

# **TEACHER INTERNSHIP PROGRAM**



RIGHETTI HIGH SCHOOL AGRICULTURE DEPARTMENT

AMY GUERRA

AGED 539

Fall 2017

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# **Part 1: Reflections of Established “Quality Criteria Standards”**

## **Quality Criteria One: Curriculum and Instruction**

The Righetti High School Agriculture Department offers a variety of courses to further prepare students in multiple career opportunities and higher education. To meet the diversity of student learners, all courses are designed to meet a specific set of standards and criteria to help students achieve their goals. All students enrolled in an Agriculture Education course are required to participate in FFA activities and have an SAE for each year enrolled in an Ag Course.

In addition to meeting all content standards and adequately preparing students for Post high school careers through the Ag courses, it is important that the Righetti High School Agriculture Department prepare those students who plan to pursue higher education. All incoming freshmen students who will attend schools within the University of California (UC) or California State University (CSU) system are required to meet the “a-g” subject requirements before submitting an application to the institution their high school. Many other private and public institutions across the nation also have similar requirements.

The “a-g” requirements are designed to ensure that students have attained a general body of knowledge that will prepare them for further, more advanced course work upon entering college. The “a-g” areas according to UC Admission are as follows:

- A. History/Social Sciences (2-years)
- B. English (4-years)
- C. Mathematics (3-years/4-years recommended)
- D. Laboratory Science (2-years/3-years recommended)
- E. Must have at least 2 of the following subjects: Biology, Chemistry and Physics
- F. Language other than English (2-years)
- G. Visual and Performing Arts (1-year)
- H. College Preparatory Elective (1-year) Can include any course that meets requirements for areas “a” through “f”, but must be in excess to the minimum number required.

Righetti High School Agriculture Department currently offers three pathways; Agriculture Science, Plant Science, and Agriculture Mechanics. Both pathways contribute to the development of skills and knowledge in order to deem students “Career Ready” in the specific pathway. Righetti High School Agriculture department currently offers the following courses that are UC approved for “a-g” requirements:

- Survey of Ag: Area “G” Elective
- Agriscience I: Area “G” Elective
- Ag Biology: Area “D” Lab Science (Biology)
- Ag Chemistry: Area “D” Lab Science (Chemistry)
- Animal Science: Area “G” Elective
- Floral Design: Area “F” Visual and Performing Art
- Ornamental Horticulture: Area “G” Elective
- Viticulture: Area “G” Elective
- Veterinary Science: Area “G” Elective
- Ag Mechanics: Area “G” Elective
- Adv. Ag Mechanics: Area “G” Elective
- Wood Construction: Area “G” Elective

All courses in the Agriculture program are a yearlong, which allows for sufficient time for students to become proficient in that subject matter. Along with the subject matter, students are taught proper record keeping through the new online Agriculture Experience Tracker (AET). Righetti High School is part of the new district-wide initiative to provide all students and teachers with a windows tablet. The tablets are used on a daily basis for students to complete curriculum materials, AET, and other computer-based software that includes but not limited to the following: Agriscience Project reports, Portfolio materials, Resumes, Cover Letters, and online applications for awards and degrees.

## **Quality Criteria Two: Leadership & Citizenship Development**

The Righetti High School FFA Program was originally chartered in 1963, by the California FFA Association. The FFA program has thrived and is heavily supported by the students, staff, administrators, parents, and the Santa Maria community. For many years, the Ag program has been run by less than four Ag teachers. In its' recent years, the size of the program has increase to approximately 700 members and currently 5 Ag teachers.

Students enrolled in an agriculture course at Righetti High School are automatically FFA members. Involvement in the FFA program provides opportunities for leadership and citizenship development. The FFA provides students the ability to receive degrees, career certifications, scholarships and citizenship development that is not always available to non-agriculture students.

All students are required to participate in FFA activities as part of the integrated leadership development component of agriculture education. FFA participation accounts for 10% of the course grade and is done outside of class. Each student is required to participate in FFA activities each semester. Participation points can be received by attending monthly FFA meetings, participating in public speaking and Career Development Events, fundraisers, attending leadership conferences, helping out at any FFA event, or participating in community service projects. FFA Participation is verified through sign-in sheets and a new I.D. scanner that has been purchased by the department. This ensures that all students are accounted for and receive their participation credit. All student SAE's are supervised by the agriculture teachers.

The responsibilities are split up between the advisors to allow adequate supervision of all student projects. All SAE's are verified through the completion of the AET Recordbook. AET Recordbooks are updated weekly by the student, and checked monthly by the project advisors. There are currently four school vehicles that are available to use for project visits: two Chevy Suburban's, one Dodge Truck, and one

Chevy 2500HD Truck. The purchase of additional vehicles is planned in the coming year.

## **Quality Criteria Three: Supervised Agricultural Experience**

All Agriculture students at Righetti High School are required to have an Supervised Agriculture Experience (S.A.E.) project as a part of their agriculture education program. SAE projects account for at least 5% of the course grade. This is an agriculture related project that the students design and implement outside of class. This includes but is not limited to; raising a livestock animal, growing/selling greenhouse plants, performing landscape work for parents or neighbors, or working at an agriculture related business (i.e. feedstore, vet office, etc). The student will keep track of hours of labor, income, and expenses in an FFA Record Book.

All students enrolled in an Ag Science pathway course will complete an Agriscience project which may also count as their SAE project. This allows for students to have the option of doing a research based project as their SAE, as many are limited to space for a larger livestock project.

Righetti High School agriculture students are constantly utilizing hands-on experience through project based learning in the classroom. The hands-on activities in the classroom help students connect concepts and apply them to a real-world scenario. Along with the instruction in the classroom, students can gain skills in the welding shop, wood shop, greenhouse, on-site vineyard and local agriculture land that is loaned for project-use. The facilities allow students to apply their knowledge of welding, woodworking, floral design, crop production, greenhouse management, landscape management, horticulture, viticulture, and livestock management.

## **Quality Criteria Four: Qualified & Competent Personnel**

Righetti High School currently has a 5-person Agriculture Department. Three full-time tenured teachers, and two new hired full-time probationary teachers. All of the ag teachers employed at Righetti High School are qualified and competent to teach Agriculture courses having obtained a valid California Agriculture Specialist Credential along with a Single Subject Agriculture Credential.

