Teacher Internship Program

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Righetti High School Agriculture Department

AGED 539, Cal Poly State University

Winter Quarter 2013

Righetti High School Agriculture Department

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Righetti High School Agriculture Department

AGED 539 Project

My AGED 539 project consisted of providing the Santa Maria High School District with a current website that promotes Agriculture Education.

The following steps are needed to complete the project.

1. Research other current agriculture department websites to develop a format for the website.
2. Outline a rough draft of the general format of the website.
3. Submit outline to agriculture department, administrators, and advisor/booster club for input.
4. Present to Administration for corrections
5. Re-submit to administration/Ag Teachers for final approval
6. Publish Website

Step 1- Research other current agriculture department web sites to develop a format for the website.

As Agriculture Departments we researched different websites and web site format of different programs in our areas and out of them implement the best suited for the agriculture departments in the Santa Maria Joint Unified School District. Currently there are no easily accessible websites in the SMJUSD. The Ag Departments would like a fresh start with a new district wide website that effectively supports the Ag Departments in the district.

Step 2- Outline a rough draft of the general format of the website.

The process was simple as I took recommendations from the agriculture instructors, advisory committee, and administrators along with using pre-existing Agriculture Websites from other successful chapters to model after. After outlining the goals of the website and what they needed to accomplish we could effectively begin inputting information to fit the needs of the department. We were able to put down on paper the guidelines, and protocols to the structure and running of the website. This would allow consistency in the maintaining and promotion of the new website.

Step 3- Submit to the Pre-existing booster club committee members/advisors/executive committee.

The initial outline was submitted to the Agriculture teachers on October 25, 2012. Marc Debernardi, Hector Guerra, and Jim English all were in favor of approving the outline and format as shown.

Step 4- Present to Administration for corrections

After making the changes recommended by the Advisory Committee, Booster Club, and FFA Members I reviewed the goals, purposes, outline, and information present on the website with staff and administrators in order to attain feed back and recommendations. There after I re-submitted the newly revised website to Agriculture Instructors for final corrections. Mark Debernardi, Department Head of the Santa Maria FFA, offered the suggestion of placing the letter (P) next to college prep courses, Hector Guerra, Department Head at Pioneer Valley suggested uploading a picture waiver form to the website, and Miguel Guerra, Department Head at Righetti suggested adding current pictures of actual students in classrooms. These corrections were made and uploaded to website

Step 5- Re-submit to Administration/Ag Teachers for final approval

After making final corrections following final recommendations from Administration and Ag Teachers a final version of the newly revised website was offered and uploaded.

Step 6- Publish Website

Website was published to the World Wide Web on March 1st, 2013. The Website will be under Ag Teacher and Staff supervision while much of the maintenance will be left to Chapter FFA Officers at each specific school site to maintain.

Website

Quality Criteria One: Curriculum & Instruction

Righetti High school offers the following coursework in the field of agriculture science and technology: Agriculture Biology, Agriculture Science, Agriculture Leadership, Welding, ROP Viticulture, Ornamental Horticulture, Floriculture and Welding. All students are required to participate in an SAE project that allows student to take an active learning responsibility as it relates to agriculture. The projects are documented in their FFA record book. In addition all students are required to participate in the FFA leadership club through various FFA activities that are offered at Righetti FFA. From their involvement students can learn to promote themselves and their chapter through premier leadership, personal growth, and career success.

The Welding Pathway includes the following courses:

- Welding 1
- Welding 2
- Advanced Welding

The Agriculture Science Pathway includes the following courses:

- Agriculture Science
- Agriculture Biology
- Agriculture Leadership

The Plant Science Pathway includes the following courses:

- Agriculture Science
- Agriculture Biology
- Ornamental Horticulture
- ROP Viticulture

All these pathways offer a unique perspective of skill building through technology use and hands on projects.

Quality Criteria Two: LEADERSHIP & CITIZENSHIP DEVELOPMENT

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

To earn the entire 10% for FFA participation the agriculture department staff requires students to participate in three FFA activities per semester. The FFA participation is graded using the FFA activities pages in the FFA Record Book and is verified using sign-in sheets at all FFA activities throughout the year. It is recommended that students participate in a variety of activities in order to enhance their FFA involvement in an array of activities. Our activities are always planned at different times in order for students to make it to as many activities as possible. We have many students that take advantage of the FFA leadership activities and participate in more then their three required activities.

The FFA activities offered to Righetti FFA members are organized by the chapter officer team and committee members. One or more of the three FFA advisors/Agriculture teachers oversee each event put on by the Righetti FFA. The Righetti FFA has been chartered since 1963 and is well supported by the students, teachers, staff, district, parents and community of Santa Maria.

Quality Criteria Three: Practical Application of Agricultural Skills

At Righetti High School students have the wonderful opportunity of having practical application of occupational experience skills offered to them both in and outside of class. During class time the agriculture teachers at Righetti High School are constantly utilizing hands-on activities that give students real world experience. This is highly apparent when you walk through any of the shops or classrooms. Students have the opportunity to learn occupational skills at Righetti High School in welding, wood working, livestock management, viticulture, floral design, and horticulture. The agriculture teachers are constantly working hard to find and create projects on campus to do during class time that will provide students with practical and occupational skills. Some of the projects that have been completed during class time that give these skills are: the construction of agriculture garden, the maintenance of our grape vineyard, and the maintenance of our new greenhouse and Ornamental Horticulture Facilities. Righetti High School has the facilities and equipment available to us to give students practical application of occupational skills. In addition to learning occupational skill during class time we ask that students take this idea one step further by developing their own project, or having a work experience project, known as their Supervised Agricultural Experience (SAE) Project. Like the FFA portion of a Righetti agriculture student's grade, the SAE is also counted as a portion of their grade. The grading breakdown for all agriculture classes at Righetti High School is as follows, 10% SAE Project, 10% FFA Participation, and 80% all other class work. Therefore any student wanting to earn an A in their agriculture course must maintain an SAE project throughout the entire year. To earn the entire 10% for their SAE Project students must complete a minimum of ten hours of work on their SAE project per semester. They are required to turn in an electronic copy of the official FFA Record Book. Although we do have some students that do not take part in the SAE Project participation opportunities we do have many students that participate. Righetti FFA is well represented with their SAE Projects at many events and competitions such as: Project Competition, Santa Barbara County Fair, and Proficiency Awards. Righetti FFA advisors are very fortunate to have nearly everything we need to have successful SAE projects for our students. The Righetti Agriculture Department has one crew cab Dodge truck, access to 8 passenger vans, two livestock trailers, and one large livestock scale which are indeed great benefits when supervising SAE Projects. In addition most expenses incurred by the agriculture teachers while participating in FFA/SAE events are fully reimbursed by the district if the proper steps are followed.

Quality Criteria Four: QUALIFIED & PROFESSIONAL PERSONNEL

Righetti High School has three tenured agriculture teachers. Jim English is the tenured Department Head. Miguel Guerra is another tenured teacher and finally a tenured teacher in Guillermo Guerra. I am the voluntary agriculture credentialed teacher. We look to expand and hire a fourth teacher in the upcoming years. All teachers employed by Santa Maria Joint Unified School District are qualified and competent. Each instructor at Righetti High School holds a valid Agriculture Specialist Teaching Credential that authorizes us to teach agriculture courses. The agriculture teachers use a variety of instructional strategies, materials and effective teaching techniques to enhance all of our student's learning. We are very lucky to have new technology available to us and to our students to create a wonderful and effective teaching atmosphere. The agriculture teachers all participate in professional development activities Righetti High School are supportive of the Agriculture Department and Righetti FFA. Our Principal, Mr. Steve Molina is very supportive of all of our FFA activities, encourages our students and even attends FFA events on a regular basis. In addition to our Principal being supportive we have had other administrators and staff attends events and help judge FFA events. I believe that we do have work to do when it comes to keeping our counselors educated about our program. The goal is to have yearly meetings to keep them involved and educated about the classes we offer in the agriculture department. In addition I would like to have our students give at least one presentation a year at board meetings and possibly faculty meetings. Our newly appointed Superintendent will be invited to attend as many FFA Activities in our section and region as possible. Righetti FFA and the Agriculture Department have a spectacular relationship with our administrators, counselors, and staff but there is always room for improvement and new ideas.

Quality Criteria Five: FACILITIES, EQUIPMENT & MATERIALS

The facilities, equipment and materials at Righetti High School Agriculture Department are very nice. I would say most of the facilities, equipment and materials are comparable and simulate the use of those in the business industry. In addition the facilities, equipment, and materials are of the quality and quantity to accomplish instructional objective. Even with the ever changing technology I believe that our agriculture department has kept up well in order to send well prepared students into the job force and college. Some of our new technology that has been purchased or installed in the last five years would include computers for our computer lab and a new temperature controlled greenhouse. For next year we have plans to get a new Agriculture Truck to haul livestock. At Righetti High School we are very lucky to have superb school laboratory and teaching facilities. Our school facilities on campus are as follows: 3 full size classrooms with ample storage, copy machine, a good sized shop, outside storage and space for shop projects with usable area and tables; outside and indoor shop material storage, greenhouse, and soil bins. Off the high school campus Righetti Agriculture students have access to three school farms where SAE projects can be housed. Our school farm facilities include: multiple pig pens, a swine and sheep wash rack, multiple cattle pens, cattle tub, alley and chute, sheep pens, rabbit facilities, chicken coops, hay storage shed, two small tack rooms for student use, a large storage shed, and show arenas. The majority of the school lab facilities are maintained by the agriculture teachers, parents, and owners who lend the use of property to our students. I believe that we do a nice job keeping our facilities neat, clean, and orderly; even though there is always room for improvement. All students have access to any of the school farms and are easily accessible. The High School counselors and administration have been great in adapting or supplementing materials for special populations. The agriculture teachers do their best to keep safety in mind when ordering new equipment and modifying equipment. We are fortunate to have a supportive district that believes in upholding safety rules and regulations to keep our shops and laboratories running smoothly. Each unit of the Righetti Agriculture department is kept organized to maintain safety, increase work space and productivity. Students develop the meaning and importance of a safe working environment and developing pride for their classroom and facilities. Facilities and equipment at Righetti are maintained, repaired and/or replaced when necessary. Most repairs are encumbered by the department budget and completed by the department or maintenance. Larger facility repair and maintenance is documented and submitted through the district office.

Quality Criteria Six: COMMUNITY, BUSINESS AND INDUSTRY INVOLVEMENT

The Agriculture Advisory Committee at Righetti High School is made up of individuals who represent the community, business, industry, parents, and staff. The committee meets two to three times per year typically at the Righetti High School Agriculture Department. The Righetti Agriculture Advisory Committee has been very helpful in the decision making process of the department and has been in the best interest of the students when helping direct the department. In addition to the Advisory Committee, our Parent Support Club is also very active. Members of this group meet evenings and are instrumental when it comes to supporting our program both within the community and with financial support. Parents help organize and conduct fundraisers and activities.

The agriculture advisory committee is constantly providing and supporting the vision of the Righetti Agriculture department. The advisory committee is structured according to policies and guidelines. All members are successful community supporters that have deep rooted knowledge of agriculture programs and agriculture industry. They come from a variety of fields and provide the expertise that the Righetti Agriculture department needs. The Advisory Committee meets a minimum of twice yearly to meet the requirements and purpose of the committee. The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evident in the minutes. Job Market Description, Total Program Goals & Objectives, Course Subject Matter Outlines, 5 Year Facility & Equipment Acquisition, Graduate Follow Up, Targeted Occupations, Program Description—Courses, SAE, FFA, Program Completion Standards, Current Year Budget, and List of Active Placement Sites.

Quality Criteria Seven: CAREER GUIDANCE

All students enrolled in the agriculture department at Righetti School have a student data sheet on file that is updated every year they take an agriculture class. Agriculture students complete the student data sheets in class with their instructor at the beginning of the year each year. The student data sheets are then filed into the student individual folders in the officer room along with any prior student data sheets or record books. The agriculture department does its' best to educate our counselors about the courses we offer and what students we feel fit in particular classes. In addition to educating the counselors we feel it is very important to educate the 8th grade students before their enrollment forms are due. To do this we conduct an 8th Grade Orientation in conjunction with the counselors and ASB. The 8th grade orientation takes place each spring. The 8th graders from our local middle school come to the high school for a half day. When the 8th graders are visiting the agriculture department we have them rotating around the different classrooms and laboratories trying to determine where their interests might lie. During the FFA rotation current agriculture students go over the different opportunities available through FFA and discuss how FFA is a graded part of every agriculture class. Current agriculture students discuss what is learned in each of the areas and what introduction class they should enroll in if they are interested. Over the years this event has proved to be a great success with a high number of freshmen in the agriculture department. Elementary students every spring also take part in our kinder patch where students take advantage to display many different SAE Projects, Activities, and the importance of agriculture in an effort to recruit when they make their decisions of courses to enroll at the High School Level.

All students are welcome to enroll in the agriculture department at Righetti High School. Currently we have numerous students enrolled from the many feeder junior high schools. Our department has given success to students that don't see success very often in the classroom. In the agriculture classes students are informed about different career paths open to them. The agriculture instructors provide units of instruction in agricultural careers and even bring in guest speakers to provide insight as well. As an example Mr. Guerra has had many guest speakers come into class during and after school to certify students in different areas before they graduate from high school. To help make students aware of post-secondary education we have a 2+2 articulation agreement with a California Community Colleges. I believe that many of the students that we teach will have gained at least an idea for a career path before they graduate high school.

Quality Criteria Eight: PROGRAM PROMOTION

Program promotion is the key to any Agriculture Departments success. We must constantly put an effort forward to recruit students into our primary elective based department. Our department focuses on informing other students, parents, counselors, other teachers, administration, board members, and the community about our program on a regular basis. It is of extreme importance to us to have strong promotion to ensure ample enrollment in our elective classes in order to keep all three agriculture teachers full-time and have a thriving FFA chapter. At Righetti High School we have a variety of events throughout each school year that illustrate our efforts in program promotion. These events that I think make a difference in our program are: Ag Info Day, Club Day, Kinder Patch, FFA Week, and 8th Grade Orientation.

Furthermore our department through its fundraising efforts involves our community and students not only in fundraising but in informing parents of the value of their student's involvement in the Agriculture Education Experience. Righetti FFA does its' best to display much of our successes during National FFA Week. Our officer team dedicated itself to continuing to educate the rest of campus including teachers, staff, administrators about the success stories and leadership abilities that FFA members achieve.

Our FFA members are thoroughly involved in the recruitment process throughout the year. Our most important event includes 8th grade recruitment where many students of all grade levels visit many of the feeder schools prior to high school registration in an effort to persuade their enrollment in an agriculture class. Students display not only their abilities but their stories of involvement in the agriculture program. Furthermore, every March, 8th grade students come on tour to our campus and visit the many different program offerings that High School Offers. During this time our students set up a display and feast for many of the students to encourage them to sign up for an agriculture class.

Our town is an agriculture town where many parents are alumni of an Agriculture Program. It is with the positive and strong support of our agriculture programs that we continue to growth with numbers of students enrolled in agriculture classes.

Quality Criteria Nine: Program Accountability and Planning

At Righetti High School we do not have our own assessment and accountability for our students. However in each class we do have a set number of skills and achievements that students could be certified in. The agriculture teachers who are qualified and competent design final exams and at times practical exams that serve as assessment for what students have learned in our agriculture classes. The comprehensive plan contains documents that show the validity of our department and proves that we are doing what is expected of us. Mr. Greg Beard, the South Coast Regional Supervisor, reviews the comprehensive plan every three years with the department.. Each year the agriculture program develops a game plan that includes funding, budgets, and goals that our planned out for a successful year. The FFA officer summer leadership retreat is the time and place where the planning organization and years accountability is planned. It is this planning that allows all activities and events throughout the year to be accountable and recorded.

Quality Criteria Ten: Student-Teacher Ratio

Just like most schools Righetti High Agriculture Department has struggled maintaining a student teacher ratio below the requirement. Class sizes, staff present, and growth have not allowed for proper ratios. Some classes come close to the proper ratio but there are classes that are over populated. Although some classes have too many students our average number of students still resides above the boundary of the acceptable level. When it comes to our FFA and SAE supervision Righetti is over the 60 students per advisor recommendation. We currently have more students on our R-2 roster and 3 advisors. The Ag teachers at Righetti High School to have a majority of projects are kept at the school farms where multiple project visits can be made at the same time. The quantity of projects that Righetti FFA has makes it difficult to see all of them but it is something that does happen.

Quality Criteria Eleven: Full Year Employment

Currently at Righetti High School the Agriculture/ FFA Advisors have full year employment with an extended contract that pays 20% of our base salary, FFA Stipends, and Department Head Stipend. Additionally Righetti High School meets this Quality Criterion by providing all three agriculture teachers with a regular preparation period, however no SAE supervision period is provided.

Righetti High School Agriculture Department

Student Data Sheets

Student Data Sheets are completed at the beginning of every year in all classes. The sheets are then used with class rosters to ensure that students get properly entered in to the system. The Data Sheets are used to enter information on the R2 report, and then filed in the Agriculture File Cabinet.

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN

Appendix

K

DATA SHEET

A. Name: (Print) _____ Last _____ First _____ MI _____

B. Gender: (Circle One) _____ Male _____ Female _____

C. Date: _____ Age: _____

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level In School: (Circle One) 9 10 11 12

F. Program Of Instruction Being Pursued: (Select Only One)

_____ Plant & Soil Science (4010)

_____ Animal Science (4020)

_____ Agricultural Mechanics (4030)

_____ Agricultural Business Management (4040)

_____ Ornamental Horticulture (4050)

_____ Forestry & Natural Resources (4060)

_____ Agriculture Core - Year One (4070)

_____ Agriculture Core - Year Two (4080)

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

_____

_____

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full-Time _____

No Further Education _____

Some College Later _____

2. Go to College _____

Community College _____

Four Year College _____

Full-Time Student _____

Part-Time Student _____

Agriculture Major _____

Non-Agriculture Major _____

3. Go Into Military Service _____

Revised 8/03

STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently being taken, and planned to be taken in

(20 - -)

(20 -)

(20 -)

SENIOR

[illegible]

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

[illegible]

N. Planned Departmental Activities (FFA)

[illegible]

Parents/Guardians Signature:

STUDENT CAREER DATA SHEET

A. Name [REDACTED]
 Last Name [REDACTED] First Name, MI [REDACTED]

B. Gender: Male ☒ Female ☐

C. Date: 3/21/2013

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

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

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

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

H. Hispanic: Yes ☐ No ☒
 Race: (Select Only One)
☒ White
 Asian
 Asian Indian
 Cambodian
 Chinese
 Hmong
 Japanese
 Korean
 Laotian
 Vietnamese
 Black
 American Indian
 Native Hawaiian/Pacific Islander
 Filipino
 Guamanian
 Samoan
 Tahitian
 2 or More

I. Locator Data:
 Street Address: [REDACTED]
 Phone Number: [REDACTED]
 Parent/Guardian Name (Print Full Name For Each)
 Mr. [REDACTED]
 Miss/Mrs./Ms. [REDACTED]
 Email: [REDACTED]

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

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full - Time
 No Further Education
 Some College Later
2. Go to College
 Community College
 Four Year College
 Full-Time Student
 Part-Time Student
 Agriculture Major
 Non-Agriculture Major
3. Go Into Military Service [REDACTED]

Plan Updated: 2012-10-10
 Student Number: 1126481

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR

Course

SOPHOMORE YEAR

Course

JUNIOR YEAR

Course

SENIOR YEAR

Course

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28
29	30	31	32
33	34	35	36
37	38	39	40
41	42	43	44
45	46	47	48
49	50	51	52
53	54	55	56
57	58	59	60
61	62	63	64
65	66	67	68
69	70	71	72
73	74	75	76
77	78	79	80
81	82	83	84
85	86	87	88
89	90	91	92
93	94	95	96
97	98	99	100

A. Name _____ Last Name _____ First Name, MI _____
B. Gender: Male X Female _____
C. Date: 3/21/2013
D. Year in Agriculture Program: _____
4
(1st, 2nd, 3rd, 4th)
E. Grade Level in School: _____
12
(9, 10, 11, 12)
F. Program of Instruction Being Pursued: (Select Only One)
Plant & Soil Science (4010)
Animal Science (4020)
Agricultural Mechanics (4030)
Agricultural Business (4040)
Ornamental Horticulture (4050)
Forestry & Natural Resources (4060)
X Agriscience (4070)
G. I Am Taking This Course Because: (Select One)
I plan a career in agriculture
Not a career, just an interest in agriculture.
Not interested, placed in class.
H. Hispanic: Yes _____ No X

1. Go to Work Full - Time
No Further Education
Some College Later
2. Go to College
Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service

Plan Updated:

Japanese

Student Number: 1021055

Korean

Laotian

Vietnamese

Black

Americian Indian

Native Hawaian/Paccific Islander

Filipino

Guamanian

Samoan

Tahitian

2 or More

FRESHMAN YEAR Course	SOPHOMORE YEAR Course	JUNIOR YEAR Course	SENIOR YEAR Course

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size

Planned Department Activity (FFA)

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

Righetti High School Agriculture Department

Agriculture Student Files/Permanent Vo-Ag Student Record

In the Agriculture Computer lab you will find the record books of current students along with their student data sheets. Many of students record books are maintained electronically on flash drives and on the teachers hard drive. These books and information is held onto for future American Degree Recipients. Each student in our program is directed to update their student Data Sheets and any degree applications.

A. Name	<u> </u>	<u> </u>
	Last Name	First Name, MI
B. Gender:	Male <u>X</u>	Female <u> </u>
C. Date:	<u>3/21/2013</u>	
D. Year in Agriculture Program:		<u>1</u> (1st, 2nd, 3rd, 4th)
E. Grade Level in School:		<u>9</u> (9, 10, 11, 12)

- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Agricultural Business (4040)
- Ornamental Horticulture (4050)
- Forestry & Natural Resources (4060)
- Agriscience (4070)

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

White
Asian
Asian Indian
Cambodian
Chinese
Hmong
Japanese
Korean
Laotian
Vietnamese
Black
American Indian
Native Hawaian/Pacific Islander
Filipino
Guamanian
Samoan
Tahitian
2 or More

I. Locator Data: _____
 Street Address: _____
 Phone Number: _____
 Parent/Guardian Name (Print Full Name For Each)
 Mr. _____
 Miss/Mrs./Ms. _____
 Email: _____

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

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full - Time
No Further Education
Some College Later
2. Go to College
Community College
Four Year College
Full-Time Student
Part-Time Student
Agriculture Major
Non-Agriculture Major
3. Go Into Military Service

Student Number: 1126488

G. I Am Taking This Course Because: (Select One)

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Hispanic: Yes___ No X

Race: (Select Only One)

White

Asian

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black

Americian Indian

Native Hawian/Paccific Islander

Filipino

Guamanian

Samoaan

Tahitian

X 2 or More

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service

Plan Updated: 2012-10-10

Student Number: 1126493

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.

[illegible]

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size

Samoan

Tahitian

X 2 or More

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR Course	SOPHOMORE YEAR Course	JUNIOR YEAR Course	SENIOR YEAR Course

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR

STUDENT CAREER DATA SHEET

A. Name	[Redacted]		I. Locator Data:	
	Last Name	First Name, MI	Street Address:	[Redacted]
B. Gender:	Male ☒	Female ☐	Phone Number:	[Redacted]
C. Date:	3/21/2013		Parent/Guardian Name (Print Full Name For Each)	
D. Year in Agriculture Program:	2		Mr.	
	(1st, 2nd, 3rd, 4th)			
E. Grade Level in School:	10		Miss/Mrs./Ms.	
	(9, 10, 11, 12)		Email:	
F. Program of Instruction Being Pursued: (Select Only One)			J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.	
	Plant & Soil Science (4010)			
	Animal Science (4020)			
	Agricultural Mechanics (4030)			

Righetti High School Agriculture Department

Course Outlines

Righetti High School provides administrators and the community access to outlines of every agriculture course that is offered at Righetti High School. Attached are the current updated course descriptions for all vocational agriculture classes offered at Righetti High School.

AGRICULTURE DEPARTMENT

All students involved in the following Agriculture classes will be encouraged to participate in FFA activities.

Program Description

Hello, and welcome to Righetti High School. Our school serves as one of three comprehensive high schools in the Santa Maria Joint Union High School District. The district is located in the city of Santa Maria and covers over five hundred and fifty square miles. The district includes the towns of Santa Maria, Guadalupe, Sisquoc, Casmalia, Garey, Los Alamos and Orcutt. The primary economic bases in the community are tourism, agriculture, services, a variety of small businesses and production industries. The high school covers over sixty acres and is located on the southern end of Santa Maria. The surrounding area is agriculture and residential housing. The high school campus, which was built in the early 1960's, has an enrollment of approximately 2400 students.

We have a standard program that focuses around a core of Agri-Science classes, Agri-Business, Ag Welding, Ornamental Horticulture, FFA and student projects. We have four teachers of agriculture and work from an assigned office, three classrooms, a lab area, a shop, a greenhouse and a school farm. In addition, each ag teacher is assigned a school vehicle.

Under the direction of and in cooperation with the career-vocational preparation division, agriculture education has developed a model framework and curriculum for use in teaching agriculture at the secondary level. The framework for agriculture education is based on a model program of study of two to four years. The program emphasizes the technical agriculture subject matter, leadership, employability, career planning and application of acquired skills and knowledge through hands-on experience. The academic core is reinforced throughout by fully integrating skills in math, verbal and written communication.

We have gone under many changes in our curriculum to meet these needs and continue to emphasize active learning based on three major components:

1. Group instruction in the classroom and science or field laboratory.
2. Individual supervised practical experience in agriculture.
3. Group and individual experience in leadership, human relations, and interpersonal skill development through involvement in the FFA student organization.

