>
<tr>
<td>16 enrolled</td>
<td>19 enrolled</td>
<td>26 enrolled</td>
</tr>
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</table>

10B. The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. First year students enrolled in agriculture courses will be counted as .5 for purpose of determining the total count only. (This does not pertain to class size.)

The agriculture department at John H. Pitman High School exceeds the students enrollment requirement of 75 students per teacher, including the provision that first year students enrolled in an agriculture course is counted as .5. According to this year’s R-2 roster, the Pitman FFA chapter has 419 members. With three agriculture instructors, the student-teacher ratio is 139.67 students per teacher.
John H. Pitman High School
Agriculture Department Quality Criteria

Quality Criteria 11:
Full Year Employment
Quality Criteria 11:
Full Year Employment

11A. A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than $2000.

All three of the agriculture instructors at John H. Pitman High School are employed full time and are compensated no less than $2000. As a part of our contract, we receive a 20% extended contract, which is based on our position in the Turlock Unified Salary Schedule. This is earned by working 36 days which are counted over the summer months. In addition, we each receive a $1500.00 FFA Advisor stipend.

11B. During the school year, one teaching period for Supervision is assigned to each agriculture teacher. This project supervision period is an addition to the preparation period normally assigned to all teachers in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.

Currently, no agriculture instructor at John H. Pitman High School has a project supervision period.
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

Masters of Agriculture Education
California Polytechnic State University, San Luis Obispo
June 2015

Amanda Bevier Bailey
# Table of Contents

1. Student Data Sheets  
2. Student Filing System  
3. Course Outlines  
4. Gradebook  
5. Supervised Agriculture Experience (SAE) Supervision Forms  
6. School Board Policy Pertaining to SAE  
7. School Board Policy Pertaining to FFA  
8. Pitman FFA Program of Activities  
9. Recruitment Program  
10. Pitman FFA Chapter Scrapbook  
11. Summer Activities Calendar  
12. Pitman FFA Graduate Follow Up Survey  
13. Pitman FFA Graduate Follow Up Survey Results  
14. John H. Pitman High School Agriculture Department Comprehensive Program Plan  
15. 2014-2015 Advisory Committee Meeting Agendas  
16. 2014-2015 Advisory Committee Meeting Minutes  
17. Advisory Committee Constitution and By-Laws  
18. Pitman FFA Proficiency Standards  
19. Commission on Teacher Credentialing Credentials  
20. Pitman FFA’s 2014-2015 Calendar of Activities  
23. Completed John H. Pitman High School Travel Request Paperwork  
24. CATA Membership Card  
26. Pitman FFA 5 Year Acquisition “Wish List”  
27. 2014-2015 Operating Department Budget  
28. Turlock Unified School District Budget Process  
29. Department Chairperson’s Duties and Responsibilities  
30. John H. Pitman Agriculture Department Chart of Responsibilities  
31. Substitute Teacher Procedures and Lesson Plan Examples  
32. Pitman FFA’s Program Completer Description  
33. 2+2 Articulation Agreements with Modesto Junior College  
34. Reimbursement Process for Personal Expenses
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

1. Students Data Sheets
Student Data Sheets
John H. Pitman High School Agriculture Department

Student data sheets are completed both online and on paper during the month of September each school year. The agriculture department reserves the computer lab for two days and each class period all of the agriculture classes rotate through the computer lab. Using the teacher computer and the projector, I demonstrate to my students how to properly fill out each section on the online RW data sheet. Once students are finished, they fill out the paper version as well. This is so we have a quick, readily available copy, and well as the data entered online that is submitted by October 15th of each year.
Acree, Haley

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 Course</th>
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<th>JUNIOR YEAR Course</th>
<th>SENIOR YEAR Course</th>
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Supervised Agricultural Experience Plan (Project program should be related to career goal).

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<tr>
<th>FRESHMAN YEAR S.A.E</th>
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Planned Department Activity (FFA)

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Acree, Haley
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.

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<tr>
<th>FRESHMAN YEAR Course</th>
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Supervised Agricultural Experience Plan (Project program should be related to career goal).

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Planned Department Activity (FFA)

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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.

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

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Planned Department Activity (FFA)

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Acree, Haley
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Supervised Agricultural Experience Plan (Project program should be related to career goal).

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Acree, Haley

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Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

2. Student Filing System
Student Filing System
John H. Pitman High School Agriculture Department

Each teacher in the agriculture department at John H. Pitman High School is responsible for maintaining the permanent student files for each student enrolled in their classes. For students that have more than one agriculture class, the teacher they have first in the day is responsible for maintaining their files.

In my classroom, I have each students' file alphabetized and sorted by class into three different bins. The first bin is for periods 3 and 4, Agriculture Engineering. Every student enrolled in only Agriculture Engineering has their file in this bin. These are my largest classes that consist of mostly freshman. The second bin is for periods 5 and 6, Agriculture Welding. In these classes I have grades 10, 11, and 12. Every student enrolled in only Agriculture Welding has their file in this bin. Finally, the third bin is for period 2, Turf Grass Management and Multiple Periods. Any student enrolled in turf grass management or in more than one agriculture class has their file in this bin. This has proved to be a very successful method. Since I do not do record book updated on the same day in every class, I only have to pull out the one bin necessary for the class period. When students are not working on their record books and/or when I am not updating their student files, these bins are locked away to ensure nothing happens to them.

Below is a picture of my permanent filing system.
3. Course Outlines
Course Outlines
John H. Pitman High School Agriculture Department

My current teaching assignment at John H. Pitman High School is: two sections of Principles of Agriculture Engineering, two sections of Agriculture Welding I-III, and one section of Turf Grass Management. The course outlines for these classes as well as the other agriculture course offered through the John H. Pitman Agriculture Department are uniform with Turlock High School Agriculture Department, the other high school in the Turlock Unified School District. Included are the most current course outlines for my teaching assignment. All of these courses outlines were reviewed and revised 5-10 years ago. Only a few of the official district course outlines describe the grading policies in regards to the incorporation of the FFA and SAE projects, so included are also my syllabus for each course taught. My class syllabus outlines the grading policy for both the FFA and the SAE components of the course.
PITMAN HIGH SCHOOL
PRINCIPLES OF AGRICULTURE ENGINEERING
GRADING STANDARDS

COURSE DESCRIPTION: Agriculture engineering class includes an introduction to shop safety, tool identification, drafting, wood working, plumbing, using tap and die, electricity and tool repair. The student will be given the opportunity to construct shop projects to develop these skills. Completion of the course projects is essential for a satisfactory grade. Emphasis is made on doing "hands-on" activities and also establishing correct shop safety and tool use. After the required class projects are completed, the students will have the opportunity during the last quarter to design and construct on a wood project of their choice upon parent and instructor approval.

SHOP/MATERIALS FEE: There is a $15.00 “shop fee” required before working in the shop as well as providing safety glasses for yourself and proper protective clothing. The “Shop Fee” will offset the high cost of materials and consumables that the student will have access to. If there is any concern regarding this “shop fee,” please contact Mrs. Bailey. Any concerns or inability to pay will in no way affect the student’s grade in this class. Students may build other projects if time permits at an extra cost.

GRADING:
20% Attendance and Participation
10% Teacher approved reports or Supervised Agricultural Experience Program and Activities.
35% Notebook, Quizzes, Class Work, and Homework - Late work will not be accepted.
10% Exams - Late work will not be accepted.
25% Class Projects - Late work will not be accepted

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

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

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

75% Written Self Evaluation of SAE Project. Also included in this area is the student's record book score.
25% Minimum two Intra-Curricular activities per quarter.

Supervised Agriculture Experience Program Choice (SAEP)

In the past every agriculture science student participated in this program, but today to insure that the needs of the community are being addressed, we are offering this choice as an option. We are still encouraging students to participate in the SAE/FFA choice. This choice requires a recordbook, plans for a program related to agriculture education (ie. landscape maintenance, dairy, mechanics, swine, sheep, beef, small animals, work experience, houseplants and many others), participation in intra-curricular activities (ie. primarily FFA activities) and a program visit (one per semester minimum).
The SAE/FFA choice will provide a student with the benefit to take advantage of all intra-curricular opportunities enabling them to earn awards and degrees. Students who will be attending fairs MUST participate in this program as the State Fairs and Expositions requires those activities for participation in the FFA portion of the fairs.

Please check one:

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

FAA

I wish my son/daughter to only participate in the general agriculture program and I understand that they will not be eligible to exhibit at fairs and receive other awards and degrees. Instead, they will complete a report, one per quarter. This report will be assigned by the instructor.

NO FAA

PROJECTS: Throughout the course students will complete assigned projects. During the last quarter they have the option to complete a wood working project of their choice if approved by the parents and instructor. Students must complete the project entirely and pay for it including the shop fee of 17% before taking the project home. If the student fails to complete the project before June 12th then the student will forfeit their project and their deposit. Students who bring in their own materials will put 50.00 deposit for their shop fee before beginning.

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

LOCKERS AND PERSONAL PROTECTION EQUIPMENT: Lockers will be provided for students to store their class notebooks, safety glass, coveralls, and any additional materials needed for this class. It is the responsibility of the student to keep track of all materials during class, and secure all projects, materials, and personal safety equipment in their locked locker at the end of each work day. Students are also advised to write their name and period number on each piece of material and/or personal safety equipment. The instructor is not responsible for any materials or projects that have not been properly secured.

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

Student’s signature: _________________________

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

Parent’s signature: _________________________

Instructor’s signature: _______________________

INSTRUCTORS: Mrs. Bailey 656-1592 (Ext. 4101), Room D101
** email is the best ** abailey@turlock.k12.ca.us
Course Title: Principles of Agriculture Engineering
Department: Agriculture
Grade Level: 9, 10, 11, 12
Length of Course: One year
Academic Credit: District, 2+2, & UC Approval
Prerequisites: None

Course Description:
This course is basic to all other agriculture courses. Agriculture mechanics class includes an introduction to shop safety, tool identification, drafting, wood working, plumbing, using tap and die, rope work, electricity and tool repair. The student will be given the opportunity to construct shop projects to develop these skills. The last quarter will be spent working on a wood project of the student's choice. Completion of the course projects is essential for a satisfactory grade. Emphasis is made on doing "hands-on" activities and also establishing correct shop safety and tool use. There is a $15.00 shop fee required before working in the shop as well as providing safety glasses for yourself and proper protective clothing.

Instructional Materials
Cooper, Elmer L. Agriculture Mechanics Fundamentals & Applications, Demlar
Sunset Editors, Basic Home Wiring Illustrated, Lane

Course Objective:
1. Maintain an approved supervised experience program as evidence by a completed recordbook.
2. Be able to identify and tell the use of tools covered in class by passing a written examination with a score of 70% or better.
3. Be able to complete a plumbing exercise, planter box, concrete activity, metal work project, electrical wiring, and a wood project to the satisfaction of the instructor.
4. Have completed the safety test with a 90% or better and written out why he or she missed incorrect answers.

Course Outline:

A. Tool ID 50 hrs. (Throughout the year) - CLF
   1. Tools and Fasteners Identification

B. Introduction to Agriculture Mechanics – 5 hrs. - CLF
1. Mechanics in the World of Agriculture Unit 1
2. Career Options in Agriculture Mechanics Unit 2

C. Agriculture Safety – 15 hrs. -

1. Shop Orientation and Procedures Unit 3
2. Personal Safety in Agriculture Mechanics Unit 4

D. FFA Unit – 5 hrs. -

1. Leadership and Public Speaking

E. Measurement – 10 hrs. -

1. Layout procedure - Unit 8

F. Drafting – 15 hrs. -

1. Drawing and Sketching Projects - Unit 17

G. Woodworking – 25 hrs. -

1. Small Projects (push stick, shelf, planter box)
2. Large Project (Approved Project)

H. Concrete – 10 hrs. –

1. Concrete - Unit 38

I. Metal Work – 15 hrs. -

1. Cold Metal Work – Unit 16

J. Plumbing - 8 hrs -

1. Plumbing – Unit 35

K. Painting - 3 hrs -

1. Preparing Wood and Metal for painting - Unit 27

L. Approved Project Time - 24 hrs -

1. Wood Project Approved by Instructor
**ASSESSMENT METHODS:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes, Tests, &amp; Final Exam</td>
<td>40%</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Leadership Activity Participation</td>
<td>10%</td>
</tr>
<tr>
<td>SAE Project &amp; Record Book</td>
<td>10%</td>
</tr>
<tr>
<td>Class Projects</td>
<td>20%</td>
</tr>
<tr>
<td>Fourth Quarter Project</td>
<td>10%</td>
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UC APPROVAL

Course Purpose:
Agricultural Engineering is the first in a series of courses offered in the Mechanized Agriculture Pathway at Turlock High School. In this course, students will study theories relating to the transfer of matter and energy through electrical, fluid, thermal and mechanical systems. They will also study the fundamentals of mechanical and structural systems and facilities. Students will explore professional opportunities in the field of agricultural engineering. Integral to this will also be the opportunity to participate in activities developed through a student leadership organization. By participating in this program, students will prepare to matriculate into post-secondary Agriculture Engineering programs such as those offered at the University of California, Davis and Cal Poly, San Luis Obispo. Additionally, this course may be a gateway program for those students interested in pursuing a post-secondary study in mechanical or structural engineering.

Course Outline:

1. Exploring careers in Agricultural Engineering
   A. Mechanical systems in agriculture
   B. Professional opportunities Agricultural and Mechanical Engineering

2. Laboratory Safety and Orientation
   A. Laboratory orientation and procedures
   B. Personal safety in the laboratory environment
   C. Reducing hazards in the practical application and research facility
   D. Laboratory cleanup and orientation
      1. Equipment placement in a lab facility
      2. Cleanup and re-organization procedures
      3. Equipment users responsibilities and liabilities

3. Study of Wood as a Fabrication Material in Ag Engineering
   A. Processes, tools, fasteners and hardware
   B. Design, layout and procedures
      1. Fractional measurement in the English system
      2. Understanding the metric system
   C. Selecting, cutting and shaping of materials
D. Research and practice in preservation and finishing processes

4. Knowledge and Procedures in the use of Metals in Ag Engineering
   A. Identifying, marking, cutting, and bending metal
   B. Fastening metal
   C. Study of metals and alloys

5. Electricity and Electronics in Ag Engineering
   A. Theory of electricity
       Ohms and Kirchoff's Laws
       Units of measure
       Magnetism and electromagnetism
       Analyzing Alternating and Direct Current
   B. Study of circuits and power management
   C. Electronics and control circuits in agriculture
   D. Electrical to mechanical energy conversion
   E. Renewable energy sources in agriculture
       Solar
       Wind
       Biomass

6. Fluid Transfer Systems in Agriculture
   A. Study of fluid transfer systems
       Hydrologics – Wells and Surface transfer systems
       Pipes, pumps, conduits and ditches
       Study and design of gravity flow systems
   B. Safety procedures in fluid transfer systems
   C. Study of irrigation techniques
       History of irrigation systems
       Current methods of irrigation
       New developments in irrigation in ag engineering
   D. Study in the methods of measuring fluid pressure and flow
7. **Hydraulic, Pneumatic, and Robotic Energy Transfer Systems in Ag Engineering**
   A. Study of hydraulics in energy transfer
   B. Study of pneumatics in energy transfer
   C. Automation and robotics in agricultural engineering
   D. Safety precautions in the use of high power hydraulic and pneumatic energy transfer systems
      1. Dangers and precautions in working with high pressure fluid energy transfer systems
      2. Hazards in working with high pressure gasses

8. **Structural Fabrication Materials in Ag Engineering**
   A. Study of Concrete in Structures
      1. Common mixtures for structural designs
      2. Common mixtures used for esthetic designs
      3. Study and design of concrete reinforcements
      4. Study and design of forms and molds
   B. Study of Masonry in Structures
      1. Study of the types of masonry used in agricultural structures
      2. Study of materials and processes used in designing structures used in the agricultural setting
   C. Study of Steel in Structures
      1. Study of structural components and covering materials
   D. Fundamentals of codes and procedures in agricultural structures

9. **Preservation of Materials and Surfaces in Ag Engineering**
   A. Processes in preparing surfaces and materials for preservation and appearance
   B. Study in the selection and application of preservation materials
   C. Environmental requirements for the application of paints and chemical preservation materials
   D. Personal safety hazards associated with handling and applying chemicals

10. **Student Professional Leadership Development**
    A. History of student leadership programs devoted to agriculture
    B. Local chapter, sectional, regional, state, and national organizations
    C. Emblems and creeds, customs and traditions of the agricultural student leadership programs
    D. The uniform, dress code, code of ethics, motto, and salute of the student leadership organization
    E. Duties of student leaders
    F. Principles of parliamentary procedures
11. Supervised Experiences and Projects in Ag Engineering
   A. Introduction to SAE projects
   B. Research and development of the project design
   C. Long-range SAE planning
   D. Record keeping for the project research and implementation

Examples of Laboratory Activities

1. Electrical theories and electrical wiring
   Objective: students will understand how the theories of electricity apply to circuits and devices common to simple lighting and power distribution systems.

   Procedure: Following a reading assignment and instructor lead demonstration, students will analyze diagrams and instructions to assemble a functional electrical distribution circuit. This lab apparatus will consists of switches, outlets, plugs, connectors, and lighting devices. After proper operating status is achieved, students will measure all operating parameters using instrumentation and processes presented in the demonstration and instructions. Data will be recorded and a narrative report written to verify that correct readings of voltage, current and resistance were made.

2. Electronics
   Objective: Students will be able to identify specific electronic components, breadboard a simple circuit and determine if the device is operating correctly.

   Procedure: Students will study a number of discrete electronic components and be able to connect them in a functional circuit using a laboratory breadboard. A simple timing device will be used to demonstrate how electronic devices can be used as components of automated devices in agriculture. As part of the project, students will observe circuit operation and record data as listed in the lab description.

3. Understanding Design and Fabrication Processes using Wood
   Objective: Upon completion of the lab students will understand three basic wood working joints and how to properly assemble those joints.

   Procedure 1: Using hand tools in the lab area students will be responsible for cutting a rabbit joint, dado joint, and miter joint.

   Procedure 2: Using power tools in the lab facility, students will construct a step stool using #2 pine that will allow them to put to practical use the theories learned in the classroom. They will be asked to focus on the areas of safety, types of wood fasteners, measurement, proper finishing of wood, and applying paint or finish.

4. Irrigation and Plant Nutrient Distribution Systems
   Objective: Students will be able to design and assemble a scaled irrigation system using materials typical to those used in agriculture.
Procedure: After studying the essentials of delivering water and nutrients to various plants and crops, students will use steel, plastic, aluminum and copper tubing or pipe to assemble a small scale irrigation system. Assigned research will aid students in making choices in design and materials selection. Engineering principles pertaining to fluid flow and the reactions to chemicals on commonly used materials will be explored and considered. Students will make observations and collect data to support design and materials choices or to make necessary changes.

5. **Engineering Principles of Hydraulic Systems in Agriculture**

   **Objective:** Through the application of the principles of physics, students will gain an understanding of pressurized fluid work and tool systems. They will learn how to determine flow rates, pressures, thermal conditions and types of pump systems required to meet engineered specifications.

   **Procedure:** Students will use Pascal’s law to determine pressure, force and mechanical advantage of hydraulic systems. In addition, students will disassemble analyze and re-assemble a gear pump, vane pump, piston pump and cylinders in order to understand the operation and principles of physics that enable these devices to be effective instruments. Systems will be operated as a part of this laboratory experience, observations will be made, data will be collected, efficiencies computed and conclusions drawn to facilitate student understanding.

6. **Concrete as an Engineered Structural Material**

   **Objective:** Students will study variables and follow process needed to formulate, mix, form and cure concrete as a material used in constructing engineered structures.

   **Procedure:** Each student will design and manufacture a stepping stone. Following a laboratory instruction sheet, materials will be gathered, measured and mixed in a quantity needed to complete the designed stone. Then, the mixture will be poured into a form fabricated by the student, set, removed and cured. The finished project will be evaluated as to appearance then tested for strength to see if it meets the minimum requirements set in the design.

**Key Assignments:**

1. **Exploring Professional Opportunities in Agriculture Engineering**
   a. Presentation (3 – 5 minutes) on a career of interest within Engineering.
      1. Required Educational Preparation
      2. Compensation Projections
      3. Job Outlook Projections
      4. Typical Hours and Working Conditions

2. **Lab Safety and Orientation**
   a. Group project consisting of a poster and a 3-5 minute presentation about one particular power tool, its purpose, and safety precautions associated with it.
b. 100 question general lab safety test

3. Concepts and Theories in using Wood in Ag Engineering
   a. Analysis of joints, angles and shapes
   b. Study of glues and adhesives
   c. Investigation of fastening system
   d. Read Unit 7 in textbook (answer questions in sections A, B, and C).
   e. Read Unit 9 in textbook (answer questions in sections A, B, C, and D).

4. Concepts and Theories in using Metal in Ag Engineering
   a. Read Unit 12 in textbook (answer questions in sections A, B, and C).
   b. Analysis of joints, angles and shapes in using metal
   c. Read Unit 13 in textbook (answer questions in sections A, B, C, and D).
   d. Investigation of metal fastening methods and systems

5. Electricity and Electronics
   a. Read Unit 33 in textbook (answer questions in sections A and B).
   b. Read Unit 35 in textbook (answer questions in sections A, B, C, and D).
   c. Complete electronics lab activity
   d. Study principals and methods of electrical wiring and complete lab activity
   e. Using online resources, study basic atomic theory, units of electrical measure and the physics of conduction and insulation.

6. Irrigation and Plant Nutrient Distribution Systems
   a. Read Unit 37 in textbook (answer questions in sections A, B, and C).
   b. Read Unit 38 in textbook (answer questions in sections A and B).
   c. Complete irrigation and plant nutrient distribution lab activity

7. Physics of Hydraulic and Pneumatic Energy Transfer
   a. Read Unit 39 in textbook (answer questions in sections A, B, and C).
   b. Complete hydraulic lab activity

8. Materials Used in Engineered Structures
   a. Study Unit 40 in textbook (answer questions in sections A, B, C and D).
   b. Complete concrete lab activity

9. Student Leadership Development
   a. Research assignment regarding student leadership organizations.
   b. Complete memory work required for membership in a student leadership organization
   c. Participation in two co-curricular SLO activities per grading quarter.
10. Supervised Agricultural Engineering Research and Development Project
   a. Written progress reports describing development of Engineering Research Project.
   b. Semester evaluation of Engineering Research Project

Instructional Methods and/or Strategies:
Multiple instructional and learning strategies are employed by the instructor and students in completing a year of study in Agricultural Engineering. Following the model of most college and university agriculture instruction programs, this course will rely heavily on projects and applications as tools of learning. “Education by doing” will be a primary strategy to be employed. Additionally, reading assignments, videos, lectures and visiting presenters will be used to help students learn.

The following are examples of strategies to be used in planning lessons, activities, and experiments:

- **Reading of textbook chapters, relevant magazine and newspaper articles, etc.**
  Most reading in agriculture engineering is from informational texts, so content reading strategies should emphasize vocabulary and concept development and text organizational skills, such as graphic representation (concept mapping).

- **Writing**
  Students should be expected to write in many different contexts, including written explanations of natural phenomena, reports on their research and lab activities, and reflective writing about their own learning.

- **Group lab activities**
  By working together to solve problems and explore relationships between variables, students are able to better negotiate their own meaning with the material. Agriculture Engineering provides many opportunities for hands-on learning activities, which greatly helps the instructor in aiding students with different learning modalities.

- **Research Reports**
  The textbook is a guide to the major concepts of Agriculture Engineering; for further study, students must refer to other sources. Some projects should be intentionally structured in order to require outside research. In this way, students can develop their library and electronic research skills while exploring a topic that is likely to be interesting to them.

- **Video Recordings**
  The agriculture engineering curriculum includes many concepts and topics that simply cannot be directly observed in the classroom: for example, proper tool usage and
fabrication concepts. Students need to see video recordings, animations, and different perspectives of such activities.

- **Instructional lecture and discussion**
  Effective introductory courses in engineering cannot avoid utilizing direct instruction of concepts, vocabulary, and processes. Whenever possible, the instructor will work to maintain student interest and enhance lectures with models, and analogies. Constructive teaching techniques and critical-thinking questions are used to stimulate student discussions. Checking for understanding during presentations will routinely check for understanding with thoughtful questioning of randomly selected students.

**Assessment Methods and/or Tools:**

Methods of assessment include:

- Student research projects that develop library and online, or Internet research skills will be evaluated.
- Written research papers that develop writing skills and reinforce MLA format concepts taught in other courses will be assigned and evaluated.
- Lab practical examinations that assess students’ abilities to follow instructions, make observations, interpret results, and draw logical conclusions will be used.
- Student produced multimedia presentations that help students develop computer skills and speaking abilities will be evaluated.
- Objective quizzes and examinations will be implemented.
- Essay and response tests that require students to read and interpret graphs, data tables, and labeled diagrams will be used to gauge student understanding.
- A comprehensive final examination will be given at the end of each semester.
PITMAN HIGH SCHOOL
AGRICULTURE WELDING I-III
GRADING STANDARDS

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

SHOP/MATERIALS FEE: There is a $15.00 “shop fee” required before working in the shop as well as providing safety glasses for yourself and proper protective clothing. The “Shop Fee” will offset the high cost of materials and consumables that the student will have access to. If there is any concern regarding this “shop fee,” please contact Mrs. Bailey. Any concerns or inability to pay will in no way affect the student’s grade in this class. Students may build other projects if time permits at an extra cost.

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

Student's signature: ____________________________

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

Parent's signature: ____________________________

Instructor's signature: ____________________________

INSTRUCTORS: Mrs. Bailey 656-1592 (Ext. 4101), Room D101
** email is the best** abaley@turlock.k12.ca.us
Course Title: Agriculture Welding I-III
Department: Agriculture
Grade Level: 10, 11, 12
Length of Course: One year
Academic Credit: District, 2+2
Prerequisites: Agricultural Engineering or Equivalent

1. Course Description: (Fulfills 1 year of physical science requirement.)

Ag Welding provides individualized instruction in developing fabrication skills in arc and oxy-acetylene welding along with various cutting methods. Selection of welding method, welding rod, metals, and equipment are discussed. Students have the opportunity to develop skills in welding metal in the flat, horizontal, and vertical positions. G.M.A.W. (M.I.G.) is also covered. In addition to welding, units in electricity, and small engines (optional) will be covered. One grading quarter (45 days) is allotted for students to design, construct, and evaluate an agriculture related project of their choice. At this time students develop their creative thought and refine their learned skills. Students will be encouraged to exhibit their projects at the local county fair and the California State Fair. Personal Protective Equipment and an enrichment fee will be required.

2. Instructional Materials

TEXT AND MATERIALS: Welding Fundamentals, Gellerman

Welding – Principles and Applications, Jeffus

3. Course Goals:

1. To teach design and fabrication skills to make students employable in equipment shops, manufacturing shops, and specialty welding shops.

2. To teach safety in a way that makes it an integral part of the students’ work habits.

3. To apply skills learned in class to their own project design and construction situations.

4. Course Objectives:

1. To analyze a cutting list, procure materials, layout and fabricate parts for a project.

2. To demonstrate quality-welding skills.
3. To undertake a project, assemble it, and follow it through to the finished product.
4. To recall the fundamentals of Shielded and Gas Metal Arc Welding.
5. To recall the fundamentals of Oxy-Acetylene Welding.
6. To recall the fundamentals of different cutting operations (Plasma Arc, Air Carbon Arc, and Oxy-Acetylene).
7. To demonstrate a basic understanding of engine theory.

5. Course Outline:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>TOOL USE &amp; MAINTENANCE-SHOP SAFETY (CLF 2100)</td>
<td>10</td>
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<tr>
<td></td>
<td>A. GENERAL SHOP SAFETY REVIEW</td>
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<td></td>
<td>B. WELDING SAFETY</td>
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<td></td>
<td>C. POWER TOOL AND MACHINERY DEMONSTRATION</td>
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<td></td>
<td>D. SHOP AND MACHINERY MAINTENANCE</td>
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<tr>
<td>II.</td>
<td>MEASUREMENT AND DRAWING (CLF 2150)</td>
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<td>A. BILL OF MATERIALS</td>
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<td>B. CUTTING LIST</td>
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<tr>
<td>III.</td>
<td>INTRODUCTION TO WELDING</td>
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<tr>
<td></td>
<td>A. METALLURGY</td>
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<tr>
<td></td>
<td>B. JOINT DESIGN</td>
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<td>IV.</td>
<td>SHIELDED METAL-ARC WELDING (CLF 2300)</td>
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<tr>
<td></td>
<td>A. FUNDAMENTAL STEPS AND PRINCIPLES</td>
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<td>B. TYPES OF WELDERS AND EQUIPMENT</td>
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<td>C. ROD SELECTION</td>
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<td>D. TYPES OF WELDS</td>
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E. WELDING POSITIONS

V. OXY-ACETYLENE WELDING (CLF 2250) 25
   A. EQUIPMENT AND ACCESSORIES
   B. SETTING UP AND EQUIPMENT
   C. JOINING METALS - TECHNIQUES
      1. MILD STEEL
      2. BRAZING

VI. CUTTING OPERATIONS 10
    A. OXY-FUEL
    B. PLASMA ARC
    C. AIR CARBON ARC

VII. GAS SHIELDED-ARC WELDING 10

    A. METALLIC INERT GAS

VIII. FINISH WORK
    A. PREPARING FOR PAINT
    B. PAINTING

X. ELECTRICITY (CLF 2650) 10

XI. SMALL ENGINES (Unit taught when no Small Engines course is offered.) 30
    A. TYPES OF ENGINES (CLF 2850) (10)
    B. USE OF MANUALS (CLF 2750) (1)
    C. WORK AND POWER (CLF 2900) (9)
D. EQUIPMENT OPERATION & MAINTENANCE (CLF 2800) (10)

SUBTOTAL (30)

XII. PROJECT DESIGN, FABRICATION, AND EVALUATION (15) 45
A. PROJECT CREATION AND DESIGN
B. LIST OF DESIGN PARAMETERS
C. PREPARE WORKING DRAWINGS
D. FIGURE CUTTING LIST AND ORDER LIST
E. MATERIALS PROCUREMENT
F. LAYING OUT AND PARTS FABRICATION
G. SYNTHESIS OF PROJECT PARTS
H. FINISH WORK AND TESTING
I. EVALUATIONS AND MODIFICATIONS

SUBTOTAL 155

XIII. COMMON CORE MATERIALS

A. AG AND CALIFORNIA RESOURCES (CLF 130) 1
   (CLF 133) Energy and Agriculture

B. RECORD KEEPING (CLF 410) 10
   (CLF 416) Loan Payment Summary
   (CLF 417) Inventories
   (CLF 418) Financial Statement/Net Income

C. COMMUNICATIONS (CLF 530) 5
   (CLF 531) Importance of Speaking & Listening

D. CRITICAL THINKING (CLF 540) 2
   (CLF 542) Problem Solving

E. SAEP (CLF 610) 3
   (CLF 613) Long Range SAEP Plans
(CLF 613) Long Range SAEP Plans

G. APPLYING FOR JOBS

(CLF 722) Letter of Application
(CLF 723) Resume (Personal Data Sheet)

SUBTOTAL 25

TOTAL 180

COURSE DEVELOPMENT BASED ON AGRICULTURAL MECHANICS CLUSTER LEARNING OUTCOMES. CLUSTER OUTCOMES ARE LISTED BY CLF # (i.e. CLF 2800).

ASSESSMENT METHODS:
Quizzes, Tests, & Final Exam 40%
Class Projects 20%
Fourth Quarter Project 10%
Homework Assignments 10%
Leadership Activity Participation 10%
SAE Project & Record Book 10%
PITMAN HIGH SCHOOL
TURF GRASS MANAGEMENT
GRADING STANDARDS

COURSE DESCRIPTION: An introductory course in the maintenance and management of turf grasses that includes sports athletic fields, golf courses, parks, cemeteries, commercial, and residential lawns. Discussion will focus on identification, installation, cultural requirements, and maintenance practices. This course is designed for the advanced study of agriculture business opportunities and economics for the college bound students with interest in agriculture. Through the course, the student will understand and apply basic economic principals as they relate to individual consumers, production agriculture, and agri-business management. Life skills such as resume, job applications, interview skills, college and scholarship applications will be included.

GRADING:
30% Attendance and Participation
10% Teacher approved reports or Supervised Agricultural Experience Program and Activities.
25% Quizzes, Class Work, and Homework - Late work will not be accepted.
20% Exams and Projects - Late work will not be accepted.
15% Notebook - Late work will not be accepted.

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

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

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

75% Written Self Evaluation of SAE Project. Also included in this area is the student's record book score.
25% Minimum two Intra-Curricular activities per quarter.

Supervised Agriculture Experience Program Choice (SAEP)

In the past every agriculture science student participated in this program, but today to insure that the needs of the community are being addressed, we are offering this choice as an option. We are still encouraging students to participate in the SAE/FFA choice. This choice requires a recordbook, plans for a program related to agriculture education (ie. landscape maintenance, dairy, mechanics, swine, sheep, beef, small animals, work experience, houseplants and many others), participation in intra-curricular activities (ie. primarily FFA activities) and a program visit (one per semester minimum).
The SAE/FFA choice will provide a student with the benefit to take advantage of all intra-curricular opportunities enabling them to earn awards and degrees. Students who will be attending fairs MUST participate in this program as the State Fairs and Expositions requires those activities for participation in the FFA portion of the fairs.
Please check one:

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

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

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

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

Student's signature: ______________________

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

Parent's signature: ______________________

Instructor's signature: ______________________

INSTRUCTORS: Mrs. Bailey 656-1592 (Ext. 4101), Room D101
** email is the best** abailey@turlock.k12.ca.us
Turlock Unified School Districts  
Curriculum Development  
Course Development Guidelines

Course Title: Principles of Turfgrass Management - ROP  
Department: Agriculture  
Grade Level: 11, 12  
Length of Course: One year  
Academic Credit: District, 2+2, & UC Approval  
Prerequisites: A sequence of Agricultural courses or consents of instructor. Completion of Agriculture Science or Agriculture Mechanics

COURSE DESCRIPTION (for course directory):  
An introductory course in the maintenance and management of turf grasses that includes sports athletic fields, golf courses, parks, cemeteries, commercial, and residential lawns. Discussion will focus on identification, installation, cultural requirements, and maintenance practices. This course is designed for the advanced study of agriculture business opportunities and economics for the college bound students with interest in agriculture. Through the course, the student will understand and apply basic economic principals as they relate to individual consumers, production agriculture, and agri-business management. Life skills such as resume, job applications, interview skills, and college and scholarship applications will be included.

COURSE OUTLINE:
I. Survey of the Turfgrass Industry:
   a. History  
   b. Current scope  
   c. Future growth/employment  
   d. Environmental issues
II. Turfgrass Variety:  
   a. Selection  
   b. Evaluation  
   c. Establishment  
   d. Use  
   e. Value  
   f. Turfgrass substitutes  
   g. Seed label interpretation
III. Soil Preparation:  
   a. Physical  
   b. Chemical  
   c. Biological
IV. Mowing:  
   a. Height  
   b. Frequency
V. Fertilization:  
   a. pH  
   b. Timing
c. Balance
d. Micro-organisms
e. Types of fertilizers

VI. Irrigation:
a. Methods
b. Frequency
c. Duration
d. Water audits
e. Troubleshooting and repair
f. Drainage
g. Scheduling/Evapotranspiration (E.T.) Rate

VII. Aeration (Soil Aerification):
a. Frequency
b. Irrigation

VIII. Thatch Control (Turf Aerification):
a. Timing
b. Equipment

IX. Planting Methods:
a. Seeding/Over-seeding (Sexual)
b. Vegetative (Asexual)

X. Pest Control:
a. Insects
b. Diseases
c. Weeds

XI. Equipment:
a. Selection
b. Use
c. Safety

XII. Turf Equipment:
a. Troubleshooting
b. Maintenance

XIII. Solution to common Turfgrass Problems & Maintenance Programming:
a. Seven/eleven links concepts
b. Renovation of existing turf areas
c. Other management factors
d. Professional Career Opportunities
e. Resumes
f. Cover Letters
g. Interview Skills
h. University & College Applications
i. Scholarship Applications
j. Agri-Business Research Project

XIV. Development of Agri-Business Project(s)
a. Statically Management of Project via Record Book
b. Instructional Coordination
c. Analysis of Project Results
c. Analysis of Project Results  
d. Presentation & Defense of Results  

XV. Agricultural Inter-Personal & Leadership Development  
  A. Completion of a Supervised Agricultural Experience Program and Record Book  
  B. Development of Listening, Speaking, Writing, & Reading Skill Activities  
  C. Critical Thinking & Group Team Building Activities  
  D. Speech & Seminar Presentations  

TEXT & SUPPLEMENTAL INSTRUCTIONAL RESOURCES:  

ASSESSMENT METHODS/ KEY ASSIGNMENTS:  
Research paper on Turfgrass Concepts  
Seminar Presentation on Turfgrass Practices  
Development of Personal Portfolio  
A rich variety of guided-practice activities involving data analysis of business enterprises  
Development of Turfgrass Business Marketing Plan  
Interview of Business Owner/Golf Course Superintendent  

INSTRUCTIONAL METHODS:  
Lecture  
Tests & Quizzes  
Essays & Written Assignments  
Discussion & Critical Thinking Activities  
Reading Assignments  
Group/Individual Activities  
Guest Speakers  
Field Trips  

ASSESSMENT METHODS:  
Quizzes, Tests, & Final Exam 40%  
Portfolio 10%  
Homework Assignments 10%  
Study Guides  
Leadership Activity Participation 10%  
SAE Project & Record Book 10%  
Research Paper(s) 10%  
Marketing Plan 05%  
Seminar Presentation 05%
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

4. Gradebook
Gradebook
John H. Pitman High School Agriculture Department

Turlock Unified School District utilizes the Aeries Gradebook and Attendance System. I have a separate gradebook for each class. Each one of my classes have weighted assignment categories. I try and input grades on a weekly basis to keep grades as accurate as possible. Students and parents have the capability to log into the Aeries system from their home and view their grades, missing assignments, and attendance.