All Ag teachers are required to participate in professional development through Righetti High School and as part of California Agriculture Teachers Association (CATA). This year, Righetti High School has a special “Collaboration Bell Schedule” every Monday to allow departments to meet on a weekly basis. Our Ag department staff meets every Monday after school, and on a monthly basis meets with the General Science Department. These meetings are a vital component in collaboration for the various activities, events, and standards that must be met through the curriculum. The open communication has ensured that all activities are executed in a successful and meaningful way. Currently, our Ag department participates together on all events. It is essential for students to see that the Ag teachers have a healthy and open relationship with when it comes to working together. All Ag teachers are able to provide their skillset and involvement on all activities.

The agriculture teachers also have met their obligations of attending the various CATA professional development activities each year. The Righetti High School Agriculture teachers attend the sectional meetings, regional meetings, Winter Road Show, CATA summer conference and the California Department of Education New Professionals Institute. All of the Ag teachers are paid members of the CATA.

As an agriculture department, all of the teachers have made an effort to improve the quality of instruction for each course through the use of various teaching techniques, instructional strategies, and assessment to enhance student learning. The use of technology in the classroom has provided another door of opportunities for students to excel and improve their professionalism.



## **Quality Criteria Five: Facilities, Equipment & Materials**

The current facilities, equipment, and materials of the Righetti High School Agriculture meet the quality criteria standard. We are currently at full capacity for classrooms on our campus. The department has made modifications to the facilities to meet the growing number of students.

Righetti High School Agriculture Department has recently acquired the Wood shop to be used for the Wood Construction and Ag Mechanics courses. The previous Floral Design and Ag science lab has now been modified into a classroom this year to accommodate the expansion of a new teacher addition and new Ag Biology sections. The Ag Chemistry courses are currently being taught in an old portable classroom which is not in accordance with the California Code of Regulations, Title 5 Article 4, lacking proper ventilation, fume hoods, proper chemical storage, and lacking a teacher preparation area. There is an opportunity for transfer into a permanent classroom/lab in the next two years because of these safety issues.

The Righetti High School Agriculture Department also has a large greenhouse and on-site student vineyard. The welding shop has many booths both indoors and outdoors along with a classroom, student lockers, and an outdoor storage unit. The new 38-classroom building which is currently being constructed will feature many advanced educational features that will enhance student learning. Our Agriculture department plans to be moving into the new classrooms upon completion in 2019.

Currently, there is no school farm for the housing of students' animal projects at Righetti High School. The district has plans for a 25-acre district school farm and CTE center which will begin construction in Spring 2018. Student projects are currently spread out amongst homes in the community and local Ag areas.

## **Quality Criteria Six: Community, Business & Industry Involvement**

Community support of an Agriculture program is essential in providing success for all agriculture students. The Righetti High School Agriculture Department has an Advisory Committee and an Ag Boosters group.

The Agriculture Advisory committee is made up of individuals who represent various businesses and industry sectors in the community. The Ag Advisory Committee meets two to three times per year in the Righetti High School Welding Shop. Members serving on this committee represent the various pathways that are offered in the agriculture program. The Ag Advisory Committee has played an important role in the support of our the program and guiding the direction of the agriculture program. The members have the best interest of the students and provide the Agriculture teachers with information on industry trends, equipment, certifications, and valuable employable skills. In turn, the meetings provide an opportunity for the Ag department to communicate the various activities, student achievement, and updates in curriculum. The members of the committee enjoy hearing the curriculum and skills that are being taught in the classroom, and offer guidance on topics and classes that are relevant to the local agriculture industry. Ag teachers and Ag Advisory members work together to ensure students are learning valuable curriculum that is also in line with current industry practices and standards.

The Ag Boosters group is a parent booster organizations composed of active parents of current and past agriculture students. Members of this group meet once a month during the school year in the Ag Welding Shop classroom. The members of this organizations are instrumental in supporting the Righetti High School Agriculture program financially. The Ag Boosters plans events and fundraisers to support and relieve much of the financial burden of the program.

## **Quality Criteria Seven: Career Guidance**

Our Righetti High School Agriculture Department believes highly in the importance of career guidance and preparation. All agriculture students receive guidance from the Agriculture teachers and counseling staff. Righetti High School has a counseling staff that is very supportive of the Agriculture program. We are very fortunate to have a guidance office that supports the opportunities that are provided through the Agriculture program. The Ag teachers also do their best to educate the counselors about the importance of the courses. The 8<sup>th</sup> grade orientation is another opportunity where incoming freshman are informed about the Agriculture program and its' courses. The current FFA officers and members present and talk with the incoming students in order to increase and promote the program. Over the years this event has proven great success with an impacted number of students requesting an Agriculture class. Events such as 8<sup>th</sup> grade orientation, back-to-school night, and our involvement in the community are just a few ways in which the importance of Agriculture is stressed and has impacted the decisions of students to be enrolled in the Ag program.

Along with the guidance and counseling provided, all students enrolled in an Agriculture Education course must complete a student data sheet in their Ag class. The student data sheets are completed and updated every year at the start of the school year. The sheets are then filed by the Ag department. This year the students are also updating their student data into the online AET Recordbook website. Our department is working towards updating all student AET profiles in order to have a digital copy that can be more easily accessible.

Righetti High School does not currently have an articulation agreement with the neighboring community college, Allan Hancock College. There is hopes that with the construction of the new district CTE Center and increase in career pathways, there will be an articulation agreement. The development of the agriculture program at Allan Hancock College is also another reason that there is great potential to establish 2+2 articulation agreements to enhance and motivate students for further education in

agriculture. The Righetti High School Agriculture Department share a common interest for the articulation with Allan Hancock College.

## **Quality Criteria Eight: Program Promotion**

A large part of the success of a program comes from its promotion. The Righetti Agriculture Department has worked towards new ways to promote the program. Along with the use of program brochures, 8<sup>th</sup> grade orientation, and the local Kinderpatch community event, social media has been a major source of promotion.

Currently, the use of social media for program promotion has been a fast growing outlet to reach a large audience. The Righetti Agriculture program has had many social media accounts but they were not being utilized properly. Due to the transition of students every year, the accounts were either not being updated or remained inactive. In the past two year, our department has worked towards building up our social media presence. Currently, Instagram, YouTube, Twitter and the development of a new department website are being used to bring awareness and recognition of the Agriculture Program.