We are constantly updating classes to meet UC credit and putting all courses in UC format. In addition, we have increased the use of technology in the classroom with thirteen individual modules that focus on difficult areas of agriculture. In addition, the computers are used in a wide variety of ways to enhance instruction and learning.

The Agri-Science CORE at Righetti High School provides students with a broad based knowledge of agriculture, preparation for work, and or for future education.

The curriculum is organized around a CORE that expands into career path clusters as the program grows. Agriculture provides content for learning across the curriculum that we feel provides a meaningful learning experience for all students.

Our present class offerings by sections are:

Class	# of sections
Agricultural Science 1	4
Agricultural Biology	2
Ornamental Horticulture	2
Viticulture	1
Ag Welding 1	5
Ag Welding 2	5
Advanced Ag Welding	5
Ag Leadership	1

No expansion of course offerings are planned at this time. We hope to maintain our current curriculum.

The majority ownership SOE projects are livestock and ag mechanics based for the Santa Barbara County Fair. OH markets plants in the Fall and Spring Semesters as a class project and some students maintain a section of the greenhouse for individual projects. Shop students do miscellaneous projects. In addition, several students have non-ownership work experience at the feed store, hardware store, nurseries, flower shops, pet store, farmers market, fruit farm, grocery stores and livestock ranches.

The FFA is the major leadership component of our program and we take part in a variety of activities at the local chapter, sectional, regional, state and national levels. We also take part in many local town events and make presentations to local groups.

We have a robust Ag Advisory Committee and an Ag Boosters Group. Both groups are active and provide input to the Ag Department.

COURSE TITLE: Agriculture Science 1 A/B
(This course fulfills the Physical Science requirement for graduation.)

LENGTH:	☐ One Semester	☒ Year Long
GRADE LEVEL:	☒ 9	☒ 10 ☒ 11 ☒ 12
PREREQUISITE:	None	
HOMEWORK:	Yes	
LAB FEE:	N/A	
REQUIREMENTS FULFILLED:	☐ AHC ☒ A-G <i>(pending approval)</i> ☐ AP	

This course is the first phase of a sequence in agriculture science. The purpose of this course is to introduce students to physical science through the world of agriculture and technology. It will give students the opportunity to learn the fundamentals of human needs, behavior, periodic table, chemical bonds, plate tectonics, weather, motion and waves, light, the universe, biotechnology, food science, processing, computers, and marketing. In addition, students will participate in leadership training activities, public speaking, and have the opportunity to be part of the FFA.

*Meets elective requirement for entrance to CSU, but not the Laboratory Science requirement.

COURSE TITLE: Agriculture Science 2 A/B (P)
(This course fulfills the Biological Science requirement for graduation.)

LENGTH:	☐ One Semester	☒ Year Long
GRADE LEVEL:	☐ 9	☒ 10 ☒ 11 ☒ 12
PREREQUISITE:	Agricultural Science 1 A/B and Algebra	
HOMEWORK:	Yes	
LAB FEE:	N/A	
REQUIREMENTS FULFILLED:	☐ AHC ☒ A-G ☐ AP	

Agriculture Science II is a one year, laboratory science course, designed for the college-bound student with career interests in agriculture as well as the student who will enter the agriculture workplace following high school or further training at the community college level. This course emphasizes molecular and cellular aspects of life; the chemical and structural basis of life; energetic of life; the growth and reproduction evolution of plants and domestic livestock species; plant and animal genetics; taxonomy of modern agricultural plants and animals; animal behavior; ecological relationships; nutrition health, diseases, and the similarities between animals and humans. The course is centered around a laboratory component and written and oral reporting.

COURSE TITLE: Animal Science (formerly Agriculture Science 3 A/B)

LENGTH:	☐ One Semester	☒ Year Long
GRADE LEVEL:	☐ 9	☐ 10 ☒ 11 ☒ 12
PREREQUISITE:	Agricultural Science 2 A/B	
HOMEWORK:	Yes	
LAB FEE:	N/A	
REQUIREMENTS FULFILLED:	☐ AHC ☒ A-G ☐ AP	

Animal Science (formerly Agricultural Science 3) is designed for third year vocational agricultural students and includes active membership in FFA as well as involvement in their Supervised Occupational Experience Program. Subject matter includes advanced animal and plant anatomy and physiology, agricultural record keeping; livestock management skills; animal nutrition; digestive and reproductive

systems; animal genetics; and the meat industry. Material dealing with livestock diseases and livestock parasites will also be covered, as well as teaching computers in agricultural management.

COURSE TITLE: Integrated Agriculture Biology 1 A/B (P)

LENGTH:	☐ One Semester	☒ Year Long
GRADE LEVEL:	☐ 9	☒ 10 ☒ 11 ☒ 12
PREREQUISITE:	Agricultural Science 1, Agricultural Science 2, General Science, or Teacher's Approval	
HOMEWORK:	Yes	
LAB FEE:	N/A	
REQUIREMENTS FULFILLED:	☐ AHC ☒ A-G ☐ AP	

Agriculture Biology is a one-year, laboratory science course, designed for the college-bound student. 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 energetic of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of a 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 around 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.

COURSE TITLE: Animal and Plant Physiology A/B (P)

LENGTH:	☐ One Semester	☒ Year Long
GRADE LEVEL:	☐ 9	☒ 10 ☒ 11 ☒ 12
PREREQUISITE:	Ag Science 1 A/B (P) or General Science A/B (P)	
HOMEWORK:	Yes	
REQUIREMENTS FULFILLED:	☐ AHC ☒ A-G (<i>pending approval</i>) ☐ AP	

This course addresses Chemistry and Physics through real world experiences through agriculture for students in grades 10-12. Career awareness, career exploration, and skill preparation are integral parts of the curriculum. As students progress through the core curriculum and move into specific agricultural career clusters, there is a transition of emphasis from career awareness and general exploration to career and occupationally relevant experience of greater scope and depth. Applications of physical science to the agriculture industry will be the emphasis of this course.

COURSE TITLE: Agriculture Welding 1 A/B

LENGTH:	☐ One Semester	☒ Year Long
GRADE LEVEL:	☒ 9	☒ 10 ☒ 11 ☒ 12
PREREQUISITE:	None	
HOMEWORK:	Yes	
LAB FEE:	Refer to page 8	
REQUIREMENTS FULFILLED:	☐ AHC ☐ A-G ☐ AP	

A course in theory, practice and application of various metal joining processes, including oxy-fuel welding, brazing, flame cutting, electric arc processes and an introduction to mig welding. The student will

develop competencies in shop and tool safety. Math skills are also developed. Woodworking, rope work, plumbing, electrical and tool sharpening are also covered.

COURSE TITLE: Agriculture Welding 2 A/B

LENGTH:	☐ One Semester	☒ Year Long
GRADE LEVEL:	☐ 9	☒ 10 ☒ 11 ☒ 12
PREREQUISITE:	Agriculture Welding 1	
HOMEWORK:	Yes	
LAB FEE:	Refer to page 8	
REQUIREMENTS FULFILLED:	☐ AHC ☐ A-G ☐ AP	

A continuation of Ag Welding 1, emphasizing position welding of a variety of ferrous metals, using a variety of electrodes used in industries. Provides students with the theory and practical applications of gas metal arc welding (g.m.a.w.) and the operation of g.m.a.w. equipment. Students earning a "B" or better are eligible to receive a Hancock Articulation Certificate (2+2).

COURSE TITLE: Advanced Agriculture Welding/Fabrication A/B

LENGTH:	☐ One Semester	☒ Year Long
GRADE LEVEL:	☐ 9 ☐ 10 ☒ 11 ☒ 12	
PREREQUISITE:	Agriculture Welding 1	
HOMEWORK:	Mostly hands on work	
LAB FEE:	Refer to page 8	
REQUIREMENTS FULFILLED:	☒ AHC ☐ A-G ☐ AP	

Enables the students to interpret working drawings and shop drawings. Students will sketch fabrication and layout schemes for welding and jigs for assembly of small projects. Students earning a "B" or better are eligible to receive a Hancock Articulation Certificate (2+2).

COURSE TITLE: U.S. Economics (P)

LENGTH:	☒ One Semester	☐ Year Long
GRADE LEVEL:	☐ 9 ☐ 10 ☐ 11 ☒ 12	
PREREQUISITE:	None	
HOMEWORK:	Yes	
LAB FEE:	None	
REQUIREMENTS FULFILLED:	☐ AHC ☒ A-G ☐ AP	

This semester-long course is designed to help students develop a deeper understanding of economic problems and institutions in which they live. We will examine concepts such as scarcity, supply and demand, business organizations, as well as the role of the government and the Federal Reserve System. Materials and lessons are aligned with California Standards.

COURSE TITLE: Agriculture Independent Study

LENGTH:	☒ One Semester	☐ Year Long		
GRADE LEVEL:	☐ 9	☐ 10	☒ 11	☒ 12
PREREQUISITE:	Teacher Approval			
HOMEWORK:	Yes			
LAB FEE:	N/A			
REQUIREMENTS FULFILLED:	☐ AHC	☐ A-G	☐ AP	

Students enrolled in this course must have a desire to do independent advanced work.

Advanced Ornamental Horticulture

Must complete Ornamental Horticulture

In this class special emphasis will be placed on development of advanced Ornamental Horticulture skills, computer applications and business management.

COURSE TITLE: Agriculture Leadership and Communications A/B

LENGTH:	☐ One Semester	☒ Year Long		
GRADE LEVEL:	☒ 9	☒ 10	☒ 11	☒ 12
PREREQUISITE:	None			
HOMEWORK:	Yes			
REQUIREMENTS FULFILLED:	☐ AHC	☐ A-G	☐ AP	

Leadership, communication skills, and work ethics are major contributing factors in today's successful work force. This course is designed to instruct and train students to meet the necessary leadership and communication skills needed for a career in the agriculture industry. This course will provide instruction and meaningful experiences in personal development, career awareness and planning, management, and presentation of FFA leadership activities and Community Service Projects. Students will also be required to compile an individual career plan and portfolio.

REGIONAL OCCUPATIONAL PROGRAMS AGRICULTURE

**COURSE TITLE: Ornamental Horticulture (ROP)
                              Advanced Ornamental Horticulture (ROP)**

LENGTH:	☒ One Semester	☒ Year Long		
One period = 2 semesters, two periods = 1 semester				
GRADE LEVEL:	☐ 9	☐ 10	☒ 11	☒ 12
PREREQUISITE:	N/A			
HOMEWORK:	N/A			
LAB FEE:	N/A			
REQUIREMENTS FULFILLED:	☐ AHC	☐ A-G	☐ AP	

Ornamental Horticulture

Students learn entry-level skills in ornamental and production plant growing and tending. Instruction includes plant propagation, soil mixtures and sterilization, irrigation, potting and canning, fertilizers, floral design, pesticides, greenhouse structures and operations, plant identification, tools and materials, basic landscaping, computer and business management. This class meets the Righetti High School fine arts requirement.

COURSE TITLE: Viticulture 1 A/B (ROP)

LENGTH:	☐ One Semester	☒ Year Long (May be taken one or two periods)
GRADE LEVEL:	☐ 9	☒ 10 ☒ 11 ☒ 12
PREREQUISITE:	None	
HOMEWORK:	Varies	
LAB FEE:	None	
REQUIREMENTS FULFILLED:	☒ AHC ☐ A-G ☐ AP	

This class is designed to provide a foundation in viticulture and vineyard management. Some of the topics covered in this course are grapevine physiology and structure, establishing the vineyard, fertilizing vines, irrigation and vineyard equipment.

COURSE TITLE: Viticulture 2 A/B (ROP)

LENGTH:	☐ One Semester	☒ Year Long (May be taken one or two periods)
GRADE LEVEL:	☐ 9	☐ 10 ☒ 11 ☒ 12
PREREQUISITE:	Viticulture 1 A/B	
HOMEWORK:	Varies	
LAB FEE:	None	
REQUIREMENTS FULFILLED:	☒ AHC ☐ A-G ☐ AP	

This class is designed to continue skill development in viticulture and vineyard management for students who have completed Viticulture 1. Advanced topics covered in this course include canopy management, climates, grapevine trellises, grapevine pest management, fermentation, and wine storage.

**COURSE TITLE: Advanced Agricultural Mechanics A - Fall Semester (ROP)
                          Advanced Agricultural Mechanics B - Spring Semester (ROP)
                          Advanced Agricultural Mechanics Community/Cooperative
                          Class (ROP) - Spring Semester**

LENGTH:	☒ One Semester	☐ Year Long
GRADE LEVEL:	☐ 9	☐ 10 ☒ 11 ☒ 12
PREREQUISITE:	Ag Mechanics or Instructor's Approval	
HOMEWORK:	N/A	
LOCATION:	Santa Maria High School	
REQUIREMENTS FULFILLED:	☒ AHC ☐ A-G ☐ AP	

These courses are designed to prepare students for employment or entrepreneurship in agricultural mechanics occupations including farm power, construction, machinery and equipment, welding and other areas. These classes also prepare students to continue in advanced, post-secondary occupational training in this field.

AGRICULTURE WELDING**Instructor & Contact Information**

Mr Jim English

jenglish@smjuhsd.org

Phone: 937-2051 ext 2401

<http://www.smjuhsd.k12.ca.us/~jenglish>

Class Procedures**Text – Videos - Materials:**

- Welding Skills
- Basic Agricultural Mechanics
- Supplemental Texts and Handouts
- Notebooks Required
- Lab Fee = No Lab Fee at this time
- Safety Gear is provided, however, it is highly recommended that each student provide their own safety glasses and gauntlet style welding gloves
- Shop attire (coveralls) are highly recommended
- Access to California Agricultural Record Book - Required

The Classroom:

- Students will be expected to adhere to all regular school policies in this class.
- As a reminder, I suggest you apply the following principles to EVERYTHING you do as my student during your time in the Welding Shop Program.
  - Stop and Think!
  - Work Hard! Work Responsibly!
  - When you have a question, ASK!
  - Act and Take Responsibility for your actions!

Course Description: This is a one year course that will include:

- Shop Safety (including Safety Demonstrations)
- Ag Mech Tool Identification and Use
- Tool Sharpening and Equipment Maintenance
- Oxy-Fuel Welding (Gas)
- Gas Metal Inert Welding (Mig)
- Tungsten Inert Welding (Tig)
- Shielded Metal Arc Welding (Stick)
- Flame Cutting with Oxy-Fuel (Acetylene and Propane)
- Plasma Arc Cutting
- Mathematics and Science
- Computer Use – Research and Course Assignments
- Shop Project Construction and Fabrication
- Layout, Dimensioning, Measurement
- California Agricultural Record Book – Required
- Project entry at the Santa Barbara County Fair

Grading:

- Grades will be determined by;
  - daily shopcard points
  - clean-up points
  - classroom and lab participation

- California agricultural record book completion
- attitude and effort.
- Your grade for each grading period will be based on your percentage of the total possible points available to earn at that point.
  - 100% - 90% = A
  - 89% - 80% =
  - 79% - 70% = C
  - 69% - 60% = D
  - 59% and below = Not Passing

The MOST SIGNIFICANT factor necessary for your success in this class is your ATTITUDE. Your behavior and performance in this class is a stepping stone to an awesome future in the Welding Arena.

Returning welding students may earn access to the shop early in the semester by mastering the Safety Test - which is given to all students prior to entering the shop. Mastery Level = 95% or better

Returning welding students not achieving mastery level must attend the course orientation sessions with all beginning welding students. A 90% level will be required to enter the shop.

Returning welding students are defined as having successfully completed one year of welding in the RHS Weld Shop.

Beginning welding students are defined as first year welding students and/or having completed less than one year of welding in the RHS Weld Shop.

The California Agricultural Record Book will be **required** from each welding student. Pay close attention to the requirements as this will comprise 10% of your grade. This means in order to get an A – you must fulfill this assignment.

If you are eligible to apply for the California State FFA Degree – you must do so.

Second semester in the RHS Weld Shop offers many opportunities including:

- California agricultural record book
- Hancock Welding Competition
- Ag Welding Judging Competitions
- Santa Barbara County Fair projects and auction

Cheating Policy:

Cheating will not be tolerated in the welding shop. Students will be encouraged to do their best at all times, regardless of their skill level. Safety and improvement of welding skills by the students are the main criteria in this class. If a student is found cheating in class, a referral will be written and the student will report to administration.

The RHS Weld Shop has a strong and respected tradition here at Righetti High School and in the Santa Maria community. The development of positive work ethics is your opportunity to obtain employable life skills. Take advantage of this opportunity to grow and be a positive influence.

Homework Assignments and Extended Absences:

Homework will be assigned on a weekly or bi-weekly basis. These assignments will be posted on my web page for each class. Assignments will also be posted in the classroom for student access. Students will be given the opportunity to complete these assignments - which will become due each Friday or the next Late Start day. A student with a completed assignment prior to Friday's class will be allowed to work in the shop that day. Students that do not have the completed work will be required to stay in the classroom and work on the assignment. This is called my "option day" and is especially designed to give the aggressive student additional shop time. The homework assignments will begin approximately two weeks after school starts.

Late Starts are also an option for classroom study. As this is a hands on course, students need to keep in mind that knowledge enhancement in the classroom will increase skill development substantially. These days will be used to study material and also provide computer access time for students to work on their California Agricultural Record Book.

Attendance:

Righetti High School has instituted a Zero Tolerance attendance policy. Attendance in the Welding Class is critical for serious students as shop time and class time play an important role in student progress, especially in this lab-oriented class. This policy is good training for life. Potential employers are also looking for students with good attendance records.

Only students with excused absences may make up work. These must be made up the first day you return to class or by other arrangements with me.

Classroom Policies:

- Be in your assigned seat before the tardy bell rings.
- Remain in your seat unless given permission to get up.
- No talking when a person has the floor.
- No teasing, shouting, disruptive or disrespectful behavior.
- You are responsible for being prepared daily with your shop safety attire, safety glasses, gloves, etc.
- Never leave the classroom without the permission of teacher.
- Keep your hands, feet and any other object off other people and equipment.
- Good behavior results in increased shop time for all students.
- Take pride in our Welding Shop as it has a great deal of opportunity for all students.

Lab Policies:

- Safety first.
- Wear safety glasses at all times during lab activities.
- Zero tolerance of the above rule!!! results in a discipline referral.
- Study the Safety Manual Rules - available on my RHS Web Page.
- Obey the Safety Manual Rules - everyone's well being depends upon it.
- Take care of shop equipment.

Student and Parent/Guardian Response

I have read and agree to abide by the procedures as written and/or discussed with respect to the RHS Weld Shop Class.

Parent Signature _____ Date _____

Student Signature _____ Date _____

SANTA BARBARA COUNTY SCHOOLS
REGIONAL OCCUPATIONAL PROGRAM
ORNAMENTAL HORTICULTURE

COURSE DESCRIPTION

CBEDS code: 4050
CBEDS title: Horticulture and the Environment
ROC/P course title: Ornamental Horticulture

JOB TITLES FOR WHICH STUDENT WILL BE PREPARED
(from Dictionary of Occupational Titles)

<u>Code</u>	<u>Title</u>
260.357-026	Salesperson Flowers (retail)
405.161-014	Flower Grower
405.161-014	Seed Grower
405.687-014	Laborer, Nursery
405.687-014	Nursery Laborer
408.687-014	Laborer, Landscape
408.161-010	Landscape Gardener
408.161-010	Landscaper Agriculture

OVERVIEW

This class is designed to teach enrollees entry-level skills in ornamental and production plant growing and tending.

Students will learn plant propagation techniques (sexual and asexual), the care of liners, mixing different types of soil medias, plant observation skills, physiological needs of plants, pests and pesticides, potting and canning. Plant identification will be stressed. Basic floral design and landscaping are also covered.

There are no course prerequisites, but enrollment will be limited to 11th and 12th graders who are serious about entering this occupational area.

Total Hours of Instruction 180

11/01

COURSE OUTLINE
ORNAMENTAL HORTICULTURE

<u>Unit</u>	<u>Hours</u>
I. <u>Course Introduction</u>	3
A. Course requirements	
B. Safety	
II. <u>Career Opportunities in Ornamental Horticulture</u>	2
III. <u>Types of Greenhouse Operations</u>	5
A. Small independent grower - potted plants	
B. Small independent grower - specialization	
C. Small independent grower - seasonal crops	
D. Large growers - multiple crops	
E. Cut flower grower	
F. Grower of starter seedlings	
G. Retail nurseries	
IV. <u>Plant Growth & Development</u>	15
A. Anatomy	
B. Physiology	
C. Plant growth needs	
D. Relative humidity	
V. <u>Plant Propagation</u>	15
A. Sexual - seed	
B. Asexual	
1. Cutting	
2. Bulb	
3. Grafting	
4. Air layering	
5. Division	
C. Plant growth needs	
VI. <u>Soil Mixtures and Sterilization</u>	15
A. Types of media	
B. Choosing the right media	
C. Amendments	
D. Sterilization	
VII. <u>Irrigation</u>	15
A. Plant requirements	
B. Systems and methods	
VIII. <u>Potting and Canning</u>	10
A. Reasons for	
B. Different types of containers	
C. Techniques	

Ornamental Horticulture (course outline continued)

	<u>Unit</u>	<u>Hours</u>
IX.	<u>Fertilizers</u>	10
	A. Necessity of	
	B. Major and minor nutrient requirements	
	C. Different types	
	D. Application methods	
	E. Excess/deficiency signs	
X.	<u>Basic Floral Design</u>	20
	A. Corsage construction	
	B. Dried flower arranging	
	C. Fresh flower arranging	
	D. Color bowls	
	E. Dish gardens	
XI.	<u>Disease/Pest Management</u>	10
	A. Recognition of pest and pest signs	
	B. Types of pesticides	
	C. Application of pesticides	
	D. Preventative measures	
	E. Integrated pest management	
	F. Safe handling of pesticides	
XII.	<u>Introduction to Marketing & Distribution Skills</u>	10
	A. Telephone techniques	
	B. Serving the customer (retail and wholesale)	
	C. Basic sales techniques	
	D. Displays of plant materials	
XIII.	<u>Plant Identification</u>	10
	A. Name and know 75 house plants	
	B. Name and know 75 landscape plants	
XIV.	<u>Tools and Materials</u>	10
	A. Hand tools	
	B. Power tools	
	C. Injector systems	
	D. Propagation materials	
XV.	<u>Basic Landscaping</u>	20
	A. Design	
	B. Maintenance	
	C. Installation	

Ornamental Horticulture (course outline continued)

<u>Unit</u>	<u>Hours</u>
XVII. <u>Job Seeking Skills/General Workplace Skills</u>	10
A. Job Search Fundamentals	
B. Résumé and Employment Applications	
C. The Employment Interview	
D. General Workplace Skills	
(1) Job Attitudes/Positive Work Ethics	
(2) Personal Organization, Goal Settings and Time Management	
(3) Personal Grooming	
(4) Oral and Written Communication	
(5) Teamwork	
(6) Common workplace Rules and Regulations	
(7) Further Training and Career Ladders	
(8) Supervised Occupational Experience Program (S.O.E.P.)	
Total Hours	180

SANTA BARBARA COUNTY EDUCATION OFFICE

REGIONAL OCCUPATIONAL PROGRAM

ADVANCED ORNAMENTAL HORTICULTURE

COURSE DESCRIPTION

CBEDS code: 4050
CBEDS title: Advanced Horticulture and the Environment
ROC/P course title: Advanced Ornamental Horticulture

JOB TITLES FOR WHICH STUDENT WILL BE PREPARED

(from Dictionary of Occupational Titles)

<u>Code</u>	<u>Title</u>
260.357-026	Salesperson Flowers
405.161-014	Flower Grower
405.161-014	Seed Grower
405.687-014	Laborer, Nursery
405.687-014	Nursery Worker
408.161-010	Landscape Gardener
406.684-014	Groundskeeper
406.687-010	Groundskeeper
408.687-018	Tree Surgeon Helper
142.081-010	Floral Designer
260.357-026	Sales Associate, Florist Supplies
275.357-054	Sales Associate, Farm & Garden Equipment and Supplies
142.081-010	Salesperson, Floral

Enrollment Requirements

1. Ornamental Horticulture or Instructor Approval
2. Grade 11th or 12th

Course Description (Total Hours of Instruction 180)

This is an advanced Ornamental Horticulture class. There will be a review of beginning O.H. curriculum. Special emphasis will be placed on development of advanced O.H. skills, O.H. computer applications and O.H. business management.