The attached current gradebook printout is updated as May 18, 2015. As we approach the end of the school year, grades still need to be entered for the semesters FFA and SAE components of each course. Each quarter an FFA activities grade us entered into the grade book on the last day of the grading period. At the end of each semester the record book is graded and entered into the gradebook. The record book is due, completely updated, during finals week of each semester.
Aeries Gradebook - Assignment Types

Choose a Gradebook
2- Prin Turf Mgt - Spring - Y
Change Gradebook
Print Preview

Forms
Scores by Class
Scores by Student
Scores by Assignment
Quick Data Entry
Edit Assignments

Edit Assignment Types
Options
BlackBoard Import
TA Mode
Access Log
Gradebook Maintenance
Trends

Reports
Assignments by Student
Email Assignments
Gradebook Roster
Gradebook Summary
Assignment Analysis
Final Mark Analysis
Progress By Student

Other
Main Menu
Logout

Do you want to do weighted scoring? [Y/N]

Assignment Types for (Bailey A)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tr>
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<tr>
<td>E</td>
<td>Exams and Labs</td>
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# Aeries Gradebook - Assignments

**Class Assignments for 2 - Prin Turf Mgt - Spring - Y (Bailey A)**

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<tr>
<th>#</th>
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## Gradebook Summary

2 - Prin Turf Mgt - Fall - Y

| Student# | Grd | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | Perc |
|----------|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| Max Points: |     | 10 | 10 | 10 | 25 | 20 | 25 | 25 | 25 | 25 | 20 | 100| 50 | 44 | 25 | 12 |     |
| **Grading Completed:** |     | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | 36 Assmnts |
| 99       |     | 11 | 10 | 10 | 10 | 25 | 20 | 25 | 21 | 19 | 20 | 85 | 0  | 50 | 10.5| 25 | 12 | 66.79 |
| 200      |     | 12 | 10 | 10 | 10 | 25 | 20 | 25 | 25 | 25 | 8  | 95 | 100| 50 | 29.5| 25 | 11 | 94.52 |
| 222      |     | 11 | 10 | 10 | 10 | 25 | 20 | 25 | 25 | 25 | 95 | 50 | 50 | 37.5| 25 | 10 | 74.15 |
| 254      |     | 12 | 10 | 10 | 10 | 25 | 20 | 25 | 25 | 25 | 95 | 100| 50 |    |    | 25 | 12 | 74.29 |
| 457      |     | 12 | 10 | 10 | 10 | 25 | 20 | 25 | 25 | 25 | 15 | 91 | 100| 50 | 43.5| 25 | 12 | 94.43 |
| 488      |     | 9  | 10 | 10 | 10 | *NA| *NA| *NA| 25 | 20 | 100| 0  | 50 | 9.5| 25 | *NA|    |    | 70.31 |
| 536      |     | 10 | 10 | 10 | 10 | 25 | 20 | 25 | 25 | 25 | 91 | 0  | 50 | 30.5| 25 | 12 | 81.47 |
| 572      |     | 9  | 10 | 10 | 10 | 25 | 20 | 25 | 24 | 23 | 20 | 95 | 50 | 50 | 11  | 25 | 12 | 77.92 |
| 803      |     | 11 | 10 | 10 | 10 | *NA| *NA| *NA| *NA| *NA| *NA| 100| 50 | *NA| *NA| *NA| 100| 50 | 83.90 |
| 866      |     | 10 | 10 | 10 | 10 | 29 | 20 | 25 | 25 | 25 | 20 | 98 | 100| 50 | 25 | 12 | 81.63 |
| 900      |     | 12 | 10 | 10 | 10 | 25 | 20 | 25 | 25 | 20 | 85 | 100| 50 | 30 | 25 | 12 | 70.71 |
| 1336     |     | 12 | 10 | 10 | 10 | 25 | 20 | 25 | 25 | 22 | 23 | 13 | 86 | 50 | 50 | 25 | 12 | 85.19 |
| 1401     |     | 11 | 10 | 10 | 10 | 25 | 20 | 25 | 25 | 25 | 91.8| 0  | 50 | 37.5| 25 | 12 | 67.55 |
| 1760     |     | 12 | 10 | 10 | 10 | 23 | 20 | 25 | 23 | 20 | 15 | 92 | 100| 50 | 44 | 25 | 12 | 94.52 |
| 1851     |     | 12 | 10 | 10 | 10 | 27 | 20 | 25 | 25 | 25 | 20 | 80 | 0  | 50 | 41.5| 25 | 11 | 69.68 |
| 2139     |     | 12 | 10 | 10 | 10 | 27 | 20 | 25 | 25 | 25 | *NA| 90 | 100| 50 | 20 | 25 | 12 | 81.36 |
| 2172     |     | 10 | 10 | 10 | 10 | 25 | 20 | 25 | 20 | 23 | 50 | 50 | 10.5| 25 |    |    | 56.36 |
| 2194     |     | 10 | 10 | 10 | 10 | 25 | 20 | 25 | 25 | 25 | 99 | 0  | 50 |    |    | 25 | 73.76 |
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Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero).  ** Assignments are not counted until graded.
## Gradebook Summary

2 - Prin Turf Mgt - Fall - Y

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**Scores Based Upon Graded Assignments 1 - 999**

* Indicates Max Values of 0 (zero).  ** Assignments are not counted until graded.
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Scores Based Upon Graded Assignments 1 - 999

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### Aeries Gradebook - Assignment Types

**Choose a Gradebook**
- 3- Ag Engineering (P Spring - Y)

**Forms**
- Scores by Class
- Scores by Student
- Scores by Assignment
- Quick Data Entry

**Edit Assignments**

**Edit Assignment Types**

**Options**
- BlackBoard Import
- TA Mode
- Access Log
- Gradebook Maintenance

**Reports**
- Assignments by Student
- Email Assignments
- Gradebook Roster
- Gradebook Summary
- Assignment Analysis
- Final Mark Analysis
- Progress By Student

**Other**
- Main Menu
- Logout

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[Apply Changes]  [Reset]

**Doing Weighted Scoring**

**Assignment Types for (Bailey A)**

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## Aeries Gradebook - Assignments

### Class Assignments for 3 - Ag Engineering P Spring - Y (Bailey A)

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- Main Menu
- Upload

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### Gradebook Summary

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Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

https://tsd-abi1.turlock.k12.ca.us/abi/PrintGradebookSummary.asp?cache=5%2F18%2F20... 5/18/2015
### Gradebook Summary

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**Scores Based Upon Graded Assignments 1 - 999**

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Aeries Gradebook - Assignment Types

Choose a Gradebook
4- Ag Engineering(P Spring - Y)

Change Gradebook
Print Preview

Forms
Scores by Class
Scores by Student
Scores by Assignment
Quick Data Entry
Edit Assignments

Edit Assignment Types
Options
BlackBoard Import
TA Mode
Access Log
Gradebook Maintenance
Trends

Reports
Assignments by Student
Email Assignments
Gradebook Roster
Gradebook Summary
Assignment Analysis
Final Mark Analysis
Progress By Student

Other
Main Menu
Logout

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### Aeries Gradebook - Assignments

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*Indicates Max Values of 0 (zero).  **Assignments are not counted until graded.*

Scores Based Upon Graded Assignments 1 - 999

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28 Assessments

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Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.
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**Scores Based Upon Graded Assignments 1 - 999**

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.*

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https://tds-ab1.turlock.k12.ca.us/abi/PrintGradebookSummary.asp?cache=5%2F18%2F20... 5/18/2015
# Gradebook Summary

5 - Ag Weld I - III Spring - Y

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**Scores Based Upon Graded Assignments 1 - 999**

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https://tsd-abi1.turlock.k12.ca.us/abi/PrintGradebookSummary.asp?cache=5%2F18%2F20... 5/18/2015
## Aeries Gradebook - Assignment Types

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**Form Options**
- Scores by Class
- Scores by Student
- Scores by Assignment
- Quick Data Entry
- Edit Assignments
- BlackBoard Import
- TA Mode
- Access Log
- Gradebook Maintenance
- Trends

**Reports**
- Assignments by Student
- Email Assignments
- Gradebook Roster
- Gradebook Summary
- Assignment Analysis
- Final Mark Analysis
- Progress By Student

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## Aeries Gradebook - Assignments

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<td>12</td>
<td>13</td>
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<td>16</td>
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</table>

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.
| Student# | Grd | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | Perc |
|----------|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| **Grading Completed:** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 27 Assmnts |
| 154 | 12 | 25 | 172 | 25 | 10 | 25 | 25 | 25 | 25 | 25 | 100 | *NA | 75.51 |
| 254 | 12 | 25 | 172 | 25 | 0 | 25 | 25 | 25 | 25 | 25 | 0 | *NA | 62.66 |
| 730 | 10 | 25 | 135 | 25 | 10 | 25 | 25 | 25 | 25 | 25 | 20 | 20 | 100 | 55.22 |
| 796 | 10 | 25 | 171 | 25 | 43 | 0 | 25 | 25 | 25 | 25 | 20 | 20 | 20 | 73.60 |
| 842 | 12 | 20 | 15 | 172 | 20 | 41 | 0 | 25 | 20 | 20 | 20 | 20 | 20 | *NA | 20 | 73.77 |
| 1205 | 10 | 20 | 135 | 10 | 0 | 25 | 25 | 25 | 25 | 25 | 20 | 20 | *NA | 40.49 |
| 1206 | 12 | 25 | 200 | 25 | 50 | 0 | 25 | 25 | 25 | 25 | 25 | 25 | 100 | *NA | 80.53 |
| 1397 | 12 | 25 | 196 | 25 | 40 | 0 | 25 | 25 | 25 | 25 | 25 | 25 | *NA | 94.66 |
| 1487 | 10 | 10 | 135 | 20 | 0 | 15 | 15 | 15 | 10 | 15 | 10 | 15 | 48.32 |
| 2043 | 12 | 25 | 196 | 25 | 50 | 0 | 20 | 10 | 25 | 25 | 25 | 25 | 100 | *NA | 80.21 |
| 2094 | 12 | 20 | 155 | 25 | 0 | 25 | 25 | 25 | 25 | 25 | 100 | 20 | 20 | 20 | *NA | 73.47 |
| 2229 | 12 | 0 | 155 | 10 | 0 | 15 | 15 | 15 | 15 | 15 | 20 | 20 | 20 | *NA | 42.81 |

Scores Based Upon Graded Assignments 1 - 999
* Indicates Max Values of 0 (zero).  ** Assignments are not counted until graded.
<table>
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Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

5. Supervised Agriculture Experience (SAE) Supervision Forms
Supervised Agriculture Experience (SAE) Supervision Forms
John H. Pitman High School Agriculture Department

I fill out project supervision forms on each project visit that I conduct. The form has a space to record the date, project type, and advisor conducting the visit. There is a checklist for market animal projects that record the appearance of health of the animal, the facilities that the animal is kept, and the current weight and projected market weight for fair. There is a space to record additional comments for the student. Once the form is filled out the student and I both sign the form and they are given a carbon copy to keep for their records.
# PITMAN FFA SHEEP AND GOATS 2014-2015

<table>
<thead>
<tr>
<th>Days to Fair</th>
<th>Weigh Day</th>
<th>Weigh Day</th>
<th>Weigh Day</th>
<th>Weigh Day</th>
<th>Weigh Day</th>
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| GOAT        |           |           |           |           |           |           |
| 21          | 46        | 1.92      | 179       | 53        | 0.47      | 78        |
| 57          | 69        | 0.92      | 133       | 75        | 0.40      | 97        |
| 55          | 55        |           |           |           |           |           |
| 47          | 50        | 0.23      | 66        | 56        | 0.40      | 78        |
| 56          | 57        | 0.08      | 62        | 58        | 0.07      | 62        |
| 60          | 63        | 0.23      | 79        | 68        | 0.33      | 86        |
| 45          | 55        | 0.77      | 108       | 54        | -0.07     | 50        |
| 76          | 5.85      | 479       | 81        | 0.33      | 99        |
| na          | na        |           |           |           |           |           |
| 67          | 5.15      | 423       | -4.47     | 299       |           |           |
| na          | na        |           |           |           |           |           |
| 56          | 63        | 0.54      | 100       | 3/12/1900 | 0.60      | 104       |
| 47          | 53        | 0.46      | 85        | 59        | 0.40      | 81        |

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PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation 2018

Name of Student

Type of Project: Goat

Condition(s) Found at Time of Visit:

1. GENERAL CONDITION OF PROJECT:
   N/A Yes No
   - Student was present
   - Clean pen/ project area
   - Clean fresh water &/ Feed available
   - Project has been well maintained
   - Crop/Animal appears in good health
   - Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:
   - Mandatory meeting 5/19 3:00 pm D101
   - Spend books, buy new litter, picture due

Market Animal Information:

Wt.: 10 Average Daily Gain: 

Days to fair: 169 Projected Fair Wt.: 

Student’s Signature: Date 5/4/15

Signed: Amanda Bailey (Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File

PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation

Name of Student

Type of Project: Goat

Condition(s) Found at Time of Visit:

1. GENERAL CONDITION OF PROJECT:
   N/A Yes No
   - Student was present
   - Clean pen/ project area
   - Clean fresh water &/ Feed available
   - Project has been well maintained
   - Crop/Animal appears in good health
   - Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:
   - Mandatory meeting 5/19 3:00 pm D101
   - Spend books, buy new litter, picture due

Market Animal Information:

Wt.: 103 Average Daily Gain: 

Days to fair: 169 Projected Fair Wt.: 180

Student’s Signature: Katia Zepeda Date 5/4/15

Signed: Amanda Bailey (Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation

Name of Student: [Handwritten]

Type of Project: [Handwritten] - Goat

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   - N/A
   - Yes
   - No
   - Clean pen / project area
   - Student was present
   - Clean fresh water & Feed available
   - Project has been well maintained
   - Crop / Animal appears in good health
   - Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:
   - Mandatory meeting 5/19 3:00 pm DI07
   - Record book, buy letter, picture due

Market Animal Information:
- Wt.: 416
- Average Daily Gain:
- Days to fair: 109
- Projected Fair Wt.: 178

Student’s Signature: [Handwritten]
Date: 5/4/15

Signed: [Handwritten] (Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File

---

PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation

Name of Student: [Handwritten]

Type of Project: [Handwritten] - Goat

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   - N/A
   - Yes
   - No
   - Clean pen / project area
   - Student was present
   - Clean fresh water & Feed available
   - Project has been well maintained
   - Crop / Animal appears in good health
   - Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:
   - Mandatory meeting 5/19 3:00 pm DI07
   - Record book, buy letter, picture due

Market Animal Information:
- Wt.: 63
- Average Daily Gain:
- Days to fair: 109
- Projected Fair Wt.: 84

Student’s Signature: [Handwritten]
Date: 5/4/15

Signed: [Handwritten] (Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File

---
PITMAN HIGH SCHOOL  
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM  

Name of Student: [Redacted]  
Type of Project: goat  

Year of Graduation: [Redacted]

Condition(s) Found at Time of Visit:  
1. GENERAL CONDITION OF PROJECT:  
   - N/A  
   - Yes  
   - No  
   - [Handwritten notes: Student was present  

   - Clean pen/ project area  
   - Clean fresh water &/ Feed available  
   - Project has been well maintained  
   - Crop/Animal appears in good health  
   - Animal appears to have been worked with

2. RECOMMENDATIONS MADE:  

3. ADDITIONAL NOTES:  
   - [Handwritten notes: Mandatory Meeting 3/19  
   - 3:00 pm D101  
   - Groom book, buy letter, picture due

PITMAN HIGH SCHOOL  
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM  

Name of Student: [Redacted]  
Type of Project: goat  

Year of Graduation: [Redacted]

Condition(s) Found at Time of Visit:  
1. GENERAL CONDITION OF PROJECT:  
   - N/A  
   - Yes  
   - No  
   - [Handwritten notes: Student was present  

   - Clean pen/ project area  
   - Clean fresh water &/ Feed available  
   - Project has been well maintained  
   - Crop/Animal appears in good health  
   - Animal appears to have been worked with

2. RECOMMENDATIONS MADE:  

3. ADDITIONAL NOTES:  
   - [Handwritten notes: Mandatory Meeting 3/19  
   - 3:00 pm D101  
   - Groom book, buy letter, picture due

Market Animal Information:  
Wt.: 63  
Average Daily Gain: [Redacted]  
Days to fair: 69  
Projected Fair Wt.: 18  
Student’s Signature: [Redacted]  
Date: 5/4/15  
Signed: Amanda Bailey  
(Visiting Instructor)

White: Teacher  
Yellow: Student  
Pink: Student File  
Tag #: 0413  
Scrapie

[Handwritten notes: [Redacted]  
Tag #: 0405  
Scrapie]
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation

Name of Student: [Redacted]
Type of Project: Goat

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   N/A  Yes  No
   ☐  ☐  ☐ Student was present
   ☐  ☐  ☐ Clean pen/ project area
   ☐  ☐  ☐ Clean fresh water & Feed available
   ☐  ☐  ☐ Project has been well maintained
   ☐  ☐  ☐ Crop/Animal appears in good health
   ☐  ☐  ☐ Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES: Mandatory meeting 3/19 3:00 pm P101
   [Handwritten note: "recheck, buy new litter, picture due"]

Market Animal Information:
Wt.: 51  Average Daily Gain:
Days to fair: 609  Projected Fair Wt.: 102
Student's Signature: [Redacted]  Date: 5/4/15
Signed: [Redacted] (Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File

---

PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation 2015

Name of Student: [Redacted]
Type of Project: Goat

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   N/A  Yes  No
   ☐  ☐  ☐ Student was present
   ☐  ☐  ☐ Clean pen/ project area
   ☐  ☐  ☐ Clean fresh water & Feed available
   ☐  ☐  ☐ Project has been well maintained
   ☐  ☐  ☐ Crop/Animal appears in good health
   ☐  ☐  ☐ Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES: Mandatory meeting 6/19 3:00 pm P101
   [Handwritten note: "recheck, buy new litter, picture due"]

Market Animal Information:
Wt.: 61  Average Daily Gain:
Days to fair: 609  Projected Fair Wt.: [Blank]
Student’s Signature: [Redacted]  Date: 5/4/15
Signed: [Redacted] (Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File

Tag #: 0414
Occupied: 04/04

Tag #: 0422
Occupied: [Redacted]
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Name of Student: [Redacted]
Type of Project: [Redacted]

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   N/A  Yes  No
   ☐  ☐  ☐  Student was present
   ☐  ☐  ☐  Clean pen/ project area
   ☐  ☐  ☐  Clean fresh water & Feed available
   ☐  ☐  ☐  Project has been well maintained
   ☐  ☐  ☐  Crop/Animal appears in good health
   ☐  ☐  ☐  Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES: Mandatory meeting
   5/19 3:00 pm $10
   Record book, buy letter, picture due

Market Animal Information:
Wt.: 55  Average Daily Gain: ______
Days to fair: 69  Projected Fair Wt.: 108
Student’s Signature: [Redacted] Date 5/14/15
Signed: [Redacted] (Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File

---

PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Name of Student: [Redacted]
Type of Project: [Redacted]

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   N/A  Yes  No
   ☐  ☐  ☐  Student was present
   ☐  ☐  ☐  Clean pen/ project area
   ☐  ☐  ☐  Clean fresh water & Feed available
   ☐  ☐  ☐  Project has been well maintained
   ☐  ☐  ☐  Crop/Animal appears in good health
   ☐  ☐  ☐  Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES: Mandatory meeting
   5/19 3:00 pm $10
   Record book, buy letter, picture due

Market Animal Information:
Wt.: 64  Average Daily Gain: ______
Days to fair: 69  Projected Fair Wt.: ______
Student’s Signature: [Redacted] Date 5/14/15
Signed: [Redacted] (Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2017

Name of Student: [Redacted]
Type of Project: goat

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   □ Yes □ No Student was present
   □ Yes □ No Clean pen/project area
   □ Yes □ No Clean fresh water &/ Feed available
   □ Yes □ No Project has been well maintained
   □ Yes □ No Crop/Animal appears in good health
   □ Yes □ No Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES: Mandatory meeting 3/19
   3:00 pm 0101
   [Redacted]

Market Animal Information:
Wt.: 55
Average Daily Gain:

Days to fair: 169
Projected Fair Wt.:

Student's Signature: Brenda Nava Date: 5/4/15
Signed: Amanda Bailey (Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File

Tag #: 0651
Scrapie: 0813
Name of Student: [Handwritten]
Type of Project: Sheep

Record of Supervised Agricultural Program

Year of Graduation: 2015

Condition(s) Found at Time of Visit:

1. General Condition of Project:
   - N/A
   - Yes
   - No
   ☐ ☐ ☐ Student was present
   ☐ ☐ ☐ Clean pen/project area
   ☐ ☐ ☐ Clean fresh water &/feed available
   ☐ ☐ ☐ Project has been well maintained
   ☐ ☐ ☐ Crop/Animal appears in good health
   ☐ ☐ ☐ Animal appears to have been worked with

Fair Notes:

F 5/18 [Handwritten]

Recommendations Made:

Additional Notes:

Mandatory meeting 5/19
3:00 pm D101

Market Animal Information:

Wt.: 98
Average Daily Gain:

Days to fair: 19
Projected Fair Wt.: 177

Student's Signature: [Handwritten]
Date: 5/4/15
Signed: [Handwritten]

Visiting Instructor: [Handwritten]

Tag #: 0103
Scrapie: [Handwritten]
PITMAN HIGH SCHOOL  
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Name of Student: [redacted]

Type of Project: sheep

Year of Graduation: 2014

Condition(s) Found at Time of Visit:

1. GENERAL CONDITION OF PROJECT:
   - N/A
   - Yes
   - No
   - Student was present
   - Clean pen/project area
   - Clean fresh water &/ Feed available
   - Project has been well maintained
   - Crop/Animal appears in good health
   - Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:
   - [redacted]
   - [redacted]
   - [redacted]

Market Animal Information:

Wt.: [redacted]  Average Daily Gain: [redacted]
Days to fair: [redacted]  Projected Fair Wt.: [redacted]
Signed: [redacted] (Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File

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PITMAN HIGH SCHOOL  
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Name of Student: [redacted]

Type of Project: sheep

Year of Graduation: 2015

Condition(s) Found at Time of Visit:

1. GENERAL CONDITION OF PROJECT:
   - N/A
   - Yes
   - No
   - Student was present
   - Clean pen/project area
   - Clean fresh water &/ Feed available
   - Project has been well maintained
   - Crop/Animal appears in good health
   - Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:
   - [redacted]
   - [redacted]
   - [redacted]

Market Animal Information:

Wt.: [redacted]  Average Daily Gain: [redacted]
Days to fair: [redacted]  Projected Fair Wt.: [redacted]
Signed: [redacted] (Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2015

Name of Student: Elizabeth Gonzales
Type of Project: Sheep

Condition(s) Found at Time of Visit:

1. GENERAL CONDITION OF PROJECT:
   N/A Yes No
   - Student was present
   - Clean pen/ project area
   - Clean fresh water &/ Feed available
   - Project has been well maintained
   - Crop/Animal appears in good health
   - Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

   Out back on feed

3. ADDITIONAL NOTES: mandatory meeting 5/19
   3:00 pm D101
   Bread back, buyer letter, picture due

Market Animal Information:

Wt.: 101 Average Daily Gain: 1.84 lb/day
Days to fair: 69 Projected Fair Wt.: 204
Student’s Signature: Amanda Bailey
Signed: (Visiting Instructor)

White: Teacher Yellow: Student Pink: Student File

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PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2015

Name of Student: Hannah Tanada
Type of Project: Sheep

Condition(s) Found at Time of Visit:

1. GENERAL CONDITION OF PROJECT:
   N/A Yes No
   - Student was present
   - Clean pen/ project area
   - Clean fresh water &/ Feed available
   - Project has been well maintained
   - Crop/Animal appears in good health
   - Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:

   mandatory meeting 5/19
   3:00 pm D101
   Picture
   Bread back and buyer letter due

Market Animal Information:

Wt.: 76 Average Daily Gain: 1.69 lb/day
Days to fair: 69 Projected Fair Wt.: 192 lb
Student’s Signature: Amanda Bailey
Signed: (Visiting Instructor)

White: Teacher Yellow: Student Pink: Student File

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Scrapie 0105
Scrapie CA10489

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RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation 2015

Name of Student: [Name]
Type of Project: [Type]

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   - N/A
   - Yes
   - No
   - Student was present
   - Clean pen/project area
   - Clean fresh water & Feed available
   - Project has been well maintained
   - Crop/Animal appears in good health
   - Animal appears to have been worked with

2. RECOMMENDATIONS MADE:
   - [Recommendations]

3. ADDITIONAL NOTES:
   - [Notes]

Market Animal Information:
- Wt.: [Wt.]
- Average Daily Gain: [Gain]
- Days to fair: [Days]
- Projected Fair Wt.: [Wt.]

Student's Signature: [Signature]
Date: [Date]

Signed: [Signed]
(Visiting Instructor)

White: Teacher
Yellow: Student
Pink: Student File

[Tag #: 0108]
PITMAN HIGH SCHOOL  
Agriculture Education Department  

RECORD OF SUPERVISED AGRICULTURAL PROGRAM  

Name of Student:  
Type of Project:  
Year of Graduation:  

Condition(s) Found at Time of Visit:  
1. GENERAL CONDITION OF PROJECT:  
   N/A   Yes   No  
   □    □    □    Student was present  
   □    □    □    Clean pen/project area  
   □    □    □    Clean fresh water &/ Feed available  
   □    □    □    Project has been well maintained  
   □    □    □    Crop/Animal appears in good health  
   □    □    □    Animal appears to have been worked with  
2. RECOMMENDATIONS MADE:  

3. ADDITIONAL NOTES:  

Market Animal Information:  
Wt.: 168.56   Average Daily Gain:  
Days to fair: 87   Projected Fair Wt.:  
Student's Signature: Kaitlyn Zepeda  Date: 4/16/15  
Signed:  

(Visiting Instructor)  
White: Teacher   Yellow: Student   Pink: Student File  

PITMAN HIGH SCHOOL  
Agriculture Education Department  

RECORD OF SUPERVISED AGRICULTURAL PROGRAM  

Name of Student:  
Type of Project:  
Year of Graduation:  

Condition(s) Found at Time of Visit:  
1. GENERAL CONDITION OF PROJECT:  
   N/A   Yes   No  
   □    □    □    Student was present  
   □    □    □    Clean pen/project area  
   □    □    □    Clean fresh water &/ Feed available  
   □    □    □    Project has been well maintained  
   □    □    □    Crop/Animal appears in good health  
   □    □    □    Animal appears to have been worked with  
2. RECOMMENDATIONS MADE:  

3. ADDITIONAL NOTES:  

Market Animal Information:  
Wt.: 77 lbs   Average Daily Gain:  
Days to fair: 87   Projected Fair Wt.:  
Student's Signature: Amanda Bailey  Date: 4/16/15  
Signed:  

(Visiting Instructor)  
White: Teacher   Yellow: Student   Pink: Student File  

[Handwritten notes on the bottom right corner: 172]
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Name of Student: [Redacted]
Year of Graduation: [Redacted]
Type of Project: market goat

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   N/A  Yes  No
   □  □  □  Student was present
   □  □  □  Clean pen/project area
   □  □  □  Clean fresh water & Feed available
   □  □  □  Project has been well maintained
   □  □  □  Crop/Animal appears in good health
   □  □  □  Animal appears to have been worked with

2. RECOMMENDATIONS MADE:
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________

3. ADDITIONAL NOTES:
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________

Market Animal Information:
Wt.: 60 lbs  Average Daily Gain: [Redacted]
Days to fair: 87  Projected Fair Wt.: [Redacted]
Student’s Signature: [Redacted]  Date: 4/11/15
Signed: [Redacted]  [Visiting Instructor]

White: Teacher  Yellow: Student  Pink: Student File

Paid cash $250  [Redacted]
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Name of Student: [Redacted]
Type of Project: market goat

Year of Graduation

Condition s Found at Time of Visit:

1. GENERAL CONDITION OF PROJECT:
   N/A Yes No
   √ Student was present
   √ Clean pen/project area
   √ Clean fresh water &/ Feed available
   √ Project has been well maintained
   √ Crop/Animal appears in good health
   √ Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:

Market Animal Information:
Wt.: 56.165
Average Daily Gain: 
Days to fair: 87
Projected Fair Wt.: 

Student’s Signature: [Redacted]
Date: 4/14/15
Signed: Amanda Bailey (Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Name of Student: [Redacted]
Type of Project: Market Grtn

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   N/A Yes No
   □ □ □ Student was present
   □ □ □ Clean pen/project area
   □ □ □ Clean fresh water & Feed available
   □ □ □ Project has been well maintained
   □ □ □ Crop/Animal appears in good health
   □ □ □ Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:

Market Animal Information:
Wt.: 57 lbs Average Daily Gain:
Days to fair: 82 Projected Fair Wt.: 
Student's Signature: [Redacted] Date 4/16/13
Signed: [Redacted]
(Visiting Instructor)

White: Teacher Yellow: Student Pink: Student File
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM
Year of Graduation 2018

Name of Student

Type of Project

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   - N/A
   - Yes
   - No
   - Student was present
   - Clean pen/project area
   - Clean fresh water & Feed available
   - Project has been well maintained
   - Crop/Animal appears in good health
   - Animal appears to have been worked with

2. RECOMMENDATIONS MADE:
   - [Signature]

3. ADDITIONAL NOTES:
   - [Signature]
   - [Date]

Market Animal Information:
- Wt.: 59
- Average Daily Gain:
- Days to fair: 54
- Projected Fair Wt.: 80.0 lb

Student's Signature:
- [Signature]
- [Date]

Signed:
- [Signature]
  (Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Name of Student: [Redacted]
Year of Graduation: 2018
Type of Project: [Redacted]

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   □ □ □ Student was present
   □ □ □ Clean pen/project area
   □ □ □ Clean fresh water &/Feed available
   □ □ □ Project has been well maintained
   □ □ □ Crop/Animal appears in good health
   □ □ □ Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

$bump up feed

3. ADDITIONAL NOTES:

$haung payment $27 due 5/27

Market Animal Information:
Wt.: 56
Average Daily Gain: __________
Days to fair: 54
Projected Fair Wt.: 77.6
Student's Signature: [Redacted]
Signed: [Redacted]
(Visiting Instructor)

White: Teacher   Yellow: Student   Pink: Student File

PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Name of Student: [Redacted]
Year of Graduation: 2018
Type of Project: [Redacted]

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   □ □ □ Student was present
   □ □ □ Clean pen/project area
   □ □ □ Clean fresh water &/Feed available
   □ □ □ Project has been well maintained
   □ □ □ Crop/Animal appears in good health
   □ □ □ Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

$bump up feed

3. ADDITIONAL NOTES:

$haung payment $27 due 5/29

Market Animal Information:
Wt.: 56
Average Daily Gain: __________
Days to fair: 54
Projected Fair Wt.: 77.6
Student's Signature: [Redacted]
Signed: [Redacted]
(Visiting Instructor)

White: Teacher   Yellow: Student   Pink: Student File
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Name of Student: [Redacted]
Type of Project: quail

Year of Graduation: 2015

Condition s Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   - N/A
   - Yes
   - No
   - Student was present
   - Clean pen/ project area
   - Clean fresh water &/ Feed available
   - Project has been well maintained
   - Crop/Animal appears in good health
   - Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:
   - [Redacted]

Market Animal Information:
Wt.: 73
Average Daily Gain:
Days to fair: [Redacted]
Projected Fair Wt.: [Redacted]
Student's Signature: [Redacted]
Date: 5/19/15
Signed: [Redacted] (Visiting Instructor)

White: Teacher
Yellow: Student
Pink: Student File

PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Name of Student: [Redacted]
Type of Project: quail

Year of Graduation: 2017

Condition s Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   - N/A
   - Yes
   - No
   - Student was present
   - Clean pen/ project area
   - Clean fresh water &/ Feed available
   - Project has been well maintained
   - Crop/Animal appears in good health
   - Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:
   - [Redacted]

Market Animal Information:
Wt.: 54
Average Daily Gain:
Days to fair: [Redacted]
Projected Fair Wt.: [Redacted]
Student's Signature: [Redacted]
Date: 5/19/15
Signed: [Redacted] (Visiting Instructor)

White: Teacher
Yellow: Student
Pink: Student File
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2015

Name of Student: [Redacted]
Type of Project: Goat

Condition(s) Found at Time of Visit:

1. GENERAL CONDITION OF PROJECT:
   - [ ] N/A [ ] Yes [ ] No
     Student was present
   - [ ] Yes [ ] No
     Clean pen/project area
   - [ ] Yes [ ] No
     Clean fresh water &/ Feed available
   - [ ] Yes [ ] No
     Project has been well maintained
   - [ ] Yes [ ] No
     Crop/Animal appears in good health
   - [ ] Yes [ ] No
     Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:
   - [ ] Paid payment $27
   - [ ] Due 3/29

Marked Animal Information:
Wt.: 80.15
Average Daily Gain: 
Days to fair: 5
Projected Fair Wt.: 91.6
Student's Signature: [Redacted] Date: 3/19/15
Signed: Amanda Bailey (Visiting Instructor)

White: Teacher       Yellow: Student       Pink: Student File

PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2015

Name of Student: [Redacted]
Type of Project: Goat

Condition(s) Found at Time of Visit:

1. GENERAL CONDITION OF PROJECT:
   - [ ] N/A [ ] Yes [ ] No
     Student was present
   - [ ] Yes [ ] No
     Clean pen/project area
   - [ ] Yes [ ] No
     Clean fresh water &/ Feed available
   - [ ] Yes [ ] No
     Project has been well maintained
   - [ ] Yes [ ] No
     Crop/Animal appears in good health
   - [ ] Yes [ ] No
     Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:
   - [ ] Paid payment $27
   - [ ] Due 3/29

Marked Animal Information:
Wt.: 15
Average Daily Gain: 
Days to fair: 5
Projected Fair Wt.: 
Student's Signature: [Redacted] Date: 5/19/15
Signed: Amanda Bailey (Visiting Instructor)

White: Teacher       Yellow: Student       Pink: Student File
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM
Year of Graduation 2015

Name of Student: [Handwritten]
Type of Project: [Handwritten]

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   N/A  Yes  No
   □  □  □  Student was present
   □  □  □  Clean pen/ project area
   □  □  □  Clean fresh water & Feed available
   □  □  □  Project has been well maintained
   □  □  □  Crop/Animal appears in good health
   □  □  □  Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:
   [Handwritten]

Market Animal Information:
Wt.: 101  Average Daily Gain:
Days to fair: 54  Projected Fair Wt.: 111.8 lb
Student's Signature: [Handwritten]  Date 5/19/15
Signed: [Handwritten] (Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File

PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM
Year of Graduation 2016

Name of Student: [Handwritten]
Type of Project: [Handwritten]

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   N/A  Yes  No
   □  □  □  Student was present
   □  □  □  Clean pen/ project area
   □  □  □  Clean fresh water & Feed available
   □  □  □  Project has been well maintained
   □  □  □  Crop/Animal appears in good health
   □  □  □  Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:
   [Handwritten]

Market Animal Information:
Wt.: 58  Average Daily Gain:
Days to fair: 54  Projected Fair Wt.: 108.8 lb
Student's Signature: [Handwritten]  Date 5/19/15
Signed: [Handwritten] (Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Name of Student: [Redacted]
Type of Project: Lamb

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   N/A  Yes  No
   Clean pen/ project area
   Clean fresh water &/ Feed available
   Project has been well maintained
   Crop/Animal appears in good health
   Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:

Market Animal Information:
Wt.: 110
Average Daily Gain: [Redacted]
Days to fair: 54
Projected Fair Wt.: 111
Student’s Signature: [Redacted] Date 5/19/15
Signed: [Redacted]
(Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Name of Student: [Redacted]
Type of Project: Lamb

Year of Graduation: 2015

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   - N/A Yes No
   - Student was present
   - Clean pen/ project area
   - Clean fresh water &/ Feed available
   - Project has been well maintained
   - Crop/Animal appears in good health
   - Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:
   - [Redacted]

Market Animal Information:
- Wt.: 910
- Average Daily Gain: 1 lb./day
- Days to fair: 54
- Projected Fair Wt.: 117.6 lb.

Student's Signature: [Redacted]
Date: 5/19/15

Signed: [Redacted]
(Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File

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PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Name of Student: [Redacted]
Type of Project: Lamb

Year of Graduation: 2015

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   - N/A Yes No
   - Student was present
   - Clean pen/ project area
   - Clean fresh water &/ Feed available
   - Project has been well maintained
   - Crop/Animal appears in good health
   - Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

3. ADDITIONAL NOTES:
   - [Redacted]

Market Animal Information:
- Wt.: 198
- Average Daily Gain: [Redacted]
- Days to fair: 54
- Projected Fair Wt.: 118.8 lb.

Student's Signature: [Redacted]
Date: 5/19/15

Signed: [Redacted]
(Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Name of Student: [Redacted]
Type of Project: Lamb

Year of Graduation: 2015

Condition Found at Time of Visit:

1. GENERAL CONDITION OF PROJECT:

<table>
<thead>
<tr>
<th>N/A</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tr>
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</tr>
</tbody>
</table>

- Student was present
- Clean pen/project area
- Clean fresh water & Feed available
- Project has been well maintained
- Crop/Animal appears in good health
- Animal appears to have been worked with

2. RECOMMENDATIONS MADE:


3. ADDITIONAL NOTES:

Shaving payment $27
Due 5/29

Market Animal Information:

Wt.: 87
Average Daily Gain:

Days to fair: 54
Projected Fair Wt.: 126.6

Student’s Signature: [Redacted]
Date: 5/19/15

Signed: [Redacted]
(Visiting Instructor)

White: Teacher
Yellow: Student
Pink: Student File
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Name of Student: [Handwritten]
Type of Project: [Handwritten]

Year of Graduation: [Handwritten]

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   N/A   Yes   No
   □    □    □   Student was present
   □    □    □   Clean pen/ project area
   □    □    □   Clean fresh water &/ Feed available
   □    □    □   Project has been well maintained
   □    □    □   Crop/Animal appears in good health
   □    □    □   Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

   2-2½ lb/day

3. ADDITIONAL NOTES:

   Special Instructions: [Handwritten]

Market Animal Information:
Wt.: 211 lb  Average Daily Gain: [Handwritten]
Days to fair: 82  Projected Fair Wt.: [Handwritten]
Student’s Signature: [Handwritten]  Date: 4/24/15
Signed: [Handwritten]  (Visiting Instructor)

White: Teacher    Yellow: Student    Pink: Student File

PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Name of Student: [Handwritten]
Type of Project: [Handwritten]

Year of Graduation: 2015

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   N/A   Yes   No
   □    □    □   Student was present
   □    □    □   Clean pen/ project area
   □    □    □   Clean fresh water &/ Feed available
   □    □    □   Project has been well maintained
   □    □    □   Crop/Animal appears in good health
   □    □    □   Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

   1½-1¾ lbs/day

3. ADDITIONAL NOTES:

Market Animal Information:
Wt.: 83 lbs  Average Daily Gain: [Handwritten]
Days to fair: 82  Projected Fair Wt.: [Handwritten]
Student’s Signature: [Handwritten]  Date: 4/21/15
Signed: [Handwritten]  (Visiting Instructor)

White: Teacher    Yellow: Student    Pink: Student File
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation

Name of Student: [Redacted] [Redacted]

Type of Project: Market Lambs

Condition(s) Found at Time of Visit:

1. GENERAL CONDITION OF PROJECT:
   - N/A  Yes  No
   - Student was present
   - Clean pen/ project area
   - Clean fresh water &/ Feed available
   - Project has been well maintained
   - Crop/Animal appears in good health
   - Animal appears to have been worked with

2. RECOMMENDATIONS MADE:

   1 1/4 - 1 1/2 lb/day

3. ADDITIONAL NOTES:

Market Animal Information:

Wt.: 122  Average Daily Gain:  

Days to fair: 82  Projected Fair Wt:  

Student’s Signature:  

Signed: Amanda Bailey  (Visiting Instructor)

White: Teacher  Yellow: Student  Pink: Student File
PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation

Name of Student

Type of Project: Market Lams

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   N/A Yes No
   - [ ] Student was present
   - [ ] Clean pen/ project area
   - [ ] Clean fresh water &/ Feed available
   - [ ] Project has been well maintained
   - [ ] Crop/Animal appears in good health
   - [ ] Animal appears to have been worked with

2. RECOMMENDATIONS MADE:
   1 1/4 - 1 1/2  lb/day

3. ADDITIONAL NOTES:

Market Animal Information:
Wt.: 77 Average Daily Gain:
Days to fair: 82 Projected Fair Wt.:
Student's Signature: Date: 4/21/15
Signed: 
(Visiting Instructor)

White: Teacher Yellow: Student Pink: Student File

PITMAN HIGH SCHOOL
Agriculture Education Department

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation

Name of Student: Hannah

Type of Project: Market Lams

Condition(s) Found at Time of Visit:
1. GENERAL CONDITION OF PROJECT:
   N/A Yes No
   - [ ] Student was present
   - [ ] Clean pen/ project area
   - [ ] Clean fresh water &/ Feed available
   - [ ] Project has been well maintained
   - [ ] Crop/Animal appears in good health
   - [ ] Animal appears to have been worked with

2. RECOMMENDATIONS MADE:
   1 1/4 - 1 1/2  lb/day

3. ADDITIONAL NOTES:

Market Animal Information:
Wt.: 54 Average Daily Gain:
Days to fair: 82 Projected Fair Wt.:
Student's Signature: Hannah Date: 4/21/15
Signed: 
(Visiting Instructor)

White: Teacher Yellow: Student Pink: Student File
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

6. School Board Policy Pertaining to SAE
School Board Policy Pertaining to SAE
John H. Pitman High School Agriculture Department

Every course approved by the School Board contained a graded component for student Supervised Agriculture Experience (SAE) projects. In the Turlock Unified School District, this accounts for 5-10% of the students’ grades. This is justified by the fact that roughly 5-10% of the instructional time for the school year is spent instructing on SAE projects and the California FFA Record Book. To earn this grade, students must have a current approved SAE project and a current California FFA Record Book which contains the students’ records of their projects. For any first year members, the minimum requirement is that they have a plan in place for their SAE project.
PITMAN HIGH SCHOOL
PRINCIPLES OF AGRICULTURE ENGINEERING
GRADING STANDARDS

COURSE DESCRIPTION: Agriculture engineering class includes an introduction to shop safety, tool identification, drafting, wood working, plumbing, using tap and die, electricity and tool repair. The student will be given the opportunity to construct shop projects to develop these skills. Completion of the course projects is essential for a satisfactory grade. Emphasis is made on doing "hands-on" activities and also establishing correct shop safety and tool use. After the required class projects are completed, the students will have the opportunity during the last quarter to design and construct on a wood project of their choice upon parent and instructor approval.

SHOP/MATERIALS FEE: There is a $15.00 "shop fee" required before working in the shop as well as providing safety glasses for yourself and proper protective clothing. The "Shop Fee" will offset the high cost of materials and consumables that the student will have access to. If there is any concern regarding this "shop fee," please contact Mrs. Bailey. Any concerns or inability to pay will in no way affect the student's grade in this class. Students may build other projects if time permits at an extra cost.

GRADING:
20% Attendance and Participation
10% Teacher approved reports or Supervised Agricultural Experience Program and Activities.
35% Notebook, Quizzes, Class Work, and Homework - Late work will not be accepted.
10% Exams - Late work will not be accepted.
25% Class Projects - Late work will not be accepted

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

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

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

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

75% Written Self Evaluation of SAE Project. Also included in this area is the student's record book score.
25% Minimum two Intra-Curricular activities per quarter.

Supervised Agriculture Experience Program Choice (SAE)

In the past every agriculture science student participated in this program, but today to insure that the needs of the community are being addressed, we are offering this choice as an option. We are still encouraging students to participate in the SAE/FFA choice. This choice requires a recordbook, plans for a program related to agriculture education (ie. landscape maintenance, dairy, mechanics, swine, sheep, beef, small animals, work experience, houseplants and many others), participation in intra-curricular activities (ie. primarily FFA activities) and a program visit (one per semester minimum).
The SAE/FFA choice will provide a student with the benefit to take advantage of all intra-curricular opportunities enabling them to earn awards and degrees. Students who will be attending fairs MUST participate in this program as the State Fairs and Expositions requires those activities for participation in the FFA portion of the fairs.

Please check one:

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

[ ] FFA

I wish my son/daughter to only participate in the general agriculture program and I understand that they will not be eligible to exhibit at fairs and receive other awards and degrees. Instead, will complete a report, one per quarter. This report will be assigned by the instructor.