This year I developed the Official Righetti FFA Website ([www.righettiffa.org](http://www.righettiffa.org)) which will be an essential tool for program promotion. The website includes links to other sites that are used in the Agriculture course, a calendar with upcoming events, and applications for conferences. The website will also feature the option for the community to donate to the program and purchase FFA apparel directly from the website. Students in the Ag Leadership class will be in charge of updating the website and managing its use.

Along with the social media, the program distributes program brochures to parents and students at events such as home/project visits, 8<sup>th</sup> grade orientation, Back to School night, and Club Days on campus.

## **Quality Criteria Nine: Program Accountability**

The Righetti Agriculture Department has a comprehensive program plan on file with the regional supervisor. This year the plan has been updated and submitted through a digital folder on Google Drive. The agriculture teachers met to put together all of the materials required in the program plan. Many of the documents needed updating due to our recent hires and increase in department faculty.

The FFA Chapter Vice President was responsible for updating the FFA Program of Activities and revised by the Ag teachers. The POA was created and updated on Microsoft Word.

## **Quality Criteria Ten: Student-Teacher Ratio**

Currently the Righetti Ag Department is exceeding the capacity of students in most of the courses. The Agriculture courses have become very popular and in high demand for students both enrolled and incoming. This is great news to our program, however we must ensure that we keep our classrooms and shops a safe environment. Our increase in faculty size has relieved the student-teacher ratio. Currently, the Ag science courses have a cap of 36 students while the shop classes are capped at 25. We have worked with the counselors to ensure that are classes have students that are pursuing the Ag pathways.

## **Quality Criteria Eleven: Full-Year Employment**

Righetti High School provides the Agriculture teachers with an extended teaching contract. The extended contract pays the teachers for working an additional 30-days past the required regular duty teaching days. The 30-days are to compensate the teachers for time spent at conferences, career development events, fair, and other leadership development activities.



# **Part 2: Project Report**

# Project Description: Chapter Website Development

([www.righettiffa.org](http://www.righettiffa.org))

# FFA Chapter website: righettiffa.org

Browser tabs: poster X Righetti FFA - X  
Address bar: https://www.righettiffa.org

Search Site

 **RIGHETTI FFA**   
*"Leading a Legacy"* *Established 1962*  Cart 0

Home Latest News About Get Involved Events Fair Calendar Our History Supporters FFA Apparel



*Welcome to*  
**RIGHETTI FFA**

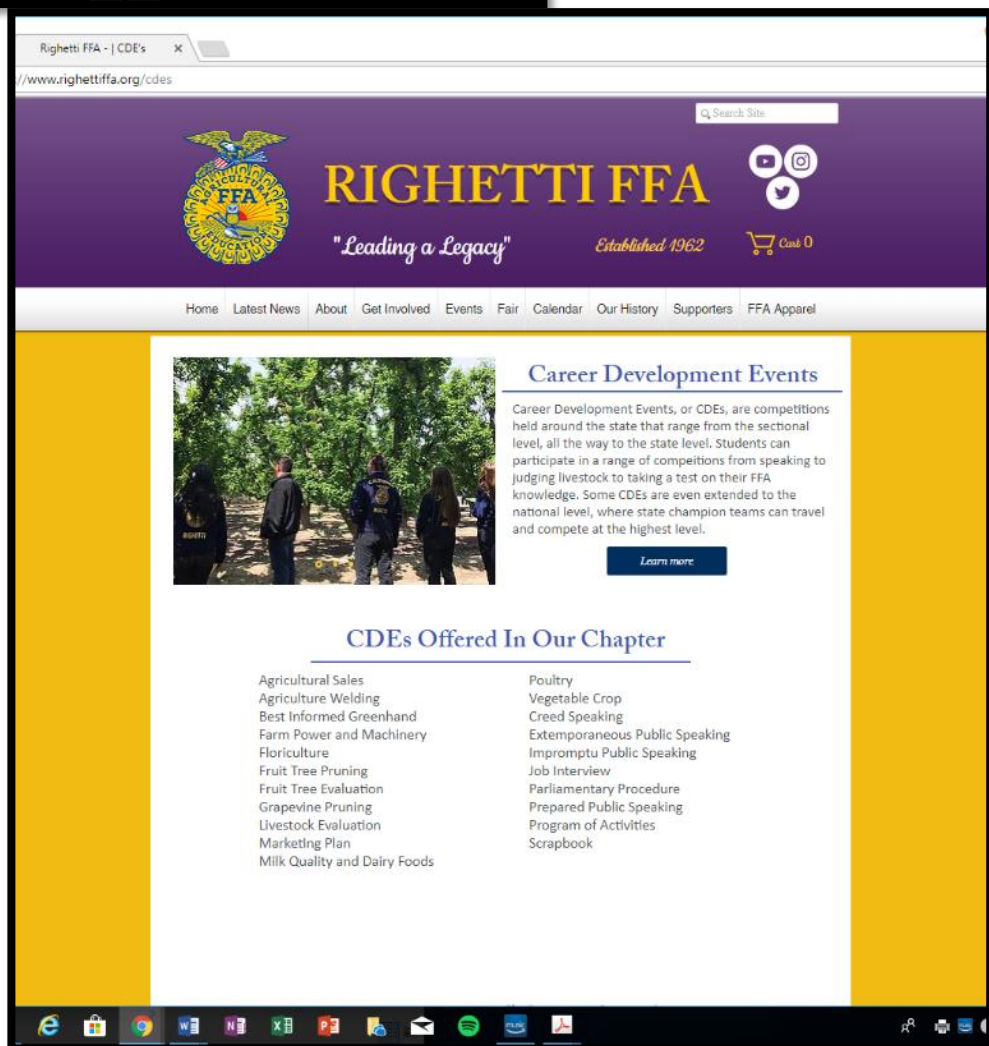
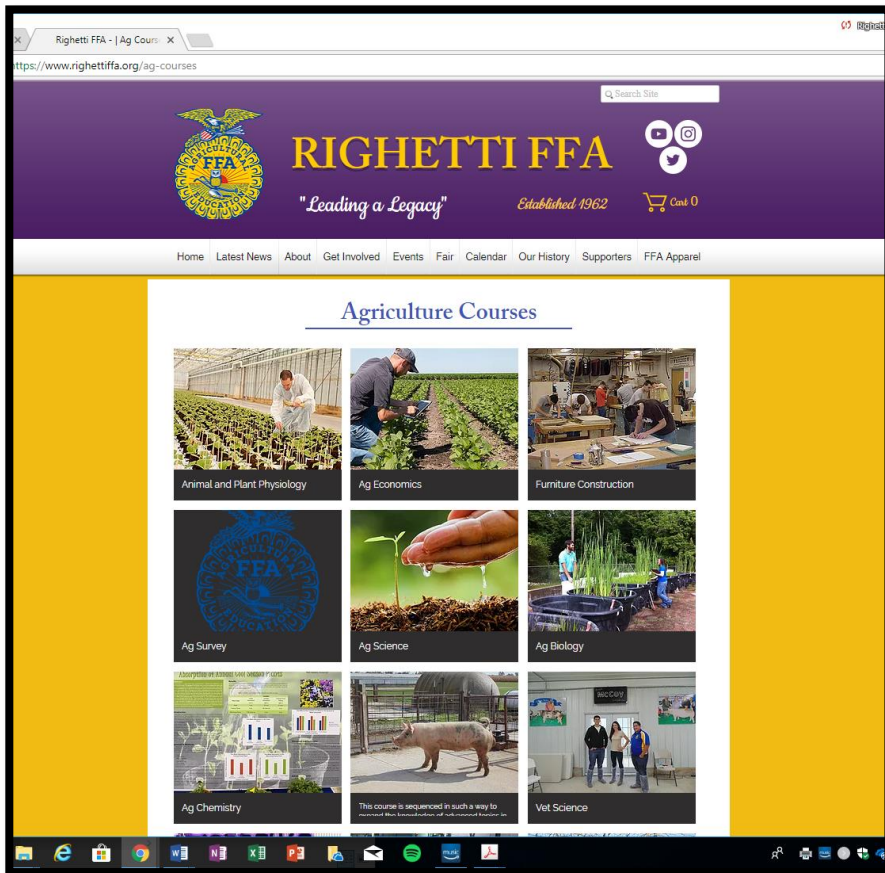
*Welcome!*