COURSE OUTLINE
ADVANCED ORNAMENTAL HORTICULTURE

<u>UNITS</u>	<u>HOURS</u>
I. <u>COURSE OVERVIEW</u>	4
A. Major areas of O.H.	
B. Standards	
C. ROP procedures and recordkeeping	
II. <u>LANDSCAPE DESIGN, INSTALLATION AND MAINTENANCE</u>	44
A. Review of basic landscaping	
B. Use of design concepts -- tools	
C. Principles of design	
D. Use of major plant groups	
E. Landscape installation	
F. Landscape maintenance	
G. Estimating	
III. <u>ORNAMENTAL HORTICULTURE COMPUTER APPLICATIONS</u>	12
A. Introduction to O.H. software	
B. Common/landscape design software	
IV. <u>ADVANCED ORNAMENTAL HORTICULTURE PROJECTS</u>	16
A. Alternate plant types	
B. Plant exhibits	
C. Plant displays	
D. Fair entries	
E. Plant plugs	
V. <u>BUSINESS MANAGEMENT</u>	30
A. Entrepreneurship and small business management	
B. Types of businesses	
C. Retail Sales	
D. Customer Relations	
E. Plant displaying/marketing	
F. Promoting	
G. FFA record books (budgeting)	
VI. <u>HYDROPONICS/ALTERNATE MEDIA</u>	5
A. Theory of Hydroponics	
B. Types of Media	
C. Application Methods	
D. Research Projects	
VII. <u>ORNAMENTAL HORTICULTURE HAZARDOUS MATERIALS HANDLING</u>	9
A. Pesticides, fertilizers, chemicals	

Advanced Ornamental Horticulture Course (continued)

	<u>UNIT</u>	<u>HOURS</u>
VIII.	<u>FLORICULTURE</u>	40
	A. Review of beginning floral design skills	
	B. Basic tools	
	C. Basic design and construction	
	D. Banquet and special occasion work	
	E. Shop management	
IX.	<u>JOB SEEKING SKILLS/GENERAL WORKPLACE SKILLS</u>	20
	A. Job Search Fundamentals	
	B. Résumé and Employment Applications	
	C. The Employment Interview	
	D. General Workplace Skills	
	(1) Job Attitudes/Work Ethics	
	(2) Personal Organization, Goal Settings and Time Management	
	(3) Personal Grooming	
	(4) Oral and Written Communication	
	(5) Teamwork	
	(6) Common Workplace Rules and Regulations	
	(7) Further Training and Career Ladders	
	(8) Supervised Occupational Experience Program (S.O.E.P.)	
Total Hours		<u>180</u>

**Note: Some of the total instructional hours for this program will take place off campus in community worksite locations. This off campus instructional time will be under the direct supervision of the course instructor who will accompany the students at all times.

**SANTA BARBARA COUNTY EDUCATION OFFICE
REGIONAL OCCUPATIONAL PROGRAM
VITICULTURE OCCUPATIONS I**

COURSE DESCRIPTION

CBEDS CODE: 4010
CBEDS TITLE: CROP AND SOIL SCIENCE
ROC/P COURSE TITLE: VITICULTURE OCCUPATIONS I

JOB TITLES FOR WHICH STUDENTS WILL BE PREPARED

<u>TITLE</u>	<u>D.O.T. CODE</u>
Farmer, Fruit Crops, Bush and Vine (agriculture)	403.161-014
Harvest Worker, Fruit (agriculture)	403.687-018
Winery Worker (beverage)	521.685-370
Vine Pruner (agriculture)	403.687-022
Grape Crusher (beverage)	521.685-094
Grape Grower (agriculture)	403.161-014

COURSE DESCRIPTION

Total Course Hours - 180

This class is designed to provide a foundation in viticulture and vineyard management for students in grades eleven and twelve. The course curriculum promotes extensive student interaction and hands-on training with a particular emphasis on career awareness. This course prepares students for entry-level vineyard and winery positions or for related advanced training at a college or university. Students also earn articulated credits at Allan Hancock Community College.

VITICULTURE OCCUPATIONS I

COURSE OUTLINE

<u>Units</u>	<u>Hours</u>
I. <u>COURSE ORIENTATION</u>	5
a. R.O.P. regulations and recordkeeping	
b. Course competency list	
c. Santa Barbara County Crop Report/Grape Crush Report	
d. Vineyards and wineries in Santa Barbara County	
e. Equipment dealers	
f. Occupations in the vineyard/winery industry	
g. Post secondary viticulture education programs	
II. <u>BASIC USES FOR GRAPES</u>	5
a. Four uses of grapes	
b. Characteristics	
c. Varieties	
d. Table grapes	
e. Raisins	
III. <u>GRAPEVINE PHYSIOLOGY AND STRUCTURE</u>	18
a. Plant and animal cells	
b. Vine physiology	
c. Leaf, shoot and root tissue	
d. Parts of the vine	
e. Root system	
f. Fruit cluster	
IV. <u>PROPAGATION</u>	18
a. Cutting from vines	
b. Bench grafting	
c. Whip graft	
d. Field bud	
e. Propagation	
f. Root stock/scion	
g. Cultivars	
h. Vitis Species	
V. <u>ESTABLISHING THE VINEYARD</u>	20
a. Soil samples/soil profiles	
b. Soil amendment	
c. Vineyard design & development	
d. Diagram a vineyard	
e. Layout	
f. Selection	
g. Planting	
h. Sustainable agricultural practices	

Viticulture Occupations I (Course Outline Continued)

<u>Units</u>	<u>Hours</u>
VI. <u>FERTILIZING YOUNG AND MATURE VINES</u>	12
a. Essential elements	
b. Functions	
c. Fertilizer needs	
d. Applying fertilizer	
e. Vine response	
f. Nitrogen, potassium and phosphorus deficiency determination	
VII. <u>IRRIGATION PRINCIPLES</u>	10
a. Soil moisture	
b. Moisture absorption	
c. Response	
d. Water applications	
e. Irrigation systems	
f. Vineyard irrigation	
g. General principles	
VIII. <u>GRAPE TESTING/HARVESTING</u>	20
a. Grape, berry sampling	
b. Criteria for harvesting	
c. Maturity	
d. Harvesting care	
e. Harvesting procedures	
f. Vine monitoring	
g. Harvest parameters	
IX. <u>SOILS</u>	8
a. Soil testing	
b. Vineyard soils	
c. Santa Barbara County soils and soil map	
d. Erosion control	
X. <u>PRUNING</u>	25
a. Pruning and training	
b. Judge vigor and capacity	
c. Principles of pruning	
d. Dormant pruning	
e. Bud fruitfulness	
f. Summer or herbaceous pruning	
g. Pruning systems	
XI. <u>VINEYARD EQUIPMENT</u>	12
a. Tillage and weed control equipment	
b. Sprayers	
c. Mechanical hedging	
d. Mechanical harvesters	
e. All terrain vehicles	
f. Vineyard tractors & equipment	
g. Vineyard equipment safety	

Viticulture Occupations I (Course Outline Continued)

<u>Units</u>	<u>Hours</u>
XII. <u>WINERY EQUIPMENT</u>	10
a. Grape crusher	
b. Grape press	
c. Pumps	
d. Filters	
e. Wet environment safety procedures	
f. Winery equipment safety	
g. Confined space safety requirement	
XIII. <u>ALCOHOL REGULATIONS</u>	5
a. Labeling requirements	
b. Operating procedures	
c. Reporting requirement	
d. Application process	
XIV. <u>JOB SEEKING SKILLS/GENERAL WORKPLACE SKILLS</u>	12
a. Job Search Fundamentals	
b. Résumé and Employment Applications	
c. The Employment Interview	
d. General Workplace Skills	
1. Job Attitudes/Work Ethics	
2. Personal Organization, Goal Settings and Time Management	
3. Personal Grooming	
4. Oral and Written Communication	
5. Teamwork	
6. Common Workplace Rules and Regulations	
7. Further Training and Career Ladders	
e. Leadership development/FFA	
f. Supervised Occupational Experience Program (S.O.E.P.)	

TOTAL HOURS 180

**SANTA BARBARA COUNTY EDUCATION OFFICE
REGIONAL OCCUPATIONAL PROGRAM
VITICULTURE OCCUPATIONS II**

COURSE DESCRIPTION

CBEDS CODE: 4010
CBEDS TITLE: CROP AND SOIL SCIENCE
ROC/P COURSE TITLE: VITICULTURE OCCUPATIONS II

JOB TITLES FOR WHICH STUDENTS WILL BE PREPARED

<u>TITLE</u>	<u>D.O.T. CODE</u>
Farmer, Fruit Crops, Bush and Vine (agriculture)	403.161-014
Harvest Worker, Fruit (agriculture)	403.687-018
Winery Worker (beverage)	521.685-370
Vine Pruner (agriculture)	403.687-022
Grape Crusher (beverage)	521.685-094
Grape Grower (agriculture)	403.161-014

COURSE DESCRIPTION   **Total Course Hours - 180**

This class is designed to continue skill development in viticulture and vineyard management for students in grades eleven and twelve who have completed Viticulture Occupation I. The course curriculum promotes extensive student interaction and hands-on training with a particular emphasis on career awareness. This course prepares students for entry level vineyard and winery positions or for related advanced training at a college or university. Students also earn articulated credits at Allan Hancock Community College.

VITICULTURE OCCUPATIONS II

COURSE OUTLINE

<u>Units</u>	<u>Hours</u>
I. <u>COURSE ORIENTATION</u>	5
a. R.O.P. regulations and recordkeeping	
b. Course competency list	
c. Santa Barbara County Crop Report/Grape Crush Report	
d. Vineyards and wineries in Santa Barbara County	
e. Equipment dealers	
f. Occupations in the vineyard/winery industry	
g. Post secondary viticulture education programs	
II. <u>GRAPEVINE PHYSIOLOGY AND STRUCTURE</u>	12
a. Plant and animal cells	
b. Vine physiology	
c. Leaf, shoot and root tissue	
d. Parts of the vine	
e. Root system	
f. Fruit cluster	
III. <u>FERTILIZING YOUNG AND MATURE VINES</u>	10
a. Essential elements	
b. Functions	
c. Fertilizer needs	
d. Applying fertilizer	
e. Vine response	
f. Nitrogen, potassium and phosphorus deficiency determination	
IV. <u>IRRIGATION PRINCIPLES</u>	10
a. Soil moisture	
b. Moisture absorption	
c. Response	
d. Water applications	
e. Irrigation systems	
f. Vineyard irrigation	
g. General principles	
V. <u>CANOPY MANAGEMENT</u>	15
a. Canopy management/assessment	
b. Shoot removal	
c. Shoot positioning	
d. Leaf removal	
e. Improving wine grape quality	
VI. <u>SANTA BARBARA COUNTY MESO CLIMATES</u>	12
a. Degree-days	
b. Santa Barbara County appellations	
c. Climate and topography	
d. Terroir	

<u>Units</u>	<u>Hours</u>
VII. <u>SOILS</u> a. Soil testing b. Vineyard soils c. Santa Barbara County soils and soil map d. Erosion control	20
VIII. <u>GRAPEVINE TRELLISES</u> a. Head-pruned, spur-pruned vines b. Cane-pruning c. Cordon-pruned vines d. Vines to harvest by machines e. Single canopy vs. split canopy f. Trellising g. Vine training	15
IX. <u>GRAPEVINE PEST MANAGEMENT</u> a. Leaves b. Flowers and fruit c. Buds and young shoots d. Permanent part of the vine e. Attack roots f. Fungal, bacterial, viral diseases g. Vine pests/diseases/vectors	16
X. <u>VINEYARD EQUIPMENT</u> a. Tillage and weed control equipment b. Sprayers c. Mechanical hedging d. Mechanical harvesters e. All terrain vehicles f. Vineyard tractors & equipment g. Vineyard equipment safety	12
XI. <u>WINERY EQUIPMENT</u> a. Grape crusher b. Grape press c. Pumps d. Filters e. Wet environment safety procedures f. Winery equipment safety g. Confined space safety requirement	8
XII. <u>FERMENTATION</u> a. Various yeast strains b. Fermentation aids (Fermaid, Yeastex) c. Yeast nitrogen sources (DAP) d. Controlling fermentation with refrigeration e. Controlling and stopping fermentation with SO ₂	12

<u>Units</u>	<u>Hours</u>
XIII. <u>WINE STORAGE</u>	8
a. Stainless steel tanks	
b. Oak barrels or cask	
c. Anaerobic environment	
d. Barrel handling	
e. Stainless steel sanitation	
XIV. <u>BOTTLING</u>	5
a. Filtration	
b. Sanitation/Quality Control	
c. Bottling operation	
XV. <u>ALCOHOL REGULATIONS</u>	8
a. Labeling requirements	
b. Operating procedures	
c. Reporting requirement	
d. Application process	
XVI. <u>JOB SEEKING SKILLS/GENERAL WORKPLACE SKILLS</u>	12
a. Job Search Fundamentals	
b. Résumé and Employment Applications	
c. The Employment Interview	
d. General Workplace Skills	
1. Job Attitudes/Work Ethics	
2. Personal Organization, Goal Settings and Time Management	
3. Personal Grooming	
4. Oral and Written Communication	
5. Teamwork	
6. Common Workplace Rules and Regulations	
7. Further Training and Career Ladders	
e. Leadership development/FFA	
f. Supervised Occupational Experience Program (S.O.E.P.)	

TOTAL HOURS 180

Agriculture Science I(cp) Course Syllabus

Mr. Guerra

Phone: 937-2051, ext.2429

E-mail address: mguerra@smjuhsd.org

II. Course Description

This course is the first phase for students interested in agriscience. The purpose of this course is to introduce students interested in the agriscience side of science. It will give students the opportunity to learn the fundamentals of earth science, human needs, behavior, biology, animal science, plant science, biotechnology, food science, processing, computers, marketing and meets the University of California “a-f” requirements (“College prep elective”). In addition, students will participate in leadership training activities, public speaking, and have the opportunity to be part of the F.F.A.

Class Assessment

1. 40% of the grade will be based on classroom instruction, including:
  - Exams
  - Quizzes
  - Papers
  - Homework and reading assignments
2. 40% of the grade will be based on laboratory and field research exercises
3. 20% of the grade will be based on the student portfolio, including: Key classroom projects

Grading Policy: 90-100%A, 80-89%B, 70-79%C, 60-69%D, 59-0%F.

Tests, homework, class participation, projects.

Cheating Policy: An F grade for the assignment.

Special Requirements: Keep notebook.

Classroom Guidelines / Rules: Follow school rules (see Student Parent Handbook.)and be respectful to everyone in class

**Integrated Agricultural
Biology
Course Syllabus**

Mr. Guerra

Phone: 937-2051, ext.2429

E-mail address: mguerra@smjuhsd.org

I. COURSE DESCRIPTION

Agricultural Biology is a one year, laboratory science course, designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, genetics 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 around 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.

A. COURSE GOALS

1. Utilize agricultural applications as a relevant vehicle to teach biological science principles and improve the scientific literacy of students.
2. Strengthen instruction in science for students pursuing professional level careers in agriculture.
3. Integrate mathematics standards, language arts standards, and career employability standards including creative thinking and problem solving skills, and technological literacy related to the agricultural industry.
4. Meet a portion of the laboratory science requirement for admission to the University of California and California State University systems.
5. Develop a sense of the interrelationships between life, earth, and physical science and their relationship to agricultural applications.
6. To motivate underrepresented populations to study and pursue careers in science and agriculture.

B. COURSE FORMAT

1. Forty percent classroom instruction, including:
  - Discussion
  - Demonstration
  - Lecture
  - Examinations
  - Reading assignments
  - Guest speakers
2. Forty percent laboratory and/or field instruction, including:
  - Science laboratory experience
  - Field research projects
3. Ten percent FFA leadership experiences, including:
  - Verbal and written communication exercises
  - Leadership development activities
4. Supervised workplace learning
  - Individually developed supervised occupational experience projects

C. RECOMMENDED TEXTS

Burton, L. DeVere AGRISCIENCE AND TECHNOLOGY (1991). Albany, New York: Delmar Publishers.

Cooper, Elmer L. AGRISCIENCE: FUNDAMENTALS AND APPLICATIONS (1990). Albany. New York: Delmar Publishers.

Cooper, Elmer L. AGRISCIENCE: FUNDAMENTALS AND APPLICATIONS LABORATORY MANUAL (1990). Albany. New York: Delmar Publishers.

Freeman, T.E. MODERN BIOLOGY (1990). Holt & Reinhart Publishers

D. ASSESSMENT

1. 40% of the grade will be based on classroom instruction, including:
  - Exams
  - Quizzes
  - Papers
  - Homework and reading assignments
2. 40% of the grade will be based on laboratory and field research exercises
3. 20% of the grade will be based on the student portfolio, including:
  - Key classroom projects
  - Major field and laboratory activities
  - Written summaries of individual research projects
  - Ongoing Supervised Agricultural Experience Project record books
  - Summaries of FFA leadership/personal development achievements and activities

Course Description

A. COVER PAGE

1. Course Title Agriculture Leadership and Communications	9. Subject Area ☐ History/Social Science ☐ English ☐ Mathematics ☐ Laboratory Science ☐ Language other than English ☐ Visual & Performing Arts (for 2003) ☒ College Prep Elective
2. Transcript Title / Abbreviation	
3. Transcript Course Code / Number	
4. School Righetti High School	
5. District Santa Maria Joint Union High School District	
6. City Santa Maria, CA	10. Grade Level(s) 9 th – 12 th
7. School / District Web Site http://erhs.smjuhsd.k12.ca.us	11. Seeking "Honors" Distinction? ☐ Yes ☒ No
8. School Contact Name: Miguel Guerra Title/Position: Teacher Phone: 805-937-2051 Ext.: 2429 Fax: 805-934-0819 E-mail: mguerra@smjuhsd.org	12. Unit Value ☐ 0.5 (half year or semester equivalent) ☒ 1.0 (one year equivalent) ☐ 2.0 (two year equivalent) ☐ Other: _____
	13. Date of School Board Approval
14. Was this course previously approved by UC? ☐ Yes ☒ No If so, year removed from list? _____ Under what course title? _____	
15. Is this course modeled after an UC-approved course from another school? ☐ Yes ☒ No If so, which school(s)? _____	
16. Pre-Requisites none	
17. Co-Requisites	
18. Brief Course Description Leadership, communication skills, and work ethics are major contributing factors in today's successful work force. This course is designed to instruct and train students to meet the necessary leadership and communication skills needed for a career in the Agriculture industry. This course will provide instruction and meaningful experiences in personal development, career awareness and planning, management, and presentation of FFA leadership activities and Community Service Projects. Students will also be required to compile an individual career plan and portfolio.	

Righetti High School Agriculture Department

Daily Grade Sheets

Grades are entered in an online system called Aeries. Students receive grade checks periodically throughout the semester using the Aeries program. The programs are on a district internet site and can be accessed from remote locations as well. Attendance is also taken in this format. Since all grades are kept online, there is no daily grade sheet only a daily attendance sheet to help with redundancy in attendance auditing.

Welcome to ABI
Aeries
 BROWSER INTERFACE
 Your User Name and Password were incorrect. Please enter them again.

User Name:

Password:

School:

LOGIN

ABI Version 4.12.12.13 Secured with 128-bit Encryption

Click Here
for
Parent
Student
Portal

2013-03-21_14-24-54_...jpg 2013-03-21_14-24-27_...jpg

Start Welcome to Aeries ...

Santa Maria Joint Union High Aeries Browser Interface G

https://abi.smjshsd.k12.ca.us/abi/GradesBook/Class/Score.asp?cashe=3%2F22%2F2013+6%3A37%3A45+AM%3D18&url=gponce

Unit Preview

Forms

- [Scores by Class](#)
- [Scores by Student](#)
- [Scores by Assignment](#)
- [Quick Data Entry](#)
- [Edit Assignments](#)
- [Edit Assignment Types](#)
- [Options](#)
- [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](#)

Student Name Org 1 2 3 4 5 6 7 8 9 10 11 12 Part

Max Points: 20 35 50 20 20 50 35 50 50 72

**Grading Completed: 20 35 50 20 20 50 35 50 50 72 12 Assmnts

12	10	12	25	20		40	24	35	50	30																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					

Ernest Righetti High

Home Attendance Grades Study Start

Resources

- Procedures Manual
- ABI/Aeries Recent Updates
- District Home Page
- Righetti High School Web Site
- Edusoft

View Last Year

Switch To Last Year

Attendance Reminder

You have not submitted attendance for any period today

Event Calendar

Change Date ☐ Display Type:

Refresh

3/22/2013

Righetti High School Agriculture Department

SAE Supervision Forms/Project Visitation

There are no project requirement accountability from the district. Many projects get kept at the school farm where daily visits are made. There is a form that is available that some of our Agriculture Instructors take advantage of. In our local fair there are hundreds of projects that we take to the Santa Barbara County Fair every year. Our Teachers do an outstanding job of preparing our students' projects and guiding them in the direction towards a successful county fair.

AGRICULTURE DEPARTMENT

SUPERVISION RECORD OF SUPERVISED AGRICULTURAL EXPERIENCE

Name: _____

Project(s): _____

Account Book: _____ Yes _____ No   Parent Contact: _____ Yes _____ No

1. General condition of project: _____ poor _____ fair _____ average _____ above average

2. Recommendations: _____

3. Miscellaneous Information: _____

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

5. Student's Signature: _____ Date: _____

Signed:

_____
Agricultural Instructor

White: Student's Copy

Yellow: Ag Dept.

Pink: Supt. Copy

Gold: Parent's Copy

Righetti High School Agriculture Department

SOE Wall Chart

At Righetti High School there is no “wall chart” of SOE projects. Instead, each teacher creates their own method of scheduling. At Righetti High School we hold regularly schedule SOE Meetings during school hours and after school hours. We make it a priority to meet with parents prior to their son/daughter attaining an SOE. There are requirements that must be met to show or exhibit an SOE at any competition. Each teacher is responsible for supervising their respective and assigned projects.

Righetti High School Agriculture Department

SOE Student Summary

We require all students to submit a portion of their record books and proficiency award applications every year. This is how we keep and maintain the record books up to date and make it an easier process for students to get recognized. The electronic versions are then held on file by the agriculture teachers in the Agriculture Classrooms.

ENTREPRENEURSHIP

Proficiency

CALIFORNIA

Place Label Here

STATE: CA
 Chapter # CA ca0225
 Member ID # 553589454

POULTRY PRODUCTION

Name of Proficiency Award Area

1. Name: [REDACTED]
 Name on chapter FFA roster: (If Different): Righetti FFA
2. Date of Birth: [REDACTED] 3. Age: 16
 (Month) (Day) (Year)
4. Gender: ☒ Male ☐ Female 5. E-mail: [REDACTED]
6. Address: (street address required) [REDACTED]
 City: Santa Maria State: CA Zip: 93455
7. Home Telephone number (including area code): [REDACTED]
8. Name of Parents/Guardians 9. List Parents/Guardians Occupation Below:
 a. Father: [REDACTED] High School Agriculture Teacher
 b. Mother: [REDACTED] Wedding Instructor
10. Complete FFA Chapter Name: Righetti FFA
11. Name of High School: Righetti
12. School Address: (street/RR./box no.) [REDACTED]
 School City: Santa Maria State: CA School Zip: 93455
13. School Telephone Number (including area code): [REDACTED]
14. Chapter Advisor(s): Miguel Guerra, Guillermo Guerra, Jim English
15. Year FFA Membership Began: 2010
16. Years of Agricultural Education Completed: 2
17. Years of Agricultural Education Offered (grades 7-12) in high school last attended: 2011-2012
18. Year in school at time of applying for the award: 11
19. If you have graduated from the high school, year graduated:
20. State/National Dues paid? YES

We have examined this application and find that the records are true, accurate, and complete. We hereby permit for public purposes, the use of any information included in this application with the exception of the following:

Candidate Signature

Parent or Guardian Signature

In addition, we certify the applicant has achieved a satisfactory record of scholastic achievement.

Chapter Advisor Signature

 Superintendent or Principal Signature
 (indicate which)

The information contained in this application has been substantiated by an actual visit to the site of the applicant's supervised agricultural experience program.

Employer Signature (if applicable)

State Supervisor, Ag Ed, Signature

NOTICE: This application will not be returned by the National FFA Organization. Please make a copy for your records.

DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!

National FFA Organization

Our House Enterprises

(CA 553589454)

2/4/2013

Righetti High School Agriculture Department

SAE School Board Approved Policy Statement

Student projects are fully recognized at the district level. Agriculture programs and this community have a long standing agreement that SAE's or SOEP's will be an integral part of the Agriculture Programs. Career Technical Education empowers Ag Departments to integrate these projects in to the program. This required involvement accounts for 10 percent of their course grade for all agriculture classes. Each of these projects is required to be maintained in their record book.

General Guidelines for Student SOEP Projects at Righetti High School

FFA is accepted as an integral part of the agricultural program by the Righetti High School Board of Trustees. FFA is taught in conjunction with classroom information and supervised occupational experience programs.

Students enrolled in agriculture course work receive credit toward their grade for involvement in the FFA program. Many varied activities, meetings, leadership conferences and contests are available for student involvement. The FFA portion of the agriculture program helps to extend and reinforce the instructional program, give students practice in self-government, building morale and spirit for themselves, the school and community, honoring outstanding achievements and provide social and recreational activities for students to participate in.

To participate in off campus FFA activities students must maintain a minimum of a 2.0 grade point average. This is a board policy for all extra/cocurricular activities, and is endorsed by the agriculture department. Student need to realize participation in trips sponsored by the FFA chapter is a honor, and will earn the "right " to represent the chapter and school. A 2.0 G.P.A. is not unreasonable to expect students to maintain, and helps to ensure the integrity of the program.

Guidelines:

1. All participation is under the consent of an Agriculture Instructor.
2. Be proud of the farm. It is a privilege to raise an animal at the farm. When finished using the tools, equipment, be certain to return them to their appropriate location. Keep the farm area neat and organized to ensure safety for all.
3. Attend all classes and be on time knowing tardy excuses will not be given to students due to feeding/cleaning of animals.
4. Must feed animal(s) when the student signs up on the feeding schedule. If unable to feed find another student to feed, students must make there own arrangements. Only sign up on the feeding schedule when you can feed.
5. Each student is responsible for cleaning there own area where animal/project is located.
6. Protect school property and personal property of others. If you have been identified as obtaining material, equipment or feed from others without permission, you will be subject to removal from the program.

7. Any member who wishes to have an animal at the school farm must:
  - a. Obtain the animal under the supervision of a Righetti Agriculture Instructor and/or have the approval of a Righetti Agriculture teacher prior to making the arrangements to purchase an animal and have the animal delivered to the Righetti High School Farm.
  - b. In order to prevent potential disease outbreaks, no student may bring swine, sheep or market calves on to the farm. These species may only be brought to the farm by or approved by a Righetti Agriculture Instructor.
8. Periodic parental assistance is welcome. However, daily project responsibilities cannot be completed by the parent. If a student cannot fulfill the projects responsibility to include, but not limited to, feeding, cleaning and any other management practice the Agriculture Instructors, as a group, make a disciplinary decision.