[ ] NO FFA

PROJECTS: Throughout the course students will complete assigned projects. During the last quarter they have the option complete a wood working project of the their choice if approved by the parents and instructor. Students must complete the project entirely and pay for it including the shop fee of 17% before taking the project home. If the student fails to complete the project before June 12th then the student will forfeit their project and their deposit. Students who bring in their own materials will put 50.00 deposit for their shop fee before beginning.

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

LOCKERS AND PERSONAL PROTECTION EQUIPMENT: Lockers will be provided for students to store their class notebooks, safety glass, coveralls, and any additional materials needed for this class. It is the responsibility of the student to keep track of all materials during class, and secure all projects, materials, and personal safety equipment in their locked locker at the end of each work day. Students are also advised to write their name and period number on each piece of material and/or personal safety equipment. The instructoe is not responsible for any materials or projects that have not been properly secured.

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

Student's signature: ____________________________

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

Parent's signature: ____________________________

Instructor's signature: ____________________________

INSTRUCTORS: Mrs. Bailey 656-1592 (Ext. 4101), Room D101
** email is the best** abailey@turlock.k12.ca.us
PITMAN HIGH SCHOOL
AGRICULTURE WELDING I-III
GRADING STANDARDS

COURSE DESCRIPTION: Agriculture Welding is a course designed to provide individualized instruction to students in developing fabrication skills in various welding procedures. Welding theory and methods, as well as selection of welding rod, metals, and equipment are discussed. Students will develop skills in welding metal in the flat, horizontal, vertical, and overhead positions. After a series of required welds are completed, students will have the opportunity to design, construct, and evaluate an agriculturally related project of their choice. At this time students develop their creative thought and refine their learned skills. Students will be encouraged to exhibit their projects at the local fairs mechanics. This class will also include shop safety, tool identification, & drafting. The student will be given the opportunity to construct shop projects to develop these skills. Completion of the course projects is essential for a satisfactory grade. Emphasis is made on doing “hands-on” activities and also establishing correct shop safety and tool use.

SHOP/MATERIALS FEE: There is a $15.00 “shop fee” required before working in the shop as well as providing safety glasses for yourself and proper protective clothing. The “Shop Fee” will offset the high cost of materials and consumables that the student will have access to. If there is any concern regarding this “shop fee,” please contact Mrs. Bailey. Any concerns or inability to pay will in no way affect the student’s grade in this class. Students may build other projects if time permits at an extra cost.

GRADING:
20% Attendance and Participation
10% Teacher approved reports or Supervised Agricultural Experience Program and Activities.
35% Notebook, Quizzes, Class Work, and Homework - Late work will not be accepted.
10% Exams - Late work will not be accepted.
25% Class Projects - Late work will not be accepted

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

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

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

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

    75% Written Self Evaluation of SAE Project. Also included in this area is the student’s record book score.
    25% Minimum two Intra-Curricular activities per quarter.

    Supervised Agriculture Experience Program Choice (SAEP)

In the past every agriculture science student participated in this program, but today to insure that the needs of the community are being addressed, we are offering this choice as an option. We are still encouraging students to participate in the SAE/FFA choice. This choice requires a recordbook, plans for a program related to agriculture education (ie. landscape maintenance, dairy, agriculture...).
mechanics, swine, sheep, beef, small animals, work experience, houseplants and many others), participation in intra-curricular activities (ie. primarily FFA activities) and a program visit (one per semester minimum).
The SAE/FFA choice will provide a student with the benefit to take advantage of all intra-curricular opportunities enabling them to earn awards and degrees. Students who will be attending fairs MUST participate in this program as the State Fairs and Expositions requires those activities for participation in the FFA portion of the fairs.

Please check one:

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

I wish my son/daughter to only participate in the general agriculture program and I understand that they will not be eligible to exhibit at fairs and receive other awards and degrees. Instead, will complete a report, one per quarter. This report will be assigned by the instructor.

PROJECTS: Throughout the course students will complete assigned projects. During the last quarter they have the option complete a metal project of their choice if approved by the parents and instructor. Students must complete the project entirely and pay for it including the shop fee of 17% before taking the project home. If the student fails to complete the project before June 12th then the student will forfeit their project and their deposit. Students who bring in their own materials will put 50.00 deposit for their shop fee before beginning.

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

LOCKERS AND PERSONAL PROTECTION EQUIPMENT: Lockers will be provided for students to store their class notebooks, safety glass, coveralls, and any additional materials needed for this class. It is the responsibility of the student to keep track of all materials during class, and secure all projects, materials, and personal safety equipment in their locked locker at the end of each work day. Students are also advised to write their name and period number on each piece of material and/or personal safety equipment. The instructee is not responsible for any materials or projects that have not been properly secured.

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

Student's signature: ______________________

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

Parent's signature: ______________________

Instructor's signature: ______________________

INSTRUCTORS: Mrs. Bailey 656-1592 (Ext. 4101), Room D101
** email is the best** abailey@turlock.k12.ca.us
PITMAN HIGH SCHOOL
TURF GRASS MANAGEMENT
GRADING STANDARDS

COURSE DESCRIPTION: An introductory course in the maintenance and management of turf grasses that includes sports athletic fields, golf courses, parks, cemeteries, commercial, and residential lawns. Discussion will focus on identification, installation, cultural requirements, and maintenance practices. This course is designed for the advanced study of agriculture business opportunities and economics for the college bound students with interest in agriculture. Through the course, the student will understand and apply basic economic principals as they relate to individual consumers, production agriculture, and agri-business management. Life skills such as resume, job applications, interview skills, college and scholarship applications will be included.

GRADING:
30% Attendance and Participation
10% Teacher approved reports or Supervised Agricultural Experience Program and Activities.
25% Quizzes, Class Work, and Homework - Late work will not be accepted.
20% Exams and Projects- Late work will not be accepted.
15% Notebook - Late work will not be accepted.

LATE WORK 2 DAYS make up before zero is given!

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

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

75% Written Self Evaluation of SAE Project. Also included in this area is the student's record book score.
25% Minimum two Intra-Curricular activities per quarter.

Supervised Agriculture Experience Program Choice (SAEP)

In the past every agriculture science student participated in this program, but today to insure that the needs of the community are being addressed, we are offering this choice as an option. We are still encouraging students to participate in the SAE/FFA choice. This choice requires a recordbook, plans for a program related to agriculture education (ie. landscape maintenance, dairy, mechanics, swine, sheep, beef, small animals, work experience, houseplants and many others), participation in intra-curricular activities (ie. primarily FFA activities) and a program visit (one per semester minimum).
The SAE/FFA choice will provide a student with the benefit to take advantage of all intra-curricular opportunities enabling them to earn awards and degrees. Students who will be attending fairs MUST participate in this program as the State Fairs and Expositions requires those activities for participation in the FFA portion of the fairs.
Please check one:

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

FFA

I wish my son/daughter to only participate in the general agriculture program and I understand that they will not be eligible to exhibit at fairs and receive other awards and degrees. Instead, will complete a report, one per quarter. This report will be assigned by the instructor.

NO FFA

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

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

Student's signature: ____________________________

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

Parent's signature: ____________________________

Instructor's signature: ____________________________

INSTRUCTORS: Mrs. Bailey 656-1592 (Ext. 4101), Room D101
** email is the best** abaily@turlock.k12.ca.us
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

7. School Board Policy Pertaining to FFA
School Board Policy Pertaining to FFA
John H. Pitman High School Agriculture Department

Every course approved by the School Board contained a graded component for student leadership development. In the Turlock Unified School District, this accounts for 5-10% of the students' grade. This is justified by the fact that roughly 5-10% of the instructional time for the school year is spent instructing on the FFA and leadership development lessons. To earn this grade, students must involve themselves in a minimum of three FFA leadership activities per semester. In the Pitman Agriculture Department, we require students to participate in a minimum of two FFA activities for each quarter of the school year.
PITMAN HIGH SCHOOL
PRINCIPLES OF AGRICULTURE ENGINEERING
GRADING STANDARDS

COURSE DESCRIPTION: Agriculture engineering class includes an introduction to shop safety, tool identification, drafting, wood working, plumbing, using tap and die, electricity and tool repair. The student will be given the opportunity to construct shop projects to develop these skills. Completion of the course projects is essential for a satisfactory grade. Emphasis is made on doing "hands-on" activities and also establishing correct shop safety and tool use. After the required class projects are completed, the students will have the opportunity during the last quarter to design and construct a wood project of their choice upon parent and instructor approval.

SHOP/MATERIALS FEE: There is a $15.00 “shop fee” required before working in the shop as well as providing safety glasses for yourself and proper protective clothing. The “Shop Fee” will offset the high cost of materials and consumables that the student will have access to. If there is any concern regarding this “shop fee,” please contact Mrs. Bailey. Any concerns or inability to pay will in no way affect the student’s grade in this class. Students may build other projects if time permits at an extra cost.

GRADING:
20% Attendance and Participation
10% Teacher approved reports or Supervised Agricultural Experience Program and Activities.
35% Notebook, Quizzes, Class Work, and Homework - Late work will not be accepted.
10% Exams - Late work will not be accepted.
25% Class Projects - Late work will not be accepted.

LATE WORK 2 DAYS make up before zero is given!

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

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

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

75% Written Self Evaluation of SAE Project. Also included in this area is the student's record book score.
25% Minimum two Intra-Curricular activities per quarter.

Supervised Agriculture Experience Program Choice (SAE)

In the past every agriculture science student participated in this program, but today to insure that the needs of the community are being addressed, we are offering this choice as an option. We are still encouraging students to participate in the SAE/FFA choice. This choice requires a recordbook, plans for a program related to agriculture education (ie. landscape maintenance, dairy, mechanics, swine, sheep, beef, small animals, work experience, houseplants and many others), participation in intra-curricular activities (ie. primarily FFA activities) and a program visit (one per semester minimum).
The SAE/FFA choice will provide a student with the benefit to take advantage of all intra-curricular opportunities enabling them to earn awards and degrees. Students who will be attending fairs MUST participate in this program as the State Fairs and Expositions requires those activities for participation in the FFA portion of the fairs.

Please check one:

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

FFA

I wish my son/daughter to only participate in the general agriculture program and I understand that they will not be eligible to exhibit at fairs and receive other awards and degrees. Instead, will complete a report, one per quarter. This report will be assigned by the instructor:  ____________

NO FFA

PROJECTS: Throughout the course students will complete assigned projects. During the last quarter they have the option complete a wood working project of their choice if approved by the parents and instructor. Students must complete the project entirely and pay for it including the shop fee of 17% before taking the project home. If the student fails to complete the project before June 12th then the student will forfeit their project and their deposit. Students who bring in their own materials will put 50.00 deposit for their shop fee before beginning.

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

LOCKERS AND PERSONAL PROTECTION EQUIPMENT: Lockers will be provided for students to store their class notebooks, safety glass, coveralls, and any additional materials needed for this class. It is the responsibility of the student to keep track of all materials during class, and secure all projects, materials, and personal safety equipment in their locked locker at the end of each work day. Students are also advised to write their name and period number on each piece of material and/or personal safety equipment. The instructoe is not responsible for any materials or projects that have not been properly secured.

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

Student's signature: __________________________

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

Parent's signature: __________________________

Instructor's signature: ________________________

INSTRUCTORS: Mrs. Bailey 656-1592 (Ext. 4101), Room D101
** email is the best** abailey@turlock.k12.ca.us
PITMAN HIGH SCHOOL
AGRICULTURE WELDING I-III
GRADING STANDARDS

COURSE DESCRIPTION: Agriculture Welding is a course designed to provide individualized instruction to students in developing fabrication skills in various welding procedures. Welding theory and methods, as well as selection of welding rod, metals, and equipment are discussed. Students will develop skills in welding metal in the flat, horizontal, vertical, and overhead positions. After a series of required welds are completed, students will have the opportunity to design, construct, and evaluate an agriculturally related project of their choice. At this time students develop their creative thought and refine their learned skills. Students will be encouraged to exhibit their projects at the local fairs/mechanics. This class will also include shop safety, tool identification, & drafting. The student will be given the opportunity to construct shop projects to develop these skills. Completion of the course projects is essential for a satisfactory grade. Emphasis is made on doing "hands-on" activities and also establishing correct shop safety and tool use.

SHOP/MATERIALS FEE: There is a $15.00 “shop fee” required before working in the shop as well as providing safety glasses for yourself and proper protective clothing. The “Shop Fee” will offset the high cost of materials and consumables that the student will have access to. If there is any concern regarding this “shop fee,” please contact Mrs. Bailey. Any concerns or inability to pay will in no way affect the student’s grade in this class. Students may build other projects if time permits at an extra cost.

GRADING:
20% Attendance and Participation
10% Teacher approved reports or Supervised Agricultural Experience Program and Activities.
35% Notebook, Quizzes, Class Work, and Homework - Late work will not be accepted.
10% Exams - Late work will not be accepted.
25% Class Projects - Late work will not be accepted

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

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

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

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

75% Written Self Evaluation of SAE Project. Also included in this area is the student’s record book score.
25% Minimum two Intra-Curricular activities per quarter.

Supervised Agriculture Experience Program Choice (SAEP)

In the past every agriculture science student participated in this program, but today to insure that the needs of the community are being addressed, we are offering this choice as an option. We are still encouraging students to participate in the SAE/FFA choice. This choice requires a recordbook, plans for a program related to agriculture education (ie. landscape maintenance, dairy,
mechanics, swine, sheep, beef, small animals, work experience, houseplants and many others), participation in intra-curricular activities (i.e., primarily FFA activities) and a program visit (one per semester minimum). The SAE/FFA choice will provide a student with the benefit to take advantage of all intra-curricular opportunities enabling them to earn awards and degrees. Students who will be attending fairs MUST participate in this program as the State Fairs and Expositions requires those activities for participation in the FFA portion of the fairs.

**Please check one:**

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

**PROJECTS:** Throughout the course students will complete assigned projects. During the last quarter they have the option complete a metal project of their choice if approved by the parents and instructor. Students must complete the project entirely and pay for it including the shop fee of 17% before taking the project home. If the student fails to complete the project before June 12th then the student will forfeit their project and their deposit. Students who bring in their own materials will put $50.00 deposit for their shop fee before beginning.

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

**LOCKERS AND PERSONAL PROTECTION EQUIPMENT:** Lockers will be provided for students to store their class notebooks, safety glass, coveralls, and any additional materials needed for this class. It is the responsibility of the student to keep track of all materials during class, and secure all projects, materials, and personal safety equipment in their locked locker at the end of each work day. Students are also advised to write their name and period number on each piece of material and/or personal safety equipment. The instructor is not responsible for any materials or projects that have not been properly secured.

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

Student's signature: __________________________

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

Parent's signature: __________________________

Instructor's signature: ________________________

INSTRUCTORS: Mrs. Bailey 656-1592 (Ext. 4101), Room D101
**email is the best** abailey@turlock.k12.ca.us
PITMAN HIGH SCHOOL
TURF GRASS MANAGEMENT
GRADING STANDARDS

COURSE DESCRIPTION: An introductory course in the maintenance and management of turf grasses that includes sports athletic fields, golf courses, parks, cemeteries, commercial, and residential lawns. Discussion will focus on identification, installation, cultural requirements, and maintenance practices. This course is designed for the advanced study of agriculture business opportunities and economics for the college bound students with interest in agriculture. Through the course, the student will understand and apply basic economic principals as they relate to individual consumers, production agriculture, and agri-business management. Life skills such as resume, job applications, interview skills, college and scholarship applications will be included.

GRADING:
30% Attendance and Participation
10% Teacher approved reports or Supervised Agricultural Experience Program and Activities.
25% Quizzes, Class Work, and Homework - Late work will not be accepted.
20% Exams and Projects- Late work will not be accepted.
15% Notebook - Late work will not be accepted.

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

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

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

75% Written Self Evaluation of SAE Project. Also included in this area is the student's record book score.
25% Minimum two Intra-Curricular activities per quarter.

Supervised Agriculture Experience Program Choice (SAEP)

In the past every agriculture science student participated in this program, but today to insure that the needs of the community are being addressed, we are offering this choice as an option. We are still encouraging students to participate in the SAE/FFA choice. This choice requires a recordbook, plans for a program related to agriculture education (ie. landscape maintenance, dairy, mechanics, swine, sheep, beef, small animals, work experience, houseplants and many others), participation in intra-curricular activities (ie. primarily FFA activities) and a program visit (one per semester minimum). The SAE/FFA choice will provide a student with the benefit to take advantage of all intra-curricular opportunities enabling them to earn awards and degrees. Students who will be attending fairs MUST participate in this program as the State Fairs and Expositions requires those activities for participation in the FFA portion of the fairs.
Please check one:

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

FFA

I wish my son/daughter to only participate in the general agriculture program and I understand that they will not be eligible to exhibit at fairs and receive other awards and degrees. Instead, they will complete a report, one per quarter. This report will be assigned by the instructor. 

NO FFA

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

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

Student's signature: __________________________

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

Parent's signature: __________________________

Instructor's signature: _______________________

INSTRUCTORS: Mrs. Bailey 656-1592 (Ext. 4101), Room D101

** email is the best** abailey@turlock.k12.ca.us
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

8. Pitman FFA Program of Activities
Pitman FFA Program of Activities
John H. Pitman High School Agriculture Department

The Pitman FFA Program of Activities is updated in a yearly basis. Once the revision is complete, copies are distributed to school administrators, district office administrators, and agriculture advisory committee members. Additional copies are made and are on hand at Pitman FFA activities and in each classroom for members and parents who wish to have a paper copy. A digital copy is available to students through the Agriculture file in the O drive, which all students across campus have access to.
# Table of Contents

- Information Page 3
- Do You Belong? 4
- The FFA Creed 5
- The Motto and Colors 6
- The Mission and Strategies 7
- FFA Officer Lists 8-9
- Turlock Union School Administrators 10
- Pitman Agriculture Instructors 11
- Pitman Student Teachers 11
- Agriculture Advisory Committee 12
- Awards and Recognition 13
- Pitman Chapter FFA Presidents 14
- FFA Opportunities 15
- Degree Information 16
- California FFA Leadership Programs 17
- FFA Proficiency Awards 18
- Fundraising 19
- Calendar of Events 20
- President’s Page 21
- Vice President’s Page 22
- Secretary’s Page 23
- Treasurer’s Page 24
- Reporter’s Page 25
- Sentinel’s Page 26
- Historian’s Page 27
- Market Lamb Project Budget 28
- Market Hog Project Budget 29
- Replacement Heifer Project Budget 30
- Rabbits- Meat Pen Project Budget 31
- Market Steer Project Budget 32-33
- Poultry Project Budget 34
- Meat Goat Project 35
- Point Award System 36
- Point Awards 37-45
- Pitman FFA Chapter Constitution 46-49
- Rules Regarding Pitman FFA Members 50-54
Student Information

NAME: ____________________________ DATE: ____________

ADDRESS: _________________________

AGRICULTURE TEACHER(S) ________________________________

PERIOD(S) OF AGRICULTURAL CLASS(ES) __________________

SAEP SUPERVISORS:
Amanda Bailey  Krista Vannest  Nicole Silveira
Sheep  Beef  Dairy
Goats  Horse  Swine
Ag Mechanics  Rabbits  Poultry
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
THE FFA CREED

Written by: E.M. Tiffany
Adopted at the 3rd National FFA Convention

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

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

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

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

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

LEARNING TO DO,

DOING TO LEARN,

EARNING TO LIVE,

LIVING TO SERVE

National FFA Colors

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

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

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

To accomplish this mission, FFA will:

- Develop competent and assertive agricultural leadership.
- Increase awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in Supervised Agricultural Experience programs.
- Encourages wise management of economic, environmental and human resources of the community.
- Develops interpersonal skills in teamwork, communications, human relations and social interaction.
- Builds character and promotes citizenship, volunteerism and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyles.
- Encourages excellence in scholarship.
2014-2015 Pitman FFA Officers

President
Nolan Nguyen

Vice President
Garrett Wade

Secretary
Kyla Murphy

Treasurer
Gaby Martinez

Reporter
Bailey Andrew

Sentinel
Ryan Brewer
2014-2015 Advisors

Amanda Bailey  Krista Vannest  Nicole Silveira
TURLOCK UNIFIED
SCHOOL DISTRICT

Turlock Unified School District
Board of Trustees

Eileen Hamilton, President
Bob Weaver, Clerk
Josh Bernard, Member
Tami Muniz, Member
Frank M. Lima, Member
Grady Welch, Member
Harinder Grewal, Member

District Administration

Dr. Sonny H. Da Marto, Superintendent
Mike Trainor, Assistant Superintendent/Business Resources
Dana Trevethan, Assistant Superintendent/Educational Services
Lori Decker, Assistant Superintendent / Financial Services
Heidi Lawler, Assistant Superintendent/ Human Resources
Gil Ogden, Director of Student Services
Denise Banghart-Bragg, Director of Special Education
Kea Willett, Director of Professional Development
and English Learner Programs
Laurie Harrington, Director of Assessment and Accountability
Jason Maggard, Director of Human Resources
John H. Pitman High School
Administration and Staff

HIGH SCHOOL ADMINISTRATION

Rod Hollars, Principal
Amy Curd, Assistant Principal
Scott Young, Assistant Principal
Luis Jacinto, Assistant Principal
Robert Lanz, Dean

GUIDANCE DEPARTMENT

Jennifer Cornell, Counselor
Julissa Aguilar, Counselor
Julie Jamison, Counselor
Kristi Frank, Counselor
Phil Sanchez, Counselor

PITMAN AGRICULTURE INSTRUCTORS:

Troy Gravatt 2002-2013
Krista Vannest 2002-present
Jillian Riesenbeck 2004-2006
Jake Dunn 2006-2012
Randee Prada 2012-2013
Nicole Silveira 2013-present
Amanda Bevier 2013-present

PITMAN AGRICULTURE STUDENT TEACHERS

Kristin Hodges Spring 2004
Melissa DePaoli Fall 2004
Erica Boomer Spring 2005
Jennifer Durjava Fall 2005
Claire Gebers Spring 2006
Bonnie McKee Fall 2007
Courtney Serafin Fall 2010
Nicole Silveira Spring 2011
Mardel Runnels Spring 2012
Jessica Bulletset Spring 2013
Amy Crockett Fall 2014
## Turlock Unified School District
### Agriculture Advisory Committee
#### 2014-2015

<table>
<thead>
<tr>
<th>Name</th>
<th>Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don Borges</td>
<td>Agriculture Division, Modesto Junior College</td>
</tr>
<tr>
<td>Paul Fernandes</td>
<td>Pfizer Animal Health, Loin Eye Hog Farms</td>
</tr>
<tr>
<td>Kelley &amp; Alan Day</td>
<td>Alumni Parents</td>
</tr>
<tr>
<td>Jeff &amp; Marie Lorenzi</td>
<td>Alumni Parents</td>
</tr>
<tr>
<td>Melissa Miguel</td>
<td>Alumni</td>
</tr>
<tr>
<td>Joaquin Amaral</td>
<td>Pfizer Animal Health, Alumni Parent</td>
</tr>
<tr>
<td>Corrin Macedo</td>
<td>Stanislaus County Farm Bureau</td>
</tr>
<tr>
<td>Kris Costa</td>
<td>California Milk Advisory Board</td>
</tr>
<tr>
<td>Ted Greed</td>
<td>Winton, Ireland, Strom, and Green Insurance</td>
</tr>
</tbody>
</table>
Honorary Chapter Degree

2003  Don Wilkins
2004  Jennifer Cornell
2004  Julissa Aguilar
2005  Mid-Valley Veterinary Clinic
2006  Joaquin and Sheila Amaral
2006  Jillian Riesenbeck
2007  Crowell Family
2008  Richard and Kim Morehart
2008  Don and Cathy Rogers
2009  Alan and Kelley Day
2010  Pitman Facilities and Grounds Crew, Damon Coelho
2011  Rod Hollars and Alice Pollard
2012  John & Donna Gravatt, Gary & Kaylene Mortensen, Linda Dunn
2013  Jake Dunn
2014  Troy Gravatt
State Degree Recipients

2003-2004
Albert Kruszewski
Heather Paul
Seth Mercer
Josh Pimentel
Matt Mello
Michelle Crownover
Mai Lee

2004-2005
Stanley Kruszewski
Phyllicia Clifton
Alexis Gonzales
Michelle Faria
Erik Duran
Jesse Shubin
Mai Lee

2005-2006
Ryan Amaral
Jonny Duangpayaung
Jesse Sergeant
Sarah Jurado
Lindsay Gorang
Brad Croft
Lizeth Sanchez
Clarissa Rowley

2006-2007
Danielle Fairbairn
Vanessa Diaz
Melissa Zimmer
Shelby West
Ashley Danel
Ariana Hallum
Dan Jones
Roberto Buenrostro
Brittney Anderson
Nick Goodloe
Shannon Cercado
Devin Hujdic
Kayla Johnson
Matt Schultz
Brad Soares
Edward Freitas

2006-2007 Continued...
Justin Alvai
Leah Sidie
Alejandrina "Ally" Diaz
Kelly Bargas
Bryce Jacobson
Patrick Nelle

2007-2008
Brittney Wells
Rafael Carrasco
Dylan Newman
Celeste Borges
Vincent Holmes
Joseph Sarkis
Robert Willbanks
Shea Leedom
Edgar Perez
Garret Rowley
Aamos Benavides
Russell Davis
Austin Day
Samantha Landers
Courtney Smith
Ryan Lema
Kevin Pope
Bryan Rodriguez
Maira Beltran

2008-2009
Amber Danel
Madison Holley
Brittney Thomas
Jonathan Rodriguez
Ethan Alvaras
Jon Ercolini
Ricardo Perez
Derek Jones
Sierra Perry
Aubree Atwood
Sean Fairbairn

2009-2010
Philadelphia Deal
Lucas Giron
Stephanie Nielsen
Auszuman Brazil
Kayla Roton
Caitlin O'Connell

2010-2011
Saul Perez
Kaitlynn Murphy
Lyle Zimmer
Darian Vieira
Julia Brewer
Richard Ketscher
Stacie Cunningham
Chelsey Coehlo
Michael Reynolds
Evyn Alvares

2011-2012
Derek Jones
Jorgon Hanson
Makenna Hanson
Cassandra Cobb
Tim Truax
Darryl Hadlich
Joseph Geraldes
Sheyenne Sousa
Christina Dirkse
Victoria Bettencourt
Justin Brown
Dakota Browning
Justin Scroggins
Derek Dias
Aubrey Davis
Andrea Zylstra
Byron Baker
Vincent Flores
Nich Schmall
Nathan Gaineson
Alex Montablo
American Degree Recipients

Mai Lee, 2006
Clarissa Rowley, 2007
Caitlyn Morehart, 2007
Ryan Amaral, 2007
Shelby West, 2007
Michelle Crownover, 2007
Melissa Zimmer, 2008
Roberto Buenrostro, 2008
Vanessa Diaz, 2008
Kayla Johnson, 2008
Edward Freitas, 2009
Edgar Perez, 2009
Aubree Atwood, 2011
Austin Day, 2011
Ethan Alvares, 2011
Jonathan Rodriguez, 2011
Brittney Thomas, 2011
Amber Danel, 2012
Caitlin O’Connell, 2012
Julia Brewer, 2013
Lyle Zimmer, 2013
Kayla Roton, 2013
Saul Perez, 2013

State Officers

Ryan Amaral, Treasurer

Year
2006-2007

Chapter FFA Presidents

Matt Mello, 2001-2002
Seth Mercer, Fall 2002
Lindsay Gorang, Spring 2003
Heather Paul, Fall 2003
Michelle Crownover, Spring 2004
Ryan Amaral, Fall 2004
Kelly Bargas, Spring 2005
Stanley Kruszewski, Fall 2005
Stanley Kruszewski, Spring 2006
Brittney Wells, Fall 2006
Melissa Zimmer, Spring 2007
Garret Rowley, Fall 2007
Garret Rowley, Spring 2008
Aubree Atwood, Fall 2008
Madison Holley, Spring 2009
Aubree Atwood, Fall 2009
Amber Danel, Spring 2010
Lucas Giron, Fall 2010
Saul Perez, Spring 2011
Lyle Zimmer, Fall 2011
Lucas Schultz, Spring 2012
Tim Truax, Fall 2012
Tim Truax Spring 2013
Tim Truax Fall 2013
Derek Dias Spring 2014
Nolan Nguyen Fall 2014
FFA OPPORTUNITIES

Achievement Trip  Point Award High Individual
State FFA Conference High Point Grade Level Awards
Scholarships      National FFA Convention

Degrees - Greenhand Degree, Chapter FFA Degree, State FFA Degree, American FFA Degree

Star Greenhand - Outstanding first year member. They are awarded with an official FFA jacket. The FFA also pays their way to the State FFA Conference immediately following the award.

Star Chapter Farmer - Outstanding second year member in Ag production. They are awarded with a $250 scholarship towards attending the National FFA Convention immediately following their award.


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

Project Competition - This contest is to show judges just how much you know about your SAE project. This contest is held at the local and sectional levels.
FFA DEGREE OPPORTUNITIES

GREENHAND DEGREE

To be entitled to hold the degree of Greenhand, a student must first be regularly enrolled in agriculture education classes, have a satisfactory supervised agricultural experience program, be able to recite the FFA Creed, Motto, Salute, and have knowledge of The FFA Mission Statement. Describe and explain the meaning of the FFA emblem and colors. Demonstrate knowledge of the history of the organization, Chapter Constitution and By-laws, and the Chapter Program of Activities. Demonstrate knowledge of FFA Code of Ethics and the proper use of the FFA jacket. Personally own or have access to the Official FFA Manual and the Student Handbook. Submit written application for the Greenhand FFA Degree.

CHAPTER FFA DEGREE

To be able to hold the Chapter FFA Degree, a student must first satisfactorily complete at least one year in agriculture education course, including a program of supervised agricultural experience, and hold the degree of Greenhand; he/she must earn and deposit in the bank, or otherwise productively at least $150 and he/she must receive a majority vote of the members present at a regular chapter meeting. Participate in the planning and conducting of at least 3 official functions in the PROGRAM OF ACTIVITIES. Lead a group discussion for 15 minutes. Demonstrate 5 procedures of parliamentary law, and submit a written application for Chapter FFA Degree.

STATE FFA DEGREE

To earn The State FFA Degree a student must be an active FFA member for two years. Students must earn and productively invest $1000.00 or work 300 hours in their SAE Program. Students must also perform ten parliamentary procedures. Demonstrate public speaking skills by delivering a six minute speech, serve as a Chapter officer or committee member, maintain a satisfactory scholastic record, participate in the planning of the chapter Program of Activities and participate in five activities above chapter level.

AMERICAN FFA DEGREE

To earn this the highest degree bestowed on an FFA member, students must be an active member for three years, graduate from high school at least twelve months prior to receiving degree, have maintained an Outstanding SAE Program earning and productively investing $10,000.00 or earning and investing $1,500.00 and work at least 2,250 unpaid hours, have a record of outstanding leadership abilities and a scholastic record of “C” or better.
California FFA Leadership Programs

These leadership activities are the best part of the FFA. Students can learn a great deal about the FFA and also themselves at these conferences. In addition to these activities, students can attend the Regional FFA Meeting, held in the spring. This is where regional officers are elected.

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

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

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

---

**Mandatory Conference Eligibility Requirements**

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

**Made For Excellence** - Available to all Sophomores. Juniors or Seniors that have not attended any of the other conferences listed, may also attend.

**Advanced Leadership Academy** - Must be a junior and have attended a Fall Leadership Conference in the past.

**Sacramento Leadership Experience** - Must be a senior or have recently graduated high school. Must have attended Advanced Leadership Academy or currently serve as a Regional Officer.
FFA Proficiency Awards

The FFA provides a series of proficiency awards to recognize members who demonstrate exceptional progress, and who excel in one of the twenty-nine agricultural SAE related areas. These awards are designed for competition not only with other members locally and throughout the state, but also at the national level as well. The award applications are simple to complete and are usually filled out in January for the local and regional winners. Those that win at the local level are recognized at the chapter banquet at the end of the year. Those that win at the regional level are recognized at the Regional Banquet. To obtain an application, talk to an advisor. Proficiency awards consist of filling out a rather detailed application form with questions relating to the applicant and their SAE project. The scoring is based on participation, growth of program, financial net worth, learned skills, leadership activities, and major achievements. These awards encourage members to develop specialized skills that will be applied in a future career. Listed below are some areas where proficiency awards are given:

- Agriculture Mechanics Design and Fabrication
- Beef Production
- Dairy Production
- Diversified Horticulture
- Diversified Livestock Production
- Equine Science
- Floriculture
- Landscape Management
- Poultry Production
- Sheep Production
- Specialty Crop Production
- Swine Production
**Fundraising**

**Tri-Tip Barbeques** - Held twice during the year, Fall and Spring. The majority of the profits from this fundraiser go to help fund leadership activities. Tickets are sold that can be redeemed for barbeque tri-tip meal(s) on the date shown on the tickets.

**Otis Spunkmeyer Cookie Dough** – New this year students are encouraged to sell varieties of cookie dough. For every $15.00 in sales the chapter will see a return of $6.00. This sale will run from August 28, 2014 through September 18, 2014.
# Calendar of Events
## 2014-2015

<table>
<thead>
<tr>
<th>Description</th>
<th>Event Date</th>
<th>Description</th>
<th>Event Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September FFA Meeting, Ice Cream Social</td>
<td>9/15/2014</td>
<td>CATA/FFA Spring Regional Meeting</td>
<td>2/28/2015</td>
</tr>
<tr>
<td>Otis Cookie Dough Distribution</td>
<td>9/30/2014</td>
<td>UC Davis Field Day</td>
<td>3/7/2015</td>
</tr>
<tr>
<td>Central Region COLC</td>
<td>10/4/2014</td>
<td>Spring Drive Through BBQ</td>
<td>3/12/2015</td>
</tr>
<tr>
<td>October FFA meeting, Chapter Degree Ceremony</td>
<td>10/9/2014</td>
<td>Chico State Field Day</td>
<td>3/14/2015</td>
</tr>
<tr>
<td>Quarter 1 Activity, Corn Maze</td>
<td>10/21/2014</td>
<td>Occupational Olympics</td>
<td>3/18/2015</td>
</tr>
<tr>
<td>Fall Drive Through BBQ</td>
<td>11/13/2014</td>
<td>Lathrop Field Day</td>
<td>3/21/2015</td>
</tr>
<tr>
<td>November FFA Meeting, Greenhand Degree Ceremony and Ag Olympics</td>
<td>11/17/2014</td>
<td>March FFA Meeting, Minute to Win It</td>
<td>3/24/2015</td>
</tr>
<tr>
<td>December FFA Meeting, FFA Jacket Ceremony</td>
<td>12/9/2014</td>
<td>State Degree Ceremony, MJC</td>
<td>3/30/2015</td>
</tr>
<tr>
<td>Quarter 2 Activity, Ice Skating</td>
<td>12/11/2014</td>
<td>April FFA Meeting, Taco Bus</td>
<td>4/1/2015</td>
</tr>
<tr>
<td>Pitman FFA Alumni Crab Feed</td>
<td>1/23/2015**</td>
<td>Project Competition</td>
<td>5/8/2015-5/9/2-15</td>
</tr>
<tr>
<td>Newman Records Contest, Orestimba High School</td>
<td>1/31/2015</td>
<td>FFA Banquet</td>
<td>5/14/2015</td>
</tr>
<tr>
<td>Winter State Finals (Vine Pruning)</td>
<td>2/2/2015</td>
<td>Chatom Ag Day</td>
<td>5/15/2015</td>
</tr>
<tr>
<td>Central Region Leadership Prelims, Galt, CA</td>
<td>2/11/2015</td>
<td>Project Competition Awards Ceremony</td>
<td>5/28/2015</td>
</tr>
<tr>
<td>February FFA Meeting, Fear Factor</td>
<td>2/19/2015</td>
<td>Camp Sylvester Leadership Conference</td>
<td>6/5/2015-6/7/2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stanislaus County Fair</td>
<td>7/10/2015-7/20/2015</td>
</tr>
</tbody>
</table>
President

Duties:
1. Preside over meetings according to accepted rules of parliamentary procedure.
2. Appoint committees and serve on them as ex-officio (non-voting) member.
3. Coordinate the activities of the chapter and evaluate the progress of each division of the POA.
4. Represent the chapter in public relations and official functions.
5. Prepare meeting agenda and submit for copying 1 full day prior to meeting date.
6. Organize and facilitate both Speaker lunches and Officer wrap parties.
7. Provide a brief newsletter on the date due on what is happening in our chapter. Due September 3rd and December 17th

Goals:
1. Inform members of the opportunities available in FFA.
2. Encourage FFA members to become good leaders.
3. Stimulate and encourage development of confident leaders.

Ways and Means:
1. Elect new officers every semester.
2. Have a copy of the POA available to every member.
3. Have a POA, which offers all members an opportunity to serve on a committee.
4. Organize and maintain the activities of the chapter.

Fall Semester Activities:
- Car Show
- POA Assignment
- Chapter Officer Leadership Conference
- Opening/ Closing Ceremonies Contest
- Tri-Tip Dinner Fundraisers
- Crab feed Fundraiser
- Chapter Meetings- September, October, November, December
- Fall Alumni Fundraiser

Spring Semester:
- Camp Sylvester
- Parliamentary Procedure Team
- Chapter Banquet
- Milk Vending Machines~ weekly assignments
Vice President

DUTIES
A. Assume all duties of the president if necessary.
B. Develop the Program of Activities and serve as an ex-officio (non-voting) member of the POA committees.
C. Coordinate all Committee work
D. Work closely with the president and advisor to assess progress toward meeting chapter goal.
E. Establish and maintain a chapter resource file.
F. Have Sign-in Sheets printed and available at chapter meetings
G. Remind the advisors and officers of upcoming executive meetings and Rap parties
H. Write and finalize a brief newsletter about events in the chapter. The article is due on the appointed dates.

GOALS
A. Stimulate growth and increase development of Supervised Experience Program.
B. Encourage the development of worthwhile programs.
C. Increase the Occupational programs within the chapter.
D. Keep committees operating and informed.

WAYS AND MEANS:
A. To improve and increase the number of work experience programs.
B. Encourage home improvement and unpaid work experience programs.
C. Increase the number of production projects.
D. Encourage participation in local program competition.
Secretary

Duties:
1. Prepare and post the agenda for each chapter meeting.
2. Place all committee reports in the resource file.
3. Provide invitations to the speaker breakfasts/lunches.
4. Be responsible for chapter correspondence.
5. Maintain member attendance and activity records.
6. Keep the Program of Activities display case calendar up-to-date.
7. Prepare minutes for regular chapter meetings; submit 1 full day prior to meeting date.

Goals:
1. Encourage cooperation among members.
2. Teach members to cooperate with other clubs and agricultural companies.
3. Teach members to follow directions without need for supervision.
4. Raise participation among chapter activities.

Ways and Means:
1. Cooperate with other committees on planning activities.
2. Encourage local program competition and other leadership activities.
3. Encourage members to work and share ideas with other chapters.

Fall Semester:
- Car Show
- POA Assignment
- Chapter Office Leadership Conference
- Opening/Closing Ceremonies Contest
- Tri-Tip Dinner Fundraiser
- Chapter Meetings- September, October, November, December, January

Spring Semester:
- Camp Sylvester
- Parliamentary Procedure Team
- Chapter Banquet
- Chapter Meetings- February, March, April, May
Treasurer

Duties
A. Receive, record, and deposit FFA funds and issue receipts
B. Present monthly treasurer's reports at chapter meetings.
C. Prepare and submit the membership roster and dues to the national FFA Organization with the Secretary

Goals
A. To manage an adequate amount of money to finance chapter expenses
B. Encourage members to participate in all fundraisers
C. Encourage members to settle all financial matters

Ways And Means
A. Participate in other funds raising activities as the need arises
B. Encourage members to maintain sound records
C. Make a budget for the year

The Pitman Chapter of the FFA is a non-profit self-supporting organization. The money made from our activities is used mainly to finance FFA events and activities throughout the year. Listed on the following page are the principal earnings, savings, and investments of our chapter.
Duties
A) Plan public information programs with local radio, television, newspaper, and service clubs and make use of other opportunities to tell the FFA story
B) Release news and information to the local and regional news media
C) Publish a chapter newsletter
D) Work and maintain a chapter scrapbook with Chapter Historian
E) Send local stories to area, district, and state reporters
F) Send articles and photographs to the FFA New Horizons magazine and other national and/or regional publications
G) Work with local media on radio and television appearances and FFA news

Goals
A) To develop a good public relations program with school
B) To inform the community about the FFA
C) Submit two articles per month to the local media

Ways and Means
A) To make wide use if the local newspaper
B) Maintain photographic equipment for our chapter
C) Maintain a welcome road sign

Fall Semester Activities
- Pitman Cruise Car Show
- POA Assignment
- Chapter Officer Leadership Conference
- Opening/Closing ceremonies contest
- Tri-Tip Dinner Fundraiser
- Chapter meetings (September, October, November, December)

Spring Semester Activities
- Camp Sylvester
- Parli Pro Team
- Chapter Banquet
- Chapter Meetings
Sentinel

Duties:
A. Food and Refreshments
B. Assist the President in maintaining order
C. Keep the meeting room, chapter equipment and supplies in proper condition
D. Welcome guests and visitors
E. Keep the meeting room comfortable
F. Take charge of candidates for degree ceremony
G. Assist with special features and refreshments
H. Thank you letters

Goals:
A. Develop confidence, enthusiasm, and involvement at the meetings
B. Hold 10 regular/ or meetings during the year

Ways and Means:
1. To encourage all members to use Parliamentary procedures
2. To try to get 75% of the members at all the meetings
3. Hold chapter meetings once a month and at least once during summer
4. Have all officers learn their parts before the fist meeting
5. Encourage to wear FFA jackets to meetings and other FFA activities
6. Maintain order during the meeting
7. Set up the meeting room and care for the Paraphernalia
8. Serve refreshments after each meeting

Activities
POA assignment
Camp Sylvester
Chapter Officer Leadership Conference
Opening/ Closing
Tri – Tip Fundraisers
Chapter Meetings
Car Show
Parliamentary Procedure Team
Chapter Banquet
**Historian**

**Duties:**

A. Present the invocation at banquets and other functions.

**Fall:**

A. Take pictures and gather articles for all chapter events that semester.
B. Layout decorations for sections of the scrapbook competition.
C. Maintain and organize chapter photo box. Each picture in the box must have names of people in the photos and official caption.