*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.*

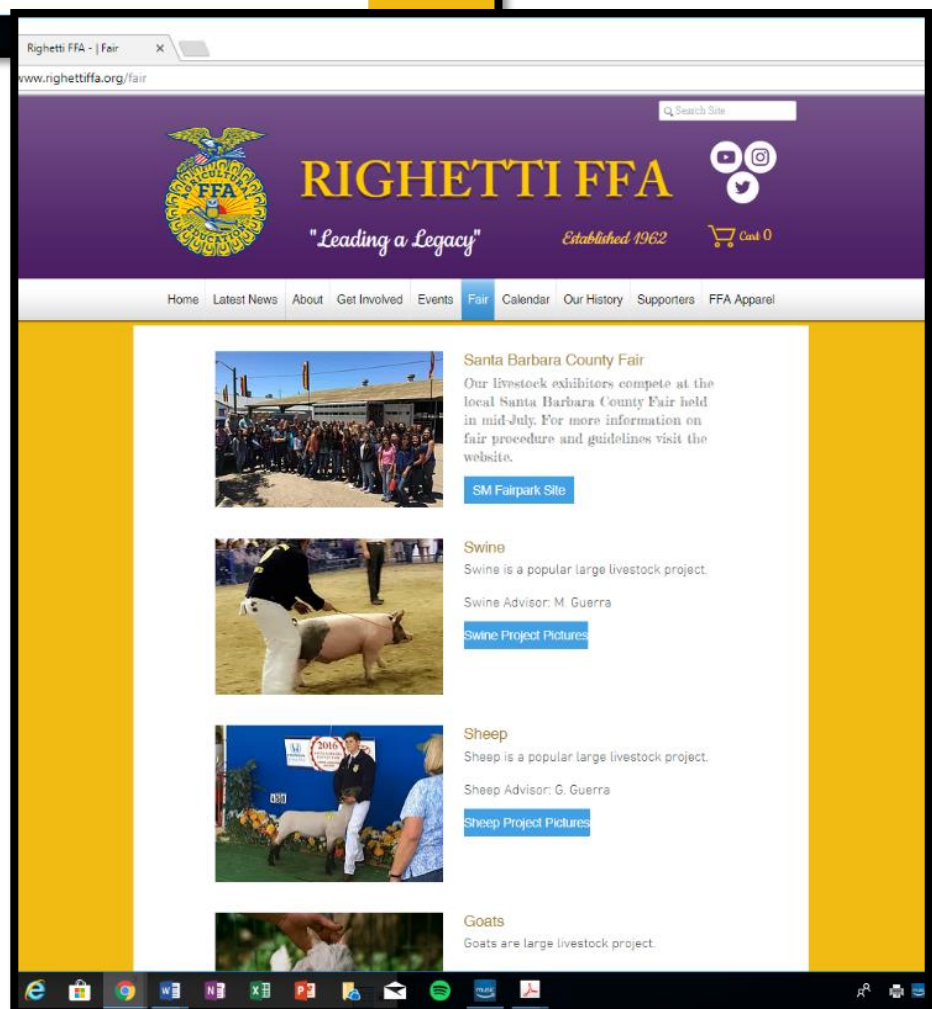
**Latest News**

 **KINDERPATCH**  
October 30, 2017

Taskbar: File Explorer, Edge, Chrome, Word, PowerPoint, Outlook, Spotify, iTunes, Adobe Reader, System tray icons







# **Part 3: Supporting Completion Materials**

# Student Data Sheets

K

# AGRICULTURAL EDUCATION -- STUDENT DATA CAREER PLAN

Appendix

## DATA SHEET

A. Name: [Redacted] First MI

B. Gender: (Circle One) Male Female

C. Date: 12/3/17 Age: 16

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)

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. Ethnic Origin: (Select Only One)

☒ White

☐ Hispanic

☐ Black (Except Hispanic)

☐ Filipino

☐ Asian or Pacific Islander

☐ American Indian/Native Alaskan

I. Locator Data:

Street Address: [Redacted]

Phone Number: [Redacted]

Parent/Guardian Name (Print Full Name For Each)

Mr. Jeff Ernst

Miss

Mrs.

Ms. Kelly Ernst

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.