Righetti FFA offers a variety of experiences that the students can get involved with. Besides all the different judging teams such as, Vegetable, Poultry, Horse, Small Animals, Floriculture, Meat and Land; Righetti also offers teams such as Parliamentary Procedure, Public Speaking, and Creed Speaking. All these activities go under the same policy as stated earlier. Other activities such as Secret Santa, apply to the previous policy stated. If the student will be missing school, then the student must have a passing grade, as stated before. All these activities are leadership and responsibilities that are needed in the future.

All activities the students are involved with get classroom credit. When entering the Agriculture Science classes the students are aware of the percentage of their grade that deals with being involved with extra curricular activities dealing with FFA. All meetings and projects are part of the students grade.

Righetti High School Agriculture Department

FFA Program of Activities

The Chapter Program of Work is planned by the Chapter Officers during the Summer Chapter Officer Retreat. It is the responsibility of the FFA officers to compile a summarized program for the entire year. The program of activities is done yearly to maintain the current status of officers, project budgets, degree recipients, and much more. The Program of Work will soon be update to the Righetti FFA Website and it is given to administration, parents, and used as a tool for recruitment.

Righetti FFA

"The Face of Greatness"

Program of work

2012-2013

“OUR PURPOSE”

The Face of Greatness! **Inspiring – Growing – Harvesting**

The 2012-2013 Righetti FFA Officer Team will follow our mission to successfully accomplish our goals and objectives.

GOALS:

1. Promote selfless service for all FFA members.
2. Display professionalism at all times.

OBJECTIVES:

Embody and promote selfless service for all FFA members.

1. Promote involvement of all members in a service project.
2. At all chapter visits we will leave a letter with the host family.
3. Work with chapter advisors at all times.
4. Complete at least three community service projects throughout the year; e.g. Work at a homeless shelter, or complete a city beautification project.

Display professionalism at all times

1. Be early to all activities.
2. Be prepared to present when called upon.
3. Listen to members, advisors, and leaders and value who they are and what they say.
4. Communicate regularly with advisors and members.

President's Message- 2012-2013

The school year is in full swing and off to another great start as we begin another year of Righetti FFA excellence. The Righetti FFA has a long history of promoting students' success and character development. As we continue to exceed expectations, we can look forward to a school year full of teamwork, dedication, and success. With the addition of many new agriculture members, teams, and ideas we are ready to begin the school year with excitement and many new opportunities

This years' office team is ready to face the many challenges and obstacles put in our way throughout the year. I speak for the officer team when I say we look forward to guiding each member in every way possible so they can have the greatest experience possible in our FFA. Program organization is over 350 members strong. We hold the power to make a difference in our school and community while upholding the traditions that are so rich within the FFA organization,

This year, our goals are many, and with the support of our incredible membership, we will triumph and succeed in the spirit that only FFA can uphold. As a quoted legendary football coach Vince Lombardi, "The achievements of an organization are the results of the combined effort of each individual."

The future of our organization will be shaped by the visions that we share with our advisors. I look forward to working with our officer team and fellow FFA members to preserve and enhance our contributions to our school and our community. Through this combined effort our theme "Righetti FFA... The Face of Greatness," will be realized in each of us.

Sincerely,

Michael A. Guerra
2012-2013 Righetti FFA President

Righetti FFA Officer Duties

President

- ❖ Preside over meeting.
- ❖ Appoint committees.
- ❖ Non-voting member of all committees.
- ❖ Be familiar with the constitution and its bylaws.
- ❖ Coordinate chapter activities.
- ❖ Present the chapter when called upon so.

Vice President

- ❖ Assists the president.
- ❖ Assume all duties of the president if necessary.
- ❖ Program of work chairman.
- ❖ Coordinate all committee work.
- ❖ Establish and maintain a chapter resource file.

Secretary

- ❖ Prepare and post the agenda for each chapter meeting.
- ❖ Prepare and present the minutes of each chapter meeting.
- ❖ Be responsible for chapter correspondence.
- ❖ Maintain member attendance and activity records and issue membership cards.
- ❖ Have on hand for each chapter meeting and official FFA Manual and Student Handbook, a copy of the Program of work, and a copy of the chapters Constitution and Bylaws.

Treasurer

- ❖ Receive, record, and deposit FFA funds and issue receipts.
- ❖ Present monthly treasure's reports at chapter meetings.
- ❖ Submit membership dues to the National FFA Organization.
- ❖ Chairperson of the earning and savings committee.

Reporter

- ❖ Release news and information to local and regional news media.
- ❖ Publish a chapter newsletter.
- ❖ Prepare and maintain a chapter scrapbook.
- ❖ Send local stories to sectional, regional and state reporters.
- ❖ Send articles and photographs to FFA New Horizons.

Sentinel

- ❖ Assist the president in maintaining order.
- ❖ Keep the meeting room, chapter equipment and supplies in proper condition.
- ❖ Welcome guests and visitors.
- ❖ Keep the meeting room comfortable.
- ❖ Assist with special features and refreshments.

Executive Committee

- ❖ Replace absent officers parts for Opening and Closing Ceremonies during official FFA events.
- ❖ Correspond with ASB.
- ❖ Assist other officers when needed.

THE MISSION AND STRATEGIES

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

To accomplish this mission, FFA:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agricultural and its contribution to our well-being.
- Strengthens the confidence of agricultural students in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural experience programs.
- 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.

FFA CODE OF ETHNICS

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

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

CALIFORNIA FFA INTERGRATED LEADERSHIP DEVELOPMENT PLAN

FOURTH YEAR IN THE PLAN: SACRAMENTO LEADERSHIP EXPERIENCE.

THIRD YEAR: ADVANCED LEADERSHIP ACADEMY.

SECOND YEAR: MADE FOR EXCELLENCE CONFERENCE.

FRESHMEN: GREENHAND CONFERENCE.

Premier Conferences that every level of Membership should strive for!

The Annual State FFA Conference

The state FFA Conference is a very rewarding and challenging learning experience that gives the members an insight into the magnitude of the FFA organization. Every student is sure to walk away from this conference with a positive attitude, many new friends, and the desire to reach their highest aspirations.

The National FFA Convention

This is the largest youth conference in the world, with student members and representatives from every state in the union numbering over 55,000 participants. Activities include tours, motivational speakers, the national career show, and the national finals development events and proficiency awards.

Degrees in FFA..

The FFA is structured into a degree program, which rewards active FFA members for progress in all phases of leadership, and occupational development. The national DDA Organization had four of these degrees, Greenhand, Chapter Farmer, State Farmer, and the American Farmer degree.

Greenhand

Greenhand is the first degree in the FFA, and it is given upon entry into a vocational education course and satisfactory completion of plans for a supervised occupational experience program.

Chapter Farmer

Chapter is the highest degree given at the chapter level. To earn this degree, students must satisfactorily complete one semester of instruction in vocational agriculture and must have earned their own efforts at least \$100.00 from agricultural production or completed 150 hours of work in their supervised occupational experience programs.

State Farmer

Three percent of the statewide FFA membership may be elected State Farmer. To qualify, student must be an FFA member for at least two years; demonstrate leadership abilities; and have earned from their own efforts in agricultural production at least \$1,000.00, which they have productively invested or deposited in a bank, or completed 500 hours of work and 20 hours of community service in their supervised occupational experience programs.

American Farmer

American Farmer is the highest degree in the FFA and is conferred only on active members. To qualify individuals must have received the State Farmer degree and earned a minimum of \$7,500.00 from agricultural production or in work in their supervised occupational experience programs. They must also be leaders in their communities and have records of all their agricultural endeavors, and have graduated from high school one year prior.

JOB MARKET DESCRIPTION

Agriculture is the most important industry in the United States of America with California being the number one state in production. As the look of agriculture in this area changes, it is vital that the educational facilities keeps pace with this by supplying students prepared to enter this vast job market.

Santa Maria is located in North Santa Barbara County. The Santa Maria Valley is known for its mild Mediterranean climate. The average high temperature for Santa Maria is 69 degrees F, the average low is 46 degrees F, and average yearly rainfall is 12.4 inches. The afternoon winds off of the ocean keep the days cool. Summer dates are noted for late night and early morning low clouds and fog. The winter months bring foggy mornings and nights with mild to cold weather.

Crop production dominates the area yet there is livestock production as well. Agriculture enterprises include: horticulture products, wine grapes, strawberries, broccoli, lettuce, citrus, nuts, beef, and many others. Irrigation is a must during the warm summers. Farmers get their water from irrigation well supplies. Allocation of water has been^a continuing problem between the farmers and the City of Santa Maria.

Statistics show that 52% of Righetti High School graduates attend post secondary education with the remainder joining the work force. However, this number is thought to be off due to the number of students who work and attend the local community colleges, Allan Hancock and Cuesta College. Nevertheless, due to the number of students who seek employment it is important that they be taught the necessary skills to make them marketable. These skills are hands-on vocational skills. Agriculture job skills must be taught because that is where the jobs are in our area. A student who has been properly trained but doesn't have any higher education can still get a good paying job. Such job areas can include mechanics, welder, secretary, farm manager, maintenance, landscaping, Veterinary Assistant, as well as others. It is the job of the Agriculture Education program to provide these students with the Career Technical skills necessary for successful employment. Due to the government breakdown of occupations, skills learned in the Agriculture Department are used in the construction, mining, transportation, communications, and financial sectors.

FFA OPPORTUNITIES

Opportunities for leadership, skill development and recognition abound in the FFA. Through the FFA, members have the opportunity to learn careers in agriculture, increase communication skills, travel and demonstrate responsibility. In addition, members can be recognized for their efforts in each of these areas. The FFA as an extensive award program, implemented at all levels.

Awards provide incentive for members to set goals and work toward achieving them. The result is a membership dedicated to progress in their chosen areas of interest. Award programs include.

Agriscience Awards

Agriscience Fair

Agriscience Student of the Year

Agriscience Teacher of the Year

Career Development Events (CDE)

Agricultural Mechanics

Agricultural Pest Control

Agricultural Sales

Agronomy

Best Informed Greenhand

Citrus Judging

Computer Applications

Cooperative Marketing

Cotton Judging

Creed Recitation

Dairy Cattle Evaluation

Extemporaneous Public Speaking

Farm Business Management

Farm Power Machinery

Farm Records

Floriculture

Forestry

Fruit Tree Judging

Fruit Tree Pruning

Grapevine Judging

Grapevine Pruning

Job Interview

Land Judging

Light Horse Evaluation

Livestock Evaluation

Marketing Plan

Meats Evaluation and Technology

Milk Quality and Dairy Foods

Natural Resources

Ornamental Horticulture

Parliamentary Procedure

Poultry Evaluation

Prepared Public Speaking

Scrapbook

Small Engines

Specialty Animal Evaluation

Vegetable Judging

Misc. Awards

Agri-Entrepreneurship Awards

Food for America

H. O. Sergeant Award

Local Program Success

National Chapter Awards

Partners for a Safer Community

Partners in an Active Learning

Support (PALS)

CAREER DEVELOPMENT

The Future Farmers of America (FFA) offers skill development events in a myriad of areas. In California there are currently thirty three (33) events which emphasize career development skills and five (5) which focus on leadership skills.

All FFA career development events are a natural outgrowth of the instructional program in agriculture. Successful participation in these requires a student to master knowledge, skills, and techniques which have been taught in the secondary agriculture classroom. Since many students are motivated by competition, the showplace of a competitive event really sparks students interest and participation. By operating these events in so many areas, the FFA career development program is able to interest nearly all students.

Since the students are excited about the idea of contest participation, classes suddenly become more interesting and important. Career development participation encourages students to develop some special skills which are important tools students will put to use to build a successful career and life. Events help students develop strong technical knowledge, the ability to make sound judgments, a discerning eye, the ability to develop competent rationale and defend one's decisions, the ability to think quickly on one's feet and articulate the basis of one's decisions, and the ability to be a gracious winner or a good loser.

Career Development Events currently being held in California re:

Agriculture Mechanics	Fruit Tree Pruning
Agricultural Pest Control	Grapevine Judging
Agricultural Sales	Grapevine Pruning
Agriculture Fair	Job Interview
Agronomy	Land Judging
Best Informed Greenhand	Light Horse Evaluation
Citrus Judging	Livestock Evaluation
Computer Applications	Marketing Plan
Cooperative Marketing	Meats Evaluation and Technology
Cotton Judging	Milk Quality and Dairy Foods
Creed Recitation	Natural Resources
Dairy Cattle Evaluation	Ornamental Horticulture
Extemporaneous Public Speaking	Parliamentary Procedure
Farm Business Management	Poultry Evaluation
Farm Power and Machinery	Prepared Public Speaking
Farm Records	Scrapbook
Floriculture	Small Engines
Forestry	Specialty Animal Evaluation
Fruit Tree Judging	Vegetable

Proficiency Awards

Agricultural Communications
Agricultural Education
Ag Mechanics Design/ Fabrication
Ag Mechanics Energy Systems
Ag Mechanics Repair/ Maintenance Entrp
Ag Mechanics Repair/ Maintenance Place
Agricultural Processing
Agricultural Sales Entrepreneur
Agricultural Sales Placement
Agricultural Services
Aquaculture
Beef Production Entrepreneurship
Beef Production Placement
Dairy Production Entrepreneurship
Dairy Production Placement
Diversifield Agricultural Production
Diversifield Crop Entrepreneurship
Diversifield Horticulture Entrepreneurship
Diversifield Horticulture Placement
Diversifield Livestock Entrepreneurship
Diversifield Livestock Placement
Emerging Agricultural Technology
Environmental Science
Equine Science Entrepreneurship
Equine Science Placement
Fiber/ Oil Crop Production Floriculture

Food Science and Technology
Forage Production
Forest Management and Productions
Grain Production Entrepreneurship
Grain Production Placement
Home/ Community Development
Landscape Management
Nursery Operations
Outdoor Recreation
Pomology Entrepreneur
Pomology Placement
Poultry Production
Sheep Production
Small Animal Entrepreneurship
Small Animal Placement
Specialty Animal Production
Specialty Crop Production
Swine Production Entrepreneurship
Turf Grass Entrepreneurship
Turf Grass Placement
Vegetable Entrepreneurship
Vegetable Placement
Viticulture Entrepreneurship
Viticulture Placement
Wildlife Management Entrepreneurship
Wildlife Management Placement

Scholarships

Jerry L. Biggs Memorial
Betty Bushong Memorial
Jerry T. Davis Honorary
Paul Freitas Memorial
Mabel W. Jacks Memorial

Byron J. McMahon Memorial
Dorothy McMillan Memorial
Jaimie Lynn Pettey Memorial
Western Farm Service

Star Awards

Star Greenhand
Chapter Star Farmer
Chapter Star in Agribusiness
Chapter Star in Ag Placement
Chapter Star in Agriscience
State Star Farmer

State Star in Agribusiness
State Star in Ag Placement
American Star Farmer
American Star in Agribusiness
American Star in As Placement
American Star in Agriscience

THE FFA CREED

I believe in the future of agriculture, with a faith born not of words but of deeds – achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we won 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 the hours of discouragement, I cannot deny.

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

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

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

The creed was written by E.M Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th Convention and 63rd Convention.

FFA MOTTO

The FFA motto gives members twelve short words to live by as they experience opportunities in the organization.

Learning to Do,

Doing to Learn,

Earning to Live,

Living to Serve.

FFA EMBLEM

The national FFA emblem, consisting of five symbols, is representative of the history, goals and future of the organization. As a whole, the emblem covers the broad spectrum of FFA and agriculture. Each element within the emblem has unique significance.

The cross section of the ear of corn provides the foundation of the emblem, just as corn as historically serves as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.

The rising sun signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.

The plow signifies labor and tillage of the soil, the backbone of agriculture, and the historic foundation of our country's strength.

The eagle is a national symbol which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

The words "Agricultural Education" and "FFA" are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.

PROFICENCY AWARD PROGRAM

The FFA Proficiency Award program is an outgrowth of the Agriculture Education philosophy that students learn best by doing – finding ways to relate what students learn in the classroom with practical applications of knowledge outside the classroom. To that end, FFA members are encouraged to develop a Supervised Agricultural Experience Program (SAEP) in their chosen area of interest that will allow them an opportunity to apply what they learn in the classroom to real life situations.

Students develop SAEP's in a wide variety of program areas. Students are required to keep detailed records of financial transactions and hours spent working on their "project". These detailed accounts provide tangible evidence of student accomplishment and achievement.

The Proficiency Award program was developed as a means for providing motivation for students to develop additional expertise in their chosen area of endeavor. There are currently fifty-five (55) areas in which students may apply for proficiency awards. Students applying for these awards must submit an application, along with their record books, and undertake a brief interview. The interview committee consists of industry sponsors, community college agriculture instructors, and industry supporters.

Proficiency Awards provide the opportunity to be recognized for excellence – not only for the excellence of their projects but also for the knowledge and skills they have secured in their chosen field. Many of these students continue to obtain additional training following graduation or seek employment in these areas because of interest sparked by participation in this program.

Areas for which students receive recognition for their Supervised Agricultural Experience Program are:

Agricultural Communications
Agricultural Education
Ag Mechanics Design/ Fabrications
Ag Mechanics Energy Systems
Ag Mechanics Repair/ Maint Entrep
Ag Mechanics Repair/ Maint Placement
Agricultural Processing
Agricultural Sales Entrepreneurship
Agricultural Sales Placement
Agricultural Services
Aquaculture
Beef Production Entrepreneurship
Beef Production Placement
Dairy Production Entrepreneurship
Dairy Production Placement

Diversifield Agricultural Production
Diversifield Crop Entrepreneurship
Diversifield Crop Placement
Diversifield Horticulture Entrep
Diversifield Horticulture Placement
Diversifield Livestock Entrep
Diversifield Livestock Placement
Emerging Agricultural Technology
Environmental Science
Equine Science Entrepreneurship
Equine Science Placement
Fiber/ Oil Crop Production
Floriculture
Food Science and Technology
Forage Production

Forest Management and Products
Grain Production Entrepreneurship
Grain Production Placement
Home/ Community Development
Landscape Management
Nursery Operations
Outdoor Recreation
Pomology Entrepreneurship
Pomology Placement
Poultry Production
Sheep Production
Small Animal Care Entrepreneurship
Small Animal Care Placement

Specialty Animal Production
Specialty Crop Production
Swine Production Entrepreneurship
Swine Production Placement
Turf Grass Entrepreneurship
Turf Grass Placement
Vegetable Entrepreneurship
Vegetable Placement
Viticulture Entrepreneurship
Viticulture Placement
Wildlife Management Entrepr
Wildlife Management Placement

Regional Occupational Program Agriculture

Advanced Agriculture Mechanics A- (ROP) Fall Semester

Advanced Agriculture Mechanics B- (ROP) Spring Semester

Advanced Agriculture Mechanics Community/Cooperative Class (ROP)-Spring Semester

These courses are designed to prepare students for employment or entrepreneurship in agricultural mechanics occupations including farm power, construction, machinery and equipment, welding and other areas. These classes also prepare students to continue in advanced, post-secondary occupational training in this field. Students earning a "B" or better will receive a Hancock Articulation Certificate (2+2).

Ornamental Horticulture A/B (P) (ROP)

Students learn entry-level skills in ornamental and production plant growth and tending. Instruction includes plant propagation, soil mixtures and sterilization, irrigation, potting and canning, fertilizers, hydroponics

Advanced Ornamental Horticulture A/B (P) (ROP)

In this class special emphasis will be placed on development of advanced Ornamental Horticulture skills, computer applications and business management.

Viticulture 1 A/B (ROP)

This class is designed to provide a foundation in viticulture and vineyard management. Some of the topics covered in this course are grapevine physiology and structure, establishing the vineyard, fertilizing vines, irrigation and vineyard equipment. Students carrying a "B" or better are eligible for Allan Hancock Articulation credits.

Viticulture 2 A/B (ROP)

This class is designed to continue skill development in viticulture and vineyard management for students who have completed Viticulture 1. Advanced topics covered in this course include canopy management, climates, grapevine trellises, grapevine pest management, fermentation, mesoclimates, soils, trellises, pest management, winery equipment intervention, wine storage, bottling, alcohol regulations, and job seeking skills.

FFA is...

If you're looking for a fun, exciting organization to join, look no further. Righetti FFA offers an endless variety of activities and competition with your peers, they pride ourselves with great accomplishments and the fun of being involved with a group of people who are heading to the top. Join us for an exciting year of success and experience and the time of your life as a Righetti FFA member.

LEADERSHIP: Each year during the month of November two chapter representatives as well as the state champion teams from our school travel back to Louisville, Kentucky for the National FFA Convention. This year our American Degree Recipients will represent us. This is the overall main leadership conference of the year, but there are many more, which are just as great, such as the Washington Leadership Conference. Other Conferences that are also highly recommended for members to attend are Lompoc Leadership Conference, Greenhand Leadership Conference, Made for Excellence, and the Sacramento Leadership Experience, as well as State Conference.

COMPETITION: Another main factor in the FFA program is competition. It seems to be spread throughout the FFA member's life. Whether you serve on judging teams or raise animals. Or even both, you have the chance to compete in contests or fairs at the local, state and national levels. Through these you learn responsibility and build confidence, as well knowledge in many different areas. You also have the opportunity to meet a lot of new people and of course having a lot of fun and great success in the livestock department.

RECONGNITION: Recognition always seems to be one of the highlights to members. Everyone likes to be recognized for what they do. There are many opportunities to be recognized in the FFA. We have two banquets a year, the Greenhand Banquet and the Awards member and chapter accomplishments.

SERVICE: The FFA is also a service organization. Throughout the year we help many members and organizations in the community. During Christmas time, we so-chair Christmas Angel Program for the Salvation Army. This function is help in the mall and any FFA members wanting to help can. This activity is so much fun and it feels great to help others. We also work closely with the Women's Shelter, Farm Bureau, City of Santa Maria and many elementary & Jr. High Schools.

TRAVEL: Everyone loves a chance to get away and travel for a while. You get to go to new places and see things you've never seen before. In the FFA, you have the opportunity to travel often. You'll travel to compete in contests and conferences. You may travel to such places as Sacramento, San Francisco and many other places from North California to South California. If you're lucky you may travel back to Louisville Kentucky or Washington DC to attend the great conventions here.

SCHOLARSHIPS: FFA offers some great scholarships for those that are graduation senior. Many are offered a fair amount of money in order to continue their AG education. The members of FFA entering into college show a great performance of above average. Many attribute their success to the leadership and many other skills they learn through the FFA program conferences and activities.

CAREERS: Along with scholarships for college is the deciding and developing your skills into exciting careers. There are many careers (listed on the Career page in this manual), which the FFA prepares you for. Whether you are looking for an AG related career or not, the FFA's leadership skills alone give you a tremendous boost for success. If indeed AG is your thing, the FFA in many ways serves as an on the training. Remember, it's never too early to start thinking about your career and future, and if you're looking for an exciting, challenging, and rewarding career with a future, you are looking for Agriculture, and the FFA is the place to find it!

Righetti FFA Chapter Goals

The primary aim for the FFA organization is the development of agricultural leadership, cooperation, and citizenship. Together as your FFA officers we have established a set of chapter goals using the guidelines set by the national FFA organization.

- ❖ Develop competent and assertive agricultural leadership and increase awareness of the global and technological importance of agriculture and its contribution to our well being.
- ❖ Strengthen the confidence of agriculture students in themselves and their work.
- ❖ Promote the intelligent choice and establishment of an agricultural career.
- ❖ Encourage achievement in supervised agricultural experience and human resources of the community.
- ❖ Build character and promote citizenship, volunteerism and patriotism.
- ❖ Promote cooperation and cooperative attitudes among all people.
- ❖ Promote healthy lifestyles.
- ❖ Encourage excellence in scholarships.

Past Honorary Chapter Farmers

Harry Goldchild
Vernon Graham
Jeff Jeffery
Vivian Jordan
Jan Klaf
Clark Miller
Albert Nunes
Ernest Righetti
Gene Short
Wilbur Wheaton
Keith Widdle
Santa Maria Young Farmers
Harold Jacobsen
Dean Reece
Elmer & Willa Doane
Helen Rose & Debra English
Roy Smith
Caro Compton
Lonnie Edwards
Ron McHenry
Bert Snedden
Richard Welch
Tyke Minetti
Roger & Bonnie Hawkins
Ken Main
Carolyn Ferreria
Gerald Walsh
Central Coast Farm Credit
Chuch Overholtzer
Warren Smith
JoJo Fulton
Don & Sue Whitedeild
Danny Davidson
John Doughty
Alan & Debbie Tuck
Stan Rose
Bobby Serna
Lee Davis
Jim Armstrong
Shirley Williams
Ed & Norma DeBernardi
Scott & Nancy Brownell
Victor Tognazzini
Cindy Souza

Catherine Ulrich
Ed Ward
2011
Stan Luis
Steve Williams
David Hutton
Mr. and Mrs. Kevin Sage
Mr. and Mrs. Jim Pierce
2012
Mr. and Mrs. William Adam

Market Project Consumer guide

Sale weight

All Animals listed for sale were weighed on arrival at the show. This is called the "Sale Weight" shown in the catalog

Auction Buying Procedure

If you are going to bid on an animal, you should have PICKED UP A BUYER'S REGISTRATION TABLE. The auctioneer calls the price in dollars and cents per pound. To buy, raise your hand and the ringmen or the auctioneer will take your bid. Every time you raise your bid. Every you raise your hand that is considered a bid, (SO BE CAREFUL!). The last (highest) bid get the animal. A runner will deliver your sales ticket for your signature and disposition (where your animal is going) instructions.