**Spring:**

A. Take pictures and gather articles for all chapter events that semester.
B. Layout decorations for remaining 2 sections of the scrapbook competition.
C. Complete scrapbook pages according to the FFA curricular Code by March 15th.
D. Maintain and organize chapter photo box. Each picture in the box must have names of people in photos and official caption.

**Goals:**

A. Compile and organize chapter scrapbook.
B. Encourage participation in communities and school activities.

**Ways & Means:**

A. Encourage all members to be student body card holders.
B. Inform non-members about FFA.
C. Encourage members to support school activities.
D. Encourage students to participate in student and committee government.
# Market Lamb Project Budget

Estimated Receipts:

- Sale of Animal (120 lbs) 360.00
  (Need a buyer at $3.00 a pound)
  If the animal is sold through the county Fair Auction

Total Estimated Receipts $360.00

Estimated Expenses:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of animal</td>
<td>150.00</td>
</tr>
<tr>
<td>Feed (grain and hay)</td>
<td>70.00</td>
</tr>
<tr>
<td>Veterinary (shots and wormer)</td>
<td>5.00</td>
</tr>
<tr>
<td>Supplies (halter, blanket, etc)</td>
<td>25.00</td>
</tr>
<tr>
<td>Straw (bedding at fair)</td>
<td>10.00</td>
</tr>
<tr>
<td>Insurance</td>
<td>10.00</td>
</tr>
<tr>
<td>Entry Fee</td>
<td>12.00</td>
</tr>
</tbody>
</table>

Total Estimated expenses $273.00

**Estimated Profit** $87.00

Supplies and other things needed at fair
- Towels
- Buckets
- Feed for a week
- Show uniform (FFA Jacket, FFA Tie/Scarf, White Pants
- IWhite Shirt/Blouse

Lamb – Average Live Weight 125 lbs.

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lamb Chops</td>
<td>24.0 lbs</td>
</tr>
<tr>
<td>Leg of Lamb</td>
<td>11.0 lbs</td>
</tr>
<tr>
<td>Slew</td>
<td>9.0 lbs</td>
</tr>
<tr>
<td>Shanks</td>
<td>2.5 lbs</td>
</tr>
<tr>
<td>Lamb Patties</td>
<td>4.0 lbs</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>12.5 lbs</td>
</tr>
</tbody>
</table>

Approximate Amount for your Freezer: 63.0 lbs
MARKET HOG PROJECT BUDGET

Estimated receipts:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sale of animal</td>
<td>480.00</td>
</tr>
<tr>
<td>240lb. Market hog at $2.00/pound</td>
<td></td>
</tr>
<tr>
<td>If animal is sold through the county Fair auction</td>
<td></td>
</tr>
</tbody>
</table>

Total Estimated Receipts 480.00

Estimated expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of animal</td>
<td>200.00</td>
</tr>
<tr>
<td>Feed</td>
<td>200.00</td>
</tr>
<tr>
<td>Supplies (feed pans, baby powder, Mineral oil, etc.)</td>
<td>25.00</td>
</tr>
<tr>
<td>Veterinary Supplies</td>
<td>3.00</td>
</tr>
<tr>
<td>Entry fee</td>
<td>12.00</td>
</tr>
</tbody>
</table>

Total Estimated Expenses 440.00

Estimated Net Income 40.00

Supplies and other things needed at fair:
- Feed for a week
- Show uniform
- Soap
- Feed pans
- Baby powder and/or Mineral oil

**Pork – Average Live Weight 240 lbs**

<table>
<thead>
<tr>
<th>Cut</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loin Pork Chops</td>
<td>28.0 lbs</td>
</tr>
<tr>
<td>Picnic and Butt</td>
<td>26.0 lbs</td>
</tr>
<tr>
<td>Spare Ribs</td>
<td>5.0 lbs</td>
</tr>
<tr>
<td>Pig Feet</td>
<td>5.0 lbs</td>
</tr>
<tr>
<td>Neck Bones</td>
<td>2.0 lbs</td>
</tr>
<tr>
<td>Sausage</td>
<td>19.0 lbs</td>
</tr>
<tr>
<td>Lard</td>
<td>23.0 lbs</td>
</tr>
<tr>
<td>To Be Smoked(Hams)</td>
<td>32.0 Lbs</td>
</tr>
<tr>
<td>(Bacon)</td>
<td>19.0 lbs</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>8.0 lbs</td>
</tr>
</tbody>
</table>

Approximate Amount For Your Freezer – 167.0 lbs
## REPLACEMENT HEIFER PROJECT BUDGET

### Estimated Receipts

- **Total:** 2000.00

### Estimated Expenses:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td></td>
</tr>
<tr>
<td>Cost of Animal</td>
<td>1000.00</td>
</tr>
<tr>
<td>Feed (6 months)</td>
<td>300.00</td>
</tr>
<tr>
<td>Equipment</td>
<td>70.00</td>
</tr>
<tr>
<td>Entry Fee</td>
<td>12.00</td>
</tr>
</tbody>
</table>

- **Total Estimated Expenses:** 1373.50

### Estimated Net Profit

- **Total:** 626.50
RABBITS – MEAT PENS
PROJECT BUDGETS

Estimated Receipts
If sold through the county fair sale
Sale of pen ($10/lb 3 rabbits 5 lbs each) 150.00

Total Estimated receipts 150.00

Estimated Expenses:
Cost of animal 75.00
Feed 15.00
Cages Water bottles/feeder 40.00

Total Estimated Expenses 130.00

Estimated Net Profit 20.00
MARKET STEER PROJECT BUDGET

Estimated Receipts
Sale of main product
1250 lb. Steer at 1.75 2187.50 (with buyer prior to sale)

Total Estimated Receipts 2187.50

Estimated Expenses:
Cost of steer 900.00
Feed 800.00
Show supplies 100.00
Scotch comb, Rice root brush, Leather Show halter, Rope Halter
Neck rope, Show Stick, Spray bottle, Soap, adhesives, etc

Total Estimated Expenses 1800.00

Net Income 387.50

Other Recommended Items
Short water hose
Rags
Safety pins
Feed and Water buckets

MARKET STEER PROJECT BUDGET (Cont.)

Beef – Average Live Weight 1,200 lbs
Round 78.0 lbs
Club, T-bone, Porterhouse 42.0 lbs
Sirloin 48.0 lbs
Fillet 15.5 lbs
Prime Rib 54.0 lbs
Rump Roast 30.0 lbs
Chuck and Rib Roast 120.0 lbs
Stew Meat and Miscellaneous 62.5 lbs
Ground Beef 55.0 lbs
Brisket and Plate 30.0 lbs
Short Ribs 14.5 lbs
Flank Steak 5.0 lbs
Approximate Amount For Your Freezer – 554.5 lbs
# Poultry Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost per Item</th>
<th>Quantity</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of animal</td>
<td>.25 per bird</td>
<td>10</td>
<td>2.50</td>
</tr>
<tr>
<td>Feed</td>
<td>.60 per bird</td>
<td>10</td>
<td>7.50</td>
</tr>
<tr>
<td>Equipment</td>
<td>.20 per bird</td>
<td>10</td>
<td>2.00</td>
</tr>
<tr>
<td>Entry Fees</td>
<td>.50 per class</td>
<td>10</td>
<td>1.50</td>
</tr>
<tr>
<td>Waters</td>
<td>.12 per class</td>
<td>10</td>
<td>1.20</td>
</tr>
<tr>
<td>Feeders</td>
<td>.08 per bird</td>
<td>10</td>
<td>.80</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>2.75 per bird</td>
<td>10</td>
<td>43.00</td>
</tr>
<tr>
<td>Sale of birds</td>
<td>5.00 per bird</td>
<td>10</td>
<td>50.00</td>
</tr>
<tr>
<td>Profit</td>
<td></td>
<td></td>
<td>7.00</td>
</tr>
</tbody>
</table>
**Meat Goat Market Project**

Estimated Receipts: 500.00

Sale of Animal (100 lbs)
(Need a buyer at $5.00 a pound)
If the animal is sold at the county fair auction.

Total Estimated receipts 500.00

Estimated Expenses: 237.00

- Cost of animal 200.00
- Feed (grain and hay) 34.00
- Veterinary (shots and wormer) 5.00
- Supplies (halter, blanket, and etc.) 25.00
- Straw (bedding at fair) 10.00
- Insurance 10.00
- Entry Fee 12.00

Total Estimated Expenses 296.00

Estimated Profit 204.00

Supplies and other things needed at fair:
- Towels
- Buckets
- Feed for a week
- Show uniform (FFA jacket, FFA Tie/Scarfs, White pants, 1 White Shirt/Blouse)

**Meat Goat (Chevon) – Average Live Weight 100 lbs.**

<table>
<thead>
<tr>
<th>Part</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindsaddle</td>
<td></td>
</tr>
<tr>
<td>Leg</td>
<td>24.5 lbs</td>
</tr>
<tr>
<td>Loin</td>
<td></td>
</tr>
<tr>
<td>Foresaddle</td>
<td></td>
</tr>
<tr>
<td>Shoulder</td>
<td></td>
</tr>
<tr>
<td>Rack</td>
<td>25.5 lbs</td>
</tr>
<tr>
<td>Foreshank</td>
<td></td>
</tr>
<tr>
<td>Breast</td>
<td></td>
</tr>
</tbody>
</table>

Approximate Amount For Your Freezer – 50.0 lbs
John H. Pitman FFA Chapter
Point Award System Guidelines

The Point Awards System is designed to reward those members who participate in FFA activities throughout the year. Different activities are assessed a point value and if a member participates in that activity they may report those points on their monthly Point Awards Quizdom. Each student is responsible for completing and submitting the point award tally. The Advisor **will not** fill out point award for any student.

- The Executive team **may** allow for one make up day which students can turn in unreported point awards from prior months.
- Advisors will allow classroom instruction time for students to fill out point awards sheets each month. **It is the student’s responsibility to turn in their point awards.** In the event that a student is absent on the day point awards are filled out it is their responsibility to submit them on their own time.
- The top four freshmen will receive a free FFA Jacket. The top four sophomores will receive paid registration to Camp Sylvester. The top four juniors will receive paid registration to attend the State FFA Convention in Fresno, CA. The top four seniors will receive an electronic device similar to an I-Pod or DVD player. The Top 15 members in the chapter will be rewarded with a trip to a fun destination.
- The following pages indicate pre-determined point values for certain accomplishments and activities.
# FFA POINT AWARD SYSTEM

To be eligible for awards, recognition, achievement trip, activities, etc., you must meet the following requirements.

Satisfactory conduct and attitude are measured by the Agriculture Education instructors, minimum standard for scholarship should meet school eligibility requirements and a "B" in all agriculture classes with a record book score of 70 or better, and must include a consideration of students performance in all their courses. Point awards are counted by Quizdom and the results are posted at the end of each semester.

## I Leadership

<table>
<thead>
<tr>
<th>A. National Activities:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>National Convention attendance</td>
<td>500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. State Activities:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. State Convention</td>
<td></td>
</tr>
<tr>
<td>a. as an official delegate or other official business</td>
<td>150</td>
</tr>
<tr>
<td>b. attending</td>
<td>200</td>
</tr>
<tr>
<td>2. State Proficiency Application</td>
<td></td>
</tr>
<tr>
<td>a. State Proficiency Award</td>
<td>200</td>
</tr>
<tr>
<td>b. Regional Winner</td>
<td>150</td>
</tr>
<tr>
<td>c. Local Winner</td>
<td>75</td>
</tr>
<tr>
<td>3. State Officer Elect</td>
<td>300</td>
</tr>
<tr>
<td>4. Sacramento Leadership Academy</td>
<td>325</td>
</tr>
<tr>
<td>5. Advanced Leadership Academy</td>
<td>200</td>
</tr>
<tr>
<td>6. Made for Excellence</td>
<td>175</td>
</tr>
<tr>
<td>7. Greenhand Conference</td>
<td>100</td>
</tr>
</tbody>
</table>

## C. Regional Activities

| 1. Fall Regional Meeting – COLC            | 125 |
| 2. Regional Spring Meeting                 |   |
| a. As a Delegate                           | 100 |
| b. Attending                               | 75  |
| 3. Regional officers                        | 150 |

## D. Sectional Activities

| 1. Meetings                                 | 75  |
| 2. Sectional Officers                       | 100 |
| 3. Sectional Leadership Conference – Camp Sylvester | 200 |
| 4. Recreational Activities (i.e. volleyball, fun-day) | 50  |
### E. Chapter Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meetings</td>
<td></td>
</tr>
<tr>
<td>a. 1st chapter meeting – September meeting</td>
<td>100</td>
</tr>
<tr>
<td>b. Chapter</td>
<td>50</td>
</tr>
<tr>
<td>c. Attend speaker lunch</td>
<td>20</td>
</tr>
<tr>
<td>d. Speaking at an FFA meeting</td>
<td>20</td>
</tr>
<tr>
<td>e. FFA Awards Ceremony – attendance</td>
<td>100</td>
</tr>
<tr>
<td>f. Executive</td>
<td></td>
</tr>
<tr>
<td>1. Summer Officer Retreat</td>
<td>70</td>
</tr>
<tr>
<td>g. Committee</td>
<td></td>
</tr>
<tr>
<td>1. Outside of School hours – points per meeting</td>
<td>20</td>
</tr>
<tr>
<td>2. Chapter Officers</td>
<td>500</td>
</tr>
<tr>
<td>4. Degrees</td>
<td></td>
</tr>
<tr>
<td>a. State FFA</td>
<td>300</td>
</tr>
<tr>
<td>1. Star Sectional Farmer</td>
<td>100</td>
</tr>
<tr>
<td>2. Star Regional Farmer</td>
<td>200</td>
</tr>
<tr>
<td>3. Star State Farmer</td>
<td>300</td>
</tr>
<tr>
<td>b. Chapter FFA</td>
<td>100</td>
</tr>
<tr>
<td>c. Greenhand</td>
<td>45</td>
</tr>
<tr>
<td>6. Fundraisers</td>
<td></td>
</tr>
<tr>
<td>a. Co-Chairmen (receives this plus points per shift, and sales/sponsor points earned)</td>
<td>50</td>
</tr>
<tr>
<td>b. Working Points per shift</td>
<td>50</td>
</tr>
<tr>
<td>c. Tickets sales (receives points at each level of sales)</td>
<td></td>
</tr>
<tr>
<td>$25.00 - $30.00</td>
<td>50</td>
</tr>
<tr>
<td>$35.00 - $100.00</td>
<td>50</td>
</tr>
<tr>
<td>$101.00 - $250.00</td>
<td>50</td>
</tr>
<tr>
<td>$251.00 or More</td>
<td>75</td>
</tr>
<tr>
<td>d. Non Cash Donation for an Event (ie. car show prizes)</td>
<td></td>
</tr>
<tr>
<td>$30.00 - $100.00</td>
<td>25</td>
</tr>
<tr>
<td>$101.00 - $250.00</td>
<td>25</td>
</tr>
<tr>
<td>$251.00 - $500.00</td>
<td>25</td>
</tr>
<tr>
<td>$500.00 or more</td>
<td>50</td>
</tr>
<tr>
<td>e. Cash Donations for an event (does not include in kind donations cash only)</td>
<td></td>
</tr>
<tr>
<td>$30.00 - $100.00</td>
<td>50</td>
</tr>
<tr>
<td>$101.00 - $250.00</td>
<td>50</td>
</tr>
<tr>
<td>$251.00 - $500.00</td>
<td>50</td>
</tr>
<tr>
<td>$500.00 or more</td>
<td>75</td>
</tr>
<tr>
<td>7. Points per article appearing in newspapers, magazines or radio</td>
<td>100</td>
</tr>
<tr>
<td>9. Work done for the chapter (dinner service, workdays, recruitment, etc…)</td>
<td>50</td>
</tr>
</tbody>
</table>

### II. Fairs and Shows Maximum points per year (650)

#### A. State Fair, Cow Palace, and Great Western
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Livestock entry</td>
<td>Champion or Reserve</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Showmanship entry</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Showmanship Species Winner</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Round Robin/Master Showmanship Winner</td>
<td>150</td>
</tr>
<tr>
<td>2. Chapter Group</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>3. Outstanding Exhibitor</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>4. Outstanding Exhibit</td>
<td></td>
<td>125</td>
</tr>
<tr>
<td>5. Merit Award – Cow Palace</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**B. County Fair**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Livestock entry</td>
<td>Champion or Reserve</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Showmanship entry</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Showmanship Species Winner</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Round Robin/Master Showmanship Winner</td>
<td>150</td>
</tr>
<tr>
<td>15. Chapter Group entry per animal</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>16. Outstanding Exhibitor Award Winner</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>17. Outstanding Exhibitor Award Applicant</td>
<td></td>
<td>125</td>
</tr>
</tbody>
</table>

**C. Ag Mechanics – State and County Fair**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. State fair</td>
<td>Points per Entry</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Golden Bear</td>
<td>100</td>
</tr>
<tr>
<td>2. County Fair</td>
<td>Entry</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>For special Awards Recognition (Welding awards etc.)</td>
<td>100</td>
</tr>
</tbody>
</table>

**D. Horticulture and Ornamental Horticulture County and State Fair**

**State Fair**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plant and Vegetable entries</td>
<td>Points per Entry</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Golden Bear</td>
<td>100</td>
</tr>
</tbody>
</table>

**County Fair**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Plant and Vegetable entries</td>
<td>Entry</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Best of class or show</td>
<td>100</td>
</tr>
<tr>
<td>3. Landscape Plot entries</td>
<td>Entry</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Outstanding plot</td>
<td>100</td>
</tr>
<tr>
<td>C. Breed, horse and rodeo shows (Maximum points per category)</td>
<td></td>
<td>500</td>
</tr>
<tr>
<td>1. Participant</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>2. Class Winner</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td><strong>III. Judging Contests</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. Judging Practice</strong></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>B. Team member national contest</strong></td>
<td>250</td>
<td></td>
</tr>
<tr>
<td><strong>C. State Finals Contest (Cal Poly and Fresno)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Team member</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>2. State Champion Team</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>3. Top Five Team (2-5)</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td><strong>Individual Awards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. State Winner</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>2. Top Five Individual (2-5)</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td><strong>D. Davis, Merced, MJC., Reedley, Great Western, Arbuckle, and Official Contests.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Member</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>2. First High Team</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>3. Top Five Team (2-5)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Individual Awards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. High Individual</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>2. Top Five Individual (2-5)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>E. Project Competition and Agriculture Cooperative Quiz</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Local Competition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Participant</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>2. Sectional Competition</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>a. Gold Emblem Award</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>b. Silver Emblem Award</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>c. Outstanding Project</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>d. First High Team</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>e. Top Five Team (2-5)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Individual Awards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. High Individual</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>b. Top Five Individual (2-5)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>F. Opening/Closing Ceremony</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Contest Participant</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Sectional Contest Team Member</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>G. Extemporaneous Speaking, Public Speaking, Job Interview Parliamentary Procedure, and Creed Recitation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. State Contest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. State Champion Team</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>3. Top Five Team (2-5)</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td><strong>Individual Awards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. State Winner</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>2. Top Five Individual (2-5)</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>2. Regional Contest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advance to State Contest</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>3. Sectional Contest</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>a. Advance To Regional</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>4. Local Contest</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>a. First</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>b. Top Five (2-5)</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

### IV. School Activities

#### A. Grades

| 1. CSF Member (awarded once During Spring annually) | 100 |
| 2. Semester GPA 4.0 or Over                        |     |
| 3. Semester GPA over 3.50                          | 25  |
| 4. Semester GPA over 3.00                          | 25  |
| 5. Semester GPA over 2.00                          | 25  |
| B. Pride Awards                                    | 50  |
| C. Athletics/Club Activities other than FFA per Semester | 50  |
| D. R.O.P. Olympics                                 | 50  |
|   1. Event Winner                                  | 50  |
|   2. Top eight (2-8)                               | 25  |
PITMAN CHAPTER FFA CONSTITUTION  
(Revised July of 2004)

ARTICLE 1 Name
Section A. The name of this organization shall be the "Pitman FFA Chapter #512."

ARTICLE 2 Purpose
The major purpose of this organization is to improve agriculture in the Pitman area by the following means:

1. To develop competent, aggressive, rural, and agriculture leadership.
2. To create and nurture a love for country life.
3. To strengthen the confidence of young men and women in themselves and their work.
4. To create more interest in the intelligent choice of agriculture occupations.
5. To encourage members in the development of individual agricultural experience programs and establishment in agriculture.
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertaking for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To encourage and practice thrift.
10. To participate in cooperative efforts.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.

ARTICLE 3 Organization
Section A. The Pitman Chapter of the FFA is a chartered local unit of the California Association of FFA, which is chartered by the National FFA Organization.

Section B. This chapter accepts in full the provision of the constitution and bylaws of the California Association of FFA as well as those of the National FFA Organization.

ARTICLE 4 Emblems
Section A. The emblems of the FFA shall be the emblem for the chapter.
Section B. Emblems used by the members shall be uniform and those obtained from concerns officially designated by the national organization of FFA.

ARTICLE 5 Membership

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

1. Active
2. Associate
3. Honorary, as defined by the national FFA constitution.

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

Section C. Honorary membership in this chapter shall be limited to Honorary Chapter FFA Degree.

Section D. Active members in good standing may vote on all business brought before the chapter and will be eligible to show at the local county fair if all other requirements are met, an active member shall be considered in good standing when:

1. They attend 6 out of 9 of the local chapter meetings.
2. They show an interest and take part in the affairs of the chapter.
3. They fulfill the duties of an active member by their membership on a standing or temporary committee.
4. Members will abide by the FFA Code of Ethics
5. All members must maintain at least a 2.0 G.P.A. to remain in the FFA

ARTICLE 6 Membership Degrees

Section A. There shall be four degrees of active membership in this chapter. These degrees are:

1. The Discovery Degree
2. The Greenhand Degree
3. The Chapter FFA Degree
4. The State FFA Degree
   a. All members holding the State FFA Degree are entitled to wear the regulation gold pin above the name.
5. The American FFA Degree

All Greenhands are entitled to wear the regulation Bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver
emblem pin. All members holding the State Degree are to wear only their degree charm on their jacket. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

**ARTICLE 7 Officers and Privileges**

**Section A.** The officers of the chapter shall be as follows:

President, Vice-President, Secretary, Treasurer, Reporter, and Sentinel. The Advisor or Advisors shall be the teacher or teachers of agricultural education in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

**Section B.** Officers shall be elected bi-annually by a majority vote of the members present at a regular chapter meeting, at the end of the school year and at the January meeting.

**Section C.** The officers of the chapter, together with the chairmen of the standing committee in charge of the major sections of the annual program of work shall constitute the Chapter Executive Committee. This Executive Committee shall have full power to act as necessary for the Pitman chapter in accordance with action taken from time to time.

**Section D.** Honorary members will not vote nor shall they hold any office in the chapter except that of Advisor.

**Section E.** Chapter officers must hold the degree of Chapter FFA.

**Section F.** The duties of Chapter FFA officers are stated in the State FFA Constitution.

**Section G.** All officers are to participate in all FFA executive meetings and regular meetings. If an officer misses two of those meetings unexcused then they will be removed from office. Also, any officer that does not maintain a 2.0 GPA will be asked to leave office.

**ARTICLE 8 Meetings**

**Section A.** Regular chapter meetings will be held once a month during the school year. At such time and place as is designated by the chapter executive committee. Special meetings may be called at any time.

**Section B.** The members present at a regular chapter meeting shall constitute a quorum and a quorum must be present at any meeting at which business is transacted or a vote taken
committing the chapter to any proposal or action.

ARTICLE 9 Amendments

Section A. Amendments to the Chapter Constitution shall be submitted in writing to the Executive Committee for consideration at least one week before the regular monthly meeting. A two-thirds majority of those present at any meetings is required for adoption.

Section B. Bylaws may be adopted by a majority vote at any meeting with a quorum present.
GENERAL RULES GOVERNING PITMAN FFA MEMBERS
AT CHAPTER ACTIVITIES AND WHILE
WEARING THE OFFICIAL FFA JACKET

I. Procedure

A. Prior to entering an FFA activity governed by the rules or the
acquisition of the official FFA jacket, each FFA member will read a
copy of the rules and sign a statement indicating their intent to
follow the prescribed rules.

B. Each student entering a chapter activity must be accompanied by an
instructor or chaperon, and this person must be with their student
during the night, preventing noise or other disturbances that may
interfere with the welfare of other individuals. Every effort must
be made to maintain orderliness, quiet, and proper conduct at all
times. Any violations will be considered cause for disciplinary
action determined by the Chapter Executive Committee.

C. The activities that the Pitman FFA members will be allowed to
participate in are outlined in the Chapter Program of Activities.

II. General Rules

A. Members are prohibited from tobacco use and drinking alcoholic beverages
while wearing the FFA jacket, officially representing the organization, and
taking part in any official activity.

B. The use of, or possession of firecrackers or other explosives will be
grounds for immediate expulsion from the show or activity.

C. No member is to leave the grounds without the permission of his/her
instructor. No cars are to be used at any time without the approval
of the instructor in charge.

D. Gentlemen and Ladylike conduct is expected at all times. Obscene
language and roughhousing will not be tolerated at any time.

E. Students who are reported to the committee for neglect of stock will
be brought before the committee for appropriate action.

F. Appropriate dress will be required at activities participated in by
FFA. Girls shall be expected to use good judgment in dress and shall wear the
recognized uniform for girls when applicable. Shirts without sleeves, shirts or T-
shirts with insignia other than the FFA or acceptable names are forbidden.
G. Any display of overly affectionate attention between boy and girl members shall be discouraged by advisors. Persistent abuse of this rule shall be cause for suspension from the show.

H. It is highly recommended that any items that are valuable or will be a problem to lock-up, or be left at home; such as - large radios, rings, more money than needed for the week, cowboy hats, expensive cowboy boots, etc.

I. Students must attend Pancake Breakfast, students who do not participate on Sunday of the Pancake Breakfast will not show. Prior arrangements can be worked out with Advisor if there is an extreme reason for not attending. This attendance is required because the FFA supports the County Fair financially for its members. This is our number one fund raiser and we expect everyone to help out.

III. Official FFA Jackets

A. The jacket should only be worn by persons who are members in good standing of the chapter.

B. It should always be kept clean and neat at all times.

C. The jacket should have only a large emblem on the back and a small emblem on the front; the name of the State Association and the name of the local chapter on the back; and the name of the individual on the front.

D. It should be worn by officers and members on the official FFA occasions, as well as other occasions where the chapter is represented. It may be worn to school and other appropriate places.

E. The jacket should be worn only to places that are appropriate for members to visit.

F. School letters and insignia of other organizations should not be attached to or worn on the jacket.
G. The jacket should not be worn with garments bearing the insignia of other organizations.

H. When the jacket becomes to faded and worn to wear in public, it should be discarded or the emblems and lettering removed.

I. The emblems and lettering should be removed if the jacket is given or sold to a non-member.

J. When jackets are worn by members they should conduct themselves in a gentlemanly or ladylike fashion.

K. Members are prohibited from tobacco use and drinking alcoholic beverages while wearing the FFA jacket, officially representing the organization and taking part in any official activity.

L. All chapter degree, office, and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA charm and the American FFA Key should be worn above the name or attached to a standard key chain.

M. Violation of the above rules governing the use of the Official FFA Jacket, will warrant the Executive Committee to revoke the member's ownership of the jacket.

IV. Fair Exhibits & Exhibitors

A. You, your animal, and your chapter are on exhibit during the entire show. You will be expected to keep our exhibit area and adjacent aisles clean at all times.

B. Stalls must be cleaned, with old bedding put into the designated areas by 7:00 a.m. (This may change according to species). Keep the aisles clean at all times--this is a safety and health factor as well as a feature of your exhibit.

C. Each exhibitor is responsible for his or her own animals at all times. If he cannot be present he must have prior approval of his instructor to leave. The person designated to care for the animals must then
be present at the fair.

D. Destruction of property, not cooperating with employees of the show or cooperating groups all add up to a bad image—not that of a FFA member; thus, you will be expected to cooperate at all times.

**Exhibitors will be held responsible for damage to any facilities or equipment.**

V. Dormitory

A. Each fair has written dormitory rules as to the time each member is to be checked in. It is the member's responsibility to familiarize himself or herself with these rules and abide by them.

B. **You are expected to keep your dormitory area clean of garbage, your bed made, and the bunk area policed.**

VI. Disciplinary Action

A. **Individuals who have been found to have violated any of these rules** will be subject to disciplinary action by the Chapter Executive Committee and the advisors of the chapter.

B. If the violation warrants it, this committee has the authority to immediately bar the individual or individuals involved from any further FFA activities, ownership of official FFA jacket, and membership of the organization.

VII. Members in Good Standing

(The following policy is being implemented to protect the rights and opportunities of FFA students in the Agriculture Education program. Due to some very serious violations by students in the past, our chapter and department found it necessary to outline proper procedure for a member to be in good standing.)

Every member will start out in good standing. Only by their actions will their standing become unsatisfactory. We hope this statement will provide a clear understanding of acceptable conduct, attitude and procedure on the part of members.)
VIII. Officer Responsibilities

All officers are to participate in all FFA executive meetings and regular meetings. If an officer misses 2 of those meetings unexcused then they will be removed from office. Also any officer that does not maintain a 2.0 GPA will be asked to leave office.

Officers must participate in the following activities, when they apply, based on time of election into office:
  * Camp Sylvester
  * Summer Officer Retreat
  * Opening/Closing Contests
  * COLC/Fall Leadership Conference
  * Tri-Tip Fundraiser and Car Show Fundraiser
  * FFA Banquet
  * Parli-Pro Advanced Team

Officers must learn to work together as a team along with the advisors to accomplish the goals of the Program of Activities.
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

9. Recruitment Program
Recruitment Program
John H. Pitman High School Agriculture Department

The Pitman FFA department is involved in many recruitment activities throughout the school year. Majority of these activities take place during the Spring Semester, around the time that students are balloting for next year’s classes.

We begin the recruitment season by participating in the John H. Pitman High School Open House. This event is designed for incoming freshmen to come with parents to meet and discuss interests with the faculty and staff involved in the various academic departments and programs offered throughout the school. Not only can students get answers about which math or science to take, etc. but they get to learn about all of the different programs (ex: FFA, athletics, FBLA, etc.) that are offered and what the requirements for involvement are.

During mid-March Pitman FFA presents agriculture recruitment presentation to the local Junior High Schools. Our students go into each 8th grade science class and conduct agriculture labs to engage the students and catch their interest in agriculture. At the end of the presentations they leave information with the students about course offerings and program opportunities for students involved in the Pitman FFA Program.

Pitman FFA is also involved in a lot of elementary school Ag Days, where our students work with local middle-school aged 4H members and elementary school students to promote agriculture. This has served as a great recruitment tool for our program.

At every recruitment event we provide out students with two separate handouts and a Pitman FFA brochure. One handout outlines the course offerings and options by grade to meet the graduation requirements for Turlock Unified School District. The other handout outlines the course offerings and options by grade that meet the University of California and California State University requirements as well as the graduation requirements. The brochure includes a brief synopsis of the courses offered, Career Development Events that students participate in, top SAE projects for the Chapter, and important dates for the upcoming school year.
Pitman High School

This outline is for those students who want to graduate from high school with a strong background in agriculture and have a strong educational base to continue their education at a community college. Following these guidelines, will allow a student to have a high understanding of the agriculture industry and develop competent agriculture skills.

### High School Graduation / Agriculture Curriculum

<table>
<thead>
<tr>
<th>Subject</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agriculture classes</strong></td>
<td>Ag Science or Ag Engineering or Ag Geoscience</td>
<td>Ag Science or Ag Engineering or Integrated Ag Biology</td>
<td>Any Ag class offered</td>
<td>Any Ag class offered</td>
</tr>
<tr>
<td><strong>Math / Fine Arts</strong></td>
<td>Algebra 1-2</td>
<td>Geometry</td>
<td></td>
<td>Applied or Fine Art</td>
</tr>
<tr>
<td><strong>Science / Foreign Language</strong></td>
<td></td>
<td></td>
<td>Chemistry recommended not required</td>
<td></td>
</tr>
<tr>
<td><strong>English classes</strong></td>
<td>English 1-2</td>
<td>English 3-4</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>Freshman mini-courses</td>
<td>World History</td>
<td>U.S. History</td>
<td>Economics / Government</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Career Development Course</td>
<td></td>
</tr>
</tbody>
</table>

In addition to these courses, a student must take 5 semesters of other electives to fulfill the graduation requirements.

Important to note that the Agriculture Science, Agriculture Mechanics, Plants & Gardens, and Floral Design classes meet the science and arts requirements for high school graduation.

Freshmen entering high school that are reading below grade level are required to take the Reading during their first year in high school.

**Other Agriculture classes that students can take after their 1st year are:**

- Ag Science/Pre Vet
- Environmental Horticulture
- Turfgrass Management
- Ag Communication
- Art & History of Floral Design
- Agriculture Engineering
- Integrated Ag Biology
- Art & History of Floral Design

- Environmental Science
- Ag Geoscience
- Viticulture ROP

Students choosing this high school curriculum will have more time in their schedule to explore other interests. At the same time they can still obtain a four year degree from a college or university by going through a community college.
Pitman High School

This outline is for those students who would like to go straight into a two/four year college after high school. Following these guidelines will allow a student to have a broad understanding of the agriculture industry and be able to enter into a two/four year college or university majoring in agriculture.

College Prep / Agriculture Curriculum

<table>
<thead>
<tr>
<th>Subject</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture classes</td>
<td>Ag Geoscience College Prep</td>
<td>Integrated Ag Biology</td>
<td>Any Ag class Offered</td>
<td>Any Ag class Offered</td>
</tr>
<tr>
<td></td>
<td>or Ag Engineering</td>
<td>or Ag Engineering</td>
<td>See list below</td>
<td>See list below</td>
</tr>
<tr>
<td>Math / Fine Arts</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Communications</td>
</tr>
<tr>
<td>Science</td>
<td>Ag Geoscience College Prep</td>
<td>Integrated Ag Biology</td>
<td></td>
<td>Chemistry</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td>World History</td>
<td>U.S. History</td>
<td>Economics / Government</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Career Development – Art &amp; History of Floral Design</td>
<td>Viticulture ROP</td>
</tr>
</tbody>
</table>

In addition to these courses, a student must take 5 semesters of other electives to fulfill the graduation requirements.

Ag Geoscience – Physical Science Credit for Graduation & UC Approved Elective
Integrated Ag Biology – Life Science Credit for Graduation & UC Approved Lab Science D
Art & History of Floral Design – Visual Performing Art Credit & UC Approved VPA
Ag Communications – UC Approved Elective Credit
Viticulture & Environmental Science – UC Approved Elective Credit

Freshmen entering high school that are reading below grade level are required to take the Reading during their first year in high school.

Other Agriculture classes that students can take after their 1st year are:

- Ag Science/Pre Vet
- Environmental Horticulture
- Turfgrass Management
- Ag Communication
- Art & History of Floral Design
- Environmental Science
- Agriculture Engineering
- Integrated Ag Biology
- Ag Geoscience
- Art & History of Floral Design
- Viticulture ROP
- Krista Vannest: kvannest@turlock.k12.ca.us
- Nicole Silveira: nsilveira@turlock.k12.ca.us
Every year the department puts on an FFA Day to educate Pitman High School and the community about agriculture.

A Glimpse at Our Department...

At Pitman FFA, we always strive to go above and beyond for our members and our community. Our program has over 400 active and proud members, three dedicated advisors, ten agriculture classes for students to take, and a school farm and shop to allow our students to get the most out of this program as possible!

Our program is in the heart of a very agriculture-rich community. We consider ourselves extremely lucky to have as much community support as we do. It is because of this support that we as a department are determined to give back to our community.

Students working on the school's vineyard

Add: 2525 Christoffersen Pkwy
Turlock, CA 95382
Ph: 209.658.1592 ext. 4105

Pitman FFA
Advisors:
Krista Vannest
Department Head

Nicole Silveira
FFA Advisor

Amanda Bailey

Pitman FFA members having fun at State FFA Conference

NOTHING ROARS LIKE THE PRIDE
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

10. Pitman FFA Chapter Scrapbook
The Pitman FFA chapter does not have an up-to-date Chapter Scrapbook that is maintained on a regular basis. This is an area where we need to improve. The decision was made as a department before my arrival that money could be saved on supplies for the scrapbook and put into another area of the FFA. However, there are records of the success of the Pitman FFA Chapter kept on file in the agriculture department.
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

11. Summer Activities Calendar
Summer Activities Calendar
John H. Pitman High School Agriculture Department

Attached is my calendar of summer activities for 2015. This year, our new regional supervisor emailed us a digital copy of the regional calendar, so I was able to go in and edit the months to fit my chapter. For the months of July and August, aside from the fair, there are not many activities in my calendar. Officially, my last day of employment is June 30th. Although I will not be an employee of Turlock Unified School District during the Stanislaus County Fair, I am still going to attend to help and support my students.
<table>
<thead>
<tr>
<th>Mon.</th>
<th>Tue.</th>
<th>Wed.</th>
<th>Thu.</th>
<th>Fri.</th>
<th>Sat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Open Shop for Ag Mech Fair Projects</td>
<td>Open Shop for Ag Mech Fair Projects</td>
<td>Open Shop for Ag Mech Fair Projects</td>
<td>Open Shop for Ag Mech Fair Projects</td>
<td>Open Shop for Ag Mech Fair Projects</td>
<td>Open Shop for Ag Mech Fair Projects</td>
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<tr>
<td></td>
<td>Master’s Presentation and Exam, 100 pm, Cal Poly SLO</td>
<td>Grades Due 3:00 pm</td>
<td>Open Shop for Ag Mech Fair Projects</td>
<td>Open Shop for Ag Mech Fair Projects</td>
<td>Master’s Graduation Ceremony</td>
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<td>7</td>
<td>8</td>
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<td>11</td>
<td>12</td>
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<tr>
<td>Open Shop for Ag Mech Fair Projects</td>
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<td>Open Shop for Ag Mech Fair Projects</td>
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<tr>
<td></td>
<td>Sheep and Goat Showmanship Practice 7:30 am, School Farm</td>
<td>6:30 pm, School Farm</td>
<td>6:00 pm, School Farm</td>
<td>6:00 pm, School Farm</td>
<td>6:00 pm, School Farm</td>
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<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
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<tr>
<td>Open Shop for Ag Mech Fair Projects</td>
<td>Open Shop for Ag Mech Fair Projects</td>
<td>Open Shop for Ag Mech Fair Projects</td>
<td>Sheep and Goat Weigh Day</td>
<td>Sheep and Goat Weigh Day</td>
<td>Sheep and Goat Weigh Day</td>
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<td></td>
<td>CAIA Summer Conference</td>
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<td>CAIA Summer Conference</td>
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<td>CAIA Summer Conference</td>
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</tbody>
</table>

- **First Day of School**
SHEEP AND GOAT PROJECT SCHEDULE 2015

****All dates are subject to change.

Deadline for Fair Entries: Thursday, May 21st: you must print out your entries confirmation and turn it into Mrs. Bailey. Late entries are accepted for a $500 fee.