Ag Teacher

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 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

Revised 8/03



K

## AGRICULTURAL EDUCATION --- STUDENT DATA CAREER PLAN

Appendix

## DATA SHEET

A. Name: [REDACTED] First MI Last [REDACTED]B. Gender: (Circle One) Male FemaleC. Date: 12-7-17 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)☐ 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)

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

H. Ethnic Origin: (Select Only One)

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

I. Locator Data:

Street Address: [REDACTED]Phone Number: [REDACTED]

Parent/Guardian Name (Print Full Name For Each)

Mr. Able Barrazza

Miss

Mrs.

Ms. Monica Barrazza

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.

I want to be a vet

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 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

Revised 8/03



# AGRICULTURAL EDUCATION -- STUDENT DATA CAREER PLAN

Appendix

K

## DATA SHEET

A. Name:

(Print) Last

First

MI

B. Gender: (Circle One)

Male

Female

C. Date:

12-7-17

Age:

15

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)

X 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)

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

       I plan a career in agriculture.

       Not a career, just an interest in agriculture.

X Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

       White

X Hispanic

       Black (Except Hispanic)

       Filipino

       Asian or Pacific Islander

       American Indian/Native Alaskan

I. Locator Data:

Street Address:

5

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr. Barbara France

Miss

Mrs.

Ms.

Marta Chavez

(vet science)

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

X

X

X

## 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

Revised 8/03



K

## AGRICULTURAL EDUCATION -- STUDENT DATA CAREER PLAN

Appendix

## DATA SHEET

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

B. Gender: (Circle One) Male Female

C. Date: 12-7-17 Age: 16

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)

White

X Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native Alaskan

## I. Locator Data:

Street Address: [REDACTED]Phone Number: [REDACTED]

Parent/Guardian Name (Print Full Name For Each)

Mr. Ivan Franco

Miss

Mrs. Maria Chavez

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.

own my own vineyard

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 X

Community College \_\_\_\_\_

Four Year College X

Full-Time Student X

Part-Time Student \_\_\_\_\_

Agriculture Major X

Non-Agriculture Major \_\_\_\_\_

3. Go Into Military Service \_\_\_\_\_

## 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

Revised 8/03



## DATA SHEET

A. Name: [REDACTED] First MI  
 (Print) Last [REDACTED]  
 B. Gender: (Circle One) (Male) Female  
 C. Date: 12/1/17 Age: 18  
 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)  
 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. Ethnic Origin: (Select Only One)

White  
☒ Hispanic  
 \_\_\_\_\_ Black (Except Hispanic)  
 \_\_\_\_\_ Filipino  
 \_\_\_\_\_ Asian or Pacific Islander  
 \_\_\_\_\_ American Indian/Native Alaskan

## I. Locator Data:

Street Address: [REDACTED]  
 Phone Number: [REDACTED]  
 Parent/Guardian Name (Print Full Name For Each)  
 Mr. Francisco Velazquez  
 Miss [REDACTED]  
 Mrs. Lilia Velazquez  
 Ms. [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.

I would be learning how to do Art classes

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

- Go to Work Full-Time \_\_\_\_\_  
 No Further Education \_\_\_\_\_  
 Some College Later \_\_\_\_\_
- Go to College \_\_\_\_\_  
 Community College ☒  
 Four Year College ☒  
 Full-Time Student ☒  
 Part-Time Student \_\_\_\_\_  
 Agriculture Major ☒  
 Non-Agriculture Major \_\_\_\_\_
- 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



## DATA SHEET

A. Name:

(Print) Last

First

MI

B. Gender: (Circle One)

Male

Female

C. Date:

12/1/17

Age:

16

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)

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. Ethnic Origin: (Select Only One)

☐ 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. Myra Cuvera

Mrs. Gabriella Cuvera

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.

Ag Education

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 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



## E. DATA SHEET

A. Name: [Redacted] Last [Redacted] First [Redacted] MI [Redacted]  
 B. Gender: (Circle One) Male Female  
 C. Date: 09/15/17 Age: 15  
 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)

X Plant & Soil Science (4010)  
X 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)  
 G. I Am Taking This Course Because: (Select One)

X I plan a career in agriculture.  
X Not a career, just an interest in agriculture.  
 Not interested, placed in class.  
 H. Ethnic Origin: (Select Only One)

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

## I. Locator Data:

Street Address: [Redacted]  
 Phone Number: [Redacted]

Parent/Guardian Name (Print Full Name For Each)

Mr. Larry Barredo  
Mrs. Melissa Barredo

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.

Vet Science

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 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



K

## AGRICULTURAL EDUCATION -- STUDENT DATA CAREER PLAN

Appendix

## DATA SHEET

A. Name:

(Print)

Last

First

MI

Age:

17

Male

Female

B. Gender: (Circle One)

C. Date:

9/15/17

Age:

17

Male

Female

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 &amp; Soil Science (4010)

☒ Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business Management (4040)

Ornamental Horticulture (4050)

Forestry &amp; Natural Resources (4060)

Agriculture Core - Year One (4070)

Agriculture Core - Year Two (4080)

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. Ethnic Origin: (Select Only One)

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. Jim Lopez

Miss Mrs. Gina Lopez

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.

O Farmer &amp; the President

O Farmer

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

1. Go to Work Full-Time

No Further Education

Some College Later

Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

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



K

## AGRICULTURAL EDUCATION -- STUDENT DATA CAREER PLAN

Appendix

## DATA SHEET

A. Name: [REDACTED] Last [REDACTED] First [REDACTED] MI [REDACTED]B. Gender: (Circle One) Male ☐ Female ☒C. Date: 9/15/17 Age: 15

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)

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. Ethnic Origin: (Select Only One)

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

I. Locator Data:

Street Address: [REDACTED]Phone Number: [REDACTED]

Parent/Guardian Name (Print Full Name For Each)

Mr. Mark S RobertsonMiss [REDACTED]Mrs. [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.

vet Science

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 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

Revised 8/03



## DATA SHEET

A. Name: [REDACTED] A MI  
(Print) Last First MI

B. Gender: (Circle One) Male Female

C. Date: 12/17/17 Age: 13

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)

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. Ethnic Origin: (Select Only One)

White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native Alaskan

I. Locator Data:

Street Address: [REDACTED]

Phone Number: [REDACTED]

Parent/Guardian Name (Print Full Name For Each)

Mr. Christopher Claborn

Mrs. Jennifer Claborn

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.