What You Get

Many factors affect the amount of the various meat cuts contained from the a carcass. Some of these are breed of animal, weight, sex, degree of finished and cutting method used in preparing meat for the freezer. From your purchase, you will receive approximately the following amount of meat cut, well trimmed and ready for the freezer.

For Beef: Dressing percentage is usually 50-60% of carcass weight.

I.e. A 1,000 pound live weight beef will provide approx. the following dressed meat:

Steaks.....	140 lbs.
Roasts.....	170 lbs.
Ground Meat.....	110 lbs.
Lesser Cuts.....	45 lbs.
Total.....	465 lbs.

With your bid at \$1.00, the animal would cost.....\$1,000.00

Processing charge(slaughter, cutting, wrapping, freezing, etc.) approx.....\$217.00

Total cost.....\$1,217.00 or \$2.62 per lb.

Resale: If your beef is to be resold to the packer (buy-back) at market value, the total cost to you would be the difference between your bid and the current market value.

I.e. If you bid \$3.00 per pound and the current market value for beef (or any animal) is \$1.00 per pound, you would only have to pay \$2.00 per pound, but you will not keep the animal. It is basically a donation which is tax deductible.

For Lambs: Dressing percentage is usually 50-60% carcass weight

I.e. A 100 pound lamb will provide approx. the following dressed meat:

Chops.....	11 lbs.
Leg of Lamb.....	11 lbs.
Shoulder.....	13 lbs.
Lesser Cuts.....	10 lbs.

Total.....45 lbs.

With a bid of \$2.00/lb, the animal would cost.....\$200.00

Processing fees varies

Resale works the same way ass the beef example.

For Pork: Dressing percentage is usually 65-70% of carcass weight

I.e. A 200 lb hog will provide approximately the following dressed meat:

Ham.....	26 lbs.
Bacon.....	22 lbs.
Chops.....	20 lbs.
Shoulder Cut.....	26 lbs.
Spareribs.....	5 lbs.
Sausage.....	16 lbs.
Misc.....	15 lbs.

Total.....130 lbs.

With your bid at \$2.00/lb, the animal would cost.....\$400.00

Processing fees varies

Resale works the same way as the beef example.

Market Hog Project

Your son/daughter has shown interest in raising a market hog for the Santa Barbara County fair. They have attended an informational meeting that has given them direction as to where this project will lead and benefit them. The project is one of great value in terms of developing a sense of responsibility, time management, accounting skills, and livestock husbandry (care). A budget is outlined below to let you know what is expected monetarily.

Estimated expense: Market Hog

Cost of Hog	\$300
Feed	\$120
Veterinary/Medication	\$5
Bedding	\$30
Total Expenses	\$455

Estimated Receipts

Sale of Market Hog	\$720
(240lb and \$3lb)	
Total estimated receipts	\$720
Total estimated expenses	\$435
Estimated Income	\$335

**Based on average income and expenses. Other costs and or different expenses/receipts may occur. Also, receipt price may increase by students that solicit buyers.

- Student Loans are available from local banks that charge a small fee. See your local bank to see if they offer these particular loans for FFA students.
- These are just estimates, students may spend more or less on the project and they may receive more or less for the sale of the animal. It is dependent on the particular situation.
- There are areas to keep the project out at school farms; however there are a few stipulations. Feeding regularly and keeping the area clean are the two major duties.

This is the beginning of an exciting project that will encourage your child to grow while still enjoying himself/herself through positive social interactions. If there are any questions or concerns, please feel free to contact at 805-937-2051 ext 2429.

Thank You,

Agriculture Instructor/Advisor

Righetti FFA

Beef Replacement Heifer Project Budget

Your son/daughter has shown interest in raising a market hog for the Santa Barbara County fair. They have attended an informational meeting that has given them direction as to where this project will lead and benefit them. The project is one of great value in terms of developing a sense of responsibility, time management, accounting skills, and livestock husbandry (care). A budget is outlined below to let you know what is expected monetarily.

Beef Replacement / Bred Project Budget

Estimated Expenses

Cost of Animal	\$800.00
Feed	600.00
Show Supplies and Equipment	50.00
Veterinary Supplies	50.00
Insurance	60.00
Breeding Fees	<u>125.00</u>
Total Estimated Expenses	\$1,685.00

Estimated Receipts

Sale of Heifer	\$1,800.00
Total Estimated Receipts	\$1,800.00
Total Estimated Expenses	<u>-1,685.00</u>
Estimated Net Profit	\$115.00

Some materials (such as supplies and equipment) may be borrowed from RHS Ag. Department if necessary

**Based on average income and expenses. Other costs and or different expenses/receipts may occur. Also, receipt price may increase by students that solicit buyers.

- Student Loans are available from local banks that charge a small fee. See your local bank to see if they offer these particular loans for FFA students.
- These are just estimates, students may spend more or less on the project and they may receive more or less for the sale of the animal. It is dependent on the particular situation.
- There are areas to keep the project out at school farms; however there are a few stipulations. Feeding regularly and keeping the area clean are the two major duties.

This is the beginning of an exciting project that will encourage your child to grow while still enjoying himself/herself through positive social interactions. If there are any questions or concerns, please feel free to contact us at 805-937-2051 ext 2429.

Thank You,

Agriculture Instructor/Advisor

Righetti FFA

Market Steer Project

Your son/daughter has shown interest in raising a market hog for the Santa Barbara County fair. They have attended an informational meeting that has given them direction as to where this project will lead and benefit them. The project is one of great value in terms of developing a sense of responsibility, time management, accounting skills, and livestock husbandry (care). A budget is outlined below to let you know what is expected monetarily.

Market Steer Project Budget

Estimated Expenses

Cost of animals	\$800.00
Feed	600.00
Show Supplies and Equipment	36.00
Veterinary Supplies	25.00
Insurance	+ 50.00
Total Estimated Expenses	\$1,505.00

Estimated Receipts

Sale of steer (1250 lbs. @ \$1.25/lb.)=	\$1,562.00
Total Estimated Receipts	\$1,562.00
Total Estimated Expenses	- 1,450.00
Estimated Net Profit	\$50.00

Some materials (such as supplies and equipment) may be borrowed from RHS Ag. Department if necessary.

**Based on average income and expenses. Other costs and or different expenses/receipts may occur. Also, receipt price may increase by students that solicit buyers.

- Student Loans are available from local banks that charge a small fee. See your local bank to see if they offer these particular loans for FFA students.
- These are just estimates, students may spend more or less on the project and they may receive more or less for the sale of the animal. It is dependent on the particular situation.
- There are areas to keep the project out at school farms; however there are a few stipulations. Feeding regularly and keeping the area clean are the two major duties.

This is the beginning of an exciting project that will encourage your child to grow while still enjoying himself/herself through positive social interactions. If there are any questions or concerns, please feel free to contact us at 805-937-2051 ext 2429.

Thank You,

Agriculture Instructor/Advisor

Righetti FFA

Agriculture education prepares students for successful careers and a lifetime of informed choices in global agriculture, food, fiber and natural resources.

Top 10 Reasons to be a part of the Righetti FFA /Agriculture Department

1. Develop competent and assertive leaders.
2. Increase awareness of the global and technological importance of agriculture and its contribution to our well-being.
3. Promotes the intelligent choice and establishment of an agriculture career.
4. Encourages achievement in supervised agriculture experience programs.
5. Encourage wise management of economic, environmental and human resources of the community.
6. Develops interpersonal skills in teamwork, communications, human relations and social interaction.
7. Builds character and promotes citizenship, volunteerism and patriotism.
8. Promotes cooperation and cooperation attitudes among all people.
9. Promotes healthy lifestyles.
10. Encourage excellence in scholarship.

Santa Maria Joint Union High School District

Administration

Dr. Mark Richardson - Superintendent
Mr. John Davis - Director of Curriculum and Instruction
Dr. Tracy Marsh - Director of Personnel

Board of Trustees

Dr. Dean Reece
Mr. Victor Tognazzini
Dr. Jack Garvin
Dr. Jerry Walsh
Dr. Carol Karamitsos

R.H.S Administration

Steve Molina- Principal
Dave Hutton- Asst. Principal
Karen Rotondi- Asst. Principal

Righetti Agriculture Advisory Members

Edward- President	J.B. De War Inc. Compliance Director
Brenda Faria- Secretary	U.S.D.A. Co. Executive Director
Craig Reade	Betteravia Farms/ Bonipak Manager
Mike Leedom	Plantel Nurseries Manager
Chad Ianneo	Alco Services Manager
Daryl Souza	Adam Bros Farming
Mark Lopez	Santa Maria Tire
Stanley Rose	Retired Agricultural Teacher
Dave Hutton	Righetti High School Assist. Principal

Righetti High School Agriculture Department

FFA School Board Approved Policy Statement

The FFA component of the Righetti FFA chapter is one of the three circles of any successful Agriculture Education Program. Students throughout the year are required to participate in a minimum set amount of FFA Activities. If students desire to have an SAE project exhibited at the local county fair they must meet a higher standard of participation. FFA Activities are part of the class grade accumulating to 10% of their grade. FFA activities are set throughout the year at various times and days to incorporate various student schedules.

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

F.F.A./AGRICULTURE DEPARTMENT POLICIES

The primary purpose of the Future Farmer's of America is the development of agricultural leadership, cooperation, and citizenship. The Santa Maria Joint Union High School District's Future Farmer's of America and the Agriculture Department of each school believes that every student participating in the program must display pride in being a member of F.F.A. You must remember that you represent the team, school, and community. Consequently, your behavior on and off campus must be above reproach. District policies are designed to contribute toward individual and team success, graduation from high school, and to pursue more advanced studies.

RESPONSIBILITIES OF THE STUDENT/PARENT

1. Always strive to reflect favorably on yourself, the program, community, and the school.
2. You must maintain academic eligibility consisting of a minimum grade point average of 2.0.
3. When you have a problem or a complaint, talk to an advisor.
4. Travel to contests is a cooperative effort. No individual rides are allowed without the written consent of parent/guardian and an advisor.
5. You must refrain from comments referring to anyone's race, religion, or color.
6. Vulgar or obscene language will not be allowed.
7. The use of illegal drugs, alcoholic beverages, or tobacco will not be tolerated and may result in dismissal from the team.
8. If, in the opinion of the teaching staff, a student displays an attitude that is detrimental to the team or the F.F.A. program, a parent conference will be held and the student may be dismissed from the team.
9. Livestock and/or other projects must be prepaid in full at the school's business office along with insurance, before the purchase of the project by the advisor.

10. The F.F.A. business agreement contract must be completed before approval and purchase of each project. The project does not become your property until full payment has been made.
11. You are expected to respect the authority and direction of all teachers at F.F.A. and department activities.
12. F.F.A. members must follow the F.F.A. Code of Ethics.
13. Students who violate the attendance/tardy/discipline policy of the school or district, may lose their right to attend or participate in school activities as determined by the administrator enforcing the policy.
14. All school rules apply to on and off campus activities.
15. Students are required to attend fifty percent of F.F.A. meetings.
16. Transportation of projects to competitions is the responsibility of the parent and participant. Advisors will attempt to coordinate cooperative rides and will help pick up the animals.
17. It is the responsibility of the parent and student to locate space for projects.
18. It is the responsibility of the parent and student to provide for the feeding and care of projects.
19. Participants in fairs must attend mandatory meetings, try to participate in all events, complete required entry forms, complete the record book, perform tasks assigned by the advisor and write thank you notes to businesses and individuals purchasing projects.
20. Competition participants will show in clean, official F.F.A. Show Dress.

RESPONSIBILITIES OF THE TEACHERS/ADVISORS

1. Assist and provide guidance and information required to successfully raise and show animals.
2. Assist in locating potential buyers for livestock.
3. Take appropriate disciplinary action on students who violate district or department policies.
4. Issue grades to each student for project completion.

5. Maintain close contact with students and parents on the progress of projects.
6. Be available to respond to emergency situations regarding student's livestock projects.
7. Supervise chapter activities year-round.
8. Inform prospective students and parents about F.F.A.
9. Instruct students in leadership and personal development.
10. Build school and community support for the program.
11. Encourage involvement of all chapter members in activities.
12. Prepare students for involvement in career development events and leadership programs.
13. Advisors will not provide swine breeding projects on their private property.
14. Provide students and parents written documentation regarding Supervised Occupational Experience Program visits.

RESPONSIBILITIES OF PARENTS

1. Understands and will discuss with their student the policies of the district and school regarding F.F.A. and Agriculture programs. Students violating those policies may be removed from the program.
2. Should provide transportation of their student to department and F.F.A. activities.
3. Advisor's approval must be secured prior to committing to a breeding and market project.
4. Must provide needed land, space and financing prior to advisor's approval of a project.
5. Is legally responsible for providing for the safety and well-being of their student.
6. Will provide any necessary information or release form needed for emergency health care of their student.
7. When students participate in activities in the absence of an advisor, parents assume the responsibility of their student and must abide by the rules established by the association.

Any violation of these policies will result in a written notification to the student/parent by the advisor/departement:

- 1. The student and parent/guardian will meet with the Agriculture Department staff.**
- 2. The student and parent or guardian will meet with a school site administrator.**

I HAVE READ THE ABOVE-STATED POLICIES AND WILL FULFILL MY ROLE BY ACCEPTING THE RESPONSIBILITY OF ABIDING BY THEM.

Signed _____ (Student)

Signed _____ (Parent/Guardian)

Signed _____ (Administrator)

Signed _____ (Advisor)

Righetti High School Agriculture Department

Righetti High School Agriculture Department Recruitment

Recruitment with local Middle School is done during the spring time every year prior to 8th grade students registering for their 9th grade courses. A committee is developed out of students to be in charge of planning and presenting a well thought out high energy and informative presentation in order to attract students to sign up for agriculture courses. Additionally the High School host an 8th grade tour of the high school and many clubs, organizations, and programs set up booths and presentations in order to inform students of their choices that they have.

The agriculture department also host elementary students in an October Pumpkin Patch event where most elementary students attend the agriculture department and participate in a variety of informative activities put on by our leadership class. This type of connection with our community brings over 400 elementary students to our agriculture program in hopes of in the future having those students sign up for agriculture courses.

The agriculture department has a departmental brochure it hands out to potential students both on campus and at the Middle School prior to class registration for the high school. This brochure that illustrates all the vocational courses is given to administrators, counselors, and parents in an effort to continue the outreach of future potential students.

Friendships

One of the best parts of the Ag. Program is the people. Fun and friends are always in high supply. Through the FFA, the opportunities to develop friendships that will last a life time are limitless.

Leadership Training

FFA is one of America's best training grounds for Leadership development. By participating in career development events, leadership conferences, judging competitions, and fulfilling officer duties, members learn to think on their feet and share ideas through public speaking, parliamentary procedure, and conferences / conventions.

Graduation requirements

High School District, University of California and State Universities accept the Ag-Science program. Currently all agricultural classes in Santa Maria Joint Union high school are or are working towards meeting the U.C. system A-G requirements. Each year students are accepted into four-year universities, colleges, and technical schools.

Four-Year university

requirements

Four years English
Three years Math

Four years Science (two years Ag. Science, Ag Biology, Chemistry, and other choice)
Three years Social Sciences (U.S. History, Government and Ag. Economics)

Two years Foreign Language
One year Visual/Performing Arts
One year of other College prep electives.

SAT or ACT tests

*High School Exit Exam

Two year community college or entry level work requirements

Four years English
Two years Math

Two years Science (Ag. Science)
Three years Social Science (U.S. History, Government and Ag. Economics)
One year Foreign Language or Visual Performing arts

Various electives related to vocational area choice.

*California High School Exit Exam

Agriculture

ARE YOU LOOKING TO...

Attend a four-year university?
Attend community college?
Get a job after High School?

DO YOU HAVE AN INTEREST IN...

-Animals?
-Plants?
-Welding/Mechanics?
-Career/Preparation?
-Science/Biology?
-Computers?
-Floriculture?
-Economics?
-Business?
-Leadership?

If you answer YES

To any of the above, while at Righetti, you should consider....

AGRI-SCIENCE/BIOLOGY, WELDING,
ORNAMENTAL HORTICULTURE,
VITICULTURE OCCUPATIONS,
AG. ECONOMICS, AG. LEADERSHIP

Equal access is provided to handicapped and disadvantage students.

FFA Success

FFA Programs reaches from the state of Alaska to Puerto Rico and from the state of Main to Hawaii. Beginning with the Greenhand Degree, followed by the Chapter, and State Degree, then members can advance to the highest degree awarded in the FFA....The American Farmer. Dedication to classroom/laboratory instruction, FFA activities, and Supervised Occupational Experiences produce powerful leaders for the future of Agriculture, and the future of the world.

Suggested flow chart to meet U.C

Science

requirements/H.S.graduation

requirements

Ag Science I (cp)
Int. Ag Bio (cp)
Chemistry (cp)
Physics (cp)
Other Sciences

or

Ag. Science I (cp)
Ag. Science II (p)
Int. Ag. Bio. (cp)
other Science elective

or

Ag. Science I (cp)
Ag. Science II (p)

aligned FFA Chapter since 1962

The FFA Mission

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

The agricultural education

mission

Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

FFA program

Students involved in any of the programs described in this brochure are part of the FFA program. This program is designed to enrich the experiences of all our students. It is one of the most active programs on campus. Students can participate in fairs/shows, judging teams, public speaking, community service programs and many more activities that develop leadership and citizenship skills. These organizations stress individualized hands-on instruction with the goal of career placement. Presidents, congressmen, senators, and notable businessmen are just a few of our nation's leaders who have started their careers in agriculture.

**FFA promotes
Premiere Leadership
Personal Growth
Career Success**

Agri-science classes

Ag. Leadership and com.A/B
Agri-science 1-A/B (Core 1) CP
Agri-science 2-A/B (Core 2) P
Advanced Animal Science
Integrated Ag Biology A/B (CP)
Advanced Plant Science
Agri-Economics (P)
Agri-Computers
Vocational Welding 1-A/B
Vocational Welding 2-A/B
Advanced Welding 3-A/B

ROP Ornamental Horticulture 1-A/B
ROP Ornamental Horticulture 2-A/B
ROP Viticulture Occupations 1, 2

Department Contacts:

Mr. Miguel Guerra
Ag. I and Ag. Biology&Ag. Leadership
937-2051

Ext. 2429 mguerra@smjuhsd.org

Mr. Jim English

Welding

Ext. 2401 jenglish@smjuhsd.org

Mr. Guillermo Guerra

ROP Viticulture & ROP Orn. Horticulture
Ag. I

Ext. 2431 gguerra@smjuhsd.org

Recruitment Activities and Materials

Righetti High School has created and acquired various documents for promoting/recruiting students to be a part of the Agriculture Program. Included is a brochure that is placed at the counselor's office and handed out to parents at Open House/Back to School nights. These brochures are also distributed when visiting Junior High Schools and other potential students. The Righetti FFA Officer Team will discuss the opportunities made available through the Agriculture Department when visiting these schools; under advisor supervision. The Righetti FFA Program is notable the largest club on the Righetti High School campus.

At the Annual Greenhand Conference, and the Year End Banquet staff compiles a handout "program" recognizing outstanding FFA members and their respective awards. These brochures are placed on the tables and distributed at the door.

Righetti FFA also participates in several community activities such as petting zoos, Santa Maria Children's Museum, Secret Santa, and canned food drives. These are also considered promotional activities as students are interacting within the community.

Righetti FFA submits several articles to be placed in the school and local community newspapers. Righetti FFA has produced videos to promote the Agriculture Department as well. These videos are usually played at the Junior High and other potential schools. The videos explain the opportunities and the leadership qualities gained through active participation in the Righetti High School Agriculture Department.

Righetti High School Agriculture Department

FFA Chapter Scrapbook

Righetti FFA submits a chapter scrapbook annually to the South Coast Region scrapbook contest. It is the responsibility of the Reporter/Historian to compile the scrapbook. There is a standing Scrapbook Committee for which members apply for annually. These students are responsible in starting and completing the annual scrapbook that is kept in the FFA Office.

Righetti High School Agriculture Department

Summer Activities Calendar

Summer activities in the program include managing projects for the Santa Barbara County Fair attending the CATA Conference in June, and getting ready for the school year. There is no required accountability from the district office because of a trust and understanding of the agriculture position. Staff and Administrators have many sons/daughter that go through the 4-H or FFA programs and understand the time and hours that advisors and leaders dedicate to student projects.

Staff Assignments:	J. English	G. Guerra	M. Guerra
Public Speaking - FFA Creed		x	x
Vegetables			x
Fundraisers:			
Candy Sales	x	x	x
BBQ's		x	x
Sheep Projects		x	
Small Animal Projects		x	
Swine Projects			x
Field Trips Fairs & Shows:			
L.A. County Fair		x	x
Santa Barbara County Fair	x	x	x
Steer/Heifer	x		
Swine			x
Poultry		x	
Other Field Trips/Fairs/Shows	x	x	x
Department Budgets:			
VEA/SIP/AG Incentive/District	x		
Student Data Sheets	x	x	x
Scholarships	x	x	x
Master Chapter			x
BOAC (Secret Santa)		x	x
State Ag Proficiency Awards			x
National Convention			x
Graduate Follow-up	x	x	x
Summer Reports	x	x	x
FFA Leadership Conference		x	x
8th Grade Recruitment		x	x
Building & Equipment:			
Ag Science - Rm 429			x
Ag Science - Rm 430		x	x
Ag Science - Rm 431		x	
Ag Shop - Rm 401/402	x		
Offices	x	x	x
OH Unit		x	
Storage Shed	x		x
Transport Trailers	x		x
Outstanding Chapter Advisor			x
Outstanding Chapter			x

Righetti High School Agriculture Department

Graduate Follow-up Survey & Data Analysis

The follow up survey form used at Righetti High School is given to students at the end of their Senior year. These students information as to their future plans are documented electronically into the FFA lead advisors computer where it is later used to fill out the R-2 Report and maintain accurate records of all graduating seniors. This information is used to maintain in contact with students as they work towards their American FFA Degree.

Home CalAgEd.org R2 Links Main Menu Register Teachers Graduates FAQ Help Contact

Graduate Follow-up Report

Filing Year=2012

CA0225 Santa Maria - Righetti
 Righetti HS
 941 E. Foster Rd.
 Santa Maria, CA 93455

Total Seniors (Year=2011):	75
Total Seniors having completed 3 or more years of Ag Instruction:	31
Program Completer Status	
Two Year College Ag Major	15
Two Year College Non-Ag Major	3
Four Year College Ag Major	2
Employed - Parttime Ag Job	6
Employed - Parttime Non-Ag Job	2
Employed - Fulltime Ag Job	1
Location or Position Unknown	2

Site developed and maintained by the www.calag.edu

Targeted Occupations

Agriculture education at Righetti High School is comprised of a group of related instructional programs designed to prepare students for occupations requiring agriculture knowledge and skill. All of these instructional programs incorporate three components: Group instruction classes, laboratory, shop, or field study; individual and group participation in student organization (FFA) activities; and individual participation in supervised occupational experience.

Most of our students' employment comes within the boundary lines of the school district. We do find a large number finding work in the Southern part of San Luis Obispo County and in the Cuyama Valley. Our High School Agriculture Departments main concentration is in the program areas of AgriScience, AgBiology, AgriBusiness/Economics as our core courses and supportive skills coming from cluster courses in Floral Design, Ornamental Horticulture and Welding.

Occupations

Farmer, rancher, ranch hand, veterinarian assistant, artificial inseminator, milker, cowhand, tractor driver, fence builder, butcher, meat cutter, meat wrapper, inspector, grader, livestock equipment sales manager, cattle buyer/seller, breed association field representative, feedlot stocker, sales yard hand, dairy farmer, milking machine operator, general foreman, poultry breeder, egg and meat poultry man, laborer, hatchery, stock ranch foreman, goat keeper, horse breeder, barn bees, beekeeper, veterinary-hospital attendant, feed mixer, feed salesman, sheep shearer, mechanic, irrigator, insurance salesman, loan officer, herdsman, plumber, electrician, sheep herder, turkey producer, small animal and game bird supplier, transportation dispatcher, quality control worker, nutrition, lab technician, commodity appraiser, sales agent, secretary, dairy plant worker, milk processor, fishermen, retail fish cutter, slaughter house worker, vegetable grower, forage producer, produce buyer, farm advisor, plant buyer, agronomist, ranch control, grape grower, small fruit grower, farm hand, avocado grower, propagator, nurseryman, bookkeeper, lemon grove owner, truck driver, processing plant mechanic and supervisor, tractor and equipment operator, welder, greenhouse worker, greenhouse foreman, landscaper, small engine repairs and sales, pest control worker, commodity report, bookkeeper, agent, produce broker, marketing leader, caretaker, row boss, hay farmer, exterminator supervisor, spray foreman, weed inspector, fumigator, county agent, welding fabricator, welder's assistant, certified welder.

SANTA MARIA VALLEY ECONOMIC DEVELOPMENT COMMISSION

The leading voice of Economic Development on the Central Coast

DEMOGRAPHICS

Workforce & Major Employers

The Santa Maria Valley continues to maintain a consistent manufacturing base as well as a significant amount of agriculture, which is the primary industry. Santa Maria has a trained, capable and ready workforce. Total non-farm employment and the creation of both farm and non-farm jobs in the Santa Maria Valley dominates the entire Northern Santa Barbara County labor market. Vandenberg Air Force Base, the largest employer in the region, plays an important role in the city's economic engine, employing over 6,623 people.

The largest employers include medical, government, agriculture, and manufacturing companies. Retail is also an important sector of the local economy. Education and Health comprises half of the largest employers in Santa Maria.