Record Book Update: Tuesday, May 19th: meet in D101, 3:00 pm MANDATORY

**DUE: Fair Pass Picture, Record Book Updated through 5/19/15, Buyer letter Final Draft, Fair entries payment printout
*** IF YOU CANNOT ATTEND YOU MUST HAVE THESE APPROVED BEFORE 3:00PM ON THE 19TH

Weigh In: Tuesday, May 19th: meet at School Farm, 6:00 pm

SHEEP SHEARING MAY 26TH AND 27TH

Weigh In and Showmanship: Tuesday, June 9th: 7:30 am, meet at School Farm
Weigh In and Showmanship: Tuesday, June 16th: 7:30 am, meet at School Farm

RECORD BOOK UPDATE JUNE 30TH

Showmanship Practice: Tuesday, June 30th: 6:00 pm, meet at School Farm
Workaday: Monday, July 6th: Mandatory FFA Chapter Fair Workday, meet at school, 9:00 am
Weigh In and Showmanship: Monday, July 6th: 6:00 pm, meet at School Farm

SHAERING AND CLIPPING JULY 6TH

Shearing and Clipping: Tuesday, July 7th: 6:30-9:00 am and after 6:00 pm, by appointment

STANISLAUS COUNTY FAIR: July 10-19, 2015

Monday, July 6th: Set up displays for BREEDING GOATS Display, 10:00 am
   Record book checks for Breeding Meat Goats MANDATORY

Wednesday, July 8th: Haul in BREEDING GOATS, 7:00-10:00 am

Wednesday, July 8th: Vet checks and Paper Check BREEDING GOATS, 12:00-1:00 pm

Saturday, July 11th: Set up displays for MARKET SHEEP and MARKET GOATS, 8:00 am
   Record book checks for Sheep and Market Meat Goats MANDATORY

Saturday, July 11th: Release BREEDING GOATS, 6:00-10:00 am

Sunday, July 12th: Haul in MARKET SHEEP and MARKET GOATS, time TBD

Sunday, July 12th: Weigh In and Vet Check MARKET SHEEP, 9:00 am

Sunday, July 12th: Weigh In and Vet Checks MARKET GOATS, 9:00 am

Tuesday, July 14th: Market Sheep show, 8:00 am

Tuesday, July 14th: Meat Goat Show, 9:00 am

Tuesday, July 14th: Meat Goat Showmanship, 5:00 pm

Wednesday, July 15th: Sheep Showmanship, 5:00 pm

Saturday, July 18th: Sheep and Goat Auction, 8:00 am

Sunday, July 19th: Awards Ceremony, 10:00am

Monday, July 20th: Tear down and Haul out fair displays, 8:00 am

Need more Fair Information? Visit the Stanislaus County fair Website at www.stancofair.com for the complete schedule and rules.

Mrs. Bailey 916-207-1767
BEEF PROJECT SCHEDULE 2015

Project Visits and Meetings:
Tuesday January 27 ~ Meet @ D105 3:00 PM School Farm then Jaycee
Friday February 27 ~ Meet @ D105 3:00 PM Jaycee then School Farm
Monday March 23 ~ Meet @ D105 3:00 PM School Farm then Jaycee (Show
Vannest you can lead your calf on the halter)
Monday April 27 ~ Meet @ D105 3:00 PM Jaycee then School Farm (Show
Vannest you can set up the feet)
Thursday May 7, 2014 ~ Entries workshop ALL Livestock must be entered Online
Only!! Late entries accepted for $500 fee
Tuesday May 26 ~ Meet @ D105 3:00 PM Weigh & Practice Showmanship

****Entries Due Thursday May 14, 2014 by 5PM****

Monday June 15 ~ Meet @ School Farm ~ Weigh & Practice Showmanship
Monday June 29 ~ 7:30AM Meet @ School Farm Showmanship & Final Weigh Day
CLIPPING Day Morning & Evening (you will need to schedule time with Vannest
unless you are hiring someone else to do it - going rate for fitter is $50/animal)
Tuesday July 1 ~ 7:30AM Meet @ School Farm Showmanship CLIPPING Day
Morning & Evening (you need to schedule time with Vannest unless you are hiring
someone else to do it - going rate for fitter is $50/animal )
Last Day to buy parent passes June 5 @ 5PM

FAIR TIMES
Monday July 6 ~ Mandatory FFA Chapter Fair Workday 9AM
Monday July 13 ~ Set up Display at Fair 10AM
Tuesday July 14 ~ Haul into fair & Weigh In Steers
Wednesday July 15 ~ Market Steer Show
Thursday July 16 ~ Breeding Beef Show & Showmanship
Saturday July 18 ~ Market Steer Sale 8AM
Sunday July 19 ~ Awards Ceremony 10AM
Monday July 20 ~ Haul out fair displays and animals

Important Stanislaus County Fair Dates: July 10-20
Need more Fair Information: www.stancofair.com for the complete schedule and rules.

Vannest 209-602-1146 Bailey 916-207-1767 Silveira 831-207-2342
Project Visits and Weigh Days:
Thursday, April 2\textsuperscript{nd} after school meet in D-105 ~ Weigh
Tuesday April 14\textsuperscript{th} (outliers) and Wednesday April 15\textsuperscript{th} (Farm)@ 3:30 ~ Weigh
Thursday April 30\textsuperscript{th} after school meet in D-105 ~ Weigh
Monday May 11\textsuperscript{th} after school meet in D-105 ~ Weigh

Fair Entries: TBD - Entries workshop ALL Livestock must be entered Online Only!! Late entries accepted for $500 fee

****Entries Due Thursday May 14, 2015 by 5PM****

Tuesday May 19\textsuperscript{th} after school- Record book Update- D105
Tuesday May 26\textsuperscript{th} after school meet in D-105 ~ Weigh

Wednesday May 27\textsuperscript{th} Showmanship Practice ~ 3PM we will Weigh & Practice Showmanship...
Wednesday June 10\textsuperscript{th} Beginning at the school farm at 8AM ~ Weigh

Last Day to buy parent passes ____________________ @ 5PM
Monday, June 15\textsuperscript{th} Beginning at the school farm at 8AM ~ Weigh
Friday, June 19\textsuperscript{th} Beginning at the school farm at 8AM ~ Weigh
Tuesday June 30\textsuperscript{th} Beginning at the school farm at 8AM ~ Weigh
Monday July 6\textsuperscript{th} Beginning at the school farm at 8AM ~ Weigh
Monday July 10\textsuperscript{th} Beginning at the school farm at 8AM ~ Weigh
(There may extra weigh days getting closer to fair depending on weights)

*** Before any drugs are administered into your animal please contact me so we can verify the withdrawal time and ensure that the meat is not contaminated before the fair.****

Clipping: Sign up!! The week before Fair, more info to come!

FAIR Schedule
Mandatory FFA Chapter Fair Workday __________________________ 9AM

SATURDAY July 11\textsuperscript{th} - Haul in, Weigh In and Paper Checks **NEW** @ 4AM
See Calendar for show dates

Important Stanislaus County Fair Dates: July 11-21
Need more Fair Information: www.stancofair.com for the complete schedule and rules.

Silveira  831-207-2342       Vannest 209-602-1146 (Beef)
Bailey (Bevier) 916-207-1767 (Sheep and Goats)
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

12. Pitman FFA Graduate Follow Up Survey
Pitman FFA Graduate Follow Up Survey
John H. Pitman High School Agriculture Department

In the two years that I have been at John H. Pitman High School, the department has not sent out a graduate follow survey. Majority of the information we have collected about our graduates has come from siblings in the program or from parents and community members who are still involved with our FFA chapter.

I searched through the department files and found a former graduate survey that was used to track what careers our alumni are pursuing, what educational institutions they are enrolled in, and any feedback that they wish to share with the department. I decided that it is time that we institute a more efficient way of gathering graduate follow up results, so I am going to utilize this old survey this year. I updated the survey and I passed the survey out along with an already addressed envelope to just my senior students. The graduating senior students are to complete the survey and send it back to the Agriculture Department. My hope is that I can get majority of the surveys back so we can add these alumni to our “Pitman FFA Alumni Brag Sheet.” When the results start to come in, I will start developing a data bank for the department that can be updated yearly.
Dear 2015 Pitman High School Graduate:

As a past graduate of the Pitman High School agriculture program we would like your thoughts on the following questions. It is the answers and suggestions we receive from people like yourself, that allows us to continue to improve the Pitman High School Agriculture Department!

Name: ___________________ Telephone: ( ) __________________
Mailing Address: _______________ City, State, Zip _______________

Please check what applies:
Did you complete
3 yrs ___ or 4 yrs ___ of Ag?

Enrolled in 2 yr College
Ag Major _________
Non Ag Major _________

Enrolled in a 4 yr College
Ag Major _________
Non Ag Major _________

Full Time Employment
Ag Job _________
Non Ag Job _________

Career Pathway:
Animal Science ___
Ag Business ___
Ag Mechanics ___
Ornamental Hort. ___
Forestry/Nat. Res. ___

Employed Part Time
Ag Job _________
Non Ag Job _________

Enlisted in the military?
Yes ___
No ___

Did your agriculture class at Pitman High School help prepare you for you current job/education? __________________________________________

Which area of the program was of the most benefit to you? __________________________________________

Were you satisfied with total agriculture program? __________________________________________
Please give a brief explanation of your answer. (on the back)

Please make any additional comments, which you feel would help strengthen/modernize, the agriculture program at Pitman High School?

Please return this survey in the self-addressed envelope provided, by June 7.
Thank you for your time and assistance!!
Pitman High School
Agriculture Department Instructors
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

13. Pitman FFA Graduate Follow Up Results
Pitman FFA Graduate Follow Up Results
John H. Pitman High School Agriculture Department

Due to the Pitman FFA’s lack of an effective survey to keep results of our graduate’s successes, the only official results that we have on file, in addition to the most recent graduating class report on the R-2, is the “Pitman FFA Alumni Brag Sheet.” This is a simple word document that lists all of our alumni that we know their career and education choices, etc. This gets update very frequently when we learn of new information about our Pitman FFA Alumni.

My hope is that I can generate the momentum to start having all of our graduates fill out the survey so we can keep track of all of our graduates. I know this will take time, but I feel that this will be an effective tool to get feedback for our FFA program. This year, I started sending out the graduate survey to the graduating seniors. In the future we will have compiled graduate data for our alumni students.
## Graduate Follow-up Report

**Filing Year=2014**

### Total Seniors (Year=2013):
- 94

### Total Seniors having completed 3 or more years of Ag Instruction:
- 32

### Program Completer Status

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Page last modified: 12/30/2011
## Graduate Follow-up

### Graduates for Spring: 2014

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<th>Last Name</th>
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https://calag.ed.csuchico.edu/R2/Scripts/Grads/PrintGrads.asp
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Page last modified: 3/3/2013
Pitman FFA Alumni Brag Sheet: Where are they now?

1. Ryan Amaral – National FFA Collegiate Division Indianapolis, Indiana
2. Clarissa Rowley – Ag Teacher Central Valley HS
3. Shelby West – Ag Teacher Atwater HS
4. Arianna Hallum – Ag Teacher Corcoran HS
5. Caitlyn Morehart –
6. Melissa Zimmer Miguel – Local Dairy Owner
7. Joe Corvello – Artificial Insemination Breeder Semex
8. Tim Corvello – Century 21 Real Estate Agent
9. John Corvello – Certified Welder
10. Austin Day – Artificial Insemination Breeder Select Sires
11. Aubree Atwood – PCA for Dow Ag Chemical
12. Ethan Alvares – Dairy Chemical Sales Hydrite Chemical Co
13. Garrett Rowley – Ag Teacher (Student teaching Jan 2015)
14. Seth Mercer – Assistant to Special Needs Students at JFK
15. Kevin Puett – Phlebotomist
17. Mai Vue Lee – Employment Training Specialist for Adults with Disabilities Sacramento
18. Hannah Wagoner – Music Promoter
20. Jacob Harcksen – Ag Pilot Crop Dusting
21. Saul Perez – Almond Farming & Fertilizer Sales
22. Roberto “Bobby” Buenrostro – PCA for Delta Growers in Oakdale
23. Richard Ketscher – Cipponeri Farming
24. Amber Danel – Merced College student
25. Ashley Danel – Administrative Assistant for Americore Mechanical (Welding Company)
26. Kayla Johnson – Administrative Assistant for Americore Mechanical (Welding Company)
27. Vanessa Diaz Leon – Stanislaus County Fair Clerk & Photographer
28. Ally Diaz – Floral Manager Safeway
29. Mayra Gonzalez – Medical Billing Turlock, CA
31. TJ Holley – Apprentice Plummer Thorsens Pluming Turlock, CA
32. Madison Holley Jarboe – Makeup Artist MAC Cosmetics
33. Marcus Kirchert – Military
34. Cassandra Cobb – Military
35. Alex Ruega – Military
36. Josh Medeiros – Law Enforcement
37. Devner Millard – Law Enforcement
38. Michelle Crownover Millard – MBA Student
39. Matthew Samariapa –
40. Matt Schultz –
41. Jonathan Rodriguez – In-N-Out Associate & Army future Law Enforcement/Corrections
42. Lyle Zimmer – Bob & Gary Marchy Dairy Operations
43. Brittany Thomas- Target and Dr. Nit Wits in Fresno
44. Stanley Kruszewski- W.W. Grainger warehouse in Ceres
45. Tiffany James- Licensed Vocational Nurse for Sierra Vista Child and Family Services- School Nurse
46. Lucas Giron- Manager for Jamba Juice (undergrad)
47. Lindsay Gorang- Implementation Manager with Crop Data Management Systems
48. Brenda Frazier Cook- Mary Kay Consultant
49. Brad Croft – Heavy Equipment Operator
50. Matt Mello – Locomotive Engineer & Conductor
51. Brad Soares – Heavy Equipment Operator
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

14. John H. Pitman High School
Agriculture Department
Comprehensive Program Plan
John H. Pitman High School Agriculture
Department Comprehensive Program Plan
John H. Pitman High School Agriculture Department

This past November the agriculture department at John H. Pitman High School had an Agriculture Incentive Grant Review. Before our review, as a department we sat down to make sure that everything was current. There were many sections of the Comprehensive Program that were missing, so the agriculture department is still working to complete those missing areas. Other areas were just in need of an update. The components we had for the review are included.

Comprehensive Program Plan Table of Contents:

1. Introduction
2. Job Market Description
3. Targeted Occupations
4. Program Goals and Objectives
5. Program Description
6. Course Content Outline
7. Program Proficiency Standards
8. Facilities and Major Equipment
9. 5 Year Acquisition Plan
10. Staff Assignments
11. FFA Program of Activities—need to print cover
12. Department Policies
13. Program Completers
14. Teacher Data Sheets
15. Advisory Committee Roster
16. Advisory Committee Minutes
17. Current Year Budget
18. College Articulation
19. Graduate Follow-up System
20. Active Placement Sites
21. Recruitment
22. Staff In-Service
23. Department Minutes
24. Department Inventory
25. Courses with Alternative Credit
Curriculum and Instructional information as it relates to Standards based Student learning

Comprehensive Program Plan For J.H. Pitman High School Ag Department

By Mrs. K. L. Vannest
Mrs. Amanda Bailey,
And
Ms. Nicole Silveira

Classroom Laboratory Instruction

FFA Activities

Supervised Occupational Experience

J. H. Pitman High School Agriculture Education Department
Introduction
Introduction

Our program at John H. Pitman High School encompasses the three circle model of Agricultural Education: Classroom Laboratory Instruction, FFA and Leadership Activities, and Supervised Agricultural Experience (SAE) projects. All three of the agriculture instructors are committed to delivering the best possible agricultural education experience to our students.

Classroom instruction involves courses that thoroughly addresses the agriculture standards framework. Each course has been designed to meet A-G requirements for high school graduation. In addition, some courses meet the University of California and California State University requirements. Students are required to utilize their skills in all the literacy modes, reading, writing, speaking, and listening, on a daily basis in their agriculture courses. Students are continuously engaged in a hands-on learning environment where they get the opportunity to be involved in lessons they will not get the opportunity to experience anywhere else on campus.

Leadership Development is taught through the FFA. In each agriculture course, students are taught FFA. This is a critical component of our courses, as students develop a foundation for leadership skills that will continue to develop throughout their agricultural education experience. It is the primary mission of the chapter for students to learn the key elements of leadership success, including accountability, responsibility, and integrity. Students are given the opportunity to become more involved FFA members by attending FFA activities, where they can utilize their developed leadership skills.

The John H. Pitman Agriculture Department uses Supervised Agriculture Experience projects to expose students to all areas within the agriculture industry. Student SAE projects areas include animal science, plant science, agriculture mechanics, and agriculture business. Through their projects, students are able to utilize the skills that they learn in their agriculture courses into a real-life work environment. Students also learn the necessary “soft skills” required by all citizens to be successful in life, responsibility, time management, budgeting, record keeping, and accountability.
Pitman High School Agriculture Department
Comprehensive Program Plan

Job Market Description
Turlock Community and Job Market Description

Community Description:

The community of Turlock is located between Modesto and Merced in Central California. Turlock is due east of San Jose about 70 miles. Located in the heart of the Central Valley, Turlock is appealing to the current and prospective residents due to its convenient location, favorable climate, and affordable housing market.

With a large influx of families moving to Turlock and commuting to work in the Bay area Turlock has seen a tremendous growth spurt. Yet the community is holding on to its identity of strong agriculture and looks to the future for much of the same.

The population is around 70,000 and consists of two high schools that serve the youth of the community. Pitman High School has a current enrollment of about 1,900 students with the agriculture department serving 419 students.

Agriculture Job Market Description:

Turlock is in Stanislaus County, consistently one of the top ten agriculture producing counties in the state of California, where agriculture continues to be the number one industry. The leading agriculture sectors in the community are nuts, grain production, dairy production, and poultry and livestock production. With these sectors becoming increasingly stronger each year, the demand for a qualified, knowledgeable, and skilled workforce in the agriculture industry is a high as ever. In addition to these leading agriculture areas, there is also an increasing need for a skilled workforce within the areas including, but not limited to, the areas of agriculture mechanics, engines and power equipment, agribusiness, agriculture sales, and nursery production.
Pitman High School Agriculture Department
Comprehensive Program Plan

Targeted Occupations
Targeted Occupations

The Agriculture Department makes it a top priority to prepare each and every one of our students for life after high school. We recognize that not every student it meant to go onto further formal education, so this includes higher education at a two-year or four-year institution, a trade school, or position on the current workforce. We work diligently to ensure that our students are well-prepared to attain any entry-level position in different sectors of the agriculture industry. Our targeted occupations are related directly to the areas of agriculture that are prevalent within the Turlock and surrounding communities.

Agriculture Sales
  Chemicals
  Feed
  Commodities
  Farm Equipment and Machinery

Agribusiness
  Loan Officer
  Marketing
  Insurance

Dairy
  Owner
  Herdsman
  Milker

Farming/Crop Production
  Owner
  Foreman
  Equipment Operator
  Irrigator and/or Ditch tender
  Orchard Laborer
  Pest Control Advisor
  Arborist
  Inspector

Nursery and Landscape/Plant Science
  Owner
  Manager

Designer
  Foreman
  General Labor
  Floral Design

Agriculture Mechanics and Power
  Equipment
  Foreman
  Welder
  Fabricator
  General labor
  Equipment Mechanics

Animal Science/Livestock Production
  Owner
  Manager
  Ranch Labor
  Ranch Manger
  Veterinarian
  Veterinary Technician
  USDA inspector
  Feed Nutritionist
  Poultry manager
  Feed Mill manager
  Geneticist
  A.I. Technician
Pitman High School Agriculture Department
Comprehensive Program Plan

Program Goals and Objectives
Pitman High School Agriculture Department
Goals and Objectives

1. Each student will prepare an Agriculture Career Pathway in one of the following areas; Animal Science, Agriculture Mechanics, Agriculture Business, OH, and Forestry/Natural Resources.

2. Each student will be engaged in supervised agriculture experience program by the end of their first year in agriculture education.

3. Each student shall participate in minimum of eight activities (two per quarter) of the FFA and shall receive a grade for their participation.

4. All 3 or 4 year instructional program completers in agriculture education will be contracted within a year of graduation to reply on the relevance of the instruction offered by the Pitman Agriculture Department.

5. Instruction offered by the Pitman Agriculture Department will reflect skills, knowledge, and the required for employment as determined by the local Agriculture Advisory Committee, Industry Correspondence, and program computer follow up information.

6. Staff member will continue to update their professional abilities by participating professional activities sponsored by the CATA and other industry-wide programs that may be offered.

7. The Pitman Agriculture staff will assess that facilities and equipment provided develop a plan for replacing absolute equipment and upgrading the facility on a regular basis.

8. Every student will have a portfolio and it will be an ongoing project from his or her freshman year through his or her senior year, in their senior year the student will have their portfolios evaluated by the industry representatives and/or administration.

9. All instructors will stress the importance of responsibility, work ethics, and communications skills for the workplace. The department will uphold a positive image in our community and school.

10. The Pitman Agriculture Department staff recognizes the importance of technology in our industry and will strive to provide students with the necessary skills to be competitive in the work force and/or higher education endeavors.
Pitman High School Agriculture Department
Comprehensive Program Plan

Program Description
Program Description

John H. Pitman High School is located in Turlock, California. Our community to deeply tied to the agriculture industry. While majority of our students enrolled in our program are not directly related to the agriculture industry, each students has a strong understanding of the prevalence of agriculture within our community.

Each agriculture course offered is taught by a highly qualified agriculture instructor, as their individual areas of expertise combined spread over all the content areas of agriculture. There are currently eleven different courses that are offered through the Pitman Agriculture Department, however not all are offered every year. The course offering vary each year depending on student interest during the balloting process. The Courses offered include:

**Agriculture Science I (9-12)**

This course is basic to all other agriculture courses. It includes a study of agriculture in our society, career opportunities, and basics of animal and plant science. The California core curriculum is followed for the first semester. In the second semester, different livestock species are covered and information regarding terms, breeds, body parts, and management techniques are discussed.

**Integrated Ag Geoscience (9-12)**

The scientific community has recognized the importance of uniting efforts in understanding and caring for the Earth and its systems. This physical science course will explain how scientists have found it necessary to share their research across disciplines and try to comprehend the Earth’s complexities, including how it is being affected by human activities. It brings together the agriculture interactions that occur in the living and non-living world, and provides the learner with a solid understanding of the processes that take place on and around the Earth and the synergies that exist between them. In addition, learners will gain experience through leadership development, SAE projects, and career exploration in the area of agriculture. (Fulfills 1 year of Physical Science) **One year of this course satisfies the CSU/UC “g” elective requirement.**

**Integrated Ag Biology (10-12)**

**Prerequisite: Agriculture Science I or Int. Ag Geoscience**

Agricultural Biology is a one-year laboratory life science course, designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, energetics of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, humans and the environment, nutrition in
animals, health and diseases in animals, and the similarities between animals and humans. The course is centered on an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills. (Fulfills 1 year of life science) One year of this course satisfies the CSU/UC “d” Life Lab Science requirement.

**Environmental Horticulture (9-12)**

This course is designed to provide the student with the knowledge and skills required for entry into horticulture fields. Emphasis will be on plant identification, plant propagation and related cultural practices. An important aim of this course is to develop in the student an appreciation of horticulture in their environment. One year of this course satisfies the CSU/UC “g” elective requirement.

**Principles of Turf Management (9-12)**

An introductory course in the maintenance and management of turf grasses that includes sports athletic fields, golf courses, parks, cemeteries, commercial, and residential lawns. Discussion will focus on identification, installation, cultural requirements, and maintenance practices. This course is designed for the advanced study of agriculture business opportunities and economics for the college bound students with interest in agriculture. Through the course, the student will understand and apply basic economic principles as they relate to individual consumers, production agriculture, and agri-business management. Life skills such as resume, job applications, interview skills, and college and scholarship applications will be included.

**Viticulture and Environmental Science (11-12)**

**Prerequisite: Students must be at least 16 years of age**

Viticulture (grape-growing) is a class that prepares student for further studies and employment in the viticulture and wine making industry. The course emphasizes hands-on agriculture applications using local vineyards and wineries as extensions of the classroom. Each year, students in the class will collaborate with the industry at every step of vineyard management (from pruning to harvest and from crush to fermentation and bottling) in the production of one barrel of wine. Guest speakers, field trips and demonstrations enhance the learning for all students. Students will not only learn about the history of grape growing in California, but also the emerging careers in viticulture and enology that will enrich and ensure the sustainability of the industry in the future. Students are also provided with the unique opportunity to participate in pre-professional associations such as the FFA and competitive career development activities that enhance their academic skills, promote career choices, and contribute to employability.

**The Art and History of Floral Design (10-12)**

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 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 serve as a foundation for more complex works such as multi-part floral designs
and creative expression through wedding consultations. **One year of this course satisfies the CSU/UC "F" Visual and Performing Arts requirement.**

**Ag Communications (10-12)**

Students in Agricultural Communications will demonstrate a clear understanding of the
different speaking and writing styles commonly used today in the agricultural industry. In
addition, they will learn how to write with an understanding of audience and purpose;
how to gather information from a variety of sources, how to analyze complex information
and how to present it in an appropriate written or oral format depending on the objective.
Further they will gain a deep understanding of verbal and non-verbal communications,
parliamentary procedure and debate, job seeking skills, interview preparation, and
advocacy. **One year of this course satisfies the CSU/UC “g” elective requirement.**

**Ag Engineering I (9-12)**

This course includes an introduction to drafting, tool identification, shop safety,
woodworking, basic electrical wiring, cold metal work, concrete, plumbing, and tool
maintenance. The student is given an opportunity to construct shop projects for his/her
home or agricultural program. Students will not be allowed to work in the shop facility
without personal protective equipment. Coveralls and safety glasses are required. **One
year of this course satisfies the CSU/UC “g” elective requirement.**

**Ag Welding I-III (10-12)**

**Prerequisite: Ag Engineering or Teacher Recommendation**

Ag Welding provides individualized instruction in developing fabrication skills in arc and
oxyacetylene welding along with various cutting methods. Selection of welding method,
welding rod, metals, and equipment are discussed. Students have the opportunity to
develop skills in welding metal in the flat, horizontal, and vertical positions. Gas Metal
Arc Welding (MIG) is also covered. In addition to welding, units in electricity and small
engines (optional) will be covered. One grading quarter (45 days) is allotted for students
to design, construct, and evaluate an agriculture-related project of their choice. At this
time students develop their creative thought and refine their learned skills. Students will
be encouraged to exhibit their projects at the local county fair and the California State
Fair. Coveralls and safety glasses are required.
Small Engines and Power Equipment

Prerequisite: Ag Engineering or Teacher Recommendation
This is a complete introductory course in the operation, construction, maintenance, repair, and adjustments of two-cycle and four-cycle engines. It is designed specifically for persons without prior experience in small power equipment. Theory and practical work, including safety and the care and use of specialized tools used in small engine repair and maintenance, will be covered. Emphasis will be placed upon preventive maintenance and safe equipment operation. It is expected that from this course, more students would be able to compete in the area of small engines at local and state curricular contests. Coveralls and safety glasses are required. One year of this course satisfies the CSU/UC “g” elective requirement.

SAE projects are a top priority for both the students and instructors in the Pitman Agriculture Department. Student projects cover a variety of areas within the agriculture industry including: animal science, plant science/oramental horticulture, agriculture mechanics, power equipment and machinery, and agribusiness. The breakdown of project supervision is below:

Krista Vanness: Beef, Poultry, Horse, Ornamental Horticulture

Nicole Silveira: Swine, Dairy

Amanda Bailey: Sheep, Meat Goats, Dairy Goats, Agriculture Mechanics

Leadership development and FFA activities is a primary focus for the Pitman Agriculture Department. Year round, Pitman FFA members are actively involved in the various FFA activities offered through the FFA organization. Generally, all three agriculture instructors are present for each of these activities; supervising students and ensuring that student get the most out of each opportunity. In addition, each instructor coaches a collection of Career Development Events (CDEs), which allow student to further develop their skills in leadership and particular areas of agriculture. The breakdown of CDE coaching is below:

Krista Vanness: Best Informed Greenhand, Farm Records, Floriculture, Parliamentary Procedure, Extemporaneous Public Speaking, Prepared Public Speaking, FFA Creed Speaking

Nicole Silveira: Livestock Judging, Agronomy, Poultry Judging, Dairy Cattle Judging

Amanda Bailey: Farm Power and Machinery, Milk Quality and Dairy Foods, Job Interview, Impromptu Public Speaking
Pitman High School Agriculture Department
Comprehensive Program Plan

Course Content Outline

Please see Supporting Completion Materials #3
Pitman High School Agriculture Department
Comprehensive Program Plan

Program Proficiency Standards

Please see Supporting Completion Materials #18
Pitman High School Agriculture Department
Comprehensive Program Plan

Facilities and Major Equipment
Facilities and Major Equipment

John H. Pitman High School was built in 2001, therefore the facilities are still pretty new and up to date. There are currently two classrooms, H101 and D105. In addition, there are two shops, D101 and D104, with a 100 square foot storage room that connect the two shops. Shop D101 is equipped with the same technology as the classrooms. This technology includes a projector and screen, film viewing capabilities, a document camera and at least one computer. While these classrooms and shops allow the agriculture instructors a proper environment to effectively teach agricultural education. The D104 shop, used for the instruction of welding and metal fabrication, is equipped with 8 SMAW welding units, 6 GMAW welding units, 1 plasma cam, 1 iron worker, and 2 plasma cutters, along with additional portable power tools and hand tools required for effective instruction. The D101 shop, used for the instruction and woodworking and other agriculture mechanics unit, is equipped with a panel saw, table saw, radial arm saw, miter saw, stationary sanders, band saws, the appropriate portable power tools and hand tools necessary to complete each unit of instruction.

In addition to the classroom and shop facilities, the John H. Pitman Agriculture Department also has a greenhouse, shade house, school garden, turf plots, and vineyard to aid in agricultural education instruction. Each one of these facilities is in full operation and is used year round for class projects and student SAE projects.

Off campus the John H. Pitman Agriculture Department has access to two separate school farm sites, where students without ability to house their livestock SAE projects at their homes have the opportunities to keep their livestock market animals. One facility houses market sheep, market goat, and market beef projects. The second facility houses only market swine projects. The Turlock Unified School District has purchased a 10 acre parcel of land that is the future site of the Turlock Unified School District Farm, a joint facility to be used by both the John H. Pitman High School Agriculture Department and the Turlock High School Agriculture Department. On this location there will be facilities to house beef, dairy, sheep, goat, and swine livestock projects. In addition, there will be vineyards, fruit trees, citrus trees, and a garden for vegetable crops. We are excited for this new facility.
Pitman High School Agriculture Department
Comprehensive Program Plan

5 Year Acquisition Plan

Please see Supporting Completion Materials #26
Pitman High School Agriculture Department
Comprehensive Program Plan

Staff Assignments

Please see Supporting Completion Materials #30
Pitman High School Agriculture Department
Comprehensive Program Plan

Program of Activities

Please see Supporting Completion Materials #10
Pitman High School Agriculture Department
Comprehensive Program Plan

Department Policies
Department Policies

The John H. Pitman Agriculture Department strictly enforced school eligibility requirements, as well as all other guidelines, such as dress code, behavior and discipline, and citizenship, set forth by John H. Pitman High School and the Turlock Unified School District.

With regards to grading, each agriculture instructor has the freedom to set their own grading scales and grading categories, as long as the uniform 10% of the grade for SAE and FFA is included. This is standard for each agriculture course. The Pitman Agriculture Department has the policy that each student choose the “FFA/SAE” or “No FFA/SAE” option. This option is explained in each course syllabus and the students, parents, and instructors are required to sing to which option they are choosing. The “FFA/SAE” option requires each student to attend a minimum of two FFA activities per quarter and maintain an active SAE project and up to date record book. The “No FFA/SAE” option requires students to write a paper on a quarterly basis address an agriculture topic given to them by their agriculture instructor. These topics are picked for each quarter by the agriculture department staff at the beginning of each year. The option paper is attached.

The Pitman FFA Chapter has strict policies in regard to showing livestock animals at the Stanislaus County Fair. In addition to the school and strict rules and policies, Pitman FFA has policies in place for students to be fair exhibitors and/or to keep their animals at either one of the school farm facilities. These policies are attached.
PITMAN HIGH SCHOOL
PRINCIPLES OF AGRICULTURE ENGINEERING
GRADING STANDARDS

COURSE DESCRIPTION: Agriculture engineering class includes an introduction to shop safety, tool identification, drafting, wood working, plumbing, using tap and die, electricity and tool repair. The student will be given the opportunity to construct shop projects to develop these skills. Completion of the course projects is essential for a satisfactory grade. Emphasis is made on doing "hands-on" activities and also establishing correct shop safety and tool use. After the required class projects are completed, the students will have the opportunity during the last quarter to design and construct a wood project of their choice upon parent and instructor approval.

SHOP/MATERIALS FEE: There is a $15.00 “shop fee” required before working in the shop as well as providing safety glasses for yourself and proper protective clothing. The “Shop Fee” will offset the high cost of materials and consumables that the student will have access to. If there is any concern regarding this “shop fee,” please contact Mrs. Bailey. Any concerns or inability to pay will in no way affect the student’s grade in this class. Students may build other projects if time permits at an extra cost.

GRADING:
20% Attendance and Participation
10% Teacher approved reports or Supervised Agricultural Experience Program and Activities.
35% Notebook, Quizzes, Class Work, and Homework - Late work will not be accepted.
10% Exams - Late work will not be accepted.
25% Class Projects - Late work will not be accepted

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

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

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

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

    75% Written Self Evaluation of SAE Project. Also included in this area is the student's record book score.

    25% Minimum two Intra-Curricular activities per quarter.

    Supervised Agriculture Experience Program Choice (SAEP)

In the past every agriculture science student participated in this program, but today to insure that the needs of the community are being addressed, we are offering this choice as an option. We are still encouraging students to participate in the SAE/FFA choice. This choice requires a recordbook, plans for a program related to agriculture education (ie. landscape maintenance, dairy, mechanics, swine, sheep, beef, small animals, work experience, houseplants and many others), participation in intra-curricular activities (ie. primarily FFA activities) and a program visit (one per semester minimum).
The SAE/FFA choice will provide a student with the benefit to take advantage of all intra-curricular opportunities enabling them to earn awards and degrees. Students who will be attending fairs MUST participate in this program as the State Fairs and Expositions requires those activities for participation in the FFA portion of the fairs.

Please check one:

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

- I wish my son/daughter to only participate in the general agriculture program and I understand that they will not be eligible to exhibit at fairs and receive other awards and degrees. Instead, will complete a report, one per quarter. This report will be assigned by the instructor.

PROJECTS: Throughout the course students will complete assigned projects. During the last quarter they have the option to complete a wood working project of their choice if approved by the parents and instructor. Students must complete the project entirely and pay for it including the shop fee of 17% before taking the project home. If the student fails to complete the project before June 12th then the student will forfeit their project and their deposit. Students who bring in their own materials will put 50.00 deposit for their shop fee before beginning.

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

LOCKERS AND PERSONAL PROTECTION EQUIPMENT: Lockers will be provided for students to store their class notebooks, safety glass, coveralls, and any additional materials needed for this class. It is the responsibility of the student to keep track of all materials during class, and secure all projects, materials, and personal safety equipment in their locked locker at the end of each work day. Students are also advised to write their name and period number on each piece of material and/or personal safety equipment. The instructee is not responsible for any materials or projects that have not been properly secured.

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

Student's signature: __________________________

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

Parent's signature: __________________________

Instructor's signature: __________________________

INSTRUCTORS: Mrs. Bailey 656-1592 (Ext. 4101), Room D101

** email is the best** abailey@turlock.k12.ca.us
PITMAN HIGH SCHOOL
AGRICULTURE WELDING I-III
GRADING STANDARDS

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

SHOP/MATERIALS FEE: There is a $15.00 “shop fee” required before working in the shop as well as providing safety glasses for yourself and proper protective clothing. The “Shop Fee” will offset the high cost of materials and consumables that the student will have access to. If there is any concern regarding this “shop fee,” please contact Mrs. Bailey. Any concerns or inability to pay will in no way affect the student’s grade in this class. Students may build other projects if time permits at an extra cost.

GRADING:
20% Attendance and Participation
10% Teacher approved reports or Supervised Agricultural Experience Program and Activities.
35% Notebook, Quizzes, Class Work, and Homework - Late work will not be accepted.
10% Exams - Late work will not be accepted.
25% Class Projects - Late work will not be accepted

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

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

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

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

75% Written Self Evaluation of SAE Project. Also included in this area is the student's record book score.
25% Minimum two Intra-Curricular activities per quarter.

Supervised Agriculture Experience Program Choice (SAEP)

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

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

Please check one:

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

I wish my son/daughter to only participate in the general agriculture program and I understand that they will not be eligible to exhibit at fairs and receive other awards and degrees. Instead, will complete a report, one per quarter. This report will be assigned by the instructor.

PROJECTS: Throughout the course students will complete assigned projects. During the last quarter they have the option to complete a metal project of their choice if approved by the parents and instructor. Students must complete the project entirely and pay for it including the shop fee of 17% before taking the project home. If the student fails to complete the project before June 12th, the student will forfeit their project and their deposit. Students who bring in their own materials will put 50.00 deposit for their shop fee before beginning.

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

LOCKERS AND PERSONAL PROTECTION EQUIPMENT: Lockers will be provided for students to store their class notebooks, safety glass, coveralls, and any additional materials needed for this class. It is the responsibility of the student to keep track of all materials during class, and secure all projects, materials, and personal safety equipment in their locked locker at the end of each work day. Students are also advised to write their name and period number on each piece of material and/or personal safety equipment. The instructor is not responsible for any materials or projects that have not been properly secured.

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

Student's signature: __________________________

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

Parent's signature: __________________________

Instructor's signature: ________________________

INSTRUCTORS: Mrs. Bailey 656-1592 (Ext. 4101), Room D101
** email is the best** abailey@turlock.k12.ca.us
PITMAN HIGH SCHOOL
TURF GRASS MANAGEMENT
GRADING STANDARDS

COURSE DESCRIPTION: An introductory course in the maintenance and management of turf grasses that includes sports athletic fields, golf courses, parks, cemeteries, commercial, and residential lawns. Discussion will focus on identification, installation, cultural requirements, and maintenance practices. This course is designed for the advanced study of agriculture business opportunities and economics for the college bound students with interest in agriculture. Through the course, the student will understand and apply basic economic principals as they relate to individual consumers, production agriculture, and agri-business management. Life skills such as resume, job applications, interview skills, college and scholarship applications will be included.

GRADING:
30% Attendance and Participation
10% Teacher approved reports or Supervised Agricultural Experience Program and Activities.
25% Quizzes, Class Work, and Homework - Late work will not be accepted.
20% Exams and Projects - Late work will not be accepted.
15% Notebook - Late work will not be accepted.

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

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

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

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

75% Written Self Evaluation of SAE Project. Also included in this area is the student's record book score.
25% Minimum two Intra-Curricular activities per quarter.

Supervised Agriculture Experience Program Choice (SAEP)

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

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

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

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

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

Student's signature: ____________________________

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

Parent's signature: ____________________________

Instructor's signature: ____________________________

INSTRUCTORS: Mrs. Bailey 656-1592 (Ext. 4101), Room D101

**email is the best** abailey@turlock.k12.ca.us
Dear Parent/Guardian

Your child will have the opportunity to participate in voluntary off-campus field trips/excursions. These activities may include but are not limited to:
* animal/project visits
* exhibitions/fairs
* Fair
* hardware store
* local businesses
* fair related meetings
* entertainment events

As stated in California Education Code Section 35330 understand that I hold Pitman High School it’s district agents and employees harmless from any and all liability or claims, which may arise out of or in connection with my child’s participation in this activity.

I fully understand that participants are to abide by all school rules and regulations for the duration of this trip. Any violation of these rules may result in this individual being sent home at the expense of his/her guardian and may be denied the opportunity to participate in future activities of this nature.

STUDENTS NAME: ___________________________ GENDER: __________ GRADE: ____ ID. #: __________

AGE: _____ BIRTHDATE: ___________ HOME #: _______________________

HOME ADDRESS: ____________________________ CITY: ______ STATE: ______ ZIP: __________

EMERGENCY CONTACT: ______________________ RELATION: __________ EMERGENCY #: __________

PRIMARY INSURANCE CO: __________________ POLICY #: __________ PHONE #: __________

FATHER’S NAME: __________________________ WORK #: __________

MOTHER’S NAME: __________________________ WORK #: __________

KNOWN ALLERGIES: ______________________ PREVIOUS TREATMENT AT EMAUEL: __________ DATE OF LAST TETANUS SHOT: __________

YES NO

I hereby give my consent for the above named student to go with and be supervised by a representative of Pitman High School on any trips. In case this student becomes ill or injured, you are authorized to have the student treated and I authorize the medical agency to render treatment.

WE HAVE READ AND FULLY UNDERSTAND THE PITMAN AG. DEPT AGREEMENT.

_________________________ Parent (Guardian) Signature ______________________ Date

_________________________ Student Signature ______________________ Date

_________________________ PHYSICIAN NAME: ______________________ PHONE #: __________

A special note to parent/guardian: (1) all drugs must be registered on this form; (2) All drugs, excepting those which must be kept on the student’s person for emergency use, must be kept and distributed by staff; (3) Please note special problems below that staff should be aware of and if no medications are required; (4) If any medications are to be taken by the student(s) list them below. If there are any special medical problems please list them below or attach a separate piece of paper that describes the problem.
General Rules for Pitman FFA Fair Exhibitors

Student's Name (print)__________________________________________

1. Because of the importance of scholastic achievement, the John H. Pitman High School Ag Department requires its livestock exhibitor to maintain a satisfactory scholastic record in his/her classes. Therefore, if any exhibitor fails to meet this requirement, he/she may lose their show privileges.

2. All exhibitors are to follow the directions and advice given to them by the designed advisor for that species. The advisor's directions are to be followed for the entire length of time the project is eligible for show, and during the fairs when the project is being exhibited.

3. All rules and regulations of John H. Pitman High School will apply to the students who participate at fairs since showing is a school activity.

4. All exhibitors are expected to haul their animals and tack to the fair unless other arrangements are made with the advisor.