Large Animal Vet

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 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



K

## AGRICULTURAL EDUCATION -- STUDENT DATA CAREER PLAN

Appendix

## DATA SHEET

A. Name: [REDACTED] First M Last MIB. Gender: (Circle One) Male ☐ Female ☒C. Date: 12/11/17 Age: 17D. Year In Agriculture Program: (Circle One) 1 2 3 4E. 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)

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. Ethnic Origin: (Select Only One)

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

I. Locator Data:

Street Address: [REDACTED]Phone Number: [REDACTED]

Parent/Guardian Name (Print Full Name For Each)

Mr. Christopher ClabornMrs. Jennifer Claborn

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.

VIHICULTURE

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 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

Revised 8/03

# Permanent Agriculture Student Files

# Agriculture Experience Tracker Online Recordbook

https://www.theaet.com

**The AET**  
The Agricultural Experience Tracker

Student Help Teacher Help Explore SAE AET in the Classroom

**About the AET:**

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

**Free Tools:**

- Calendars
- Practice AET

**Please sign in:**

Student Teacher Region Mobile

**Welcome**

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

Here a cool SAE picture? Email us: [info@theaet.com](mailto:info@theaet.com)

Specialty Animal SAE, Nampa FFA Chapter, Idaho

**925,806 Active Student Accounts**  
This week's top 50 Chapters:

**AET Announcements**

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

https://www.theaet.com/Chapter/

**The AET**  
The Agricultural Experience Tracker

Profile Accounts Tracker Reports

**Welcome to the Teacher Dashboard**

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

**Profile**

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

**Accounts**

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

Access Student Account:

**Tracker**

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

**Reports**

Retrieve summarized data about your Ag Program activities.

Traditional View

7621 | Thursday, December 7, 2017

https://www.theaet.com/Chapter/Accounts/

**The AET**  
The Agricultural Experience Tracker

Profile Accounts Tracker Reports

**Accounts**

**Your Student Accounts**

1. Manage all accounts
2. Access one account:
3. Summary of all Students' Progress and Awards

**Settings and Messaging**

4. Organize students into groups
5. AET Message Center - send messages by SMS, email, or AET
6. FFA.org Roster Helper
8. FFA Roster Lookup - Search for membership numbers

Traditional View

7621 | Thursday, December 7, 2017



# Course Outlines

# CTE PATHWAYS—SMJUHSD

## Righetti High School

2017-18

### SECTOR: AGRICULTURE AND NATURAL RESOURCES

#### PATHWAY: 100-AGRICULTURE BUSINESS

Content Level	Course Name	#Students	Teacher	Industry Certification	#Earned
Introductory	Survey of Ag	22	<b>M. Guerra</b>		
Concentration	Ag Leadership/ Comm AB	30	<b>A. Guerra</b>	Southwest Airlines sponsored Professional Communications Certification through ICEV	
Capstone	American Ag Econ	0			

### SECTOR: AGRICULTURE AND NATURAL RESOURCES

#### PATHWAY: 101-AGRICULTURE MECHANICS

Content Level	Course Name	#Students	Teacher	Industry Certification	#Earned
Introductory	Ag Weld 1AB)	97	<b>Jimenez</b>		
Concentration	Ag Mech AB	97	<b>Jimenez</b>		
Concentration	Ag Building Construction	63	<b>G. Guerra</b>		
Capstone	Adv Ag Weld	51	<b>Jimenez</b>		

### SECTOR: AGRICULTURE AND NATURAL RESOURCES

#### PATHWAY: 102 AGRISCIENCE

Content Level	Course Name	#Students	Teacher	Industry Certification	#Earned
Introductory	Ag Sci I	176	<b>Guerra</b>		
Concentration	In Ag Bio AB	132	<b>K. Costa</b>		
Capstone	AG Chem AB	47	<b>A. Guerra</b>	Bayer Crop Science Plant Science Certification AMSA Food Safety and Science Certification	

# CTE PATHWAYS—SMJUHSD

Righetti High School

2017-18

## SECTOR: AGRICULTURE AND NATURAL RESOURCES

### PATHWAY: 103 ANIMAL SCIENCE

Content Level	Course Name	#Students	Teacher	Industry Certification	#Earned
Concentration	<b>AG Animal Science AB</b>	18	<b>G. Guerra</b>	Fundamentals of Animal Science Certification endorsed by Elanco	
Capstone	<b>Veterinary Science AB</b>	33	<b>M. Guerra</b>	CEV Multimedia and Elanco Launch Veterinary Medical Certification	

## SECTOR: AGRICULTURE AND NATURAL RESOURCES

### PATHWAY: 105 ORNAMENTAL HORTICULTURE

Content Level	Course Name	#Students	Teacher	Industry Certification	#Earned
Concentration	<b>Orn Hort A&amp; B</b>	25	<b>Costa</b>		
Concentration	<b>Floral Design A</b>	36	<b>G. Guerra</b>		
Capstone	<b>Floral Design B</b>	36	<b>G. Guerra</b>		

## SECTOR: AGRICULTURE AND NATURAL RESOURCES

### PATHWAY: 106 PLANT AND SOIL SCIENCE

Content Level	Course Name	#Students	Teacher	Industry Certification	#Earned
Concentration	<b>Viticulture I A&amp;B (F,S)</b>	19	<b>G. Guerra</b>		
Capstone	<b>Viticulture II A&amp;B (F,S)</b>	3	<b>G. Guerra</b>		

# CTE PATHWAYS—SMJUHSD

Righetti High School

2017-18

## SECTION: Arts, Media and Entertainment

### PATHWAY: 111 - Design, Visual, and Media Arts

#### SUB PATHWAY: 111C – Commercial/Visual Arts

Content Level	Course Name	#Students	Teacher	Industry Certification	#Earned
Concentration	<b>Intro to Art A</b>	67	<b>Johnson</b>		
Concentration	<b>Intro to Art B</b>	67	<b>Johnson</b>		
Capstone	Multimedia		Maxwell	No Course Outline	

## SECTION: Arts, Media and Entertainment

### PATHWAY: 113- Production and Managerial Arts

#### SUB PATHWAY: 113B-Film Video Production

Content Level	Course Name	#Students	Teacher	Industry Certification	#Earned
Introductory	<b>Intro VidFilm A/B (F, S)</b>	69	<b>Garcia</b>	No Course Outline	
Introductory	<b>AHC Film110 AB</b>	23	<b>Garcia</b>		
Concentration	<b>AHC Film111 AB</b>	23	<b>Garcia</b>	No Course Outline	
Capstone	<b>Mag Journal Design</b>	15	<b>Garcia</b>	No Course Outline Adobe Print Designer Certification	