MAJOR EMPLOYERS

Santa Maria Bonita School District	1724
Marian Medical Center	1450
Allan Hancock College	890
Santa Maria Joint High School District	725
City of Santa Maria	647
Orcutt Union School District	586
Betteravia Farms	533
C & D Zodiac Aerospace	491
Den-Mat	361
VTC	340
Major military facilities nearby:	Vandenberg Air Force Base with 6,623 workers

WORKFORCE PROFILE

Employment by Industry Sector

Employment	2007	2008	2009
Industrial (Mining & Manufacturing)	4,045	4,123	3,949

Agricultural	10,801	12,699	12,550
Construction	2,878	2,603	2,269
Transportation, Communication & Utilities	2,155	2,203	1,908
Wholesale	1,932	1,562	1,497
Retail	6,152	6,928	5,714
Finance, Insurance & Real Estate	1,842	1,791	1,048
Services	13,057	12,647	11,026
Government	5,603	5,588	5,848
Health Care & Social Assistance	n/a	n/a	5,138

Average Salary Per Worker

Employment	2006	2007	2008
Industrial (Mining & Manufacturing)	44,907	47,700	45,592
Agricultural	19,326	19,560	21,563
Construction	40,756	43,003	49,287
Transportation, Communication & Utilities	38,344	39,810	41,104
Wholesale	48,822	50,705	46,703
Retail	25,802	26,609	26,979
Finance, Insurance & Real Estate	48,680	49,003	48,500
Services	27,071	28,955	29,480
Public Sector	39,391	41,277	42,867
Private Sector	29,721	31,127	31,740
Health Care & Social Assistance	n/a	n/a	38,974

Unemployment Rates

Year	Percentage
2009	12.7
2006	7.3
2007	5.9

SUPPORT ASSOCIATIONS & ORGANIZATIONS

Workforce Resource Center

The Workforce Resource Center is a one-stop employment connection where numerous partner agencies have joined forces to assist job seekers in reaching employment goals by offering customized training, skill development, and business consulting to businesses, professional organizations and government agencies

Center for Employment Training

One of the country's leading employment training programs, providing job training to improve the lives of the neediest members of the community - farm workers, high school dropouts, welfare mothers and immigrants.

Vocational Training Center

Vocational Training Center Enterprises offers vocational and independent living skills training and employment to people with mental and physical disabilities from Santa Maria and the Central Coast. In addition to rehabilitation services they offer a wide range of business products and services including catering services, packaging and duplicating, bulk mail services, promotional buttons, pallet and crate manufacture, grounds maintenance, and janitorial services.

Women's Economic Ventures

Women's Economic Ventures (WEV) is dedicated to helping women throughout Santa Barbara County become economically self-sufficient through entrepreneurship and career development.

SCORE

The SCORE Association (Service Corps of Retired Executives) is a resource partner of the Small Business Administration dedicated to entrepreneur education and the formation, growth and success of small businesses nationwide. Please call the Santa Maria Valley Chamber of Commerce for assistance with small businesses counseling and training.

Small Business Administration

The Small Business Administration provides small business training and counseling through a variety of programs and resource partners. This training resource is a cooperative effort of the private sector, the educational community and federal, state and local governments.

Righetti High School Agriculture Department

Graduate Status

The data that is received from the questionnaire done during school in their senior agriculture class is used to complete the R-2 report. This information is used once again to help identify who our candidates for higher degrees are and maintaining contact throughout their post high school career.

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Graduate Follow-up

Righetti HS
941 E. Foster Rd.
Santa Maria, CA 93455

Graduates for Spring:

Last Name	First Name	Graduate Status

		Employed - Fulltime-Ag Job
		Two Year College-Non-Ag Major
		Four Year College-Ag Major
		Two Year College-Ag Major
		Two Year College-Ag Major
		Two Year College-Ag Major
		Two Year College-Ag Major
		Two Year College-Ag Major
		Location or Position Unknown-
		Location or Position Unknown-
		Two Year College-Non-Ag Major
		Employed - Parttime-Non-Ag Job
		Employed - Parttime-Ag Job
		Two Year College-Ag Major
		Two Year College-Ag Major
		Two Year College-Ag Major
		Employed - Parttime-Non-Ag Job
		Two Year College-Ag Major
		Employed - Parttime-Ag Job
		Two Year College-Non-Ag Major
		Two Year College-Ag Major
		Four Year College-Ag Major
		Two Year College-Ag Major
		Two Year College-Ag Major
		Two Year College-Ag Major
		Employed - Parttime-Ag Job
		Two Year College-Ag Major
		Employed - Parttime-Ag Job
		Employed - Parttime-Ag Job
		Two Year College-Ag Major
		Employed - Parttime-Ag Job

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List of Active Placement Sites

Au Bon Climate, Santa Maria, California – Jim Adelman
Bien Nacido Vineyards, Santa Maria, California – Chris Hammell
Cambria Vineyard & Winery, Santa Maria, California – Kevin Sage
Central Coast Wine Service, Santa Maria, California – Dick Teague
Frey Farming, Los Olivos, California – Jeff Frey
Hampton Farming Co., Santa Maria, California – Dale Hampton
Santa Barbara County Vintner's Assoc., Santa Ynez, California
Tantara Winery, Santa Maria, California – Bill Cates
Zaca Mesa Vineyard & Winery, Los Olivos, California – Susan English
Quinn Rentals, Santa Maria, California
Praxair, Santa Maria, California – Randy Quintana
JD Fabrication, Santa Maria, California
Santa Maria Welding, Santa Maria, California
Cal Coast Machinery, Santa Maria, California
Betteravia Farms, Santa Maria, California – Tom Gibbons
Apio Produce, Guadalupe, California
Bonipak Produce, Guadalupe, California
Central West, Santa Maria, California – Bryan Gresser
Farm Credit, Santa Maria, California – Layer Mapes
Primus Laboratories, Santa Maria, California
Santa Maria Seed, Santa Maria, California – Manny Silva
Farm Supply, Santa Maria, California – Chris Jennings
Lemos Pet Feed & Supply, Santa Maria, California
Coastal Berry Company, Santa Maria, California – Vince Lopes
Driscoll Strawberries, Santa Maria, California
Fresh Express, Guadalupe, California
Grower-Shipper Vegetable Association, Guadalupe, California – Richard Quandt
Santa Barbara County Farm Bureau, Buellton, California – Teri Bontrager

Righetti High School Agriculture Department

Righetti High School Agriculture Department Comprehensive Program Plan

The Righetti High School Agriculture Department staff up-dates the comprehensive plan. The comprehensive plan is a collection of data and information that illustrates the Righetti High School program. The comprehensive plan contains documents that show the validity of our department and proves that we are doing what is expected of us. The South Coast Regional Supervisor, Mr. Greg Bear reviews the comprehensive plan every three years with the department to ensure funding and make recommendations as to the future of our programs success.

Righetti High School Agriculture Department

Advisory Committee Constitution & By-Laws

The Agriculture Department holds Advisory Committee Meetings at least 2 times a year. The agendas are emailed out one to two weeks prior to the meeting. Minutes are generated and emailed out the day after the meeting is held. Righetti High School's Advisory Committee is and has been made up of local supporters, parents, business owners, and individuals who support the present and future of our program. It is because of their guidance and support that we have become the program we are.

Righetti High School Agriculture Advisory Committee

Chad Ianneo - Chairman
Alco Services Inc.
POB 2295
Salinas, CA 93902
459-7617

Brenda Farias - Secretary
USDA, County Executive Director
920 E. Stowell Rd.
Santa Maria, CA 93454
(805) 928-9269 Ext. 2

Mike Leedom
Plantel Nurseries Inc., Operations Mgr.
2890 Telephone Rd.
Santa Maria, CA 93454
(805) 349-8952

James Ontiveros
6525 Dominion Rd.
Santa Maria, CA 93454-9628
(805) 937-1991 FAX
(805) 705-9085 (cell)
Jontiveros93454@yahoo.com

Craig Reade, Manager
Betteravia Farms
P. O. 5845
Santa Maria, CA 93456
705-8142

Stan Rose
Retired Ag Teacher
Professional Cyclist
1972 Prell Rd.
Santa Maria, CA 93454
(805) 922-1357

Jim Ryan
Ross-Keller Winery
985 Orchard Rd
Nipomo, CA 93444
(805) 550-2548

Daryl Souza
C & V Farms
Souza Produce
2309 Bonita Lateral
Santa Maria CA 93458
(805) 922-7429

Daniel Taylor
Phelan and Taylor Produce
POB 458
Oceano, CA 93475

Ed Ward, Maintenance Manager
J. B. Dewar, Inc.
2310 S. Meredith Lane
Santa Maria, CA 93454
543-0180, ext. 30

Kevin Sage
Cambria Winery

Amy Sage CCGA

Jim English, Ag Teacher
Guillermo Guerra, Ag Teacher
Miguel Guerra, Ag Teacher
Catherine Ulrich, Teacher

Steve Molina, Principal
Dave Hutton, Asst Principal
Tony Bauer, ROP Director

Righetti High School Agriculture Department

Completed Program Plan

The attached program plan is from a student who will be graduating from the Righetti FFA Program. William Adam will be majoring in agriculture at the local community college and going directly to working for his dad on a farming operation where he produces and harvest a hay crop yearly. He will be applying for his State FFA degree and competing at the local project competition.

Agriculture Education Program Completer

Name: _____

Year In Ag: _____

FFA Degree: _____

Please list the agriculture courses you have taken in all your high school experience.

How have these classes contributed to you education?

To what extent have you gained knowledge about the California agriculture industry?

List the top 5 SOE and FFA leadership activities which you have participated in, what your responsibilities in that activity were or what you learned from it.

Additional Information that the advisors should consider regarding you and this selection.

Ernest Righetti High School Agricultural Dept.

Program Pathways

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN

Appendix

K

DATA SHEET

A. Name: (Print) Last   First   MI
 B. Gender: (Circle One) Male Female
 C. Date: 8-29-12 Age: 17
 D. Year In Agriculture Program: (Circle One) 1 2 3 4
 E. Grade Level In School: (Circle One) 9 10 11 12
 F. Program Of Instruction Being Pursued: (Select Only One)

- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- X   Agricultural Business Management (4040)
- Ornamental Horticulture (4050)
- Forestry & Natural Resources (4060)
- Agriculture Core - Year One (4070)
- Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)

- X   I plan a career in agriculture.
- Not a career, just an interest in agriculture.
- Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

- X   White
- Hispanic
- Black (Except Hispanic)
- Filipino
- Asian or Pacific Islander
- American Indian/Native Alaskan

I. Locator Data:

Street Address:
 Phone Number:
 Parent/Guardian Name (Print Full Name For Each)
 Mr.
 Miss
 Mrs.
 Ms.

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

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full-Time   X
 No Further Education
 Some College Later
 2. Go to College
 Community College   X
 Four Year College
 Full-Time Student
 Part-Time Student   X
 Agriculture Major   X
 Non-Agriculture Major
 3. Go Into Military Service

Revised 8/03

STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently being taken, and planned to be taken in

future.

FRESHMAN YEAR

(2009 - 10)

SOPHOMORE YEAR

(2010 - 11)

JUNIOR YEAR

(2011 - 12)

SENIOR YEAR

(2012 - 13)

CLASS	TEACHER	RM	CLASS	TEACHER	RM	CLASS	TEACHER	RM	CLASS	TEACHER	RM
Ag Science	Guerra	402	Ag Bio	Guerra	412	Ag Welding	English	402	Adv Ag World	English	402
P E			Modern History			U.S. History			Ag Leadership	Guerra	
Driver's ED			Span 2			English			U.S. History		
Spanish			Eng 2			Algebra 2			Econ		
English			2nd Ag						Govt.		
Health			P E						Applied Tech		
Algebra											

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

S.O.E.	SIZE	S.O.E.	SIZE	S.O.E.	SIZE	S.O.E.	SIZE
market hog	1						

N. Planned Departmental Activities (FFA)

FFA meetings			
County fair			
Christmas parade			

Parents/Guardians Signature: _____

Righetti High School Agriculture Department

Proficiency Standards

The attached proficiency standards were created in conjunction with the Santa Barbara County Regional Occupational Program. Our Ag Teachers have created proficiency standards for the course of Ornamental Horticulture, Viticulture, and other agriculture classes in general. These proficiency standards provide clarity as to the skills and level of accomplishments students accomplish. We utilize these proficiency standards to certify our student's knowledge and skills attained. The students are awarded certificates of completion at the conclusion of the course if they meet the standards.

Program Completion Standards

It is recommended that in order for a student to meet the minimum standards to complete the agriculture production program he/ she must have successfully completed at last three different courses from the curriculum of which two must be from the core. The student will complete at least one SOE each year, except their first year, which meets instructor's approval. A student must take courses over a minimum of two years during their enrollment in high school. Guidelines for the supervised occupational experience, ownership and/or work experience will be:

1. Minimum investment or profit of \$1000.00.
2. Have 250 hours of self labor from an ownership or non-ownership and paid or unpaid work experience.

Participation in numerous FFA activities will be encouraged with each student taking part in at least three leadership skill developing activities, a community service project, and two recreational / fun activity functions.

VITICULTURE OCCUPATIONS I

_____ has completed _____ hours of 180 hour course of study and practice in Viticulture Occupations I and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; (3) excellent as certified by instructor in the following skill areas:

COMPETENCY LEVEL

This student can:

Read and record crop and grape crush report

Identify characteristics and varieties of wine grapes

Understand physiology and structure of grapevines and parts of the vine

Demonstrate the ability to properly graft vines

Demonstrate the ability to properly propagate vines

Properly design vineyards

Properly test soils for nutrients and desirable qualities for vines

Properly identify different methods of applying fertilizers

Properly read and understand fertilizer labels

Understand and apply irrigation principles

Properly use soil probe to detect moisture

Demonstrate proper pruning and removal of vine shoots

Demonstrate grape testing and harvesting criteria and post harvest care

Read and understand Santa Barbara County soil reports and soil maps

Understand differences of various pruning techniques

Demonstrate safe tools and equipment usage in vineyards

List and identify techniques of grape crushing

Understand alcohol regulations and labels.

Identify nutrient differences and fertilizer needs

Demonstrate ability to react to vine response to fertilizer application

GENERAL WORKPLACE SKILLS/JOB SEEKING SKILLS - This student can:

Exhibit safety consciousness

Prepare a personal résumé and job application form/job interview

Demonstrate knowledge of appropriate appearance and dress

Demonstrate the ability to follow directions and ask questions

Demonstrate initiative

Demonstrate dependability

Demonstrate punctuality and regular attendance

Demonstrate ability to cooperate with others with a positive attitude

_____
Certifying Instructor
Viticulture Occupations I

_____
Course Grade

_____
Date

Agriculture Science

_____ has completed _____
courses of study and practice in Agriculture Science and has attained a
competency level of: (n/a) not applicable; (0) does not meet basic
standards; (1) basic; (2) good; or (3) excellent as certified by instructor in
the following skill areas:

Competency Level

- _____ Basic Animal Science
- _____ Anatomy and Physiology of Farm Animals
- _____ Livestock Breeding and Genetics
- _____ Handling Livestock
- _____ Livestock Nutrition and Feeds
- _____ Animal Health
- _____ Beef Cattle
- _____ Swine
- _____ Sheep
- _____ Beef, Swine, and Sheep Husbandry
- _____ Dairy Cattle and Dairy Cattle Husbandry
- _____ Livestock Evaluation and Selection
- _____ Livestock Products
- _____ Poultry
- _____ Basic Plant Science
- _____ Plant Classification Systems
- _____ Areas of Crop Production
- _____ Vegetable Crops
- _____ Tree Crops
- _____ Forage Crop Production
- _____ Vine and Small Fruit Crops
- _____ Land Preparation and Planting
- _____ Soils
- _____ Fertilizers
- _____ Irrigation and Drainage
- _____ Harvesting
- _____ Identification of Crops, Products, and By-Products
- _____ Agricultural Production Services
- _____ Agricultural Production Records
- _____ Marketing Agricultural Products
- _____ Financing Agricultural Production

_____
Certifying Instructor

_____
Course Grade

_____
Date

Certificate of Skills

Agricultural Science

This is to certify that _____ was
enrolled in the Agricultural Science Courses at
Righetti High School and is a Program Completer.

*To be a program completer the student has
demonstrated the skills and knowledge listed on the
reverse side of this certificate.*

ORNAMENTAL HORTICULTURE

_____ has completed _____ hours of a 180 hour course of study and practice in Ornamental Horticulture and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

**COMPETENCY
LEVEL**

GREENHOUSE AND PLANT GROWING SKILLS -- This student can:

- Perform five basic plant propagation techniques
- Properly re-pot container plants
- Demonstrate proper care of container stock
- Identify plant pests and diseases and use appropriate control methods
- Safely use greenhouse and landscaping tools
- Properly handle hazardous materials related to Ornamental Horticulture
- Demonstrate basic retail sales skills
- Properly take soil, tissue and water samples for analysis
- Properly mix and sterilize media
- Properly water and fertilize greenhouse crops
- Demonstrate knowledge of plant growth and development
- Demonstrate proper post harvest care of plants and flowers
- Order greenhouse plants and supplies
- Understand the growth and culture of common greenhouse crops:
  - Flowering potted plants
  - Bedding plants
  - Foliage plants
  - Vegetables
  - Cut flowers
- Demonstrate basic landscape design, installation and maintenance skills
- Demonstrate five basic grafting techniques
- Demonstrate proper pruning of deciduous evergreen trees, shrubs and roses

FLORAL SHOP AND BUSINESS SKILLS -- This student can:

- Identify the basic plants and flowers of a retail florist shop
- Properly handle cut flowers and potted plants
- Understand the basic principles of floral design
- Demonstrate the ability to construct a corsage and boutonniere
- Construct various types of arrangements
- Properly utilize basic tools and supplies of a floral shop
- Demonstrate basic retail sales skills
- Demonstrate proper telephone answering skills

EMPLOYABILITY RELATED – This student can:

- Exhibit safety consciousness
- Prepare a personal résumé and job application form/job interview
- Demonstrate knowledge of appropriate appearance and dress
- Demonstrate ability to follow directions and ask questions
- Demonstrate initiative
- Demonstrate dependability
- Demonstrate punctuality and regular attendance
- Demonstrate ability to cooperate with others with a positive attitude

Certifying Instructor

Course Grade

Date _____

ROP Office Phone (805) 937-8427

ADVANCED ORNAMENTAL HORTICULTURE

_____ has completed _____ hours of a 180 hour course of study and practice in Advanced Ornamental Horticulture and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

COMPETENCY LEVEL

_____
_____
_____
_____
_____
_____
_____
_____

GREEN HOUSE AND PLANT GROWING SKILLS -- This student can:

Take soil tissue and water samples for analysis
Diagnose plant disorders from symptoms and apply proper control measures
Understand the crop growth and culture for various greenhouse crops; including
    scheduling for flowering potted plants, cut flowers, foliage plants and transplants
Properly handle all nursery and floriculture supplies and equipment
Demonstrate knowledge of plant growth and development
Correctly identify local shrubs, trees, ground covers and greenhouse crops
Properly handle chemicals and hazardous materials related to Ornamental Horticulture
Demonstrate knowledge of hydroponics

_____
_____
_____
_____
_____
_____
_____
_____

FLORAL SHOP AND BUSINESS SKILLS -- This student can:

Accurately use computer software related to Ornamental Horticulture
Demonstrate knowledge of how to prepare plants for sale and display
Understand customer relations, entrepreneurship and basic business management
Correctly take telephone orders
Demonstrate the ability to landscape a site
Perform floral design skills by creating special occasion flower arrangements
Create a corsage for sale
Process and display flowers for sale

_____
_____
_____
_____
_____
_____
_____
_____

EMPLOYABILITY RELATED -- This student can:

Exhibit safety consciousness
Prepare a personal résumé and job application form
Demonstrate knowledge of appropriate appearance and dress
Demonstrate ability to follow directions and ask questions
Demonstrate initiative
Demonstrate dependability
Demonstrate punctuality and regular attendance
Demonstrate ability to cooperate with others

_____
Certifying Instructor
ROP Office Phone (805) 937-8427

_____
Course Grade

_____
Date

Righetti High School Agriculture Department

Teaching Credentials

The following are the credentials of the Agriculture Instructors at Righetti High School.

Teacher Data Sheet

Agriculture Education

Name: James Carl English

I. Credential Information

Date

Issued
1. 1-77

Credential

Standard Teaching
Credential with a
Specialized in Secondary
Teaching

Major

Food Industry

Minor

Date of

Expiration

Issued for Life

University

Cal Poly, SLO

II. Work Experience: Prior to receiving Credential

Date

Type of Work

1. '71-'75 Roustabout Chevron

2. '74-'76 Meat Clerk

Location

Santa Maria, CA.

San Luis Obispo, CA.

Hours

2500+

2000

III. Work Experience: After receiving Credential

Dates

Type of Work

1. 1/77-10/78 Ag. Teacher

Location

Roosevelt High School, Fresno, CA.

Hours

3500+

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Details of Selected Credential

Name: ENGLISH, JAMES CARL

Document Title Life Standard Secondary Teaching Credential

Document Number STC319366

Authorization Code(s) 103

This credential authorizes the holder to teach the subject or subjects listed as majors and minors in departmentalized classes, and to teach introductory courses within the general area of any subject or subjects listed as majors, in grades seven through twelve.

Grades 7- 12

Issuance Date 06/11/1980

Authorized Subject(s) Agricultural Science

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Details of Selected Credential

Name: ENGLISH, JAMES CARL

Document Title Clear Crosscultural, Language and Academic Development Certificate

Document Number 081024884

Authorization Code(s) S12

This certificate, when held in conjunction with a prerequisite credential or permit specified in Education Code Section 44253.3, authorizes the holder to provide the following services to limited-English-proficient pupils: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults, except when the prerequisite credential or permit is a designated subjects adult education teaching credential, a children's center instructional permit, or a children's center supervision permit, in which case instruction for English language development is limited to the programs authorized by that credential or permit; and (2) specially designed content instruction delivered in English in the subjects and at the levels authorized by the prerequisite credential or permit. Education Code Section 44253.3 includes all credentials and permits that authorize instruction except emergency credentials or permits, college or university internship credentials, District Internship Certificates, Exchange Certificated Employee Teaching Credentials, or Sojourn Certificated Employee Teaching Credentials.

Renewal Code(s) S31B

This certificate need not be renewed. The authorization shall remain in force as long as the valid prerequisite credential or permit is held concurrently.

Issuance Date 02/01/2008

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Details of Selected Credential

Name: GUERRA, MIGUEL

Document Title Clear Specialist Instruction Credential (Agriculture)

Document Number 060230127

Authorization Code(s) R3A1

This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

Renewal Code(s) R15

There are no additional requirements for the renewal of this credential; however, the term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

Issuance Date 09/28/2006

Expiration Date 10/01/2011

Authorized Subject(s) Agriculture

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Details of Selected Credential

Name: GUERRA, MIGUEL

<u>Document Title</u>	Clear Single Subject Teaching Credential
<u>Document Number</u>	060230128
<u>Authorization Code(s)</u>	R1S This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.
<u>Renewal Code(s)</u>	R21 For each five-year renewal of this credential, the holder must complete a minimum of 150 clock hours of planned and approved professional growth activities and one-half of one year of experience as specified in The California Professional Growth Manual.
<u>Issuance Date</u>	09/28/2006
<u>Expiration Date</u>	10/01/2011
<u>Authorized Subject(s)</u>	Agriculture

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Details of Selected Credential

Name: GUERRA, MIGUEL

Document Title Clear Certificate of Completion of Staff Development

Document Number 080025622

Authorization Code(s) S17D

This certificate, when held in conjunction with a basic teaching credential specified in Education Code Section 44203(e), authorizes the holder to provide the following services to limited-English-proficient pupils: (1) specially designed content instruction delivered in English in the subject and the grade authorized by the teacher's basic credential, and (2) instruction for English language development to students in a departmentalized class in the subject and the grade authorized by the teacher's basic credential.

Issuance Date 11/01/2007

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Details of Selected Credential

Name: GUERRA, GUILLERMO

Document Title Clear Specialist Instruction Credential (Agriculture)

Document Number 070108798

Authorization Code(s) R3A1

This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

Renewal Code(s) R15

There are no additional requirements for the renewal of this credential; however, the term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

Issuance Date 02/01/2007

Expiration Date 02/01/2012

Authorized Subject(s) Agriculture

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Details of Selected Credential

Name: GUERRA, GUILLERMO

Document Title Clear Single Subject Teaching Credential

Document Number 070108799

Authorization Code(s) R1S

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

Renewal Code(s) R21

For each five-year renewal of this credential, the holder must complete a minimum of 150 clock hours of planned and approved professional growth activities and one-half of one year of experience as specified in The California Professional Growth Manual.

Issuance Date 02/01/2007

Expiration Date 02/01/2012

Authorized Subject(s) Agriculture

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Details of Selected Credential

Name: GUERRA, GUILLERMO

Document Title Clear Certificate of Completion of Staff Development

Document Number 080025665

Authorization Code(s) S17D

This certificate, when held in conjunction with a basic teaching credential specified in Education Code Section 44203(e), authorizes the holder to provide the following services to limited-English-proficient pupils: (1) specially designed content instruction delivered in English in the subject and the grade authorized by the teacher's basic credential, and (2) instruction for English language development to students in a departmentalized class in the subject and the grade authorized by the teacher's basic credential.