5. FFA members are required to obtain their homework from all their teachers in advance of missing school for attending fairs.

6. Each exhibitor must read and understand the rules and regulations in the fair's premium book.

7. Where dormitories are provided, all FFA members must sleep in the dormitories.

8. Approved adult supervision is required from 6:00 pm to 7:00 am.

9. Each exhibitor is responsible for feeding, watering, grooming and keeping an eye on his/her animal(s) for the entire duration of the fair.

10. Each exhibitor is required to serve barn duties as assigned and specified by the project advisor.

11. All FFA exhibitors will be required to wear the official FFA show uniform described below while showing their own animal(s) or helping others in the show ring.
FFA Show Uniform

Boys - White pants, white dress shirt, FFA Jacket, FFA tie, appropriate shoes.

Girls - White pants, white dress shirt, FFA Jacket, FFA scarf, appropriate shoes.

12. All FFA members are to attend the awards program at every fair wearing his/her FFA jacket.

13. Market animal exhibitors are required to write thank you letters to their buyers.

14. All exhibitors must attend assigned meetings by the project advisor unless prior arrangements have been made.

15. The advisor of any species will have the authority to take whatever disciplinary action necessary toward any student that fails to comply with the rules.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign and return this form to the project advisor. If you have any questions at any time, please feel free to contact the advisor at the Pitman Ag Department.

__________________________  ______________________
Parent Signature            Date

__________________________  ______________________
Student Signature           Date
Pitman FFA Sheep and Goat Exhibitor Rules

1. Daily Activities
   A. Spend time with your sheep, observe and exercise it.
   B. Check the feeder and water bucket and make sure they are clean and dry and feed twice a day at scheduled times.
   C. Thoroughly clean the pen.

2. Periodic Activities
   A. Attend, for the duration, project meetings approximately every two weeks.
   B. Attend, for the duration, weigh days at school if your animal is housed there.
   C. Be at your project site when the advisor weighs your animal if it is housed off school grounds.
   D. Perform barn duty functions on a rotational basis if your animal is housed at school.

3. Activities Prior to the Fair
   A. Find a buyer for your animal.
   B. Attend and participate in a mandatory show day.
   C. Wash and shear your lamb approximately one week prior to the fair.
   D. Obtain an FFA Show Uniform (white pants, white dress shirt, FFA tie/scarf, FFA jacket, appropriate shoes). ALL exhibitors MUST have his/her own FFA jacket and FFA tie/scarf. Jackets and ties/scarves may be borrowed from another FFA member that is NOT exhibiting any type of livestock at the fair. Failure to have the proper show uniform for any reason will disqualify that student from showing.
   E. Obtain the proper equipment needed.
   F. Exhibitors are required to haul their own tack to the fair.
   G. Exhibitors are required to haul their lamb to the school if the advisor is taking it to the fair.

4. Activities at the Fair
   A. Exhibitors are expected to be at the fair for the purpose of caring for and preparing their animal for show.
   B. Exhibitors are NOT allowed in the carnival area until the completion of the last sheep and/or goat show day.
   C. Exhibitors must be in the sheep or goat barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding, and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
   D. Sheep and goats must be regularly checked throughout the day by their owner.
E. Exhibitors must serve scheduled barn duties which includes being on time, keeping the sheep, pens, aisles, and tack areas clean during the shift. Each infraction of these responsibilities will result in an additional barn duty.

F. All exhibitors are required to be present on weigh day.

G. On show days, all exhibitors are required to stay in the barn area for the duration of the sheep show.

H. All exhibitors are required to attend the fair awards ceremony wearing their FFA jacket.

I. All exhibitors are required to help clean up and load tack on the last day of the fair.

J. All exhibitors are required to work together, follow all instructions from the advisor, and cooperate with a POSITIVE ATTITUDE.

K. Each exhibitor also agrees to allow any Pitman FFA advisor to pick up his/her auction check from the fair.

L. At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his/her animal, the breeder of their animal, and the Mid Valley Ag Clinic, and pay any remaining money owed to Pitman FFA before receiving his/her auction check.

4. **Disciplinary Procedures**

   A. A "Three Strike" discipline system is used by the Pitman FFA advisors. Any student failing to fulfill the obligations of the project in accordance to the rules and guidelines set forth by the project advisor will receive a "strike". Infractions include, but are not limited to, missing a project meeting/weigh day without prior notice, neglect of animal (feeder empty, not feeding on time, pen not cleaned, etc.), failure to perform required duties before and/or during the fair. Once a student has received three strikes, he/she forfeits his/her privilege to show with Pitman FFA.

   B. Other disciplinary problems may result in the removal of exhibitor and animal from the school farm (if housed there) or fair, withdrawal of animal from the fair livestock auction, and/or loss of showing privileges with Pitman FFA for one or more years.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign and return this form to the project advisor. If you have any questions at any time, please feel free to contact the advisor at the Pitman Ag Department.

Parent Signature  

Date

Student Signature  

Date
Pitman High School Agriculture Department
Comprehensive Program Plan

Program Completers

Please see Supporting Completion Materials #32
Pitman High School Agriculture Department
Comprehensive Program Plan

Teacher Data Sheets
Teacher Data Information for Amanda Bailey

Education and Credentials
- M.S. in Agriculture Education, California State University, San Luis Obispo in progress, expected June 2015
- Agriculture Single Subject Credential, June 2012, expires 2017
- Agriculture Specialist Credential, June 2012, expires 2017
- B.S. Agriculture Science, California State University, San Luis Obispo, June 2011

High School Activities
- 4H Member (9 years)
- FFA Member (5 years)

College Activities
- CFFA Member
- ATA Member
- Ag Ambassadors Member
- Floral Club Member

Professional Activities
- CATA Member 2012-Present
- CTA Member 2012-Present
- NE Professionals Institute, November 2012
TEACHER DATA SHEET

NICOLE SILVEIRA

Education and Credentials

Credential: Single Subject Agriculture; June 2014 expires 2019
Credential: Agriculture Specialist; June 2011 expires 2016
B.S. in Agricultural Education– June 2010, Cal Poly State University, SLO

In excess of 3000 hours of agriculture experience in the area of: ANIMAL SCIENCE, PLANT SCIENCE, AGRICULTURE MECHANICS, and FAIR MANAGEMENT

High School Activities

4-H Member – 8 years
FFA Member – 5 years
   Team Member on – Poultry Judging, Creed, Prepared Public Speaking
   Office- Chapter Secretary, President, Sectional President, Regional Vice President

College Activities

ASABE Member
CFFA Member
Alpha Tau Alpha Member
Sigma Alpha Professional Agricultural Fraternity Treasurer
MJC Ag Ambassadors
MJC and Cal Poly West Campus Resident/Poultry Department Intern
Cal Poly Dairy Science Lab Instructor

Professional Activities

CATA Member 2012-present
CATA Banquet Committee 2012-2014
New Professionals Conference 2012-2014
Good Teacher Conference 2012
Cooperating Teacher Conference 2014
NSTA Member 2014- Present
TEACHER DATA SHEET

KRISTA (MORTENSEN) VANNEST

Education and Credentials
Masters Degree in Agriculture – December 2000, Cal Poly State University, SLO
Credential: Single Subject Agriculture; June 1999 expires October 2004
Credential: Agriculture Specialist; June 1999 expires October 2004
Bachelor Degree in Ag Science – December 1998, Cal Poly State University, SLO

In excess of 3000 hours of agriculture experience in the area of: ANIMAL SCIENCE, FAIR MANAGEMENT, and LEADERSHIP.

High School Activities
4-H Member – 10 years
Projects included – Sheep, Horses, Beef, Swine, Cooking, Jr. & Teen Leader.
Honors included – County Winning Sheep Project 5 years, Bronze Star, Silver Star, Gold Star, Monterey County All-Star, 5-time Master Showmanship Winner.
Note: An FFA program was not offered at my high school.

College Activities
CFFA Member and Officer
Alpha Tau Alpha Member
Cal Poly Livestock Judging Team
Cal Poly Beef Show Team
Herdsmen Hall Beef Management Staff
Beef Bull Test Enterprise
Beef Fitting and Showing Class Student Assistant
Sigma Alpha – Professional Women in Agriculture

Professional Activities
CATA member 1999-present
CTA member 1999-Present Gustine CTA Vice President
California Women In Agriculture – Stanislaus Chapter member
California Shorthorn Breeders 2007-present
California Junior Shorthorn State Advisor 2010-present
Vision 2030 Mentoring Committee
Tri Rivers Section CATA Officer
Central Region CATA Officer
CATA Secondary Division In-Service Chair
Cal Poly Cooperating Teacher Conference
National & State Proficiency Scorer
Pitman High School Agriculture Department
Comprehensive Program Plan

Advisory Committee Roster
Don Borges
435 College Ave
Modesto, CA 95350
(209) 484-1982
borgesd@yosemite.edu

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1365 Tawny Ln.
Turlock, CA 95382
Res. 664-0309
Bus. 608-2697
loineyefarm@aol.com

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Alan 209-603-0122
kellcday@sbcglobal.net

Joaquin Amaral
Corrin (Amaral) Macedo
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Denair, CA 95316
Corrin Macedo
corrinm@stanfarmbureau.org

Jeff & Marie Lorenzi
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MLorenzi@turlock.ca.us

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Email: kcosta@cmab.net

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Hilmar, CA 95324
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melissamiguel2011@yahoo.com

Ted Green
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TGreen@wintonireland.com
Pitman High School Agriculture Department
Comprehensive Program Plan

Advisory Committee Minutes

Please see Supporting Completion Materials #16
Pitman High School Agriculture Department
Comprehensive Program Plan

Current Year Budget

Please see Supporting Completion Materials #27
Pitman High School Agriculture Department
Comprehensive Program Plan

College Articulation

Please see Supporting Completion Materials #33
Pitman High School Agriculture Department
Comprehensive Program Plan

Graduate Follow Up System

Please see Supporting Completion Materials #12 and #13
Active Placement Sites

Currently, the John H. Pitman Agriculture Department does not have any students on any work placement sites. There is an approved Work Experience on the books for our district, however it is only offered at Turlock High School, and any work experience classes at John H. Pitman High School are offered through the business department. It is the goal of the Pitman Agriculture Department to offer this course in thought the Agriculture Department, and we can have students involved in Work Experience Placement Supervised Agriculture Experience Projects.
Pitman High School Agriculture Department
Comprehensive Program Plan

Recruitment

Please see Supporting Completion Materials #9
Pitman High School Agriculture Department
Comprehensive Program Plan

Staff In-Service
INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B  School Year  2013-14  School  

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

Qualified and Competent Personnel

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TEACHERS NAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Region Meeting</td>
<td>Vannest</td>
</tr>
<tr>
<td>Region In-service Day</td>
<td>Vannest</td>
</tr>
<tr>
<td>Spring Region Meeting</td>
<td>Vannest</td>
</tr>
<tr>
<td>Section In-service*</td>
<td>Vannest</td>
</tr>
<tr>
<td>Section In-service*</td>
<td>Vannest</td>
</tr>
<tr>
<td>Section In-service*</td>
<td>Vannest</td>
</tr>
<tr>
<td>Summer Conference</td>
<td>Vannest</td>
</tr>
<tr>
<td>University AgEd Skills Week</td>
<td>Vannest</td>
</tr>
<tr>
<td>Professional Development **</td>
<td>Vannest</td>
</tr>
</tbody>
</table>

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

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1. Vannest - Mentoring Vision 2030 Committee attendance
2. Silveira - Master Teacher Training at Cal Poly SLO
3. Bailey - State Proficiency Scoring in Galt
4. 
5. 

Pitman High School Agriculture Department
Comprehensive Program Plan

Department Minutes
Agricultural Education Department
Monday, August 25th, 2014
Members present: Mrs. Krista Vannest, Mrs. Amanda Bailey, and Miss Amy Crockett

OLD BUSINESS (update- ongoing or completed activities)

1. Fan for plasma cam and D104 and D101 ag mechanics shops
2. P.O.s are needed to class function
   a. Waiting on Ag Incentive Gran Money

NEW BUSINESS

1. Wine and Cheese: Friday, September 26, 2014 at Turlock Country Club
   a. Each officer will be responsible for acquiring 1 basket for the event.
   b. Tickets will cost $30 for 2 people.
   c. Students who bring in 1 basket will have the opportunity to earn 1 FFA activity credit.
   d. Kris Costa is donating cheese for his year’s event.
   e. Donation letters have been sent to acquire wine for the event.
   f. Krista is coordinating the menu with Turlock Country Club.
   g. Amanda will make contact with Scott Long for a sausage donation.
   h. The cost of the Country Club will be the room fee plus $5/bottle fee
   i. Amy is making the tickets

2. Otis-Spunkmeyer
   a. Kiskoff was held on Friday, August 22nd
   b. Money and orders are due back to Amanda by September 5th
   c. The orders will be delivered on September 30th and students will be responsible to pick their orders up between 3:00pm and 6:00pm on the day.
   d. Students need to sell a minimum of 3 items to earn 1 FFA activity credit.

3. September FFA Meeting: Ice Cream Social
   a. Rachel was contacted to see if she was interested in having student help serve the Ice Cream Sundaes.

4. Ag Advisory Committee Meeting
   a. A date will be set at the next department meeting for an Ag Advisory Committee meeting to be held this semester.

Cc: Dr DaMarto, Mr. Hollars, Mrs. Amy Curd, Mr. Scott Young, Mrs. J. Cornell, Mrs. Heidi Lawler, Mrs. Alice Pollard
Mr. Mike Trainor, Mrs. Jean Landeen, Mr. Charles Parker, Dr. Kellogg
Mr. Don Borges, Mr. Greg Eisenhauer, Mr. Paul Fernandes, Mrs. Kelly Day, Mr. Scott Severson
Mr. Joaquin Amaral, Mr. G. Fairbaim
Mrs. Krista Vannest
OLD BUSINESS (update- ongoing or completed activities)

1. Fan for plasma cam and D104 and D101 ag mechanics shops
2. P.O.s are needed to class function
   a. Waiting on Ag Incentive Gran Money
3. Wine and Cheese: Friday, September 26, 2014 at Turlock Country Club
   a. Each officer will be responsible for acquiring 1 basket for the event.
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   d. Kris Costa is donating cheese for his year’s event.
   e. Donation letters have been sent to acquire wine for the event.
   f. Krista is coordinating the menu with Turlock Country Club.
   g. Amanda will make contact with Scott Long for a sausage donation.
   h. The cost of the Country Club will be the room fee plus $5/bottle fee
   i. Amy is making the tickets –DONE
   J. Tim Truax will be auctioneer
4. Ag Advisory Committee Meeting
   a. A date will be set at the next department meeting for an Ag Advisory Committee meeting to be held this semester.
5. Otis Spunkmeyer Fundraiser
   a. Distribution date is set for September 30th
   b. P.O. needs to be prepared, still waiting on invoice to pay for the order

NEW BUSINESS

1. COLC – Denair High School 10/4-10/5
2. Central Region Apps are available—Pitman FFA will apply to begin chicken CO-OP
3. Greenhand Conference 9/23
   a. Amanda will show Amy how to prepare and properly submit an excused list
   b.
4. Fair Showing Policy
   a. This needs to be finalized before the October FFA meeting
   b. Senior and alumni keeping their animals at the farm will be required to pay a deposit
   c. Students must attend a minimum of 6 Chapter FFA meetings
   d. Monthly meetings will be held at lunch by species

Cc: Dr DaMarto, Mr. Hollars, Mrs. Amy Curd, Mr. Scott Young, Mrs. J. Cornell, Mrs. Heidi Lawler, Mrs. Alice Pollard
   Mr. Mike Trainor, Mrs. Jean Landeen, Mr. Charles Parker, Dr. Kellogg
   Mr. Don Borges, Mr. Greg Eisenhauer, Mr. Paul Fernandes, Mrs. Kelly Day, Mr. Scott Severson
   Mr. Joaquin Amaral, Mr. G. Fairbairn
   Mrs. Krista Vannest
Pitman High School Agriculture Department
Comprehensive Program Plan

Department Inventory
Department Inventory

The John H. Pitman Agriculture Department does not have an accurate inventory list for the department. This is something that needs to be developed promptly for an accurate reflection of the department’s needs in regards to equipment and inventory to run each of the three circles of agriculture education successfully.
Pitman High School Agriculture Department
Comprehensive Program Plan

Courses With Alternative Credit
Courses with Alternative Credit

The following courses offered through the John H. Pitman Agriculture Department count for alternative credit. These courses and their credits are listed below.

<table>
<thead>
<tr>
<th>AGRICULTURE COURSE</th>
<th>REQUIREMENTS MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Ag Biology</td>
<td>A-G UC/CSU Life Science Credit</td>
</tr>
<tr>
<td>Ag Engineering</td>
<td>A-G UC/CSU Elective Credit</td>
</tr>
<tr>
<td>Integrated Ag Geosciences</td>
<td>A-G UC/CSU Physical Elective Credit</td>
</tr>
<tr>
<td>Small Engines and Power Equipment</td>
<td>2+2 Articulation</td>
</tr>
<tr>
<td>Ag Welding I-III</td>
<td>2+2 Articulation</td>
</tr>
<tr>
<td>The History and Art of Floral Design</td>
<td>A-G UC/CSU Visual/Performing Arts Credit</td>
</tr>
<tr>
<td></td>
<td>2+2 Articulation</td>
</tr>
<tr>
<td>Agricultural Communications</td>
<td>A-G UC/CSU Elective Credit</td>
</tr>
<tr>
<td></td>
<td>2+2 Articulation</td>
</tr>
<tr>
<td>Viticulture and Environmental Science</td>
<td>A-G UC/CSU Elective Credit</td>
</tr>
<tr>
<td>Environmental Horticulture</td>
<td>A-G UC/CSU Elective Credit</td>
</tr>
<tr>
<td>Principles of Turf Grass Management</td>
<td>2+2 Articulation</td>
</tr>
</tbody>
</table>
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

15.2014-2015 Advisory Committee Agendas
The John H. Pitman Agriculture Department holds an Agriculture Advisory committee meeting two times per year. In the fall, the committee hold a breakfast meeting. This year, the meeting was held after the Agriculture Incentive Grant Review. In preparation for the review, we noticed that there were many components of the Program Comprehensive Plan that were either missing or outdated, so as a department we discussed the importance of Agriculture Advisory Committee input with the creation and/or updating of these components.

In the spring, the Agriculture Advisory Committee meets during a joint, district-wide meeting Career Technical Education (CTE) Advisory Committee dinner. All of the Advisory Committees from all CTE programs from both high schools meet for dinner and update on changes in district policies and plans, ROP announcements and changes, and other important information that is relevant to all CTE content areas. After dinner, each industry breaks off into joint meetings the committee from each high school. Here, the John H. Pitman High School and Turlock High School Agricultural Advisory Committee meets to discuss important agenda items that effect both departments. The agenda items for this meeting include course approval for next year, progress and next steps for the new Turlock Unified School District Farm, and issues, concerns, and changes for each department for the upcoming school year.
PITMAN AGRICULTURE ADVISORY COMMITTEE

Agenda December 9, 2014

Latif’s Restaurant 6:30 AM – 7:30 AM

1. Welcome/Call to Order
2. 1 Minute Teacher Updates
3. Ag Incentive Grant On-site Review report
4. Review Job Market Description – Looking for your input
5. Department Goals and Objectives – Looking for your input
6. Review Pathways and proposed changes (Sequences of Courses) – Looking for your input
7. Upcoming events - Interested in your input on what we can do in the public eye
8. Next meeting
Turlock Unified School District
THS/PHS Agricultural Advisory Committees
Meeting Agenda

March 31, 2015

I. Call to Order – Dale Pollard

II. Review of the Minutes – Approval needed by formal motion.
(Assume that these would be conducted separately for each school.)

III. FFA Update (During Dinner?)
A. THS – FFA Adviser
B. PHS – FFA Adviser

IV. ROP Course Approval – Staff
(Please refer to the sheets attached. Approval and voting of courses can be completed as a whole, unless the committee would like to act upon them separately.)

V. State of the Department Address
A. Pitman – Vannest
B. Turlock – DiGrazia

VI. District Farm Update - Staff

VII. Other VITAL Information –
A. Central Region Ag Education Pathways Consortium Grant – Vannest
B. ROP – The Future?

VIII. Important Dates!!
A. THS Banquet – May 13th - Wednesday
B. PHS Banquet - May 14th - Thursday
C. Last Day of School – May 29th
D. Stanislaus County Fair – July 10th to 19th
E. School Starts – August 13th (Thursday) WOW!!!
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

16.2014-2015 Advisory Committee Minutes
Pitman FFA 2014-2015 Advisory Committee Meeting Minutes
John H. Pitman High School Agriculture Department

At each Agricultural Advisory Committee Meeting, detailed minutes are recorded and sent to each committee member, agriculture instructor, the district office, and the administration at John H. Pitman High School. I am usually responsible for taking the minutes during each meeting. Once the meeting is over, I promptly type up the minutes and send them out, digitally to everyone and additional hard copies to the agriculture instructors and committee members. I also will send them out again before the next meeting to the committee members for review before we meet.
Pitman Agriculture Advisory Committee Minutes

Meeting was called to order at 6:30AM at Latif’s restaurant in Turlock, CA. Members present were Paul Fernandes, Ted Green, Jeff Lorenzi, Marie Lorenzi, Kelley Day, Kris Costa, Amy Crockett, Amanda Bailey, Nicole Silvera and Krista Vannest.

After brief welcome and introductions each teacher gave a brief report of the happenings in their classrooms. Krista Vannest reviewed the recent findings of the Ag Incentive Grant Review and the recommendations for improvement. The first item addressed by the board was the updates to the Program Plan for Targeted Job Markets. The committee suggestions included adding the following Targeted Occupations:

- Agronomy and the job of Pest Control Advisor
- Food Safety with jobs of HACCP Management, Sustainability Practices, and Food Safety Auditor
- Processing Plant Management with jobs in Computer Aided Manufacturing, repair and service of CAM machines, programming, and robotics

That discussion led to discussion of our course offerings and pathway sequences. Since this was recommended by our recent AIG visit, we discussed the proposed changes.

Change #1 = Revamping our Ag Science course from a 9th grade entry level course, to a 11th or 12th grade Vet Science course. This would give counselors a clear pathway for freshmen students to know where to start in the Ag Department (Ag Geoscience or Ag Engineering). It would provide more specialized training as a capstone class to students who were interested in entering the field of veterinary medicine.

Change #2 = Adding the component of Ag Drafting to the Ag Engineering and Ag Mechanics pathways. The current pathway is weak with only 2 courses for the students. This would provide a logical segue from the basic skills course, to understanding how to draw, recognize, and read plans for structural buildings and also construct 3D models for further clarification. Adding a Design and Fabrication class along with Welding would give the capstone to that pathway.

The committee recommended that we look into job shadowing and possible SAE projects at Blur Diamond, Hilmar Cheese, California Dairies and Garton Tractor to name a few places that would be ideal for the Ag Engineering pathway.

Another item that was brought up by several members of the committee involved educating the counselors at the junior highs on the Ag Department offerings. It appears there seems to be a disconnect between the 8th grade counselors understanding of the Ag Program and representation of what college entrance requirements are met by certain classes (ex; Ag Geoscience). This will be an area for concentrated effort for our spring recruitment.

The committee suggested that we should gather a list of program completers degrees completed and current job placements. This would be handy for us to show our relevance and proven track record, should we need that in future dealings.

Kris Costa is working on an Ag Communications curriculum project that would offer more targeted leadership training through the FFA. This would be a great opportunity for our students to see what advocating, lobbying and media training is like.
The Goals and Objectives from the Program plan were reviewed and a small change from OH to Plant science was recommended to make #1 more comprehensive.

We reported on our new technology acquisition of 15 laptop computers and last year’s acquisition of the larger, more updated greenhouse.

Meeting was adjourned at 7:35AM
TURLOCK UNIFIED SCHOOL DISTRICT  
CAREER TECHNICAL EDUCATION (CTE)  

ADVISORY COMMITTEE MINUTES  
March 31, 2015  
(Date)  

MEMBERS PRESENT  
1. Kelly Day - PHS  
2. Allen Day - PHS  
3. Ted Groth - PHS  
4. Jeff Lorenzi - PHS  
5. Marie Lorenzi - PHS  
6. John Haile - THS  
7. Krista Vannest - PHS Instructor  
8. Nicole Sheffield - PHS Instructor  
9. Amanda Bailey - PHS Instructor  
10. Joe D'Ambrosi - THS Instructor  
11. Megan Pilk - THS Instructor  
12. Heather Nolan - THS Instructor  
13. Randy Pearson - THS Instructor  

COURSE RESPONSIBILITIES  

Course Title:  
Course Title:  
Course Title:  
Course Title:  
Course Title:  

I.D.#  
I.D.#  
I.D.#  
I.D.#  
I.D.#  

DISCUSSION/RECOMMENDATIONS AND PURPOSE OF THE MEETING:  
Plans are being made to offer a Vet Science course that meets the  
I.D. requirement. There is interest in pursuing more science  
approved courses being developed. The advisory committee are  
in agreement to approve all current courses. The motion  
was made to leave all courses as is. Krista presented wish  
list for PHS. Krista also shared the new and expanding  
Poultry Co-op SAE available for students. Krista spoke of the  

Motion to endorse the continuation of this occupational training program.  

Moved by: Jeff Lorenzi  
Seconded by: John Haile  

Vote: 16-yea, 0-no - passed  

Moved Haile, seconded by  

Minutes Recorded by: Amanda Bailey  
Time of Adjournment: 8:03 pm  

Instructor Signature: Amanda Bailey  

District Coordinator Signature:  

Date of the Next Advisory Meeting  

To be determined for both sites
new staffing changes occurring next year at Petman. Amanda Bailey will be moving on and interviews for a replacement are being held tomorrow. Joe discussed Megan Punt and Rick Harni will be moving on. Megan’s position will not be re-hired. He will be interviewing for Rick’s position next week. This is still building large projects. Staff is ramping the pathway system in the ag department. Krista provided updates on the school farm. Dr. Bender is the consultant and project manager in the farm. The well is in the process of being installed and the pipeline is being buried. Trees will be planted next week and there will be students out to install irrigation. Sheep and goats will be on site soon. Industry partners are interested in helping build poultry and swine facilities. Joe spoke about the house on site and hiring an employee for that position. Krista discussed the one-time grant that the Central Region CATA is applying for. The grant was a $15 million dollar proposal for the region. MCP funding will be going away. Joe discussed the change in district admin. Tulecek will be holding a plant sale. Other upcoming dates were announced.
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

17. Advisory Committee Constitution and Bylaws
Pitman FFA Agricultural Advisory Committee Constitution and Bylaws
John H. Pitman High School Agriculture Department

When John H. Pitman High School first opened, there was joint District Agricultural Advisory Committee between the Agriculture Departments at John H. Pitman High School and Turlock High School. At the time, the existing Constitution and Bylaws held by the Turlock Advisory Committee were in effect. In 2008, the advisory committees split. When the new Pitman Agricultural Advisory Committee formed, there was not a Constitution or Bylaws created. This is an area of grave concern that needs to be addressed promptly in the upcoming year. I have created a draft Constitution and set of By-Laws to be adopted at the next Agricultural Advisory Committee meeting.

Included is the Career Technical Education (CTE) guidelines for Advisory Committees that has been adopted by Turlock Unified School District. This document serves a checklist and handbook for our Agricultural Advisory Committee.
John H. Pitman High School  
Agriculture Department Advisory Committee  

Constitution and Bylaws  

I. Constitution  

A. The name of the organizational committee will be there John H. Pitman High School Agriculture Advisory Committee.  

B. Purpose:  

i. To provide assistance to the agriculture department and the FFA program in an advisory capacity.  
   a. provide assistance in obtaining funds for supplies, equipment, scholarships, and FFA activities  
   b. assist the instructional staff in identifying job skills and opportunities for entry level employment  
   c. assist the instruction staff in identifying opportunities for further agricultural education  

ii. To assist in the further development of the agriculture program at John H. Pitman High School.  
   a. evaluate and develop curriculum that provides both practical and technical agricultural education  
   b. provide assistance and support to the FFA program by indentifying beneficial FFA activities  

iii. To promote agriculture education.  
   a. to encourage students to enroll in the agriculture education program  
   b. serve as a public relations liaison between the agriculture department and the community  

II. Bylaws  

A. The committee shall consist of a minimum of ten (10) community members. Of these ten (10) members, one must be a representative from the local community college.
agriculture staff. The remaining members can be individuals representing the agriculture industry and the school district. The agriculture department staff will have continuous membership on the committee and are in addition to the ten (10) members.

B. A president and vice-president shall be selected by the committee members. A majority vote is required in all elections. The assembly will hold elections annually.

C. Members of the committee will be chosen by the agriculture staff. Length of membership is determined by interest and participation. After missing two consecutive meetings it will be viewed as a lack of interest and a replacement will be sought.

D. The agriculture department chair will serve as the secretary and department consultant.

E. The term of office for each officer will be one year and they can re-elect for an additional second year if desired.

F. A general agriculture advisory committee meeting shall be held at least twice per year. The president of the agriculture department chair may call additional meetings if necessary.

G. Amendments of this Constitution and Bylaws shall be adopted at a 2/3 vote of the membership.

H. All advisory committee membership shall have equal voting rights.
ADVISORY COMMITTEES

Career-technical education is an important component of a student’s total education. The Regional Occupational Centers and Programs (ROCPs) are a dynamic school-to-career delivery system for high school students and adults in California. A key to the success of these programs is the cooperation that has been given by the business and industrial community.

Today, more than ever, it is critical that Advisory Committees be involved in planning programs and evaluating the successes of our efforts. Committee members assist us in maintaining relevant up-to-date training programs.

AN ADVISORY COMMITTEE IS NEEDED . . .

* To assist in curriculum review, verification of labor market needs and placement.
* To acquire information that will help design, update, modify, expand, and improve the quality of ROP courses.
* To obtain added support and strengthen the relationship between business, industry, the community, and education.
* To meet accountability requirements set by the California State Department of Education.

ADVISORY COMMITTEE FUNCTIONS AND RESPONSIBILITIES:

* Verify job market needs of a local or regional labor market.
* Advise in matters related to program activities, course content, and the competencies needed.
* Advise on instructional facilities and equipment.
* Assist in long-range program planning.
* Act as a liaison between the Community and ROP.
* Serve as resource persons and help identify community resources.
* Recommend competent personnel with appropriate experience as potential instructors.
* Assist to promote the occupational program.
* Maintain an active role in assisting with placement of students.

Title V, Section 11504. Course Appropriateness and Criteria for Course Approval. There is evidence that use is being made of subject area advisory committees in determining courses appropriate for Regional Occupational Centers or Regional Occupational Programs. Note that advisory committee minutes provide this evidence.
CHECKLIST FOR ADVISORY COMMITTEE MINUTES

The checklist that follows provides guidelines for instructors in the work with advisory committees with a special focus on the important information that should be recorded at the annual advisory committee meetings. Each ROCP will adapt the guidelines to suit local needs and particular organizational structure. The checklist can be added to local Advisory Committee Handbooks.

Purpose of Meeting

The main function of the Advisory Committee is to provide up-to-date information on current trends and technologies and to make recommendations for the development and improvement of the program. An advisory committee member speaks on behalf of employers from a specific career-technical area.

Note: The purpose of the meeting should be included on the meeting agenda, should be stated at the opening of a meeting, and restated in the minutes.

Full Identification of Business/Industry Members Present

The minutes include a listing, complete with full name, title, and name of business, of each advisory committee member participating in the meeting. Through the use of technology (virtual, e-based), meeting participation can be accomplished in several ways including teleconference, conference call, online connection, as well as being physically present at a scheduled meeting location.

Advisory Committee minutes reflect that a majority of the members in attendance represent the career-technical area for which instruction is given.

Example:
List of business/advisory members present:
Carla Ames, Owner, Kid’s World Child Care Center
Cathy Boetcher, Director, Growth & Opportunity, Inc.
Margarita Carrillo-Gaitán, Coordinator, Project Head Start
Cindy Walling, Director, Goldsmith Seeds Child Care Center
Listing of ROCP Teachers, Administrators, Staff, Ad Hoc Members, and Others Present

The minutes include a listing, complete with full name and job title of attendees other than those listed as Advisory members. Note: This listing is not considered part of the voting membership of the advisory committee.

Example:
Site/District attendees present:
Diane Bates, Child Care Instructor, San Benito High School
Marlene Bungarner, Child Development Instructor, Gavilan College
Marcia Bush, Special Projects Coordinator, South Santa Clara County ROP
Mo Davies, Child Care Instructor, Live Oak High School
Susie Law, Child Care Instructor, Mt. Madonna High School
Marietta Segal, Child Development Instructor, Gavilan College

Meeting Called to Order by __________

Include full name of person chairing the meeting.

Example:
Don Smith, Law Enforcement instructor called the meeting to order at 1:30 p.m.

Approval/Review of Minutes

Recommendations from the previous meeting as presented in the minutes should be noted.

Example: Lynne and Willie discussed last year’s recommendations and how they had been addressed. One recommendation was making field trips available to students. Willie noted that he has had two this year and a third is planned.

Curriculum Review

The minutes reflect that course materials, including a copy of the current course outline, were made available to advisory committee members.

Status of Previous Recommendations. Specific recommendations made at a previous meeting are identified and status or action taken is noted.
Member Input. Provide summary detail about pertinent comments or recommendations contributed during the meeting. Minutes should reflect actual points of discussion regarding the course outline and curriculum.

Example: Vernon Gates, South City College Police Department, suggested a unit on specialized law enforcement-related occupations within the career literacy section, where students could hear about jobs such as parks/fish and game wardens, DMV security, airport and school police, and port police.

Course Description. The current description used in various course catalogs and informational brochures should be reviewed. Updated information contributed by advisory members should be noted in the minutes.

Example: Sean Carter, General Contractor, recommended that more information about the on-site internship available to the construction students be included in the course description.

Job Titles. Advisory members review the titles listed and make recommendations for additions or deletions. Revisions should be noted in the minutes.

Example: Lane Wilson, Special Agent, DEA, suggested adding customs officers to the list.

Course Outline and Hours of Instruction. Any revisions recommended by the Advisory members require a formal motion for approval. The details of the vote are included in the minutes.

Example: Advisory Committee members present at the meeting voted unanimously to approve the revised course outline and a total of 360 hours of instruction for Child Development as presented.

Training Plans for Community Classroom and/or CVE. The appropriate ROCP Instructor provides an overview and example of the mandated joint venture training agreement and plan, including student responsibilities, parent/guardian responsibilities where appropriate, employer responsibilities and ROCP responsibility. Minutes reflect this discussion.

Instructional Materials. Advisory Committee members may be asked to provide input about instructional materials including but not limited to texts, videos, software. Time may be taken at the advisory committee meeting for review of such materials. The details of the input or review should be noted in the minutes with specific titles and dates of publication or release provided.

Example: Susan Rozas, Dental Assisting instructor, demonstrated the newly purchased interactive program for checking students charting skills.
**Equipment.** Specific recommendations made by advisory committee members are noted.

*Example: John Trent, ROC Coordinator, raised a question about testing equipment to which students should be exposed. Business representatives replied that pentascanner and satellite analyzers are standards in the networking industry.*

**New Course Development**

If the course is new, minutes reflect extensive, in-depth discussion by industry advisors of course content, including appropriate job titles and competencies to be mastered (both academic and industry-specific); local labor market needs; related course offerings; area training programs already offering classes; and career pathways. Minutes should also show final approval of the course outline with motion and second by industry advisors.

*Example: The motion by Tom Ross, Showtime Director, seconded by Tina Lee, Video Productions Coordinator, to approve the new course outline for Audio-Video Publishing was passed unanimously by advisory committee members present at the meeting.*

**Articulation/UC Approved**

If the career-technical program is articulated with a community college program or approved for UC a-g credit, it should be noted in the minutes. An annual report of the number of students continuing their education in these programs should be included.

*Example: John Ingram, Computer Business Applications instructor, explained to advisory committee members how the articulation agreement was working for the students when they continued their education at the community college.*

**Labor Market Information & Future Trends**

A review of the current local and state labor market information is provided either in summary narrative form or by the addition of handout material(s) that have been distributed. Current salary ranges for the occupations or career clusters aligned with the program should be supplied along with the labor market data. This up-to-date information is reflected in the minutes, or as an attachment to the minutes.

*Example: The current labor market information distributed showed a high demand for network technicians. Gary Mitchell, Amerilink Corporation, estimated that in the*
next two years there is a need for 3,000 technicians in positions connected to several different aspects of the industry.

**Placement/Continuing Education**

Discussion about factors contributed by advisory committee members is reflected in the minutes. The ROCP Instructor will report on current placement data for the program, and the detail will be in the minutes or included as an attachment.

*Example: Bruce Lee, Network Cable Technology instructor, indicated that 12 out of 20 students in the current program have jobs waiting for them upon graduation.*

**Suggestions & Recommendations**

Note other advice given by advisory committee members.

*Example: Don Speciale, Amerilink Operations Manager, indicated that he would like to visit classes and talk to network cable technology students.*

**Motion Recommending Support for Continuing the Program**

Document the complete detail of this action including the name of the advisory committee member who made the motion, the second, and how the total advisory committee membership present, or connected for the meeting, voted. State clearly in the minutes whether the motion was carried or not carried. **Note:** ROCP instructors, administrators, or staff present are not included in this vote.

*Example: The motion to continue the Computer Business Applications program was made by Melissa Dile, City Human Resources Director, and seconded by Jeff Stremsatz, Manpower. All ten business advisory members present voted in favor of the motion.*

**Next Meeting (optional)**

If a date, time, and location for the next meeting is set, list the information prominently at the end of the minutes.

*Example: The Computer Business Applications Advisory Committee will meet again on Thursday, May 3, 2001, from 4:30-6:00 p.m. at the Manpower office, 1708 West Street, Suite D, Gilroy, CA 95020.*
Thank You and Adjournment (list time)

Example: The meeting was closed at 6:00 p.m. with appreciation expressed to the advisory members for their willingness to serve in this capacity and provide much-needed advice for the program.