## SECTOR: Education, Child Development, & Family Services

### PATHWAY: 132- Education

Content Level	Course Name	#Students	Teacher	Industry Certification	#Earned
Concentration	<b>Dev Psyc Chld AB</b>	68	<b>Andree</b>	CPR/First Aid	
Capstone	<b>Careers with Children</b>	Not Currently Offered			



# CTE PATHWAYS—SMJUHSD

## Righetti High School

2017-18

### SECTOR: Education, Child Development, & Family Services

#### PATHWAY: 133- Family and Human Services

Content Level	Course Name	#Students	Teacher	Industry Certification	#Earned
Concentration	Independent Living & Health	34	H. Andree		
Concentration	Relatn & Family/Chld & Fam	36	Andree		
Capstone	<b>Careers in Family &amp; Human Services</b>	Not currently offered			

### SECTOR: Energy, Environment and Utilities (NRG)

#### PATHWAY: 141-Environmental Resources

Content Level	Course Name	#Students	Teacher	Industry Certification	#Earned
Concentration	Geology		<b>Not currently offered</b>		
Concentration	AP Biology	38	Wingerden		
Capstone	AP Env Science	23	Branch		

### SECTOR: BUSINESS AND FINANCE ECONOMICS & FINANCE

#### PATHWAY: 180-FINANCIAL SERVICES

Content Level	Course Name	#Students	Teacher	Industry Certification	#Earned
Concentration	<b>NEED COURSE</b>				
Capstone	<b>Econ&amp; Fin AB</b>	30	Maxwell		

# CTE PATHWAYS—SMJUHSD

Righetti High School

2017-18

## SECTOR: INFORMATION AND COMMUNICATION TECHNOLOGY PATHWAY: 170-INFORMATION SUPPORT AND SERVICES

Content Level	Course Name	#Students	Teacher	Industry Certification	#Earned
Concentration	<b>Computer Apps</b>	25	<b>Fulton</b>		
Capstone	<b>Comm Tech AB</b>	8	<b>Fulton</b>	MS Imagine Cert	

## SECTOR: Hospitality, Recreation, & Tourism PATHWAY: 201- Food Service & Hospitality

Content Level	Course Name	#Stu	Teacher	Industry Cert	#Earned
Concentration	<b>Culinary Arts IAB</b>	<b>69</b>	<b>Andree</b>	California Food Handlers Certificate ServSafe Certification	
Capstone	<b>Culinary Arts IIAB</b>	<b>0</b>	<b>Not currently offered</b>		

**AGRICULTURE SCIENCE 1****DATE:****INDUSTRY SECTOR:** Agriculture and Natural Resources Sector**PATHWAY:** Agriscience**CALPADS TITLE:** Introduction to Agriscience**CALPADS CODE:** 7130**HOURS:**

Total	Classroom	Laboratory/CC/CVE
180	100	80

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Agricultural and Food Science Technicians	19-4011.00	Precision Agriculture Technicians	19-4099.02
Agricultural Sciences Teachers, Postsecondary	25-1041.00	Agricultural Engineers	17-2021.00
Agricultural Inspectors	45-2011.00	Agricultural Technicians	19-4011.01

**COURSE DESCRIPTION:**

This Agriculture Science course is offered to students in their first year of high school science. Through hands-on inquiry, experimentation and engineering practices, students will be immersed in the topic areas of Physics, Chemistry and Earth-Space Science with a focus on its application to agriculture. Students will ask scientific questions, create and use models, and design their own investigations. Students will also get experience analyzing and interpreting data, formulating solutions to real-world problems and using evidence to argue their findings. Participation in the FFA agriculture leadership program is a required component for all students enrolled in this course. In addition, students will be required to develop a plan for a project based Supervised Agriculture Experience (SAE) project relating to a proficiency area in agriculture.

**A-G APPROVAL:**

G

**ARTICULATION:**

None

**DUAL ENROLLMENT:**

None

**PREREQUISITES:**

None

## METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Guest speakers

## STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

## INDUSTRY CERTIFICATION:

- None

## RECOMMENDED TEXTS:

- HomeBooksEducation Holt Earth Science Holt Earth Science by Mead A Allison, Arthur T DeGaetano, Professor Jay M Pasachoff, USA 2007, First Edition

## PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9				Introductory	Survey of Agriculture
9				Introductory	Agriculture Science 1
9, 10, 11, 12				Concentrator	Integrated Agriculture Biology
10, 11, 12				Capstone	Agriculture Chemistry

I.	UNIT 1: INTRODUCTION TO FFA	CR	Lab/ CC	Standards
	<p>A. FFA Leadership</p> <ol style="list-style-type: none"> <li>1. Aim and Purpose of FFA</li> <li>2. History and Structure of the FFA</li> <li>3. FFA Degrees and Awards</li> <li>4. Leadership Involvement and Opportunities</li> <li>5. Career Development Events (CDE's)</li> </ol> <p>B. Supervised Agricultural Experiences (SAE)</p> <ol style="list-style-type: none"> <li>1. SAE Selection, Size and Scope</li> <li>2. SAE Planning and Management     Budgeting, Finances, Time Management</li> </ol> <p>C. California FFA Record Book (AET)</p> <ol style="list-style-type: none"> <li>1. FFA Activities</li> <li>2. Managing SAE Projects <ul style="list-style-type: none"> <li>• Ownership and Placement Agreements</li> <li>• Budgets</li> <li>• Journal</li> <li>• Financial Records</li> <li>• Depreciable and Nondepreciable Property</li> </ul> </li> </ol>	10	5	<p><b>Academic:</b></p> <p>RLST: 11-12.3, 9-10.3, 9-10.4, 9-10.5</p> <p>WS: 11-12.10, 11-12.4, 11-12.7, 9-10.7, 9-10.8, 9-10.9</p> <p>A-CED: 1, 1.1</p> <p>A-APR: 1</p> <p>A-REI: 3, 3.1</p> <p>F-IF: 4</p> <p><b>CTE Anchor:</b></p> <p>Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p>Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9</p> <p>Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7</p> <p>Leadership and Teamwork: 9.1, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.13</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8</p> <p>Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5</p> <p><b>CTE Pathway:</b></p> <p>C1.1, C1.2, C1.3, C1.4, C1.5, C1.6,</p>