Issuance Date 09/01/2007

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Selected Credential Held

The application status and credential information was last updated on 11/14/2010. Local employing agencies have the flexibility to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: GUERRA, GUILLERMO

Document Title Certificate of Clearance (valid five years if issued on or after 7/1/2007)

Document Number 900075411

Issuance Date 06/06/1990

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Agency User Search

Last Name: PONCE
First Name: GABRIEL
Middle Name: BRISENO

Document Information:

Document Number: 110105600
Document Title: Single Subject Teaching Credential
Terms: Clear
Status: Valid
Issue Date: 6/17/2011
Expiration Date: 7/1/2016
Original Issue Date: 3/3/2008
Grade:
Special Grade:
SB1969 (Title 5 §80487):

Authorization / Subjects

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R15	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE			

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

1 - 1 of 1

Renewal Code	Renewal Description	Additional Description
	javascript:if(validate())SWESubmitForm(document.SWEForm1_0,s_0,'s_1_1_3_0',"VRId=0")	

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Agency User Search

Last Name: PONCE
First Name: GABRIEL
Middle Name: BRISENO

Document Information:

Document Number: 130016437
Document Title: Specialist Instruction Credential (Agriculture)
Terms: Clear
Status: Valid
Issue Date: 4/1/2013
Expiration Date: 7/1/2016
Original Issue Date: 3/3/2008
Grade:
Special Grade:
SB1969 (Title 5 §80487):

Authorization / Subjects

1 - 1 of 1

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

1 - 2 of 2

Renewal Code	Renewal Description	Additional Description
R1SP	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	TC Code Not Required
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

Employment Restrictions

No Records |

javascript:if(validate())SWESubmitForm(document.SWEForm1_0,s_0,'s_1_1_3_0',"VRId=0")

Righetti High School Agriculture Department

Department Calendar

The calendar of chapter activities is our year long coordinated activity planner. This calendar is submitted to the site secretary so all chapter events can be placed on the school and district calendars as well.

Ernest Righetti High School

941 EAST FOSTER ROAD • SANTA MARIA, CALIFORNIA 93455-3399 • (805) 937-2051 • (805) 934-0819

Righetti FFA 2012-2013

Find us on Facebook! Add yourself to the Righetti FFA Group on Facebook to keep up with all the latest news!

August:

08/28: Meeting at 6:00PM in Cafeteria

08/29: Back to School Night

September:

09/15: FFA Dodger Day @ Dodger Stadium

09/03: No School (Labor Day)

09/07: Ice Cream Social

09/08-09: SOLC

09/13: Community Service/ Parent Meeting

09/21: End of Grading Period/ Club Day RHS

09/30: Los Alamos Olden Days Parade

October:

Kinderpatch TBA

10/06: Opening and Closing (Cal Poly)

10/13-10/14: South Central Region COLC (Hollister)

10/17: Greenhand Conference (Paso Robles)/Betteravia Farm Tour

10/24-10/27: FFA National Convention (Indianapolis)

Trick or Treat

Betteravia Farm Tour

Elementary/ J.r. High Visiting

Special ED Pumpkin Patch

November:

11/28: Greenhand Banquet

11/02: End of Grading Period

11/12: No School (Veterans Day)

11/14: Best informed Green hand (BIG) (Nipomo)

11/21-11/23: Thanksgiving Break

December:

12/01: Parade of Lights

Joint FFA Meeting w/ Pioneer Valley & Santa Maria FFA @ SMHS
TBA

12/08: Orcutt Parade

12/10: South Coast Region Roadshow

12/14: End of Semester

12/17-01/08: Winter Break

January:

01/12: Reedley college pruning

01/19: Dinuba/Clovis pruning TBA

01/21: No School (Martin Luther King Jr)

01/28: State Degree Scoring (Santa Maria)

February:

02/01: All FFA Awards due (Reg. Supervisor)

02/01-02/02: MFE/ALA Conferences (Monterey)

02/02: Fresno State University Mid. Winter Finals.

02/05: Regional Proficiency App. scoring (San Luis Obispo)

02/07: Santa Barbara Section manuscripts & resumes due (AG)

02/11: No School (Lincoln's B-Day)

02/18: No School (Washington's B-Day)

02/20: Santa Barbara Section Creed/ Speaking Competition (AG)

02/22: End of Grading Period

02/24-02/25: South Coast Regional Officer Screening (San Luis)

02/28: Santa Barbara COOPS, Parli. Pro (Righetti)

March:

03/02: UC Davis Field Day

03/08: No School (Staff Day)

03/09: Chico State Field Day

03/16: U.C Merced Field Day

03/23: Modesto Jr. College Field Day

03/15: South Coast Region Mtgs. / Finals. Officer elections King City

03/24: State Degree Banquet (Clark Center)

03/29: No School (Good Friday)

April:

04/01-04/05: Spring Break

04/13: Reedley College Jr. Field Day

04/19: End of Grading Period

04/20: Fresno State University Field Day

04/20-04/23: California FFA State Conference

May:

05/04: State Finals (Cal Poly)

04/07: Santa Barbara Section Mts. Officer screening (Pioneer Valley)

05/17: Santa Barbara Section Project Competition (Righetti)

05/22: RHS FFA Banquet

05/27: No School (Memorial Day)

05/28: Santa Barbara Section Project Competition Banquet (Lompoc)

June:

Santa Maria Elks Parade TBA

FFA Officer Team Retreat TBA

06/06: Last Day of School

06/07: Graduation

July:

07/7-7/14: Santa Barbara County Fair

*All dates are subject to change

Mr. M Guerra FFA Advisor

937-2051 ext. 2429

mguerra@righetti.us

It is VERY important that students keep their grades in good standing if they want to participate (2.0 or above). Dates are also subject to change, if this occurs we will update calendar and notify the students.

"WARRIORS"

Our vision is for Righetti High School to be a safe learning environment which emphasizes the excitement and joy of learning and prepares our students for adulthood by engaging them in opportunities to solve real life problems.

Righetti High School Agriculture Department

Daily Logs

Daily activities are managed and documented through my personal calendar. I document all visits, practices, and time that I spend outside the classroom on my personal calendar. No required daily logs are required by administration but most of the Agriculture Teachers have their personal calendars with meetings, appointments, and any pre planned activity or event with students.

Righetti High School Agriculture Department

Professional Development Events

Professional growth activities include membership in both the California Agriculture Teachers Association and the National Association of Agriculture Educators. I am a current paid member of the California Agriculture Teachers Association. I continually attend the many Professional Development Events that are offered to our Agriculture Profession.

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B   School Year School _____ - _____

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES				
	English	M Guerra	G Guerra		
Fall Region Meeting		X	X		
Region In-service Day	X	X	X		
Spring Region Meeting	X	X	X		
Section In-service*	X	X	X		
Section In-service*	X	X	X		
Section In-service*	X	X	X		
Section In-service*	X	X	X		
Summer Conference	X	X	X		
University AgEd Skills Week					
Professional Development **	X	X	X		

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

- 1 CTE Conference - SMJUHSD - District Training - Curriculum Development
- 2 District Inservice - Web Design through Business Department
- 3 Road Show - Regional Workshops - Cal Poly SLO
- 4 Summer Conference Workshops - State CATA Summer Conference
- 5 Regional Meeting Inservice Workshops

Righetti High School Agriculture Department

2011-2012 R2 Report

Students complete Student Data Sheets in late August and early September annually. This data is then double checked with classroom roll sheets to ensure no duplicates are entered. From there, the information is compiled at the Calaged Website to create our R-2 Report

[Home](#) [CalAgEd.org](#) [Directory](#) [R-2 Subject Query](#) [School at a Glance](#) [School Listing](#)

 Select a school:
Data for Year: 2012-2013**School:**

CA0225 Santa Maria - Righetti

Righetti HS

941 E. Foster Rd.

Santa Maria, CA 93455

[Get Map](#)[Web Site](#)**Teachers: 3****Courses Offered:**

<u>Type</u>	<u>Course</u>	<u>Enrollment</u>	<u>H.S. Grad Credit</u> <u>UC Credit</u>
Ag Biology	Ag Biology cp	28	Life Science
Ag Biology	Ag Biology cp	28	Life Science
Ag Mechanics	Ag Welding	24	Other
Ag Mechanics	Ag Welding	24	Other
Ag Mechanics	Ag Welding	23	Other
Ag Mechanics	Ag Welding	24	Other
Ag Mechanics	Ag Welding	21	Other
Agriscience I	Ag. Sci. cp	28	Physical/Earth Sci.
Agriscience I	Ag. Sci. cp	28	Physical/Earth Sci.
Agriscience I	Ag. Sci. cp	28	Physical/Earth Sci.
Agriscience I	Ag. Sci. cp	30	Physical/Earth Sci.
O.H./Floral	Ornamental Horticulture	26	Fine Arts
O.H./Floral	Ornamental Horticulture	26	Fine Arts
Other Ag	Int. Ag. Leadership	26	English
Other Ag	Viticulture 1	26	Other
	TOTAL	390	
	Average Class Size	26.0	

FFA Students by Pathway:

<u>Pathway</u>	<u>Count</u>
Ag Bus Mgt	2
Ag Mech.	12
Agriscience	286
An. Science	8
	308

FFA Students by Grade Level:

<u>Grade Level</u>	<u>Count</u>
9	119
10	63
11	64

12	52
13	10
Total	308

FFA Students by Years in Ag:

<u>Years in Ag</u>	<u>Count</u>
1	195
2	66
3	16
4	24
5	7
Total	308
Average Years	1.6

Freshman Persistence:

Cohort Year: 2009-2010

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	69	53%
2	25	19%
3	14	11%
4	21	16%
Freshman Cohort Students	129	
Average Years Completed	1.9	

Ed Data provides demographic data for schools in California. To view this data click on the link.

[View Ed Data](#)

Site developed and maintained by the California FFA Association.

Righetti High School Agriculture Department

Extended Contract Rationale

Our extended contract is agreed upon in the Collective Bargaining Agreement of the Santa Maria Joint Unified School District. It gives each agriculture teacher an FFA stipend and a 20% base salary increase for summer hours and agriculture teacher duties. The Rationale has been in place for many years who have laid the groundwork to putting this in the official contract. The district office and administration is well aware of the time and commitment agriculture teachers put in to the afterschool and weekend activities. The agriculture teachers are available 24/7 through the year especially when projects are in full force.

Righetti High School Agriculture Department

Travel Requests

The attached documentation is for one of many field trips that our chapter attends. Field trips of this nature require approval from many different parties including ASB Department Head, Agriculture Department head, and an Administrator. Funding source must be specifically marked and if student funds are being used official minutes are required to be attached.

RIGHETTI HIGH SCHOOL FIELD TRIP ITINERARY

Route this request to Dave Hutton for approval

Teachers: Funding for Transportation: VEA/Ag Loc Funding for Sub: n/a
 Funding Approved By Department Chair: Jim English Business Office: _____
 Date Approved By ASB Activities Director: R. DeBarnier

NOTE: Overnight field trips will require Prior School Board Approval, with the following information completed.

Statement of Purpose of Trip: Ag Welding Competition
 Number of Students 4 Number of Chaperones 1

Field Trip Approved: [Signature] Date Approved: 2/26/2013

TO: PARENTS (Please retain this itinerary for your information)

PERSON IN CHARGE: Jim English

DATE(S) OF EVENT: Mar 8-10, 2013

EVENT/ACTIVITY: Ag Weld Contest

LOCATION OF EVENT: Butte College

HOTEL NAME: _____

HOTEL PHONE #: _____

DEPARTURE (Location & Time): Mar 8 8 am RHS Weld Shop

RETURN (Location & Time): Mar 10 2 pm RHS Weld Shop

TRANSPORTATION: Ag Truck

PRICE OR COST: \$0 (food)

ATTIRE: Weld Gear / 77A Uniform

WHAT TO BRING: Homer Box

BEHAVIOR: Any student in inappropriate attire or involved in inappropriate behavior will be disciplined according to Righetti High School's Discipline Policy and parents will be contacted.

APPROVALS NEEDED: Completed Pre-arranged Absence Form and Release of Liability Form with parent/guardian signature.

CELL PHONE NUMBER AT EVENT: 805 478 3316
 (In case of emergency cell phone will be on during the entire field trip)

PHONE NUMBER FOR QUESTIONS BEFORE THE TRIP: 937 2051 x 2401

Righetti High School Agriculture Department

CATA Membership

I have been a member of the CATA since 2008. I have also been a member of the NAAE. All Agriculture teachers at Righetti High School are paid members of the CATA.

Righetti High School Agriculture Department

Professional Development Report

Our department meets periodically to stay organized and up to date on upcoming activities and events. Minutes are turned in to our principal for record keeping. In addition there are many professional development days at our school that we attend. We attend social science meetings, science meetings, and collaborate with many other groups during Professional Learning Community days. These PLC days are dedicated for collaboration and organization of future plans.

In addition I have been a part of the BTSA program, New Professionals, CATA skills sessions, CATA 3 week courses, and attending the CATA summer conference annually.

SOCIAL STUDIES DEPARTMENT PLC

November 5, 2012 Early Out

Department members will meet with their Department Chairs at 1:10.

Please come to the Department Meeting with your Curriculum Calendar and other data that you have to share.

Whole Department

WASC discussion. Please take the survey below. You may choose to do this together as a department OR members can give their department chair the feedback and then department chairs can consolidate the information into one form to return to Jennifer Dolan. **Either way, we need feedback by Thursday, November 8th.**

The link to our STAFF ONLY SURVEY is: <http://tinyurl.com/8kcug3k>

Bullet point answers are totally acceptable. If a group of people are doing something, try to give us exact numbers (all English 3 teachers or most English 1 teachers or whatever) -- who has participated in a certain training or who is using e-mail or blackboard connect... the more specific the information you give us, the easier it is to incorporate into the report.

PLC time

1. Groups
  - a. Modern World History – Curriculum and Informative Instructional Building
  - b. U.S. History – Curriculum and Informative Instructional Building
  - c. Economics and Government – Curriculum and Informative Instructional Building

Reply Reply All Forward

Agenda for January 7th

Tammy Rhine

To: ERHS-Certificated

Friday, December 14, 2012 3:04 PM

Certificated Agenda for January 7th:

8:00 a.m. Meet in the Cafeteria (9 Essential Skills for Love and Logic Training)

12:00 – 1:00 Lunch

1:00 to 3:00 Meet in the Cafeteria (9 Essential Skills for Love and Logic Training)

From: Tammy Rhine
Sent: Friday, December 14, 2012 12:21 PM
To: ERHS-Staff
Subject: Campus is closed Christmas Day

From Steve:

Please have a restful Winter Break. You deserve it☺!

Thank you all for your hard work this year.

As a friendly reminder to staff: The entire Righetti Campus will be closed on Christmas Day. The campus will be alarmed and locked. We want every employee to enjoy Christmas.

Certificated staff return on January 7th for a Staff Inservice Day. The agenda will be out shortly. We will be at Righetti the entire day.

Classified staff return on January 8th.

Students return on January 9th.

Have a Merry Christmas and a Happy New Year! See you in January!

STAFF DEVELOPMENT TOMORROW

Tammy Rhine

Sent: Thursday, March 07, 2013 12:12 PM**To:** ERHS-Certificated**Cc:** Meredith Brough; Steve Molina; Karen Rotondi; David Hutton

STAFF DEVELOPMENT – MARCH 8, 2013:

TOPIC TOMORROW IS PART 2 OF LOVE AND LOGIC.

THE SCHEDULE IS 8:00 AM TO 3:00 PM IN THE CAFETERIA. LUNCH ON YOUR OWN FROM 11:45 A.M. TO 1:00 P.M.

PLEASE BE SURE TO SIGN IN AND OUT TOMORROW. PLEASE CONTACT MEREDITH BROUGH IF YOU ARE ABSENT.

THERE WILL ALSO BE CLASSROOM SIGNS THAT NEED PICKED UP FOR EVACUATIONS. PLEASE BE SURE TO PICK YOUR SIGN UP TOMORROW.

MORE INFORMATION ABOUT THE TRAINING WILL BE EMAILED LATER TODAY.

*Tammy Rhine**Administrative Assistant III**Principal's Office**Righetti High School**(805) 937-2051, ext. 2702*

Early Out Monday

Tammy Rhine

Sent: Friday, March 15, 2013 2:37 PM

To: ERHS-Staff

On behalf of Steve Molina:

Congratulations on doing such a great job with CAHSEE testing.
Monday, March 18th will be an Early Out PLC (not WASC).

Other news:

- Today is the last day of AP test sales and the order will be placed next week.
- The College Fair will be held on Tuesday, March 19th for sophomores and juniors.
P rearranged absence forms were processed for the College Fair.
- Warrior Welcome is March 27th.
- Spring Club Day is March 28 and we will be on an Extended Lunch Bell Schedule.
- Spring Break is 3/29 through 4/5.

Have a great weekend.

Tammy Rhine

Administrative Assistant III

Principal's Office

Righetti High School

(805) 937-2051, ext. 2702

Righetti High School Agriculture Department

Five Year Facility and Equipment Acquisition Schedule

The wish list of the Agriculture Department is attached. It details some of the big purchases we look forward to making in the next few years. Personally I look forward to being a tenured teacher in an agriculture program.

Description of Facilities and Major Equipment Righetti High School Agriculture Department

The Righetti High School Agricultural Department offers a variety of classes that facilitate instruction for competency in numerous agricultural occupations. The Righetti High School Agricultural Department employs four full time instructors:

Mr. Jim English – Department Head

Mr. Guillermo Guerra

Mr. Miguel Guerra

All of these instructors bring their own expertise and involvement as well as their educational and credentialed background in different areas offered through the Ag Program.

The Agriculture Department includes four classrooms set up with student desks, file cabinets and a twelve station mini-computer lab. An additional room is set up for lab work and is centrally located between two adjoining classrooms.

Ornamental Horticulture and Agriculture Biology are two classes regularly scheduled to use the lab, nonetheless other classes are scheduled when deemed necessary. In the lab there are sinks with counter space as well as a refrigerator for use of flowers and any other needs. All ag classrooms are set-up with a laptop computer and LCD projectors.

There is a functional agricultural welding shop. The students, under the supervision of Mr. Jim English, participate in all aspects of shop maintenance, building and repairs, in addition to multiple tasks in welding. The shop includes five MIG welders, ten individual Arc welding stations, twelve gas welding stations, and two TIG welders. Also included is a portable welder for required work at the school farm. A Plasma Cam has been added to the shop and offers opportunity in the area of technology. In spite of its age, the RHS Weld Shop is an exceptional facility and great experience for the students.

On campus, there are two green houses that are used by most classes offered through the Agriculture Department. The Ag Advisory Committee has established a goal of refurbishing the greenhouse facility and is in the process of pursuing this endeavor. In front of the green houses, a lawn area is set up with automatic sprinklers which the students installed themselves. Vines have been planted on our campus to enhance the viticulture class. Through donations from local wineries, the cost has been minimal. There are also feed lot pens that the students constructed. These pens are used to hold animals that the instructors will be using for lesson plans in various agriculture classes.

The Righetti Agriculture Department purchased vehicles (see below) to transport students and animals to various activities. Activities include but are not limited to field days, judging contests, field trips, judging practices, and community fairs and exhibitions. The payment schedule with the district is close to completion which will free up money for other program enhancements.

The Righetti FFA maintains an off-campus school farm which has seventeen concrete pens for small livestock (swine and sheep), multiple pens for larger livestock (steers and heifers), and a practice show ring.

Major Equipment

Vehicle Number	Year	Vehicle Make	Model	License Number
300	1991	Carrier	Trailer	912514
313	1995	Ford	Truck	364343
368	2006	Dodge	Truck	1212929
371	2007	Chevy	Suburban	
373	2007	Chevy	Suburban	
		Featherlite	Trailer	

Five Year Plan

*based on 20,000 projected spending allotment (AIG, District \$ & VEA)

2010-2011

Leadership and Career Materials	3000
Vehicle Purchase and Replacement 2 Suburbans & 1 Truck (District Loan)	12000
OH Facility Improvement	5000

2011-2012

Leadership and Career Materials	3000
OH Facility Improvements (w/ Ag Advisory)	12000
Welding Equipment (Tig Area)	5000

2012-2013

Leadership and Career Materials	3000
Replace Flat Bed Truck (District Loan)	3000
OH Facility Improvement	10000
Ag Computer Lab Expansion	4000

2013-2014

Leadership and Career Materials	3000
Replace Flat Bed Truck (District Loan)	3000
OH Facility Improvement	10000
Flat Bed Trailer	4000

2014-2015

Leadership and Career Materials	3000
Replace Flat Bed Truck (District Loan)	3000
OH Facility Improvement	10000
Welding Equipment	4000

Righetti High School Agriculture Department

Advisory

The Agriculture Department holds Advisory Committee Meetings at least 2 times a year. The agendas are emailed out one to two weeks prior to the meeting. Minutes are generated and emailed out the day after the meeting is held. Members of our advisory board are strong supporters of Righetti FFA.

Ag Advisory list.txt
Righetti High School Agriculture Advisory Committee
2012-13

Brenda Farias
USDA, County Executive Director
[REDACTED]
Santa Maria, CA 93454
[REDACTED]

Chad Ianneo
Alco Services Inc.
[REDACTED]
Salinas, CA 93902
email: [REDACTED]

Mike Leedom
Plantel Nurseries Inc., Operations Mgr.
[REDACTED]
Santa Maria, CA 93454
[REDACTED]

James Ontiveros
[REDACTED]
Santa Maria, CA 93454-9628
[REDACTED] FAX
[REDACTED] (cell)
[REDACTED]

Craig Reade, Manager
Betteravia Farms
[REDACTED]
Santa Maria, CA 93456
[REDACTED]

Stan Rose
Retired Ag Teacher
Professional Cyclist
[REDACTED]
Santa Maria, CA 93454
[REDACTED]

Jim Ryan
Ross-Keller Winery
[REDACTED]
Nipomo, CA 93444
[REDACTED]

Daryl Souza
C & V Farms
Souza Produce
[REDACTED]
Santa Maria CA 93458
[REDACTED]
email: [REDACTED]

Daniel Taylor
Phelan and Taylor Produce
[REDACTED]
Oceano, CA 93475
email: [REDACTED]

Advisory Chairperson

Ag Advisory list.txt

Ed ward, Maintenance Manager
J. B. Dewar, Inc.
[REDACTED]
Santa Maria, CA 93454
[REDACTED]
email: [REDACTED]

Righetti School Staff
Dave Hutton
Steve Molina
Jim English
Miguel Guerra
Guillermo Guerra

**RIGHETTI HIGH SCHOOL
AGRICULTURE ADVISORY COMMITTEE
2011/2012**

**January 26, 2012
Minutes**

**COMMUNITY
MEMBERS**

Ed Ward
BrendaFarias
Mike leedom
Craig Reade
Don Klusendorf
Daryl Souza
Chad Inneo
Catherine Ulrich

**RIGHETTI
MEMBERS**

Jim English
Guillermo Guerra
Miguel Guerra

*Meeting started at 6:15 pm @ Pappy's Restaurant

Green House Project

1. Ed Ward

- Ed handed out copies of the proposed layout plan for the green house.
- Ed Presented a draft list of items that need to be included on a budget plan: lockable storage garage, tables, tools, hazardous material inspections, removal of existing greenhouse, final clearing and leveling, develop of irrigation system and planting soil bins

2. Don Klusendorf

- Don handed out a copy of the pamphlet that will be used for fundraising. The pamphlet information will be transferred over to a power point.
- Don asked for RHS FFA student pictures to personalize the material.

Other Information

1. The advisory committee received an update from Mr. English and the Guerra's on Ag department issues.
2. RHS staff asked about a potential tour of Windset Farms Greenhouse. Visitors will include a few RHS staffers, students and Ag Advisory Committee members. Craig Reed to look into this.

*Conclusion of meeting at 7:15 pm

**RIGHETTI HIGH SCHOOL
AGRICULTURE ADVISORY COMMITTEE
2011/2012**

**May 23, 2012
Minutes**

**COMMUNITY
MEMBERS**

Ed Ward
BrendaFarias
Mike leedom
Craig Reade

**RIGHETTI
MEMBERS**

Jim English
Dave Hutton, Vice-
Principal

*Meeting started at 5:35 pm

Reports

1. Jim English

- a. Ag Incentive Application- Looks like all requirements will be met. Ag Incentive award can potentially be 27K. Application is due by August of 2012.
- b. Career Technical Education (CTE)- The Ag Department normally gets about 13K.
- c. Mr. English said that some money can potentially be used towards the greenhouse project.
- d. Ag Department vehicles are paid off.

Green House Project

1. Ed Ward

- The Santa Maria School Board approved to pay for 100% of Green House construction cost which includes: foundation, cement, access road, sewer, rest rooms, and to put up the green house building.
- The Ad Advisory Committee is in charge of fundraising for the interior components (equipment, tables, tools...ect.). The committee is also in charge of taking down the old greenhouse.
- Proposed completion date: Fall of 2012

Other Information

1. The advisory committee counted the votes for the new 2012-2013 FFA board and attended the FFA Annual Banquet.

*Conclusion of meeting at 6:15 pm

Righetti High School Agriculture Department

Advisory Charter and By-Laws

The advisory charter and by laws are not up to date and current. It is one of my goals this year to play a bigger role in providing the advisory committee with up to date bylaws.attached and are implemented in to there workings.

Righetti High School Agriculture Department

Agriculture Department Operating Budget & Synopsis

Departmental budgeting is established by our department chair, Jim English, during the summer prior to the school year. Each department member reports to Mr. English what their needs will be during the school year and he does his best to allocate monies accordingly. During the summer chapter officer retreat, the students develop the FFA budget. This budget must be submitted to the high school ASB office for approval.

**RIGHETTI HIGH SCHOOL AG DEPARTMENT
EXPENDITURE BALANCES AS OF 12/31/2017**

	SPAG	VEA Ag 3550 - 1010	Ag Incentive 7010	Ag Department 1010	FFA	Match Surplus/(Deficit)
1XXX		192.00		-		
2XXX						
3XXX		22.30				
4XXX			41.61	41.60		(0.01)
52XX		95.00	95.00	440.55		440.55
53XX						
56XX						
5710		2,185.63	2,185.64			(0.01)
58XX				214.99		214.99
59XX				229.24		229.24
6XXX	0					
Total	-	2,494.93	2,322.25	926.38	-	1,099.06
Program Total	-	2,494.93	2,322.25	926.38	-	1,099.06
Award/ Current Yr Budget	10,000.00	9,924.15	23,752.00	6,815.00		

Unspent Balance	10,000.00	7,429.22	21,429.75	5,888.62	-

Righetti High School Agriculture Department

VEA Allocation

VEA funds are coordinated between the Department Chair and the site secretary. Carl Perkins monies are used to fund professional development for staffing and equipment in the department.