Name of Person Taking/Preparing the Minutes

Example: Minutes prepared by Joan Smith, South County ROP.
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

18. Pitman FFA Proficiency Standards
Pitman FFA Proficiency Standards
John H. Pitman High School Agriculture Department

The Pitman FFA Chapter does not currently have Proficiency Standards. This is one of the areas that is missing from our Comprehensive Program Plan. This item was among the list of components of the Comprehensive Program plan that we split up to develop for the upcoming school year. It is the goal of the John H. Pitman Agriculture Department to develop proficiency standards for each pathway that exists in our program. As we continue to revise and develop our pathways for students, these proficiency standards will be created and revised to match current agriculture education and industry standards. It is the department’s goal that each year we add a set or proficiency standards for a career pathway that is part of the Agriculture Department at John H. Pitman High School. Since agriculture mechanics is our most complete pathway, the agriculture department will begin to establish these proficiency standards first.
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

19. Commission on Teacher Credentialing Credentials
Commission of Teacher Credentialing
Credentials for Amanda Bevier Bailey
John H. Pitman High School Agriculture Department

I currently hold the following credentials:
   Single Subject Teaching Credential, Agriculture, Preliminary
   Specialist Instruction Credential, Agriculture, Clear

I completed the BTSA program during the 2013-2014 school year. Due to an error, I have reapplied to make my preliminary single subject teaching credential clear.
By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

AMANDA BEVIER

is hereby awarded a

Preliminary Single Subject Teaching Credential: New Credential Type

AUTHORIZED SUBJECT(S):
Agriculture,

SUBJECT MATTER AUTHORIZATION(S):
Agriculture,

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 06/30/2012 to 07/01/2017

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov
By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

AMANDA BEVIER

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture): New Credential Type

AUTHORIZED SUBJECT(S):
Agriculture

SUBJECT MATTER AUTHORIZATION(S):
Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 06/30/2012 to 07/01/2017

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

20. Pitman FFA’s 2014-2015 Calendar of Activities
Pitman FFA Calendar of Activities
John H. Pitman High School Agriculture Department

Students are given a copy of the Pitman FFA’s calendar of activities at the beginning of each year. My students are required to keep this cope in the front of their notebook and binder throughout the year. This calendar also serves as a good reference when completing the calendar in their record books.
<table>
<thead>
<tr>
<th>Description</th>
<th>Event Date</th>
<th>Description</th>
<th>Event Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September FFA Meeting, Ice Cream Social</td>
<td>9/15/2014</td>
<td>CATA/FFA Spring Regional Meeting</td>
<td>2/28/2015</td>
</tr>
<tr>
<td>Otis Cookie Dough Distribution</td>
<td>9/30/2014</td>
<td>UC Davis Field Day</td>
<td>3/7/2015</td>
</tr>
<tr>
<td>Central Region COLC</td>
<td>10/4/2014</td>
<td>Spring Drive Through BBQ</td>
<td>3/12/2015</td>
</tr>
<tr>
<td>October FFA meeting, Chapter Degree Ceremony</td>
<td>10/9/2014</td>
<td>Chico State Field Day</td>
<td>3/14/2015</td>
</tr>
<tr>
<td>Quarter 1 Activity, Corn Maze</td>
<td>10/21/2014</td>
<td>Occupational Olympics</td>
<td>3/18/2015</td>
</tr>
<tr>
<td></td>
<td>11/1/2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Drive Through BBQ</td>
<td>11/13/2014</td>
<td>Lathrop Field Day</td>
<td>3/21/2015</td>
</tr>
<tr>
<td>November FFA Meeting, Greenhand Degree Ceremony</td>
<td>11/17/2014</td>
<td>March FFA Meeting, Minute to Win It</td>
<td>3/24/2015</td>
</tr>
<tr>
<td>Greenhand Degree Ceremony and Ag Olympics</td>
<td>11/17/2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sectional Bowling</td>
<td>12/2/2014</td>
<td>Central Region Parli Pro, Merced</td>
<td>3/27/2015</td>
</tr>
<tr>
<td></td>
<td>12/15/2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December FFA Meeting, FFA Jacket Ceremony</td>
<td>12/9/2014</td>
<td>State Degree Ceremony, MJC</td>
<td>3/30/2015</td>
</tr>
<tr>
<td>Quarter 2 Activity, Ice Skating</td>
<td>12/11/2014</td>
<td>April FFA Meeting, Taco Bus</td>
<td>4/14/2015</td>
</tr>
<tr>
<td>January FFA Meeting, Casino Night</td>
<td>1/8/2015</td>
<td>State Speaking Finals</td>
<td>4/16/2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4/17/2015</td>
</tr>
<tr>
<td>MFE/ALA Leadership Conference</td>
<td>1/9/2015-</td>
<td>Fresno State Field Day and State</td>
<td>4/18/2015</td>
</tr>
<tr>
<td></td>
<td>1/10/2015</td>
<td>Convention</td>
<td>4/21/2015</td>
</tr>
<tr>
<td>Tri Rivers Super Day(Creed &amp; BIG)</td>
<td>1/29/2015</td>
<td>Cal Poly State Finals</td>
<td>5/1/2015-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5/3/2015</td>
</tr>
<tr>
<td>Pitman FFA Alumni Crab Feed</td>
<td>1/23/2015**</td>
<td>Project Competition</td>
<td>5/8/2015-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5/9/2-15</td>
</tr>
<tr>
<td>Newman Records Contest, Orestimba High School</td>
<td>1/31/2015</td>
<td>FFA Banquet</td>
<td>5/14/2015</td>
</tr>
<tr>
<td>Winter State Finals (Vine Pruning)</td>
<td>2/2/2015</td>
<td>Chatom Ag Day</td>
<td>5/15/2015</td>
</tr>
<tr>
<td>Central Region Leadership Prelims, Galt, CA</td>
<td>2/11/2015</td>
<td>Project Competition Awards Ceremony</td>
<td>5/28/2015</td>
</tr>
<tr>
<td>February FFA Meeting, Fear Factor</td>
<td>2/19/2015</td>
<td>Camp Sylvester Leadership Conference</td>
<td>6/5/2015-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6/7/2015</td>
</tr>
<tr>
<td>FFA Day</td>
<td>2/24/2015</td>
<td>Pitman FFA Achievement Trip</td>
<td>6/1/2015-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6/3/2015</td>
</tr>
</tbody>
</table>
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

2014-2015 Expected Professional Growth and Development Activities
John H. Pitman High School Agriculture Department

Below is a list of the professional growth and development activities that each of the agriculture instructors will participate in for the 2014-2015 school year. These professional development activities include California Agriculture teachers Association Activities as well as professional development activities hosted by the Turlock Unified School District and John H. Pitman High School.

1. Weekly Professional Learning Community (PLC) Meetings
2. Fall Stanislaus Tuolumne/Tri Rivers CATA meeting
3. Dave Stuart Common Core Workshops
4. Fall CATA Roadshow
5. Fall CATA Regional Meeting
6. Stanislaus Tuolumne/Tri Rivers Counselors’ Night
7. Positive Behavior Intervention and Support (PBIS) Staff In-Service
8. Common Core Literacy Staff In-Service
9. Spring CATA Regional Meeting
10. Technology In-Service
11. Stanislaus County Fair Ag Teachers Meeting
The following dates and content have been selected for districtwide professional development days based on feedback from staff. Certificated staff members are expected to attend two of the three days being offered. The intent of these dates is to provide a balance of general information and resources for all staff as well as PLC collaboration time for building next step plans and expectations for implementation.

All dates will follow the schedule and format below:
7:30 a.m.  Sign In Open--Pitman High School Gym
8:00 a.m.  Day Begins--Speaker Presentation
11:15 a.m. Lunch on Your Own
12:15 p.m. Reconvene at individual school sites; Site administrators will facilitate school-wide follow up and collaboration
3:00 p.m.  Sign Out

Saturday, March 7
*Positive Behavior Intervention & Support (PBIS) with Susan Isaacs*
http://www.safeandcivilschools.com/aboutus/trainer_bios/isaacs.php
In June 2014, Susan provided a productive and well-received two day PBIS training for all TUSD site teams. On Saturday she will provide a half day training for all staff on the essence of PBIS and some “nuts and bolts” to support site specific positive behavior systems that begin the classroom.

Friday, April 3
*Common Core Literacy with Dave Stuart, Jr.*
www.teachingthecore.com
This school year Dave has provided a series of popular workshops for TUSD teachers. As a workshop leader, he specializes in what he believes matters most in Common Core literacy implementation. He provides a simple, yet robust, framework for developing Common Core aligned instruction and practical, hands-on training around focused, high-yield strategies for reading, writing, speaking, arguing, and developing character that will influence all subjects and courses. On Friday, he will continue his work in Turlock by revisiting topics from his previous workshop and building upon introduced concepts.

Monday, June 1
*Technology with Jay Brem and the TUSD Tech Team*
Jay, technology staff and lead teachers will provide timely information and training on technological resources to assist with classroom instruction. Topics being investigated for the day include Aeries.net, getting the most of out of hardware (like document cameras), and web 2.0 tools.
Pitman FFA 2014-2015 R-2 Report
John H. Pitman High School Agriculture Department

The 2014-2015 R-2 report shows a current total of 419 students in the agriculture program at John H. Pitman High School. When looking at the students by grade level, the report shows that we struggle in retaining freshmen and sophomores for the next year. This year’s R-2 report has served as guide for the Agriculture Department to adjust and strengthen our student retention strategies.
Select a school: << Select a School >>

Data for Year: 2014-2015

School:
# CA0512  Turlock - John H. Pitman
John H. Pitman HS
2525 W. Christoffersen Parkway
Turlock, CA 95382
Get Map
Web Site

Teachers: 3

Courses Offered:

<table>
<thead>
<tr>
<th>Type</th>
<th>Course</th>
<th>Enrollment</th>
<th>H.S. Grad Credit UC Credit</th>
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</thead>
<tbody>
<tr>
<td>Ag Biology</td>
<td>Ag Welding</td>
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<td>Other</td>
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<tr>
<td>Ag Biology</td>
<td>Integrated Agriculture Biology</td>
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<tr>
<td>Ag Biology</td>
<td>Integrated Agriculture Biology</td>
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<td>Life Science</td>
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<tr>
<td>Ag Biology</td>
<td>Integrated Agriculture Geoscience</td>
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<tr>
<td>Ag Mechanics</td>
<td>Ag Engineering</td>
<td>35</td>
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<tr>
<td>Ag Mechanics</td>
<td>Ag Engineering</td>
<td>35</td>
<td>Other</td>
</tr>
<tr>
<td>Ag Mechanics</td>
<td>Ag Welding</td>
<td>25</td>
<td>Other</td>
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<tr>
<td>Agriscience I</td>
<td>Ag Geoscience</td>
<td>34</td>
<td>Physical/Earth Sci.</td>
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<tr>
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<td>Ag Science</td>
<td>25</td>
<td>Other</td>
</tr>
<tr>
<td>O.H./Floral</td>
<td>Floral Design</td>
<td>34</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>O.H./Floral</td>
<td>Floral Design</td>
<td>24</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Other Ag</td>
<td>Integrated Agriculture Geoscience</td>
<td>34</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>Other Ag</td>
<td>Integrated Agriculture Geoscience</td>
<td>34</td>
<td>Does Not Meet</td>
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<tr>
<td>Plant/Soil Sci.</td>
<td>Turf Grass Management</td>
<td>22</td>
<td>Other</td>
</tr>
<tr>
<td>Plant/Soil Sci.</td>
<td>Viticulture</td>
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<td>Other</td>
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<td>TOTAL</td>
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<td>451</td>
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<tr>
<td>Average Class Size</td>
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FFA Students by Pathway:

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<tr>
<th>Pathway</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Bus Mgt</td>
<td>5</td>
</tr>
<tr>
<td>Ag Mech.</td>
<td>92</td>
</tr>
<tr>
<td>Agriscience</td>
<td>253</td>
</tr>
<tr>
<td>An. Science</td>
<td>5</td>
</tr>
<tr>
<td>Forestry/NR</td>
<td>1</td>
</tr>
<tr>
<td>O.H.</td>
<td>59</td>
</tr>
<tr>
<td>Plant/Soil Sci.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>419</td>
</tr>
</tbody>
</table>

FFA Students by Grade Level:

Grade Level Count

https://cataged.csuchico.edu/r2/Scripts/Reports/School/AAGlance.asp
9  130
10  114
11  70
12  76
13  22
14  6
15  1
Total 419

**FFA Students by Years in Ag:**

<table>
<thead>
<tr>
<th>Years in Ag</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>243</td>
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<tr>
<td>2</td>
<td>93</td>
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<tr>
<td>3</td>
<td>49</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
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<tr>
<td>5</td>
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<td>6</td>
<td>4</td>
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<tr>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>419</td>
</tr>
<tr>
<td>Average Years</td>
<td>1.8</td>
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</table>

**Freshman Persistence:**
Cohort Year: 2011-2012

<table>
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<tr>
<th>Years in Ag Completed</th>
<th>Count</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>82</td>
<td>65%</td>
</tr>
<tr>
<td>2</td>
<td>22</td>
<td>17%</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>7%</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>11%</td>
</tr>
</tbody>
</table>

Freshman Cohort Students 127
Average Years Completed 1.6

Ed Data provides demographic data for schools in California. To view this data click on the link.
View Ed Data

Congressional District 10
Assembly District 12
State Senate District 8
County Stanislaus
County-District-School Code 50757395030283

Site developed and maintained by the California FFA Association.
## Gender

<table>
<thead>
<tr>
<th>SchNum</th>
<th>ProgName</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>441</td>
<td>Ag Bus Mgt</td>
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<td>4</td>
</tr>
<tr>
<td>441</td>
<td>Ag Mech.</td>
<td>84</td>
<td>8</td>
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<tr>
<td>441</td>
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<td>127</td>
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<td>441</td>
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<tr>
<td>441</td>
<td>Forestry/NR</td>
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<td>1</td>
</tr>
<tr>
<td>441</td>
<td>O.H.</td>
<td>19</td>
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</tr>
<tr>
<td>441</td>
<td>Plant/Soil Sci.</td>
<td>1</td>
<td>3</td>
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</table>

## Hispanic

<table>
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<tr>
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<th>Hispanic</th>
<th>Non-Hispanic</th>
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</thead>
<tbody>
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<td>4</td>
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<tr>
<td>Ag Mech.</td>
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<td>41</td>
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<td>Agriscience</td>
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<tr>
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<tr>
<td>O.H.</td>
<td>22</td>
<td>37</td>
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<tr>
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<td>3</td>
</tr>
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## Race

<table>
<thead>
<tr>
<th>ProgName</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Asian</th>
<th>Native Hawaiian/Pacific Island</th>
<th>2 or more</th>
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<tbody>
<tr>
<td>Ag Bus Mgt</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Ag Mech.</td>
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<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>38</td>
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<tr>
<td>Agriscience</td>
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<td>O.H.</td>
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<td>1</td>
<td>1</td>
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</table>

## Grade Level

<table>
<thead>
<tr>
<th>Year In Ag</th>
<th>Grade9</th>
<th>Grade10</th>
<th>Grade11</th>
<th>Grade12</th>
<th>Grade13</th>
<th>Grade14</th>
<th>Grade15</th>
<th>Grade16</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
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<td>40</td>
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<tr>
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<td>34</td>
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<tr>
<td>4</td>
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<td>13</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>15</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>16</td>
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</table>

[https://calaged.csuchico.edu/R2/Scripts/Roster/R2StudentReport.asp](https://calaged.csuchico.edu/R2/Scripts/Roster/R2StudentReport.asp)
Freshman Persistance:
Cohort Year: 2011-2012

<table>
<thead>
<tr>
<th>Years in Ag Completed</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>82</td>
<td>65%</td>
</tr>
<tr>
<td>2</td>
<td>22</td>
<td>17%</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>7%</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>11%</td>
</tr>
</tbody>
</table>

Freshman Cohort Students: 127
Average Years Completed: 1.6

*Prior to 2010 Hispanic is listed as a race.

CALIFORNIA ASSOCIATION FFA

AFFILIATION MATERIAL ORDER FORM

The Turlock - John H. Pitman Chapter of FFA is requesting 421 Leadership Packets in order to facilitate instruction at the start of school. Ship materials to:

# CA0512
John H. Pitman HS
2525 W. Christoffersen Parkway
Turlock, CA 95382

Please sign below indicating you understand that your chapter must affiliate at least as many students as you have ordered packets for, and at least as many students as will be reported on your R-2, regardless of what your enrollment might be at a later date.

Advisor signature: __________________________

Please allow for two weeks delivery from the date your order is received in our office.

<table>
<thead>
<tr>
<th>Description</th>
<th>Qty</th>
<th>Rate</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Student</td>
<td>421</td>
<td>8.50</td>
<td>3,578.50</td>
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<tr>
<td>Others</td>
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<td>0.00</td>
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<tr>
<td>Shipping</td>
<td>421</td>
<td></td>
<td>125.00</td>
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<td></td>
<td></td>
<td><strong>$3,703.50</strong></td>
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<tr>
<td>Less &quot;Early Order&quot; Amount</td>
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</table>

A Purchase Order addressed to California Association, Future Farmers of America - Vo Ag Student Leadership Program must accompany this form and mailed to:

California Association, Future Farmers of America
Jennifer Stockton, Membership Services
PO Box 460 Galt, CA 95632
(209)744-1601 phone
(209)744-1602 fax
jstockton@californiaFFA.org

Printed: 10/17/2014 9:48:51 AM

Site developed and maintained by the California FFA Association.
### R2 Teacher Information

**John H. Pitman HS, Turlock**  
**Year: 2014**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Total Years Teaching Ag.</th>
<th>Credential Type</th>
<th>9-Month Salary</th>
<th>Extended Contract Stipend</th>
<th>FFA Stipend</th>
<th>Department Head Stipend</th>
<th>SOE</th>
<th>Period</th>
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<tr>
<td>Bailey</td>
<td>Amanda</td>
<td>M</td>
<td>Female</td>
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<td>3</td>
<td>Agriculture Specialist</td>
<td>50067</td>
<td>9958</td>
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<tr>
<td>Vannest</td>
<td>Krista</td>
<td>L</td>
<td>Female</td>
<td>White</td>
<td>16</td>
<td>Agriculture Specialist</td>
<td>86728</td>
<td>17249</td>
<td>1500</td>
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<tr>
<td>Silveira</td>
<td>Nicole</td>
<td>C</td>
<td>Female</td>
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### Bailey, Amanda

<table>
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<th>Course Title</th>
<th>Enrollment</th>
<th>Type</th>
</tr>
</thead>
<tbody>
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<tr>
<td>1</td>
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<td>Ag Welding</td>
<td>25</td>
<td>Ag Biology</td>
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### Silveira, Nicole

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<th>Period</th>
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<th>Course Title</th>
<th>Enrollment</th>
<th>Type</th>
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<tbody>
<tr>
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<td>7:50</td>
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<td>Ag Biology</td>
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### Vannest, Krista

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<tr>
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<th>Enrollment</th>
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<tbody>
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<td>0</td>
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<tr>
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<td>O.H./Floral</td>
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<tr>
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<td>0145</td>
<td>Floral Design</td>
<td>24</td>
<td>O.H./Floral</td>
</tr>
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</table>
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

23. Completed John H. Pitman High School Travel Request Paperwork
John H. Pitman High School Travel Request Paperwork
John H. Pitman High School Agriculture Department

At John H. Pitman high School, the proper paperwork must be filled out before any travel is done by either the agriculture instructors and/or agriculture students. The school administration requires the following items to be approved and on file before any travel occurs:

1. SBA (School Business Agreement) Request
   This form is to be completed before any FFA activity or professional development event. Once processed, a copy of this form is returned to both the requesting employee and department chair. I hold the records of all of these completed forms for the school year.

2. Field Study Trip Request
   This form is completed for any activity in which students are involved. This form is submitted to the school administration, approved by the school principal, and is then sent to the Turlock Unified School District Office where it is kept on file.

3. Transportation Department Request for Motor Vehicles
   This form is completed for any activity where we need to reserve district vehicles. We generally do not need this form for every activity, since we have access to the two department suburbs and a CTE van that is housed on the John H. Pitman High School campus for all CTE teachers to reserve and use. Since these vehicles are in high demand, I complete these forms each year for activities that we anticipate having for than 14 students in attendance, with the option to cancel the reservation 72 hours in advance if they vehicles are unneeded.

I prepare all of the SBAs, Filed Study trip Requests, and Requests for Motor Vehicle forms for the entire upcoming school year during the summer and submit them in July. That way, I can ensure that each form is processed on time and all the deadlines are met.
SBA (School Business Agreement) Request

Te/s Vannest, Bailey, Silveira

Task/ Project CSU Fresno Field Day & State FFA Convention

Where CSU Fresno in Fresno, CA

Date/s (from – to) 4/18/2015 to 4/21/2015

Strategy Career Development Event – Student Competition & Leadership Conference

Justification

Funding Source Ag General & AIG

# of Periods 2 Day(s) (for 2 teachers Bailey & Vannest only)

Sub Needed ☐ Yes ☐ No

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<tr>
<th>Estimate of Expenses</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitute</td>
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</tr>
<tr>
<td>Registration</td>
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</tr>
<tr>
<td>Lodging</td>
<td>$330</td>
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<tr>
<td>Meals</td>
<td>$</td>
</tr>
<tr>
<td>Travel: District Vehicle</td>
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<tr>
<td>Air Fare or Bus</td>
<td>$</td>
</tr>
<tr>
<td>Other</td>
<td>$</td>
</tr>
</tbody>
</table>

Description of Other Expenses:

$  

TOTAL ESTIMATED EXPENSES $910

______________________________
Employee Signature

______________________________
Date

______________________________
Department Head Signature

______________________________
Date

______________________________
Principal Signature

______________________________
Date

Date SBA Entered:
STUDY TRIP REQUEST

School_________________________________ Date of Trip ______________________

Grade or Groups _________________________ Approximate No. of Pupils ____________

Kind of Educational Trip: Study _____ Performance _____ Conference _____ Walking _____

Objective for the trip: ____________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Number of parents accompanying group: ____________________________________________

Arrangements have been made with: ______________________________________________

Whose address is: ______________________________________________________________

Parking space for bus is available at: _____________________________________________

Suggested place for lunch: _______________________________________________________

School cafeteria will ____ will not ____ be used on this date.

Bus request for: _______________ (day) Date _______________ Time of event ___________

or _______________ (day) Date _______________ Time of event ___________

Desirable departure time from school ____________ Arrival time at school __________

a.m./p.m. a.m./p.m.

Teacher ____________________________________ Principal _________________________

Approved by: Dana Salles Trevethan, Assistant Superintendent-Educational Services

Upon approval, the request will be returned to the teacher and principal.
SECTION 1: (Complete prior to trip)

District:  □ Elementary    □ High School

Site/Department

Special Program

Funding Source

Maximum Load: Seven (7) Passengers Plus Driver
No Guarantee on Type of Vehicle Available

Employee

Date Departure: Date _______ A.M. _______ P.M.

Date Return: Date _______ A.M. _______ P.M.

Destination:

No. Transported: 14 Students 2 Teachers 0 Others

Reason for Use:

Approved By:

Authorized Signature  Date

Employee

Authorized Signature  Date

Site Administrator

Authorized Signature  Date

Asst. Supt., Business Services/Designee

SECTION 2: (Complete prior to return of vehicle)

Encumbered:  □ Yes  □ No

Vehicle # 411

Driver Name

District Credit Card #

Speedometer Reading:  Return

Leave

Total Mileage

Cost Per Mile $_______

Total Cost $_______

PHS-AG (1 van only)
Orestimba High, Newman

MILEAGE/OPERATION COST

60 MILES  0.56  33.60

TOTAL COST BILLED

33.60

White: Transportation,    Gold: Billing,    Green: Accounts Receivable,    Blue: Site/Cost,    Yellow: Accounting,    Pink: Site/Originator
1. Originator (or traveler) obtains cost of flight, hotel and/or car rental from Adventure Travel. A price quote from Adventure Travel must accompany any travel arrangements.

2. Originator prepares Request to Attend Meeting/Conference. Documentation is obtained regarding conference (or other business purpose of travel) and attached along with Purchase Orders for registration fees, Adventure Travel and other trip expenses. Traveler should estimate personal vehicle miles and meals that will be reimbursed (see notes at bottom). Purchase Orders for Adventure should include travelers name, destination, dates of travel and an attached itinerary.

3. Immediate Supervisor/Site Administrator reviews and approves.

4. Program Manager reviews and approves. If multiple funding sources are used, all Program Managers must approve.

5. If out-of-state travel is involved, Superintendent must approve.

6. The Fiscal Services Department reviews and processes necessary paperwork and payments. An approval number for Adventure Travel is assigned. The document copies are returned to site and the originator, and the originals are processed as required.

7. The Fiscal Services Department contacts Adventure Travel with an approval number to complete reservations. The traveler can then arrange for pickup of tickets and other documentation if needed.

8. Travel is completed and ITEMIZED expense receipts are kept.

9. Traveler completes Statement of Meeting/Conference Expenses form and attaches necessary receipts and signs at bottom.

10. Supervisor reviews and approves final expenditures.

   Note: Items 10 and 11 must be done and forwarded to Fiscal Services within 10 days after end of travel.

12. The Fiscal Services Department processes document for reimbursement of authorized costs to traveler.

Meals will be reimbursed at the following rates:

<table>
<thead>
<tr>
<th>Meal</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>$8</td>
</tr>
<tr>
<td>Lunch</td>
<td>$11</td>
</tr>
</tbody>
</table>
Dinner $21
$40 total not to exceed each day

Example 1: Traveler is at meeting from 8am to 4pm.....District will only reimburse
for lunch.
Example 2: Traveler leaves day before for a conference in southern California and is
lodged overnight so he/she can be at the 8am start time, conf is 3 days
and ends on the third day at noon.....District will reimburse for dinner
the 1st night, all 3 meals on days 1 & 2 of conf. and for breakfast and
lunch on day 3. Traveler should be home for dinner.
Example 3: Conference includes all meals....District would not pay meal
reimbursements except in the case of travel time.

Mileage:
The current mileage rate is .445 (1-1-06). Please use Map Quest or other site to
estimate your miles. Keep record of actual mileage during the trip. Claim actual
miles on the reimbursement form.

NOTE: Personal reimbursement form is to be turned in
within 10 days after end of travel.

DISTRICT TRAVEL AGENCY
RESERVATION GUIDELINES

Turlock Unified School District has contracted with Adventure Travel to handle all
airline bookings, hotel and rental cars for travel on District business.

To make your reservations and get your tickets, please comply with the following
procedure:

To get the cost and make tentative reservations , call Adventure Travel @ 634-7241.
Identify yourself as being with Turlock Schools and provide them with the following
information:

a) Your name
b) School site name
c) Traveler's name if you are booking for someone else
d) Date(s), origin and destination of travel
e) Specific airline and flight number, if applicable
f) Car and hotel needs
g) Special delivery instructions, if applicable

Follow the approval process outlined on the back of this page.

After approval, the Fiscal Services Department will give Adventure Travel an
approval number. The return of the pink copy of your purchase order will be
your approval to finalize your plans.
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

24. CATA Membership Card
I have been a paid California Agriculture Teacher’s Association member for three years. I plan to continue my membership in the upcoming years, when I resume my career in the Agricultural Education teaching profession.
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

25. John H. Pitman High School
Professional Development Report
At John H. Pitman High School, we are generally not required to submit reports to the administration after attending professional development activities. I asked the school administration about these reports, and I was told we may be requested to fill out a Conference/Workshop Report Form on a special basis, depending on the activity. I have attached the form that is available for staff to fill out after attending a professional development activity. To the best of knowledge, it is at the discretion of each site in the district to require the submission of professional activity reports. I have developed an Agriculture Department Memorandum form for the agriculture instructors to use in the future to report back to the administration on the professional development activities that we partake in. In addition, I have also included an additional completed example of a memorandum form that could be submitted.
To: Rod Hollars, Principal  
From: Amanda Bailey  
Subject: Professional Development Event  

Date: 11-24-14

Last Friday we attended the Central Region Fall Regional Roadshow in Murphys, California. This was a great event to attend, as there were a lot of workshops that were very education for me. I attended the workshop on the new American Degree application, which will help me get our alumni students ready to go and earn their American Degrees. I also attended a workshop on agriculture mechanics student projects. I brought home a lot of ideas that I plan to implement in my classes.

Thank you very much for allowing us to attend this event.

Amanda Bailey
JOHN H. PITMAN HIGH SCHOOL
CONFERENCE/WORKSHOP REPORT FORM

This form is to be completed after attendance at a conference or workshop.

Name __________________________ Conference/Workshop date(s) __________________

Name of Conference/Workshop ____________________________________________

Briefly describe topics covered:

Suggestions for the instructional program at Pitman High School:

Evaluation of Conference (check one): _____ Outstanding _____ Good _____ Poor

__________________________________________________  ______________________
Signature                                                     Date

Return this form to Assistant Principal/Curriculum and Instruction.

white - Administration
yellow - Department Chairperson
pink - Originator

10/02

FACULTY GUIDE • 207(8)
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

26. Pitman FFA 5 Year Acquisition
   "Wish List"
The attached 5 Year Acquisition Schedule was updated this past fall 2014. This “Wish List” reflects large purchase items that are a top priority for the John H. Pitman Agriculture Department. As a department, the agriculture instructors feel that these are serious “must haves” for the viability and growth of our program.

This past spring we were fortunate enough to purchase a bumper tow livestock trailer. In the past we have had to rely on our own personal equipment and/or borrow a trailer from family members, parents, or community supports to aid in the transportation of out students’ livestock projects to fair, etc.
2015  Truck, Bumper Tow Livestock Trailer
2016  Truck, Bumper Tow Livestock Trailer, 7 more Computers on Wheels (COW’s)
2017  Drill Press & Plasma Cam Motor, Walk in Floral Cooler
2018  Floral & Mechanics Storage Sheds
2019  Ironworker & Portable Welder
<table>
<thead>
<tr>
<th>Quantity</th>
<th>Item Description (detailed)</th>
<th>Cost Estimate</th>
<th>Justification for Perkins Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>*Summer Conference CATA registration</td>
<td></td>
<td>Statewide conference to explore and broaden our knowledge of the agriculture industry that includes collaboration with other programs.</td>
</tr>
<tr>
<td>3</td>
<td>*Hotel Rooms for 3 for Conference</td>
<td></td>
<td>To aide in the transportation of livestock to the fair and other community events around the county.</td>
</tr>
<tr>
<td>1</td>
<td>Aluminum 16 foot bumper pull livestock trailer</td>
<td></td>
<td>Expand the capabilities of the floral department and allowing a more holistic experience for the students.</td>
</tr>
<tr>
<td>1</td>
<td>Floral Fridge Standard three door - $4,200</td>
<td></td>
<td>Allow students to better care for their projects by measuring rate of gain.</td>
</tr>
<tr>
<td>1</td>
<td>Aluminum hog/sheep/goat scale</td>
<td></td>
<td>&amp; ensuring accurate weights for the fair.</td>
</tr>
<tr>
<td>1</td>
<td>Nasco portable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Verification Statement: I have read and understand the guidelines for utilization of Carl D. Perkins funding. These requests are appropriate and adhere to the allowable expenses defined by the California Department of Education policies and federal regulations.

[Signatures]
## Carl Perkins Budget Request

**Equipment & Supplies**

<table>
<thead>
<tr>
<th>Industry Sector</th>
<th>Career Pathway</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Requested by**

<table>
<thead>
<tr>
<th>Approved by</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pitman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Item Description (detailed)</th>
<th>Cost Estimate</th>
<th>Justification for Perkins Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aluminum blocking chute</td>
<td></td>
<td>Enhance the beef &amp; dairy operation by allowing students regular access to a high-quality safe functioning grooming tool.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item(s)</th>
<th>Tax</th>
<th>Ship</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>$500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item(s)</th>
<th>Tax</th>
<th>Ship</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item(s)</th>
<th>Tax</th>
<th>Ship</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Verification Statement:** I have read and understand the guidelines for utilization of Carl D. Perkins funding. These requests are appropriate and adhere to the allowable expenses defined by the California Department of Education policies and federal regulations.

CTE Instructor signature: [Signature]

CTE Department Chair signature: [Signature]

Principal, Adult and Career Education: [Signature]
<table>
<thead>
<tr>
<th>Industry Sector</th>
<th>Career Pathway</th>
<th>Course(s)</th>
<th>Cost Estimate</th>
<th>Justification for Perkins Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>mechanics</td>
<td>Ag Welding, Ag Engineering School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requested by</td>
<td>Approved by</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amanda Bailey</td>
<td>Patman High School</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Item Description (detailed)</th>
<th>Item(s)</th>
<th>Tax</th>
<th>Ship</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Pairs of welding gloves</td>
<td>$215.00</td>
<td></td>
<td></td>
<td>$215.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Portable generator</td>
<td>$488.30</td>
<td></td>
<td></td>
<td>$527.55</td>
</tr>
<tr>
<td></td>
<td>1. Welding power source</td>
<td>$579.00</td>
<td></td>
<td></td>
<td>$636.90</td>
</tr>
<tr>
<td></td>
<td>2. Fan usage</td>
<td>$219.98</td>
<td></td>
<td></td>
<td>$321.97</td>
</tr>
<tr>
<td></td>
<td>Dewalt portable table saw</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>W/rolling stand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oxygen acetylene torch kit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Oxygen regulator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Acetylene regulator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Tip</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Hose</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Supply</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Welding torch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Verification Statement: I have read and understand the guidelines for utilization of Carl D. Perkins funding. These requests are appropriate and adhere to the allowable expenses defined by the California Department of Education policies and federal regulations.

CTE Instructor signature: Amanda Bailey
CTE Department Chair signature: [Signature]
Principal, Adult and Career Education
<table>
<thead>
<tr>
<th>Quantity</th>
<th>Item Description</th>
<th>Item(s)</th>
<th>Tax</th>
<th>Ship</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Milwaukee 252 M16 welders</td>
<td>1530.00</td>
<td></td>
<td></td>
<td>1530.00</td>
</tr>
<tr>
<td></td>
<td>$2265.00/each, includes wire, tips, setup, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Skil Palm Sanders</td>
<td>124.85</td>
<td>12.49</td>
<td>0.00</td>
<td>137.34</td>
</tr>
<tr>
<td></td>
<td>$24.97/each</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Shade 5 face shields</td>
<td>148.25</td>
<td></td>
<td></td>
<td>170.45</td>
</tr>
<tr>
<td></td>
<td>$29.65/each</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Justification for Perkins Funding**

- **Item(s):** Improve
- **Millermatic 252 M16 welders**
  - An addition of 2 machines will allow for more efficient student work at any given time.

- **Item(s):** Enhance
  - **Skil Palm Sanders**
    - This will allow students to complete their welder projects and help eliminate the need to wait to use equipment.
  - **Shade 5 face shields**
    - There is a shortage of face shields appropriate for plasma and oxy fuel work.

**Verification Statement:** I have read and understand the guidelines for utilization of Carl D. Perkins funding. These requests are appropriate and adhere to the allowable expenses defined by the California Department of Education policies and federal regulations.

Amanda Bailey

CTE Instructor signature

Kendra Sherrill

CTE Department Chair signature

Principal, Adult and Career Education
Krista, here is a quote I hope will work for you.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Price</td>
<td>$13999.00</td>
</tr>
<tr>
<td>Pittman's Price</td>
<td>12500.00</td>
</tr>
<tr>
<td>DOC</td>
<td>65.00</td>
</tr>
<tr>
<td>sales tax</td>
<td>958.08</td>
</tr>
<tr>
<td>tire fee</td>
<td>7.00</td>
</tr>
<tr>
<td>registration</td>
<td>exempt</td>
</tr>
<tr>
<td>total</td>
<td>$13530.08</td>
</tr>
</tbody>
</table>

Tom Palubicki  
Bonander Truck & Trailer  
4401 N Golden State Blvd.  
Turlock, CA 95382  
office 209-668-3340  
cell 209-252-1323  
fax 209-634-4965  

From: KVannee@turlock.k12.ca.us  
To: T_j_Pal@hotmail.com  
Subject: FW: Aluminum Bumper Tow Trailer  
Date: Tue, 31 Mar 2015 17:33:30 +0000

I hope this is the right email address. I spoke with you in early February about pricing on the 16' Aluminum Featherlite bumper tow trailer in the lot on the Golden State facility. Pitman FFA is looking to purchase this type of trailer and we are gathering available funds to make the purchase. You had said the sticker price was $13,999 I believe. Also, if I remember there was potentially a discount available since it is a school purchase. We are applying for funds to be able to make this dream a reality and would greatly benefit from a price quote for the trailer. If you are able to help us with that it would be greatly appreciated. Please reply to this email or contact me at my cell number listed below.
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

27. 2014-2015 Operating Department Budget
2014-2015 Operating Department Budget
John H. Pitman High School Agriculture Department

Included in the section is the Agriculture Incentive Grant Application that Pitman FFA submitted for the 2014-2015 school year and the Agriculture Incentive Grant expenditure report for our department this year. Is shows how much of our funding was spent and on what items throughout this school year. There not a current official document with a department budget available.
California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2014–15 APPLICATION FOR FUNDING
(Due Date: To be received in Regional Supervisor’s Office by August 31, 2014)

DATES OF PROJECT DURATION - JULY 1, 2014, TO JUNE 30, 2015

John H Pitman High School
(School Site)

Turlock Unified School District
(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

[Signatures]
Superintendent
Title
Principal of CTE & Adult School
Title
Signature of Principal
Contact Phone Number: 209-656-1592

Date of Approval of Local Agency Board:
Funds Requested - Part I $5,000.00
Part II $3,024.00
Part III $8,000.00
Part IV $0.00
Total $14,024.00

Number of Different Agriculture Teachers at Site: 3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

<table>
<thead>
<tr>
<th>Quality Criteria</th>
<th>Will Meet Criteria</th>
<th>Variance Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Curriculum and Instruction</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>2. Leadership and Citizenship Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Practical Application of Occupational Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Qualified and Competent Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Facilities, Equipment, and Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Community, Business, and Industry Involvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Career Guidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Program Promotion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Program Accountability and Planning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year’s application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.
PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

<table>
<thead>
<tr>
<th>Total Number of Teachers</th>
<th>Amount Eligible</th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Teacher or Less</td>
<td>$4,000</td>
<td></td>
</tr>
<tr>
<td>Two Teachers</td>
<td>$4,500</td>
<td></td>
</tr>
<tr>
<td>Three Teachers or More</td>
<td>$5,000</td>
<td>$5,000.00</td>
</tr>
</tbody>
</table>

PART II - PROGRAM ENROLLMENT ALLOCATION

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>2013–14 R2 Number</th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>List Number from R2 Report ($8/Member)</td>
<td>378</td>
<td>$3,024.00</td>
</tr>
</tbody>
</table>

PART III - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.

* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.

* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site:

3

List the Names of the Agriculture Teachers:

1. Krista Vannest
2. Amanda Bailey
3. Nicole Silveira

<table>
<thead>
<tr>
<th>Number Meeting</th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 10 - Student/Teacher Ratio</td>
<td>0</td>
</tr>
<tr>
<td>Criterion 11A - Year-Round Employment</td>
<td>3</td>
</tr>
<tr>
<td>Criterion 11B - Project Supervision Period</td>
<td>0</td>
</tr>
</tbody>
</table>

TOTAL FUNDS REQUESTED PART IV $6,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $7,500 (funds requesting) in space to the right.
PART V - FINANCIAL SCHEDULE

Part A

<table>
<thead>
<tr>
<th>Line</th>
<th>Acct. No.</th>
<th>Classification</th>
<th>Description of Item for Which Funds Will be Expended</th>
<th>Incentive Grant Funds</th>
<th>Matching Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4000</td>
<td>Books &amp; Supplies</td>
<td></td>
<td>8,024.00</td>
<td>8,024.00</td>
</tr>
<tr>
<td>2</td>
<td>5000</td>
<td>Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation</td>
<td></td>
<td>Subtotal for 4000</td>
<td>$8,024.00</td>
</tr>
<tr>
<td>3</td>
<td>5000</td>
<td>Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment</td>
<td></td>
<td>Subtotal for 5000</td>
<td>$3,500.00</td>
</tr>
<tr>
<td>4</td>
<td>6000</td>
<td>Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment</td>
<td></td>
<td>Subtotal for 6000</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>6000</td>
<td>Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment</td>
<td></td>
<td>Total for 4000–6000 Lines 2, 8, 13</td>
<td>$14,024.00</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
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<tr>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL 2014–15 Incentive Grant Allocation: $14,024.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

<table>
<thead>
<tr>
<th>Line</th>
<th>Acct No.</th>
<th>Classification</th>
<th>Description of Item for Which Funds Were Expended</th>
<th>Incentive Grant Funds</th>
<th>Amount of Salary and Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>1000</td>
<td>Salaries</td>
<td>Teachers' Summer Service Salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>1000</td>
<td>Salaries</td>
<td>Teachers' Salaries for Project Supervision Period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>3000</td>
<td>Benefits</td>
<td>Benefits for the Above Items (1000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td>TOTAL</td>
<td></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

TOTAL Amount of Waiver Requested:
Grant Award Notification

GRANTEE NAME AND ADDRESS
Sonny H. Da Marto, Superintendent
Turlock Unified School District
P.O. Box 819013
Turlock, CA 95381

Attention
Sonny H. Da Marto

Program Office

Telephone
209-667-0632

CDE GRANT NUMBER

FY | PCA | Vendor Number | Suffix
---|-----|--------------|------
14 | 23068 | 7573 | 00

STANDARDIZED ACCOUNT CODE STRUCTURE

Resource Code | Revenue Object Code | COUNTY
---|-------------------|-----
7010 | 8590 | 50 |

INDEX

0615

Name of Grant Program
2014–15 Agricultural Career Technical Education Incentive Grant

<table>
<thead>
<tr>
<th>GRANT DETAILS</th>
<th>Original/Prior Amendments</th>
<th>Amendment Amount</th>
<th>Total</th>
<th>Amend. No.</th>
<th>Award Starting Date</th>
<th>Award Ending Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$30,203</td>
<td>$1,800</td>
<td>$32,003</td>
<td>2</td>
<td>07/01/14</td>
<td>06/30/15</td>
</tr>
</tbody>
</table>

CFDA Number
Federal Grant Number

Federal Grant Name
Federal Agency

This is to inform you that the award for the 2014–15 Agricultural Career Technical Education Incentive Grant has been amended.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please return the original, signed Grant Award Notification (AO-400) to:

Hugh Mooney, Education Programs Consultant
Career and College Transition Division
California Department of Education
1430 N Street, Suite 4202
Sacramento, CA 95814-5901

California Department of Education Contact
Hugh Mooney
E-mail Address
hmooney@cde.ca.gov

Job Title
Education Programs Consultant
Telephone
916-319-0488

Signature of the State Superintendent of Public Instruction or Designee

Date
March 16, 2015

CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS

On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.

Printed Name of Authorized Agent
Sonny H. DaMart
Title
Superintendent
E-mail Address
Sonny.H.DaMart@turlock.k12.ca.us

Date
March 16, 2015

Signature
Sonny H. DaMart

Date
March 16, 2015

Telephone
(209)667-0643

Date
March 16, 2015
Grant Award Notification (Continued)

Your district was allocated funds as part of the 2014–15 Agricultural Career Technical Education Incentive Grant Program. The first allocation of 75 percent was made in January 2015. The final 25 percent payment and specialized grant allocations will be released to counties upon receipt of this signed form certifying compliance and acceptance of the conditions and assurances previously agreed upon as part of the original application.

During the year either a Regional Supervisor for Agricultural Education or the local Agricultural Advisory Committee participated in a review that may have resulted in an adjustment of the final 25 percent payment. Pursuant to the review, funds should be distributed per the adjustments on the following schedule.

Funds will be distributed per the following schedule and expended in accordance with the district's approved 2014–15 application and original guidelines. The final 25 percent payment is expected to be released in April 2015.

<table>
<thead>
<tr>
<th></th>
<th>1st Payment</th>
<th>2nd Payment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pitman HS</td>
<td>$9,466</td>
<td>$3,155</td>
<td>$12,621</td>
</tr>
<tr>
<td>Turlock HS</td>
<td>$13,187</td>
<td>$6,195</td>
<td>$19,382</td>
</tr>
<tr>
<td>District Totals</td>
<td>$22,653</td>
<td>$9,350</td>
<td>$32,003</td>
</tr>
</tbody>
</table>

Conditions and assurances previously agreed upon as part of the original application and included as part of this grant award packet are still applied as part of the conditions of this award.

This Grant Award Notification (AO-400) Amendment must be signed and returned to the California Department of Education within ten days of receipt. The AO-400 must contain the original signature of an authorized agent for the school district. Grant funds cannot be released until this AO-400 is returned.
California Department of Education  
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT  
2014–15 APPLICATION FOR FUNDING  
(Due Date: To be received in Regional Supervisor’s Office by August 31, 2014)  

DATES OF PROJECT DURATION - JULY 1, 2014, TO JUNE 30, 2015  

John H Pitman High School 
(School Site)  

Turlock Unified School District  
(District)  

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent 

Signature of Agriculture Teacher 
Responsible for the Program 

Signature of Principal 

Principal of CTE & Adult School 
Title 

Contact Phone Number: 209-656-1592 

Date of Approval of Local Agency Board: 

<table>
<thead>
<tr>
<th>Funds Requested - Part</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Part II</td>
<td>$3,024.00</td>
</tr>
<tr>
<td>Part III</td>
<td>$6,000.00</td>
</tr>
<tr>
<td>Part IV</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$14,024.00</strong></td>
</tr>
</tbody>
</table>

Number of Different Agriculture Teachers at Site: 3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION  

<table>
<thead>
<tr>
<th>Quality Criteria</th>
<th>Will Meet Criteria</th>
<th>Variance Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Curriculum and Instruction</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>2. Leadership and Citizenship Development</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>3. Practical Application of Occupational Skills</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>4. Qualified and Competent Personnel</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>5. Facilities, Equipment, and Materials</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>6. Community, Business, and Industry Involvement</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>7. Career Guidance</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>8. Program Promotion</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>9. Program Accountability and Planning</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year’s application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.
**PART I - CONTINUED**

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

<table>
<thead>
<tr>
<th>Total Number of Teachers</th>
<th>Amount Eligible</th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Teacher or Less</td>
<td>$4,000</td>
<td></td>
</tr>
<tr>
<td>Two Teachers</td>
<td>$4,500</td>
<td></td>
</tr>
<tr>
<td>Three Teachers or More</td>
<td>$5,000</td>
<td>$5,000.00</td>
</tr>
</tbody>
</table>

**PART II - PROGRAM ENROLLMENT ALLOCATION**

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>2013–14 R2 Number</th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>List Number from R2 Report ($8/Member)</td>
<td>378</td>
<td>$3,024.00</td>
</tr>
</tbody>
</table>

**PART III - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION**

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.

* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.

* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 3

List the Names of the Agriculture Teachers:

1. Krista Vannest
2. Amanda Bailey
3. Nicole Silveira

<table>
<thead>
<tr>
<th>Number Meeting Criteria</th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 10 - Student/Teacher Ratio</td>
<td>0</td>
</tr>
<tr>
<td>Criterion 11A - Year-Round Employment</td>
<td>3</td>
</tr>
<tr>
<td>Criterion 11B - Project Supervision Period</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL FUNDS REQUESTED PART IV**

$6,000.00

**PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION**

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $7,500 (funds requesting) in space to the right.
### PART V - FINANCIAL SCHEDULE

#### Part A

<table>
<thead>
<tr>
<th>Line</th>
<th>Acct. No.</th>
<th>Classification</th>
<th>A: Description of Item for Which Funds Will be Expended</th>
<th>B: Incentive Grant Funds</th>
<th>C: Matching Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4000</td>
<td>Books &amp; Supplies</td>
<td></td>
<td>8,024.00</td>
<td>8,024.00</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Subtotal for 4000</td>
<td>$8,024.00</td>
<td>$8,024.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5000</td>
<td>Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation</td>
<td>1. Conference 1,000.00</td>
<td>1,000.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Travel 1,500.00</td>
<td>1,500.00</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>3. Dist. Transportation 1,000.00</td>
<td>1,000.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Subtotal for 5000</td>
<td>$3,500.00</td>
<td>$3,500.00</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6000</td>
<td>Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment</td>
<td>1. Equipment 2,500.00</td>
<td>2,500.00</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Subtotal for 6000</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Total for 4000–5000 Lines 2, 8, 13</td>
<td>$14,024.00</td>
<td>$14,024.00</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL 2014–15 Incentive Grant Allocation:** $14,024.00

**Part B - Complete this portion if a waiver of the matching requirement is requested:**

<table>
<thead>
<tr>
<th>Line</th>
<th>Acct No.</th>
<th>Classification</th>
<th>A: Description of Item for Which Funds Were Expended</th>
<th>B: Incentive Grant Funds</th>
<th>C: Amount of Salary and Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>1000</td>
<td>Salaries</td>
<td>Teachers' Summer Service Salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>1000</td>
<td>Salaries</td>
<td>Teachers' Salaries for Project Supervision Period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>3000</td>
<td>Benefits</td>
<td>Benefits for the Above Items (1000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
<td>$0.00</td>
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</table>

**TOTAL Amount of Waiver Requested:**
<table>
<thead>
<tr>
<th>Field ranges selected</th>
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<tbody>
<tr>
<td>FD RESC Y OBJT GOAL FUNC STE ORGN D2</td>
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<table>
<thead>
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<th>Account classifications selected</th>
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<tr>
<td>1. ??-7010-??-????-????-????-520-????-??</td>
</tr>
<tr>
<td>2. - - - - - - - -</td>
</tr>
<tr>
<td>3. - - - - - - - -</td>
</tr>
<tr>
<td>4. - - - - - - - -</td>
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<td>5. - - - - - - - -</td>
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<td>6. - - - - - - - -</td>
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<td>7. - - - - - - - -</td>
</tr>
<tr>
<td>8. - - - - - - - -</td>
</tr>
<tr>
<td>9. - - - - - - - -</td>
</tr>
<tr>
<td>10. - - - - - - - -</td>
</tr>
</tbody>
</table>

**Sort / Rollup on**: Fund

**Restricted Field**: 02 RESOURCE

**Separation Option**: No Separation of

**Extraction Type**: Restricted and

**Starting Budget**: Approved

**Budget Transfers**: N = Not included

**GL Transactions**: Approved and

**Pre-Encumbrances**: Included
FINANCIAL ACTIVITY REPORT

07/01/2014 TO 06/30/2015

UNAPPROVED GL TRANSACTIONS INCLUDED

FUND : 01 GENERAL FUND

BUDGET RECEIVED/
FD RESC Y OBJT GOAL FUNC STE ORGN D2 REFERENCE DATE DESC
EXPENDED ENCUMBERED BALANCE

4300 MATERIALS AND SUPPLIES

<table>
<thead>
<tr>
<th>BUDGET</th>
<th>RECEIVED/EXPENDED</th>
<th>ENCUMBERED</th>
<th>REFERENCE DATE</th>
<th>DESC</th>
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<td>399.50</td>
<td>05/06/15</td>
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<td>199.50</td>
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<td>36.00</td>
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<td>04/15/15</td>
<td>MODesto STEE</td>
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<td>36.00</td>
<td>449.50</td>
<td>04/15/15</td>
<td>MODesto STEE</td>
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<tr>
<td>01-7010-0-4300-1110-1000-520-6000-xx</td>
<td>36.00</td>
<td>428.09</td>
<td>05/01/15</td>
<td>MODesto STEE</td>
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<td>21.41</td>
<td>678.09</td>
<td>10/21/14</td>
<td>PRAXAIR DIST</td>
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<td>01-7010-0-4300-1110-1000-520-6000-xx</td>
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<td>678.09</td>
<td>10/21/14</td>
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<td>250.00</td>
<td>667.10</td>
<td>11/19/14</td>
<td>PRAXAIR DIST</td>
</tr>
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</table>
| 01-7010-0-4300-1110-1000-520-6000-xx | 250.00 | 520222 | 11/10/14 | CALIFORNIA A
<table>
<thead>
<tr>
<th>Order Number</th>
<th>Description</th>
<th>Date</th>
<th>Cost Center</th>
<th>Amount</th>
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<tr>
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30 Turlock Unified                FINANCIAL ACTIVITY REPORT
J2135    FAR110    H.00.14 05/11/15 PAGE 2 07/01/2014 TO 06/30/2015

0.0 % REMAINS IN FISCAL YEAR 15 UNAPPROVED GL TRANSACTIONS INCLUDED
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30 Turlock Unified    FINANCIAL ACTIVITY REPORT
32135 FAR110 H.00.14 05/11/15 PAGE 3
07/01/2014 TO 06/30/2015
0.0 % REMAINS IN FISCAL YEAR 15
UNAPPROVED GL TRANSACTIONS INCLUDED

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TOTAL ACTIVITY

0.00   0.00   3,000.00

ENDING BALANCE 06/30/2015

0.00   0.00   3,000.00   3,000.00
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

28. Turlock Unified School District
Budget Process
Turlock Unified School District Budget Process
John H. Pitman High School Agriculture Department

In the Turlock Unified School District, the budget procedure is typically set forth by each site principal before it goes to the district office for approval. At John H. Pitman High School, Mr. Rod Hollars, Principal, asks each department to submit their requests for funding and proposed budget, which he reviews before setting a meeting with each department head to review and review. After the department head completes their review with Mr. Hollars, he sends each department their site and district approved budget for the upcoming school year.

The same process occurs with the principal of the Turlock Adult School, who oversees all of the Career Technical Education (CTE) programs for the district and ROP funding.
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

29. Department Chairperson’s Duties and Responsibilities
Department Chairperson’s Duties and Responsibilities
John H. Pitman High School Agriculture Department

I am currently not the Agriculture Department Chair at John H. Pitman High School. However, attached are the Duties and Responsibilities for the Department Chair in our program.
Dept Head Duties

1. Bring forth information at dept mtgs.
2. Proof minutes before they go out.
3. Update chart of responsibilities
4. Paperwork – binders double check and turn in
5. PO’s go thru dept head
6. Balance budget
7. Make sure others have what they need
8. Share info if requested
9. Share all expenditures
10. Represent the dept (not self)
11. Make final calls/decisions about the direction of program
12. R-2 report
13. All incentive grant issues & related items
14. Watch over to make sure everything is done or prepared for
15. District supplies
16. Work with Administration on issues
17. Counselors support of classes
18. Recruitment
19. Parent/Faculty flexibility issues, concessions
20. Large acquisitions
21. Dept head mtgs
22. Deal with staff issues – items brought to you by Adm. or staff
23. Remain neutral
24. Look for money, money, money.
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

30. John H. Pitman Agriculture
Department Chart of Responsibilities
The agriculture instructors review the Chart of Responsibilities each year and make any revision if necessary. We work together to make sure that there is equal distribution amongst the three of us and we thoroughly cover all aspects of the agriculture program. Each agriculture instructor has a copy posted in their office. This chart of responsibilities can also be accessed in the department files.
### Pitman High School
#### Agriculture Department
#### Chart of Responsibilities

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#### FFA Event Rotation

**Driven by student numbers**

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<tr>
<td>MFE/ALA</td>
<td>2017</td>
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<tr>
<td>State Convention</td>
<td>2015</td>
<td>2016</td>
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<tr>
<td>National Convention</td>
<td>2014</td>
<td>2016</td>
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<tr>
<td>Camp Sylvester</td>
<td>2015</td>
<td>2014</td>
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<tr>
<td>COLC</td>
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#### CATA/FFA Events PAPERWORK

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<td>Camp Sylvester</td>
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<td>labor</td>
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<td>Wine and Cheese</td>
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<tr>
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<td>October -- Chapter Degree</td>
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<td>and Ag Olympics</td>
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<td>December -- Jacket</td>
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<td>January -- Casino Night</td>
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<td>April -- Taco Truck</td>
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<td><strong>Staff Pancake Breakfast</strong></td>
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Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

31. Substitute Teacher Procedures and Lesson Plan Examples
Substitute Teacher Procedures and Lesson Plans
John H. Pitman High School Agriculture Department

When preparing for a substitute teacher, I like to make sure that my lesson plans are simple and easy to understand and follow. I begin my lesson plans by going over the general overview and guidelines for each class while I am absent. I then break down my lesson plans by period and subject, outlining exactly what I would like accomplish each period. I leave back up assignments for each class period for those students who finish early. In the event that I leave a film, I leave an alternative assignment for the event that a class is mis-behaving for the substitute teacher. I ask the substitute to rate each class on a scale of 1 to 10, with 1 being the worst and 10 being absolutely perfect. I expect at least a score of “9” from each class. All of my classes know my expectation with substitutes from the first day of school, and if there is a score of less than “9” left then my lessons will be adjusted to deal with the behavior among my return.

In the event that my absence in unexpected, I have five emergency substitute lesson plans always ready to go, labeled in files for each day of the week. Copies are already made and ready to go, the only thing that has to be done is a substitute needs to be secured through the Aesop Sub Finder system that Turlock Unified School District utilizes.
SUBSTITUTE LESSON PLAN
Mrs. Amanda Bailey
Thursday, September 11th, 2014

Thank you for covering my classes on such short notice. My students’ behavior should be good and if you have any problems, please write them down or you may call the front office for major problems or difficulties. Please give me a description of each class and their behavior.

Please grade each class period on their behavior on a 1–10 scale. If they get lower than a 7 they are in trouble with me when I return. Please write down any student, by name, which gives you any trouble.

Please do not let students into my office, the D104 shop, or the shop area in the back of the classroom. These doors are to remain closed and locked at all times. Krista Vannest and Nicole Silveira are the only two individuals allowed to unlock and enter my office. Students, especially my TAs, will often try and leave stuff in there and/or hang out, please keep them out of all of these areas.

If you have any questions of concerns, please contact either one of my teaching partners. Krista Vannest is located in D105 and Nicole Silveira is located directly across the walkway in H101.

Period 2 – Turf Grass Management

Please pass out the article entitled “Attitude for Success.” Students are to read and then answer the questions on the bottom of the back page on a separate sheet of paper. All answers need to be written in complete sentences. Please remind students that if they do not answer in complete sentences, their assignment will receive a score of 0.

Please pass out the article entitled “Attitude for Success.” Students are to read and then answer the questions on the bottom of the back page on a separate sheet of paper. All answers need to be written in complete sentences. Please remind students that if they do not answer in complete sentences, their assignment will receive a score of 0.

Periods 3 and 4 – Ag Engineering

Please pass out the article entitled “Attitude for Success.” Students are to read and then answer the questions on the bottom of the back page on a separate sheet of paper. All answers need to be written in complete sentences. Please remind students that if they do not answer in complete sentences, their assignment will receive a score of 0.

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Periods 5 and 6 – Welding

Please pass out the article entitled “Attitude for Success.” Students are to read and then answer the questions on the bottom of the back page on a separate sheet of paper. All answers need to be written in complete sentences. Please remind students that if they do not answer in complete sentences, their assignment will receive a score of 0.

Please pass out the article entitled “Attitude for Success.” Students are to read and then answer the questions on the bottom of the back page on a separate sheet of paper. All answers need to be written in complete sentences. Please remind students that if they do not answer in complete sentences, their assignment will receive a score of 0.
Thank you for covering my classes today. My students’ behavior should be good and if you have any problems, please write them down or you may call the front office for major problems or difficulties. Please give me a description of each class and their behavior.

Please grade each class period on their behavior on a 1 – 10 scale. If they get lower than a 9 they are in trouble with me when I return. Please write down any student, by name, which gives you any trouble.

Please do not let students into my office, the D104 shop, or the shop area in the back of the classroom. These doors are to remain closed and locked at all times. Krista Vannest and Nicole Silveira are the only two individuals allowed to unlock and enter my office. Students, especially my TAs, will often try and leave stuff in there and/or hang out, please keep them out of all of these areas. In addition, no students are to go out the garden to work today (I have a few who have tried to pull that while I’m absent.)

If you have any questions of concerns, please feel free to contact either one of my teaching partners. Krista Vannest is located in D105 and Nicole Silveira is located directly across the walkway in H101. I will also be available by phone all day, so feel free to call and/or text me. My number is 916-207-1767. Thanks!

**Period 2**

Ise pass out the articles entitled “California’s Drought is Changing the Landscaping” and “Farmers Look to do More with Less Water.” Please instruct student to read and highlight the main points of each article. Once they are finished, please have students complete a 3-2-1 write up for each article.

3 things that learned
2 things they thought were interesting
1 thing they didn’t understand

When students are finished, they need to write a brief summary comparing the articles. They are to turn their work into the period 2 box. If there is time, please have students discuss with their groups their summaries and opinions about the articles.

**Period 3**

Take it away Amy Crockett!!!! ☺️
Period 4

Students are to complete the worksheet I left for Units 31 and 32 in the am mechanics textbook. I have laid books out on the desks already. Students are to complete this assignment using complete sentences. Once they are finished, they should turn their work into the period 4 box.

Periods 5 and 6

Students are to complete the worksheet left using the Welding textbooks. The answers to the questions need to be on a separate sheet of paper. Students must answer in complete sentences if they would want to receive credit for this assignment. Once students are finished, they need to turn their work into the period box. If there is time left in the period, please instruct students to complete their quarter 2 employee review sheets.

For students who have me both 5th and 6th period, when they are finished please have them clean up the D101 shop area for the weekend. Kyle and Steven will have started 4th period, and my “repeat offenders” will finish off during 6th period.

TAs and EWEs

Madison Thomason is my EWE TA 2nd period. She is to work in the garden quietly with the rest of the class. If any of my teaching partners, Krista Vannest or Nicole Silveira, need her to do some tasks she needs to work with them.

Please have Kyle Mello and Steven Williamson work on the project that they started yesterday.

Ian Porter is my TA 6th period. I have left grading for her to do and have gone over the instructions with her yesterday.
SUBSTITUTE LESSON PLAN
Mrs. Amanda Bailey
Monday, November 10th, 2014

Thank you for covering my classes today. My students' behavior should be good and if you have any problems, please write them down or you may call the front office for major problems or difficulties. Please give me a description of each class and their behavior.

Please grade each class period on their behavior on a 1 – 10 scale. If they get lower than a 9 they are in trouble with me when I return. Please write down any student, by name, which gives you any trouble.

Please do not let students into my office, the D104 shop, or the shop area in the back of the classroom. These doors are to remain closed and locked at all times. Krista Vannest and Nicole Silveira are the only two individuals allowed to unlock and enter my office. Students, especially my TAs, will often try and leave stuff in there and/or hang out, please keep them out of all of these areas. In addition, no students are to go out the garden to work today (I have a few who have tried to pull that while I’m absent.)

If you have any questions of concerns, please feel free to contact either one of my teaching partners. Krista Vannest is located in D105 and Nicole Silveira is located directly across the walkway in H101. I will also be available by phone all day, so feel free to call and/or text me. My number is 916-207-1767. Thanks!

Period 2

Pass out the articles entitled “Students Discover High School Ag Studies Are Not Just For Farmers,” “A-Mazing Way For Family Farms to Make More Money,” and “Horticulture Getting Uprooted, Some Fear.” Please instruct student to read and highlight the main points of each article. Once they are finished, please have students complete a 3-2-1 write up for each article.

3 things that learned
2 things they thought were interesting
1 thing they didn’t understand

Students are to turn their work into the period 2 box. If there is time, please have students write a brief summary about their opinions and reactions to the articles.

Periods 3 and 4

Students are to complete the worksheet entitled Electricity terms #1. Students will need to use the ag mechanics textbook. I have laid books out on the desks already. Students are to complete this assignment using complete sentences. Once they are finished, they need to turn their work into the period 4 box.

If students finish early, please have them ready the article “Students Discover High School Ag Studies Are Not Just For Farmers” and complete the 3-2-1 assignment.
Periods 5 and 6

Students are to complete the worksheet “Unit 8: Welding Joint Design,” using the Welding textbooks. The answers to the questions need to be on a separate sheet of paper. Students must answer in complete sentences if they would want to receive credit for this assignment. Once students are finished, they need to turn their work into the period box.

If students finish early, please have students complete the Unit 1 packet. They will need to use the textbook. They are to turn this packet in at the end of the period.

For students who have me both 5th and 6th period, they need to continue working on their assignments. If they finish both, they can quietly clean the D101 shop area. They should NOT go into the D104 welding shop.

TAs and EWEs

Madison Thomason is my EWE TA 2nd period. I have started her on some grading assignments. She will know what to do. If she finished, please have her report to Ms. Silveira and Mrs. Vannest to see if they need anything done.

Please have Kyle Mello and Steven Williamson work the layout of their project. They are not to cut their material or use any sharp tools. Once they have finished laying out their project, I have left a list of tasks that need to be completed. I have gone over this with them so they should know what to do.

Jordan Porter is my TA 6th period. I have left grading for her to do and have gone over the instructions with her yesterday.
SUBSTITUTE LESSON PLAN
Mrs. Amanda Bailey
Friday, January 9th, 2015

Thank you for covering my classes today. My students' behavior should be good and if you have any problems, please write them down or you may call the front office for major problems or difficulties. Please give me a description of each class and their behavior.

Please grade each class period on their behavior on a 1 – 10 scale. If they get lower than a 9 they are in trouble with me when I return. Please write down any student, by name, which gives you any trouble.

Please do not let students into my office, the D104 shop, or the shop area in the back of the classroom. These doors are to remain closed and locked at all times. Students, especially my TAs, will often try and leave stuff in there and/or hang out, please keep them out of all of these areas. In addition, no students are to go out the garden to work today (I have a few who have tried to pull that while I’m absent.)

If you have any questions of concerns, please feel free to contact either me. I will be available by phone all day, so feel free to call and/or text me. My number is 916-207-1767. Thanks!

Period 2

Students are to read the articles entitled “California Farmers Welcome the iPad and ‘Ag-Tech’” and “3-D Printed Gardens Can Grow in Any Shape.” For each article, students are to highlight key points in the article and complete the 3-2-1 worksheet. Once they are finished, they are to put their names in the worksheets and articles and turn them into the odd 2 box. This assignment is due at the end of the period.

Periods 3, 4, 5, and 6

Students are to watch “Modern Marvels: American Steel, Built to Last.” While watching the video, students are to complete the 3-2-1 worksheet for the video. At the end of the period, students are to put their worksheets in their period box.

Feel free to give students the backup assignment in the event they choose not to work on their assignments for the day. (Tends to be a trend when I am absent.)

TAs and EWEs

Madison Thomason is my EWE TA 2nd period. I have started her on some grading assignments. She will know what to do. Her work is in a folder labeled with her name.

In period 4 I have a few advanced students working on different projects than the rest of the class. Please have Kyle Mello, Steven Williamson, and Allan Quinn work their project. They are not to cut their material or use any tools. They can layout, prep, and paint their projects. Once they have finished laying out their project, I have left a list of tasks that need to be completed. I have gone over this with them so they should know what to do. Allan can assist Kyle and Steven if he runs out of things to do on his project.

Jordan Porter is my TA 6th period. I have gone over the instructions for what she needs to do with her yesterday. If she would rather watch the video, that is ok as well.
SUBSTITUTE LESSON PLAN
Mrs. Amanda Bailey
Thursday, February 19th, 2015

Thank you for covering my classes today. My students’ behavior should be good and if you have any problems, please write them down or you may call the front office for major problems or difficulties. Please give me a description of each class and their behavior.

Please grade each class period on their behavior on a 1 – 10 scale. If they get lower than a 9 they are in trouble with me when I return. Please write down any student, by name, which gives you any trouble.

Please do not let students into my office, the D104 shop, or the shop area in the back of the classroom. These doors are to remain closed and locked at all times. Students, especially my TAs, will often try and leave stuff in there and/or hang out, please keep them out of all of these areas. In addition, no students are to go out the garden to work today (I have a few who have tried to pull that while I’m absent.)

If you have any questions of concerns, please feel free to contact either me. I will be available by phone all day, so feel free to call and/or text me. My number is 916-207-1767. Thanks!

Period 2

Students are to read the articles entitled “Water Source for Almonds in California May Run Dry” and “Working the Land and Data.” For each article, students are to highlight key points in the article and complete the worksheet to accompany each article. This assignment is due at the end of the period. Please stand by the door when the bell rings collect the assignments on the way out.

Periods 3 and 4

Students are to watch “Modern Marvels: The Lumberyard.” While watching the video, students are to complete the 3-2-1 worksheet for the video. At the end of the period, students are to put their worksheets in their period box.

Feel free to give students the backup assignment in the event they choose not to work on their assignments for the day. (Tends to be a trend when I am absent.)

Periods 5 and 6

Students are to read the articles entitled “Facebook, Twitter, and You’re Fired” and “Why Go to School?”. Students are to answer the questions at the end of each article. These assignments are due at the end of the period. Please stand by the door when the bell rings and collect the assignments on the way out.

TAs and EWEs

Madison Thomason is my EWE TA 2nd period. I have started her on some grading assignments. She will know what to do. Her work is in a folder labeled with her name.

In period 4 I have a few advanced students working on different projects than the rest of the class. Please have Kyle Mello, Steven Williamson, and Allan Quinn quietly clean the back of the shop.

Jordan Porter is my TA 6th period. She should continue cleaning the shop area in the back of the classroom.
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

32. Pitman FFA’s Description of a “Program Completer”
Pitman FFA Description of a “Program Completer”
John H. Pitman High School Agriculture Department

The Pitman FFA recognizes 3 and 4 year completers within our program. In the Pitman FFA program, a Program Completer is a student who completes 3 years/540 hours or 4 years/720 hours of agricultural education instruction. Students must also have been an actively participating member of the program for their years of enrollment and have maintained an approved Supervised Agriculture Experience (SAE) project during their enrollment in the Agriculture Department at John H. Pitman High School. Program completers receive a cord to be worn at their graduation ceremony. Three year program completers receive a corn gold cord, four year program completers receive a national blue and cord gold cord.
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

33.2+2 Articulation Agreements with Modesto Junior College
2+2 Articulation Agreements with Modesto Junior College
John H. Pitman High School Agriculture Department

Six courses offered through the John H. Pitman Agriculture program have expired 2+2 Articulation Agreements with Modesto Junior College. Modesto Junior College is revising their process for approving these agreements. Therefore, we have let all of these agreements expire. In the future the Pitman Agriculture Department will be renewing all of its Articulation Agreements with Modesto Junior College.
Supporting Completion Materials
John H. Pitman High School
Agriculture Department Quality Criteria

34. Reimbursement Process for Personal Expenses
Reimbursement Process for Personal Expenses
John H. Pitman High School Agriculture Department

The agriculture teachers are allowed to be reimbursed for Agriculture Department and FFA expenses. Fortunately, we are able to take advantage of customer accounts at local businesses including Walmart, Home Depot, and Savemart, where we can submit purchase orders and use consumer credit cards provided by the district. Any reimbursements over $100 that cannot be avoided must be approved by the school principal prior to the purchases. Any reimbursements under $25 do not need prior approval, but must be signed off by the principal before the reimbursement is issued.
REQUEST FOR REIMBURSEMENT
(IN EXCESS OF $25 ONLY)

Reason for Request:


Name __________________________ Amount Requested: $ ____________

Remember to attach all necessary receipts to A.S.B. “Requisition for Payment” form prior to submittance.

Approved by ____________________________
Principal
STATEMENT OF MEETING / CONFERENCE EXPENSES
Turlock School Districts
P.O. Box 1105, Turlock, CA 95381-1105

This reimbursement form must be submitted within 10 days of conference attendance (T.S.D. Policy #3534)

Name of Employee: ________________________________

Mailing Address: ____________________________________

District: Elementary [ ] High School [ ] Site: ____________________________ District Office [ ]

Dates of Meeting/Conference: ________________________________

Name of Meeting/Conference: ________________________________

Conference Request Form Number (Please attach a copy of the original form) ____________________________

Total Employee Expenses

Registration Fee $ ________________
Lodging $ ________________
Meals $ ________________
Travel: $ ________________
   Personal Vehicle ________ miles $ ________________
   Airfare or bus $ ________________
   Other $ ________________

Description of Other Expenses:

________________________________________________________

________________________________________________________

BALANCE TO EMPLOYEE $ ________________

Signature of Employee ____________________ Date ________________

Signature of Principal/Other Authorized ____________________ Date ________________

NOTE: Attach original receipts for meals, registration, airline tickets and other claimed expenses.

BUDGET AND FINANCE USE ONLY: Vender # ____________ Doc # ____________

Acct # ____________________ $ ____________ Ck Cat ____________
Acct # ____________________ $ ____________ Type ____________
Acct # ____________________ $ ____________

3/2000
Pitman High School Garden
John H. Pitman High School
AGED 539 Project

Masters of Agriculture Education
California Polytechnic State University, San Luis Obispo
June 2015

Amanda Bevier Bailey
Table of Contents

1. Project Proposal and Approval
2. Background and Basis for the Pitman FFA Garden Project
3. Project Objectives
4. Project Budget
5. Timeline and Progress to Date
6. Future Plans
7. Pictures
Pitman High School Garden
John H. Pitman High School
AGED 539 Project

Project Proposal and Approval
Project Proposal
(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: 5C.

Goal or Purpose of the Project:

The purpose of my Garden project is to create a plant science learning laboratory where students are exposed to a variety of types of plants. This will serve as a means to teach students about growth, maintenance, and production of a variety of plant products, including annuals, perennials, fruits, vegetables, and cut flowers.

Specific Objectives to Accomplish (Be as detailed as possible):

1. The Pitman FFA School Garden will be installed by June 1, 2015.
2. The garden will encompass a variety of different plants material that allow for diverse instruction of plant science.

Estimated number of hours on this project: 300 hours.

Estimated expenditures ($) on this project (your costs): $2,000.00. This low cost is due to numerous monetary and material donations already obtained.

Proposed timeline for completion of the project: This project will be completed within the 2014-2015 school year.

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?

I will inform Cal Poly on a regular basis with monthly updates on the progress on the garden installation and maintenance. I will also keep a log of the progress and lessons and learning activities that students engage in while in the garden.

For Office Use Only:

Project Approved By: [Signature]
Date of Approval: 3/30/15
Quarter student will enroll in AGED 539: Spring 2015
Pitman High School Garden
John H. Pitman High School
AGED 539 Project

Background and Basis for Pitman FFA Garden Project
Background and Basis for the Pitman FFA Garden Project

At the start of my second year at John H. Pitman High School, I was given the Turf Grass Management class to teach. In preparing for this course, a few problems became apparently quite quickly. First, there was a lack of facility and lab area available to conduct turf grass laboratory lessons. I found out that in previous years students enrolled in the Turf Grass Class were limited to working on six turf plots that are located right outside of the agriculture department. Each plot has a different variety of grass planted, some warm season and some cool season, so while this served as a physical example of different grasses and an area where activities can be conducted on this theme, this was the extent of what was available for the class to utilize. Second, and even a greater problem, was the general lack of interest that the students had for the subject. Most of the students enrolled in the course were enrolled because they have exhausted their options of other agriculture courses to take, or they were merely “dumped” here because it was an elective that fit into their class schedule. There were quite a few students who had balloted for the Small Engines class, which was not offered during the 2014-2015 school year, and so they were enrolled in this class instead.

To minimize this issue, I got approval from the administration to being in 2 major components into the course in additional to the Turf Grass Management curriculum. First, I attained approval to incorporate small engines units into the course, so that the students could get some hands-on, real life experience with engine equipment that they may potential own and/or use in the future. Second, I attained permission to incorporate more plant science curriculum into the class. This was going to allow me to teach a variety of units and instruction and include some areas that are more of an area of expertise for me.

I was fortunate to be given the opportunity to work with Laura Brem, the Garden Club Advisor, to create a plan to establish a school garden. Currently, the Garden Club works on a one acre plot off campus to raise produce to be sold at the Turlock Farmer’s Market once a week during the summer and fall months. Since many of the Garden Club members are agriculture students, this was a perfect opportunity to get additional students involved and provide them with an appropriate SAE project by bringing the garden on campus as well.

Previously, this area was an area over run with weeds, trash, and debris that was left after the plot was abandoned as a putting green for the Pitman Golf teams. It soon became apparently that this garden project would be a perfect candidate for my AGED 539 Masters Project. My goal was to create a laboratory environment that included areas to aid in instruction for all aspects of plant science. This includes perennials, annuals, groundcover, pruning, succulents, grasses, landscape design, fruits, and vegetables. In addition, the produce from this Garden could also be sold at the Garden Club Farmer’s Market Booth. This would provide an SAE placement project for agriculture students.

I collaborated with Laura Brem on the design of the garden, since she is the standing Garden Club Advisor and has much experience advising student-managed gardens. Since plant science is not my greatest area of expertise, I felt that collaborate with Laura Brem not only aided in the design of the garden, but she had many ideas for attaining donations for the garden and ideas on how to get and keep more students involved in the project, even outside of class time. After
sharing my vision of an all-plant science area- inclusive garden, we decided that the garden should include the following:

1. Fully operational greenhouse
2. Shade house
3. Permanent beds for roses, cut flowers, and 2 landscape plots
4. Rotating beds for vegetables and other seasonal plants for harvest and sale at the Turlock Farmer’s Market
5. A row of fruit trees
Pitman High School Garden
John H. Pitman High School
AGED 539utur Project

Project Objectives
**Project Objectives**

1. The Pitman FFA School Garden will be installed by June 1, 2015.

   The garden has been installed and is currently in use. However, there are some components that are not completed. The rose portion of the garden has not been installed. When we placed the order for the roses and paid for them, but they have yet to be delivered. When I contacted the grower, they said it was due to weather circumstances in their region of country, and therefore their ship date was delayed. They will be shipped as soon as possible. The same situation is for the greenhouse. We are expecting that delivery soon. We received a verbal commitment for a donation of fruit trees at the beginning of the year but that has fallen through. We are currently planning to raise more funds to purchase these trees and other plants for the garden. The shade house is not installed yet due to financial restrictions. We recently received a donation for the materials, so this will be done before June 30th, the last day of my contract with Turlock Unified School District. Although I have resigned from Pitman and am taking a year sabbatical from the profession, Laura Bren will be taking over and I plan to come back to work with her and students this summer and next year to finish the last few components.

2. The garden will encompass a variety of different plant material that allow for diverse instruction of plant science.

   The garden has been able to serve a variety of purposes for the Turf Grass Management class this year. As a class, students have grown and harvested vegetables, grown and managed, two varieties of grass, learned about weed and pest control, planted and studied both perennial and annual plants. There are still more improvements to be made to the garden area and this will allow for additional opportunities for student hands-on learning.
Pitman High School Garden
John H. Pitman High School
AGED 539 Project

Project Budget
### Funding Sources:

<table>
<thead>
<tr>
<th>Item</th>
<th>Anticipated Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundraiser: Pumpkin Sales</td>
<td>$500</td>
</tr>
<tr>
<td>Fundraiser: Poinsettia Sales</td>
<td>$500</td>
</tr>
<tr>
<td>Fundraiser: Plant Sale</td>
<td>$500</td>
</tr>
<tr>
<td>SPIE Grant</td>
<td>$500</td>
</tr>
<tr>
<td>Farmers Market Profit</td>
<td>$500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$2500</strong></td>
</tr>
</tbody>
</table>

### Anticipated Costs:

<table>
<thead>
<tr>
<th>Item</th>
<th>Anticipated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeds (The Greenery, Turlock, CA)</td>
<td>$150</td>
</tr>
<tr>
<td>• $12.50 per pound</td>
<td></td>
</tr>
<tr>
<td>• $7.5 per ½ pound</td>
<td></td>
</tr>
<tr>
<td>Plants</td>
<td>$700</td>
</tr>
<tr>
<td>Heat lamps/grow lamps</td>
<td>$125</td>
</tr>
<tr>
<td>Irrigation and fencing supplies:</td>
<td>$400</td>
</tr>
<tr>
<td>• Drippers</td>
<td></td>
</tr>
<tr>
<td>• Micro sprinklers</td>
<td></td>
</tr>
<tr>
<td>• Hoses</td>
<td></td>
</tr>
<tr>
<td>• PVC pipe</td>
<td></td>
</tr>
<tr>
<td>• Timers</td>
<td></td>
</tr>
<tr>
<td>• Stakes</td>
<td></td>
</tr>
<tr>
<td>Gardening Supplies</td>
<td>$350</td>
</tr>
<tr>
<td>• Stakes</td>
<td></td>
</tr>
<tr>
<td>• Wire</td>
<td></td>
</tr>
<tr>
<td>• Tools</td>
<td></td>
</tr>
<tr>
<td>• Gloves</td>
<td></td>
</tr>
<tr>
<td>• Weed control (plastic)</td>
<td></td>
</tr>
<tr>
<td>Contingency Fund</td>
<td>$775</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$2500</strong></td>
</tr>
</tbody>
</table>
Pitman High School Garden
John H. Pitman High School
AGED 539 Project

Timeline and Progress to Date
<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Clean out garden area</td>
</tr>
</tbody>
</table>
| September | Create garden beds for plants  
|         | Design layout for garden                           |
|         | Install irrigation system and timers               |
| October | Spray Round Up  
|         | Garden Prep                                       |
|         | Level site for greenhouse                         |
|         | Plant fall seasonal crops                         |
|         | Fundraiser – Pumpkin Sales                        |
| November | Move greenhouse to garden site  
|          | Choose and order seeds                            |
| December | Fundraiser - Poinsettias Sales                     |
|          | Plant seeds                                       |
| January  | Maintain growing crops                            |
|          | Plant second round                                |
| February | Garden prep                                       |
|          | Build Shade house                                 |
| March    | Garden prep                                       |
| April    | Garden plant                                      |
|          | Fundraiser – Plant sale                           |
|          | Plant spring and summer seasonal crops            |
| May      | Design booth for farmers market                    |
| June     | Farmers market                                    |
|          | Garden Maintenance                                |
| July     | Farmers Market                                    |
|          | Stanislaus County Fair: vegetable and plant entries|
|          | Garden Maintenance                                |
| August   | Farmers Market                                    |
|          | Garden Maintenance                                |
|          | 2015-2016 School Year Garden Prep                 |
Progress to Date

1. August and September 2014: The class began by cleaning out all of weeds, trash, and debris that was left in the area. As soon as the plot was cleaned out, my students formed nine major plots for plants, as well as laid out an area for a greenhouse to be placed. These plots are all bordered by either bender board or recycles railroad ties that there left in the area from when there was a putting green.

2. October 2014: The class installed irrigation in the each plot. Using a variety of drip and sprinkler systems. In all but three plots the watering system can be moved and adapted to what is currently being grown. In the remaining three plots, permanent irrigation lines were laid underground for permanent sprinkler systems for the landscape plots.

3. October 2014: Mulch was added to each plot. Once added, students rototilled each plot and leveled out the soil.

4. November 1 2014: Greenhouse location was leveled and graded for proper drainage.

5. November 2014: Winter annual flowers and vegetable seeds where planted in rotating plots. A cool season grass variety was planted in one of the landscape –plots.

6. January 2015: An additional 4’ x 4’ planter box was built for potatoes. First harvest of student-grown vegetables were offered to staff for staff appreciation.

7. February 2015: Roses bushes and greenhouse were ordered. They have yet to be delivered due to weather circumstances in the mid-West.

8. March 2015: Held first two Garden Club meetings to go over club objectives and summer plans. Student member signed up to work shifts in the garden and shift at the Turlock Farmer’s Market Booth.

9. April 2015: Summer crop vegetable seeds, berries, pumpkins, and annuals were planted are currently growing for a summer and Fall 2015 harvest. This harvest will be sold at the Garden Club booth at the local Turlock Farmers Market.

Pitman High School Garden
John H. Pitman High School
AGED 539 Project

Future Plans
Future Plans

Although I am leaving John H. Pitman High School, there are still plans in place to keep this project going, and I will be returning over the summer and throughout next year to help finish the installation of this project. This summer, the agriculture students who are also members of the Garden Club will work with me and Laura Brem out in the garden to install the rose, fruit trees, and bark once they arrive. In addition, they will assist in building the shade house and install the greenhouse once it arrives as well. The timeline on this portion is flexible, as we are unsure when these items will arrive and we have to work around the farmer's market and Stanislaus County Fair Schedule.

A summer schedule has already been set up between myself and Laura Brem to supervise students in the maintenance of the garden over the summer months to ensure that the weed control is maintained, the summer crops are harvested in a timely manner for each Farmer's Market, and that the soil is amended and a new batch of seeds is planted to keep growth in the garden all summer. Once the summer is over, the Advanced Placement Environmental Science instructor, Brian Hofsteen, will take over my responsibilities.

During the next school year, the management and ownership of the garden will change. The Garden Club and Advanced Placement Environmental Science class will take over the management of the garden from the agriculture department. This change will be beneficial as it will allow more students across campus the opportunity to have a hands-on experience with plant science curriculum. The invitation will remain open to agriculture instructors to utilize the garden for class lessons and hands-on learning lab activities. Agriculture students will still have the opportunity to maintain plant science SAE projects out in the garden, with supervision from both agriculture instructors and Laura Brem, the Garden Club Advisor and co-manager of the School Garden.
Pitman High School Garden
John H. Pitman High School
AGED 539 Project

Pictures
These two pictures show an overall view of the Pitman FFA Garden. There are a total of 9 garden plots, a row for fruit trees, and a leveled and prepped pad for the installation of a 12' x 9' greenhouse.

Above are the 3 garden plots managed by the AP Environmental Science class. These students paired up with students from my Turf Grass Management class to conduct experiments.
These two pictures show the expected summer crop of vegetables to be harvested and sold by Pitman students at the Turlock Farmers Market. This program is a popular and easy placement Supervised Agricultural Experience Project for out agriculture students to partake in.