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
2012-2013 BUDGET NARRATIVE**

42-69310

MAJOR OBJECT	OBJECT	EXPENDITURE DESCRIPTION	AMOUNT
1000		<i>Certificated Salaries</i>	
		<i>16 substitute days @ \$96 / day for teachers to attend conferences and workshops</i>	\$ 1,536
Subtotal for 1000 category			\$ 1,536
3000		<i>Benefits</i>	
		<i>16 substitute days @ \$12 / day</i>	\$ 192
Subtotal for 3000 category			\$ 192
4000		<i>Books and Supplies</i>	
4100		Textbooks	
4200		Books other than Textbooks	
		Student Leadership Packages	\$ 1,500
		(50% split with AIG)	
4300		Materials and Supplies	
4400		Non-Capitalized Equipment	
Subtotal for 4000 category			\$ 1,500

TOTAL MUST MATCH AMOUNT ON SECTION V OF CAREER PATHWAY

School _____

Department _____

Career Pathway _____

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
2012-2013 BUDGET NARRATIVE**

42-69310

MAJOR OBJECT	OBJECT	EXPENDITURE DESCRIPTION	AMOUNT
1000		<i>Certificated Salaries</i>	
		<i>2 substitute days @ \$96 / day for teachers to attend conferences and workshops</i>	\$ 192
Subtotal for 1000 category			\$ 192
3000		<i>Benefits</i>	
		<i>2 substitute days @ \$12 / day</i>	\$ 24
Subtotal for 3000 category			\$ 24
4000		<i>Books and Supplies</i>	
4100		Textbooks	
4200		Books other than Textbooks	
		Student Leadership Packages	\$ 250
		(50% split with AIG)	
4300		Materials and Supplies	
4400		Non-Capitalized Equipment	
Subtotal for 4000 category			\$ 250

TOTAL MUST MATCH AMOUNT ON SECTION V OF CAREER PATHWAY

School _____

Department _____

Career Pathway _____

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
2012-2013 BUDGET NARRATIVE**

42-69310

MAJOR OBJECT	OBJECT	EXPENDITURE DESCRIPTION	AMOUNT
1000		<i>Certificated Salaries</i>	
		<i>2 substitute days @ \$96 / day for teachers to attend conferences and workshops</i>	\$ 192
Subtotal for 1000 category			\$ 192
3000		<i>Benefits</i>	
		<i>2 substitute days @ \$12 / day</i>	\$ 24
Subtotal for 3000 category			\$ 24
4000		<i>Books and Supplies</i>	
4100		Textbooks	
4200		Books other than Textbooks	
		Student Leadership Packages	\$ 250
		(50% split with AIG)	
4300		Materials and Supplies	
4400		Non-Capitalized Equipment	
Subtotal for 4000 category			\$ 250

TOTAL MUST MATCH AMOUNT ON SECTION V OF CAREER PATHWAY

Righetti High School Agriculture Department

Purchasing

All budgets are coordinated through Jim English, Department Chair. Budget requests are placed during the Summer and discussed at departmental meetings. Once the budgets have been set, requisitions are submitted to Mr. English for approval and final submission. Purchase requisitions are passed on for administrative approval and then on to the District Office where a purchase order number is generated. Upon receipt of items ordered using the purchase order number, receipts must be submitted back to the site secretary to be processed for payment. Attached is a sample of a purchase order.

THIS IS NOT A PURCHASE ORDER

**SEND YELLOW COPY TO BUSINESS SERVICES
KEEP WHITE COPY FOR YOUR FILE**

Righetti High School Agriculture Department

Department Chair Responsibilities

I am not currently the department chair, Jim English is the department chair. He is responsible for the coordination of the running of the Agriculture Department. He is the representative of the Agriculture Departments through many committees and responsibilities.

Righetti High School Agriculture Department

Duties and Chart of Responsibility Synopsis

The chart of responsibilities is reviewed during the Summer to make adjustments for future years. Although each staff member is designated responsible for a task, it does not mean they conduct the event completely on their own. It simply means they oversee the completion of the event.

Staff Assignment
Righetti High School Agriculture Department
2012 - 2013

Staff Assignments:	J. English	G. Guerra	M. Guerra
Ag Dept Advisory Committee	x	x	x
Auction Sales	x		x
Board Meeting (FFA Presentations)			x
CATA	x	x	x
Curriculum Council	x		
Department Chair	x		
Industry Council	x	x	
ROP Advisory Committee		x	
Advisorship:			
FFA Chapter Meetings	x	x	x
FFA Historian			x
FFA National Fundraiser	x	x	x
FFA Officer Meetings - weekly			x
FFA Officers/Executive Comm.			x
FFA Reporter			x
Reports:			
FFA Membership Roster	x		x
FFA Program of Work			x
R-2	x		x
Record Books	x	x	x
State Farmer	x	x	x
American Farmer	x	x	x
FFA Accounts:			
Floriculture		x	
Regular	x		x
Welding Shop	x		
FFA Activities:			
BBQ's & Pit Rentals		x	x
Greenhand Initiation	x	x	x
Program of Activities			x
Sweetheart Contest			x
Year End Banquet - BBQ	x	x	x
Year End Banquet - Program			x
Judging Teams:			
Ag Welding	x		
Floriculture		x	
Opening & Closing Ceremonies		x	x
Poultry			x
Pruning & Tree Judging			x

Righetti High School Agriculture Department

Substitute Teacher Procedure and Plans

Substitute plans are to be left in classrooms for substitutes. Currently, I use the same substitute consistently throughout the year. This helps maintain some sort of order and continuity in my classes. Substitute teachers check in with the site secretary prior to the school day starting and then make their way to their classroom. I keep a comprehensive substitute folder which includes discipline forms, bell schedules, campus maps, and emergency procedures

Righetti High School Agriculture Department

Proficiency for Vo-Ag Student

Righetti FFA prides itself on its proficiency accomplishments. Righetti FFA has many students participate and compete in project competition that leads to applications in different proficiency areas.

PROFICENCY AWARD PROGRAM

The FFA Proficiency Award program is an outgrowth of the Agriculture Education philosophy that students learn best by doing – finding ways to relate what students learn in the classroom with practical applications of knowledge outside the classroom. To that end, FFA members are encouraged to develop a Supervised Agricultural Experience Program (SAEP) in their chosen area of interest that will allow them an opportunity to apply what they learn in the classroom to real life situations.

Students develop SAEP's in a wide variety of program areas. Students are required to keep detailed records of financial transactions and hours spent working on their "project". These detailed accounts provide tangible evidence of student accomplishment and achievement.

The Proficiency Award program was developed as a means for providing motivation for students to develop additional expertise in their chosen area of endeavor. There are currently fifty-five (55) areas in which students may apply for proficiency awards. Students applying for these awards must submit an application, along with their record books, and undertake a brief interview. The interview committee consists of industry sponsors, community college agriculture instructors, and industry supporters.

Proficiency Awards provide the opportunity to be recognized for excellence – not only for the excellence of their projects but also for the knowledge and skills they have secured in their chosen field. Many of these students continue to obtain additional training following graduation or seek employment in these areas because of interest sparked by participation in this program.

Areas for which students receive recognition for their Supervised Agricultural Experience Program are:

Agricultural Communications
Agricultural Education
Ag Mechanics Design/ Fabrications
Ag Mechanics Energy Systems
Ag Mechanics Repair/ Maint Entrep
Ag Mechanics Repair/ Maint Placement
Agricultural Processing
Agricultural Sales Entrepreneurship
Agricultural Sales Placement
Agricultural Services
Aquaculture
Beef Production Entrepreneurship
Beef Production Placement
Dairy Production Entrepreneurship
Dairy Production Placement

Diversifield Agricultural Production
Diversifield Crop Entrepreneurship
Diversifield Crop Placement
Diversifield Horticulture Entrep
Diversifield Horticulture Placement
Diversifield Livestock Entrep
Diversifield Livestock Placement
Emerging Agricultural Technology
Environmental Science
Equine Science Entrepreneurship
Equine Science Placement
Fiber/ Oil Crop Production
Floriculture
Food Science and Technology
Forage Production

Forest Management and Products
Grain Production Entrepreneurship
Grain Production Placement
Home/ Community Development
Landscape Management
Nursery Operations
Outdoor Recreation
Pomology Entrepreneurship
Pomology Placement
Poultry Production
Sheep Production
Small Animal Care Entrepreneurship
Small Animal Care Placement

Specialty Animal Production
Specialty Crop Production
Swine Production Entrepreneurship
Swine Production Placement
Turf Grass Entrepreneurship
Turf Grass Placement
Vegetable Entrepreneurship
Vegetable Placement
Viticulture Entrepreneurship
Viticulture Placement
Wildlife Management Entrepreneur
Wildlife Management Placement

OWNERSHIP ENTERPRISE AGREEMENT

(Each enterprise requires a separate agreement)

This agreement is entered into this January day of 1, 20 12 until12/31/12, by and between _____

(student)

and _____ **Mr. English** and covers the student's enterprise in:

(Other Party)

Welding Fabrication

(Name of Enterprise)

This agreement must contain statements concerning what each party is responsible to provide and/or benefits he/she will receive. Items that must be addressed are: **equipment, land, buildings, capital (money), management, and profit or loss.**

Please use complete sentences and be specific with details.

I will be responsible for all expenses that are related to this enterprise. I will purchase all materials as determined by my budget prior to working on the project. I will observe all safety rules whenever I am working in the shop and take care of all equipment. I will obtain proper operating instructions prior to using any equipment. I will receive all profits upon completion of this enterprise.

The welding shop will provide the equipment needed to complete the project. Materials will be available for purchase at fair market price. The welding shop will provide shop time after normal school hours for me to work on my project. Safety gear will also be provided by the shop.

Signatures _____

of Parties _____

Involved _____

OWNERSHIP ENTERPRISE AGREEMENT

(Each enterprise requires a separate agreement)

This agreement is entered into this January day of 1, 20 12 until12/31/12, by and between [REDACTED]
(student)and Mr. Guerra and covers the student's enterprise in:
(Other Party)Turkey project
(Name of Enterprise)

This agreement must contain statements concerning what each party is responsible to provide and/or benefits he/she will receive. Items that must be addressed are: **equipment, land, buildings, capital (money), management, and profit or loss.**

Please use complete sentences and be specific with details.

[As the owner of a turkey, I will provide the appropriate equipment, land, money, and sale of my animal. The equipment I plan to utilize include a shovel and a rake to pick up after my animal. A trough to feed my animal and a water supply. A place to store feed were it will stay dry. The land is provided by myself which has an existing pen on it. The shelter will have bedding and shade to keep the animal healthy and well taken care of. the money comes from previous animals sold at fair. The sale of my animal will take place at the santa barbra county fair and will be actioned off.]

Signatures [REDACTED]
of Parties [Signature]
Involved

OWNERSHIP ENTERPRISE AGREEMENT

(Each enterprise requires a separate agreement)

This agreement is entered into this January day of 1, 20 12 until12/31/12, by and between _____
(student)and Employer and covers the student's enterprise in:
(Other Party)Handy Man
(Name of Enterprise)

This agreement must contain statements concerning what each party is responsible to provide and/or

Please use complete sentences and be specific with details.

[As a worker I will be responsible and take precautions to each project I am appointed to do. I will do all work which resides in my abilities and if they lay outside my abilities I will respectfully decline the project at hand. I will be responsible for the hours of work I have completed each day. I will provide all tools nessicary to get each job done. I will recive profit each week at the end of each enterprise.]

Signatures _____
of Parties _____
Involved _____

FINANCIAL STATEMENT

ASSETS		Beginning of Year 01/01/12	End of Year 12/31/12
1	Enterprise Assets		
	a) Cash on hand or in the bank earned from SAE enterprises	2584.00	4674.00
	b) Enterprise Accounts Receivable		
	c) Value of Current/Operating Inventory		
	d) Value of Non-Current/Capital Non-Depreciable Inventory		
	e) Value of Non-current/Capital Depreciable Inventory		
2	TOTAL ENTERPRISE ASSETS	2584.00	4674.00
3	Personal Assets		
	a) Cash on hand or in the bank earned from non-SAE enterprises sources		
	b)		
	c)		
	d)		
	e)		
4	TOTAL PERSONAL ASSETS		
5	TOTAL ASSETS	2584.00	4674.00
LIABILITIES			
6	Enterprise Liabilities		
	a) Enterprise Loan Payments, "Balanced Owed"		
	b) Enterprise Accounts Payable		
7	TOTAL ENTERPRISE LIABILITIES		
8	Personal Liabilities		
	a)		
	b)		
	c)		
	d)		
9	TOTAL PERSONAL LIABILITIES		
10	TOTAL LIABILITIES		
NET WORTH			
11	ENTERPRISE NET WORTH (line 2 minus line 7)	2584.00	4674.00
12	PERSONAL NET WORTH (line 4 minus line 9)		
13	TOTAL NET WORTH (line 11 + line 12)	2584.00	4674.00

INCOME SUMMARY for year ending December 31, 2012

	Enterprise A	Enterprise B	Enterprise C	Enterprise D	
	Turkey Project	Welding Fabrication	Handy Man		TOTALS
Type:	Ownership	Ownership	Paid Placement		
1 CURRENT/OPERATING INVENTORY AT END OF YEAR (enter the number from "Totals for Enterprise" line under the "End of Year Total Value" column from page 8a and/or 8b)					
2 CURRENT/OPERATING INVENTORY AT BEGINNING OF YEAR (enter the number from "Totals for Enterprise" line under the "Beginning of Year Total Value" column on pages 8a and/or 8b)					
3 CHANGE IN CURRENT/OPERATING INVENTORY (Line 1 minus Line 2)					
4 INCOME (enter last total in column 8 at the bottom of your last journal page)		1030.00	1020.00	40.00	2090.00
5 TOTAL CURRENT/OPERATING INCOME (add lines 3 & 4)		1030.00	1020.00	40.00	2090.00
6 OPERATING EXPENSES (enter the last total in column 9 at the bottom of your last journal page)	10.00	615.00			625.00
7 NET CURRENT/OPERATING INCOME (Line 5 minus 6)	-10	415.00	1020.00	40.00	1465.00
8 NON-CURRENT/CAPITAL NON-DEPRECIABLE INVENTORY AT END OF YEAR (enter the number from "Totals for Enterprise" line under the "End of Year" column on pages 9a and/or 9b)					
9 NON-CURRENT/CAPITAL DEPRECIABLE INVENTORY AT END OF YEAR (enter the number from "Totals for Enterprise" line under "Book Value End of Year" column 7 on pages 10A and/or 10b)					
10 Capital ASSETS SOLD OR TRADED (enter the SUM of the "Sale Price" of all Depreciable Property items sold or traded during the year from the grid at the bottom of page 10b)					
11 NON-CURRENT/CAPITAL NON-DEPRECIABLE INVENTORY AT BEGINNING OF YEAR (enter the number from "Totals for Enterprise" line under the "Beginning of Year Total Value" column on pages 9a and/or 9b)					
12 NON-CURRENT/CAPITAL DEPRECIABLE INVENTORY AT BEGINNING OF YEAR (enter the number from "Totals for Enterprise" line under "Book Value Beginning of Year" column 5 on pages 10A and/or 10b)					
13 CAPITAL ASSETS PURCHASED (enter the Sum of the "Basis" column 2 for each Non-current Property item purchased or built during the year)					
14 Net Capital Transactions (add Line 8 & 9 & 10 subtract lines 11 & 12 & 13)					
15 Return to Capital, Labor, Management (add line 7 & 14)	-10	415.00	1020.00	40.00	1465.00

SUMMARY INFORMATION:

16 OWNERSHIP INCOME (enter line 15 above if from Ownership enterprise)	-10	415			405.00
17 PAID PLACEMENT INCOME (enter line 15 above if from Placement enterprise)			1020		1020.00
18 HOURS SELF LABOR FROM OWNERSHIP ENTERPRISES (enter last total in column 10 at the bottom of your last journal page)	92.00	146.00			238
19 HOURS SELF LABOR FROM PAID/UNPAID PLACEMENT ENTERPRISES (that utilize a Placement Agreement)(enter last total in column 10 at the bottom of your last journal page)			102.00		102
20 HOURS SELF LABOR FROM UNPAID PLACEMENT (those hours that do not utilize a Placement Agreement)(enter last total in column 11 at the bottom of your last journal page)					
21. GRAND TOTAL ALL HOURS SELF LABOR					340

Righetti High School Agriculture Department

2+2 Agreement

Currently, we have agreements with Hancock College for students to get college credit.

ALLAN HANCOCK COLLEGE

METALS / WELDING ARTICULATION CERTIFICATE

2 + 2

This certifies that _____, has completed
_____, which is equivalent to _____ at
Allan Hancock College, with a grade of _____ as of _____. (date)

Furthermore, he/she has mastered the competencies on file with
the college and I recommend that this student receive advanced
standing at Allan Hancock College in accordance with the

METALS / WELDING

articulation agreement between our districts. This
recommendation expires three years after the date issued.

_____
Instructor's Signature

_____
Date

_____
Student's Signature

_____
Date

Social Security Number _____

Address: _____

Telephone Number: _____

FOR ALLAN HANCOCK COLLEGE USE ONLY

_____
was enrolled in _____ on _____

_____
Counselor's Signature

ADMISSIONS & RECORDS USE ONLY

DATE RECEIVED _____

COURSE # _____

UNITS _____

DATE COMPLETED _____

INITIALS _____

COMPETENCY CHECKLIST WELDING 106 ALLAN HANCOCK COLLEGE

Student Name _____

Competency must be achieved by checking 80% of shaded areas	POSITIONS					JOINTS					ELECTRODES											
	INTRODUCTION TO	FLAT	VERTICAL	HORIZONTAL	OVERHEAD	TEE	LAP	BUTT	CORNER	EDGE	E-7018	E-6011	E-6013	E-7014	E-7024	M.I.G. ER-705	STAINLESS	HAND CUTTING	MACHINE CUTTING	PLASMA CUTTING	COLD SHEARINGS	
GAS																						
BRAZE-WELDING																						
ARC WELDING S.M.A.W.																						
MIG WELDING G.M.A.W.																						
TIG WELDING G.T.A.W.																						
PIPE WELDING																						
CARBON ARC																						
FLAME CUTTING																						
SAFETY in all PROCESSES																						
OTHER																						

Instructor Name _____

Certificate of Skills Welding

This is to certify that _____ was enrolled
in the Agricultural Welding Courses at Righetti High
School and is a Program Completer.

*To be a program completer the student has
demonstrated the skills and knowledge listed on the
reverse side of this certificate.*

ARTICULATION AGREEMENT

Allan Hancock College and Righetti High School

Articulated Program Area: Science

Allan Hancock College and Righetti High School agree to articulate the following courses:

High School/ROP Course

Course Title

ROP Viticulture Occupations 1

articulates with

Allan Hancock College Course

Course Name

AGRIBUSINESS 102 Introduction to Viticulture

Units

3

Credit by examination for the articulated course listed above will be awarded if the following criteria are met:

1. The student has completed the articulated course listed above with a grade of B or better.
2. The student must enroll at Allan Hancock College within three (3) years from the semester date, which the course was completed at the secondary level.
3. The student has completed one of the following courses with a grade of C or better: Agbus 120 *Viticulture Operations (3)*.

Summary			
High School	High School Class	Equivalent to...	Students must take the following class:
Righetti High School	ROP Viticulture Occupations 1	AG BUS 102	AG BUS 120

Articulation Agreement Date: October 2004

Allan Hancock College

North County ROP

Righetti High School

Dean, Academic Affairs

Director, North County ROP

Principal

Department Chair

High School Department Chair

ARTICULATION AGREEMENT

Allan Hancock College and Righetti High School

Articulated Program Area: Science

Allan Hancock College and Righetti High School agree to articulate the following courses:

High School/ROP Course

Course Title

ROP Viticulture Occupations 2

articulates with

Allan Hancock College Course

Course Name

AGRIBUSINESS Independent Project 189

Units

1-3

Credit by examination for the articulated course listed above will be awarded if the following criteria are met:

1. The student has completed the articulated course listed above with a grade of B or better.
2. The student must enroll at Allan Hancock College within three (3) years from the semester date, which the course was completed at the secondary level.

Summary		
High School	High School Class	Equivalent to...
Righetti High School	ROP Viticulture Occupations 2	AG BUS Independent Projects 189

Articulation Agreement Date: October 2004

Allan Hancock College

North County ROP

Righetti High School

Dean, Academic Affairs

Director, North County ROP

Principal

Department Chair

High School Department Chair

Articulation Agreements

Righetti Agriculture Department has a 2+2 agreement with Hancock Community College with the Welding classes. If a student maintains a "B" average in there welding classes and completes all standards required by the welding course, the student can obtain credit when entering Hancock Community College for welding courses and also enter the advance welding course at the Community College

STUDENT NAME	BEGINNING GAS				BEGINNING ARC				ADVANCED ARC				ADVANCED GAS				MIG				TIG			
	6013 OR 7018				6011 OR 6010				6011 OR 6010				6011 OR 6010				6011 OR 6010				6011 OR 6010			
1																								
2																								
3																								
4																								
5																								
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25																								

STUDENT NAME	PROJECT DESCRIPTION	START DATE	COMPLETION DATE	PROJECT COSTS		AMOUNT	GRADE
1							
2							
3							
4							
5							
6							
7							
8							

COMPETENCY CHECKLIST WELDING 106 ALLAN HANCOCK COLLEGE

Student Name _____

POSITIONS

JOINTS

ELECTRODES

Competency must be achieved by checking 80% of shaded areas	POSITIONS										JOINTS										ELECTRODES									
	INTRODUCTION TO	FLAT	VERTICAL	HORIZONTAL	OVERHEAD	TEE	LAP	BUTT	CORNER	EDGE	E-7018	E-6011	E-6013	E-7014	E-7024	M.I.G. ER-705	STAINLESS	HAND CUTTING	MACHINE CUTTING	PLASMA CUTTING	COLD SHEARINGS									
GAS																														
BRAZE-WELDING																														
ARC WELDING S.M.A.W.																														
MIG WELDING G.M.A.W.																														
TIG WELDING G.T.A.W.																														
PIPE WELDING																														
CARBON ARC																														
FLAME CUTTING																														
SAFETY in all PROCESSES																														
OTHER																														
		</																												

Instructor Name _____

ALLAN HANCOCK COLLEGE

ARTICULATION CERTIFICATE

2 + 2

This certifies that _____ has completed
_____, which is equivalent to _____ at
Allan Hancock College, with a grade of _____ as of _____ (date).

Furthermore, he/she has mastered the competencies on file with
the high school and I recommend that this student receive advanced
standing at Allan Hancock College in accordance with the
Metal/Welding Articulation
agreement between our districts. This
recommendation expires three years after the date issued.

_____
Instructor's Signature

_____
Date

_____
Student's Signature

_____
Date

Address: _____

Telephone Number: _____

FOR ALLAN HANCOCK COLLEGE USE ONLY

_____
(Social Security Number)

was enrolled in _____ on _____

_____
Counselor's Signature

Student - White / AHC Admissions & Records - Yellow / AHC Student Development - Pink / High School - Goldenrod

Righetti High School Agriculture Department

Program Completers

Currently Righetti High School Agriculture Department has about many of its original enrollment go on to be enrolled in agriculture and active in the FFA for four consecutive years. One of the department goals is always to keep striving to improve retention and increase the program completers.

Righetti High School Agriculture Department

Department Reimbursements

There are two different ways we can get reimbursed for expenses. The first is through our Parent Support Club. This can be used for CDE team preparation, classroom expenses, or other charges as long as they are approved by our Support Club. The second way to get reimbursed is through our FFA account. All expenses must be pre-approved in the official club minutes with additional minutes for the actual request of the check.

FUTURE FARMERS OF AMERICA ONLY

This request must be presented at the Students Accounts Office at least 5 school days prior to issuance of check or purchase order. **No orders to be placed without purchase order number.**

Date 1-22 2013

Account FFA Welding

☐ P.O. ☒ CHECK ☐ TRANSFER

QUANTITY	DESCRIPTION	PRICE EACH	TOTAL PRICE
	Reimburse for BBQ Pit	\$	\$
	Supplies @ Harbor Freight		
	8 wire brushes		4-
	2 swivel wheels		9.98
	12 8" tires		65.89
	IF REQ. OPEN P.O., PUT APPROX. AMOUNT HERE		84.66

Make Check/P.O.

Payable To:

Street or P.O. Box

City

Jim English

1287 Via Alta

Santa Maria

State CA

Zip 93455

SUB-TOTAL

TAX

TOTAL

6.93

\$ 91.59

Michael Guerrero
FFA OFFICER

Jim English
FFA ADVISOR

K. DeBennante
ACTIVITIES DIRECTOR

Evelyn Perry
ASB OFFICER

Kenneth Anderson
SITE ADMINISTRATOR

P.O. No.:

REFER TO MINUTES OF: 2/4/13

36271-0213

FOR OFFICE USE ONLY

Amount of Check

\$ 91.59

Date Paid

2-8-13

Check Number

36271

- Use separate request for each vendor.
- Do not take this form to the vendor.
- Take request to ASB Accounts office.
- reimbursement checks must have receipt attached.
- ing a P.O. number, return all invoices to ASB Accounts office.