				C1.7, C13.1, C13.2
<b>II.</b>	<b>UNIT 2: INTRODUCTION TO AGRICULTURE AND NATURAL RESOURCES</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	1. Role of Agriculture in California Economy and Natural Resources <ol style="list-style-type: none"> <li>Top 10 Commodities</li> <li>California Natural Resources</li> <li>Careers in Agriculture               <ul style="list-style-type: none"> <li>Career Exploration</li> <li>Job Descriptions, Qualifications and Requirements</li> </ul> </li> </ol> 2. Introduction to Agriscience <ol style="list-style-type: none"> <li>Hydrosphere</li> <li>Atmosphere</li> <li>Geosphere</li> <li>Biosphere</li> </ol>	5	5	<b>Academic:</b> RLST: 11-12.3, 9-10.3, 9-10.4, 9-10.5 WS: 11-12.10, 11-12.4, 11-12.7, 9-10.7, 9-10.8, 9-10.9 A-CED: 1, 1.1 A-APR: 1 A-REI: 3, 3.1 F-IF: 4 S-IC: 3 S-ID: 1, 2, 7 SEP: 1, 2, 3, 4, 5, 6, 7, 8 CC: 1, 2, 3, 4, 5, 6, 7 ESS: ESS2, ESS2.A, ESS2.C, ESS3.A, ESS3.B, ESS3.C, ESS3 ETS: ETS2, ETS2.A, ETS2.B US: 11.6.3, 11.6 <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.1, 9.2, 9.3, 9.4,

				9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.13 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5 <b>CTE Pathway:</b> C1.1, C1.2, C1.3, C1.4, C1.5, C1.6, C1.7, C2.1, C2.2, C2.3, C2.4, C2.5, C3.1, C3.2, C3.3, C3.4, C3.5, C13.2
<b>III.</b>	<b>UNIT 3: INTRODUCTION TO AGRICULTURE SCIENCE &amp; TECHNOLOGY</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	A. Laboratory Safety, Equipment and Procedures 1. Laboratory Safety Procedures 2. Laboratory Equipment, Identification and Uses 3. Compound & Dissecting Microscope B. Metric System and Standard Units of Measurement 1. Standard Unit of Measurement vs. Metric System (Comparisons & Conversions) 2. Metric System Conversion Chart 3. Density C. Scientific Method 1. Steps of the scientific method 2. Identify controls, independent and dependent variables 3. Analyzing agricultural problems and devising solutions based on the scientific method	10	10	<b>Academic:</b> RLST: 11-12.3, 9-10.3, 9-10.4, 9-10.5 WS: 11-12.10, 11-12.4, 11-12.7, 9-10.7, 9-10.8, 9-10.9 A-CED: 1, 1.1 A-APR: 1 A-REI: 3, 3.1 F-IF: 4 G-MD: 3 G-MG: 2 S-IC: 3 S-ID: 1, 2, 7 SEP: 1, 2, 3, 4, 5, 6, 7, 8 CC: 1, 2, 3, 4, 5, 6, 7 LS: LS3, LS3.A, LS4.B, LS4 ESS: ESS2, ESS2.A, ESS3.A, ESS3.B, ESS3.C, ESS3 ETS: ETS2, ETS2.A, ETS2.B <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.1,

				4.2, 4.3, 4.4, 4.5, 4.6, 4.7 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.13 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5 <b>CTE Pathway:</b> C1.1, C1.2, C1.3, C1.4, C1.5, C1.6, C1.7, C2.1, C2.2, C2.3, C2.4, C2.5, C3.1, C3.2, C3.3, C3.4, C3.5, C13.1, C13.2
<b>IV.</b>	<b>UNIT 4: DYNAMIC EARTH PROCESSES</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	A. Plate Tectonics 1. Sea Floor Spread 2. Continental drift 3. Plate Boundary Interactions 4. Layers of Earth B. Earth's Energy 1. Earthquakes 2. Volcanoes 3. Thermal Convection	10	10	<b>Academic:</b> RLST: 11-12.3, 9-10.3, 9-10.4, 9-10.5 WS: 11-12.10, 11-12.7, 9-10.7, 9-10.8, 9-10.9 A-CED: 1, 1.1 A-APR: 1 A-REI: 3, 3.1 F-IF: 4 G-MG: 2 SEP: 1, 2, 3, 4, 5, 6, 7, 8 CC: 1, 2, 3, 4, 5, 6, 7 PS: PS3, PS3.A, PS3.B, PS3.C,



				<p>PS3.D  ESS: ESS2.C,  ESS2.A, ESS2  ETS: ETS2,  ETS2.A</p> <p><b>CTE Anchor:</b>  Communications:  2.1, 2.2, 2.3, 2.4,  2.5, 2.6  Career Planning  and Management:  3.1, 3.2, 3.3, 3.4,  3.5, 3.6, 3.7, 3.8,  3.9  Technology: 4.1,  4.2, 4.3, 4.4, 4.5,  4.6, 4.7  Problem Solving  and Critical  Thinking: 5.1, 5.2,  5.3, 5.4  Health and Safety:  6.1, 6.2, 6.3, 6.4,  6.5, 6.6, 6.7  Responsibility and  Flexibility: 7.1, 7.2,  7.3, 7.4, 7.5, 7.6,  7.7, 7.8  Ethics and Legal  Responsibilities:  8.1, 8.2, 8.3, 8.4,  8.5, 8.6, 8.7  Leadership and  Teamwork: 9.1,  9.1, 9.2, 9.3, 9.4,  9.5, 9.6, 9.7, 9.8,  9.9, 9.10, 9.11,  9.12, 9.13, 9.13  Technical  Knowledge and  Skills: 10.1, 10.2,  10.3, 10.4, 10.5,  10.6, 10.7, 10.8  Demonstration  and Application:  11.1, 11.2, 11.3,  11.4, 11.5</p> <p><b>CTE Pathway:</b>  C1.6, C1.7, C1.1,  C1.2, C1.3, C1.4,  C1.5, C2.1, C2.2,  C2.3, C2.4, C2.5,  C3.1, C3.2, C3.3,  C3.4, C3.5, C13.1,  C13.2</p>
V.	UNIT 5: EARTH'S ENERGY AND ATMOSPHERE	CR	Lab/ CC	Standards

1. Layers of Atmosphere
  1. Theory and Formation
  2. Structure and Composition
  3. Temperature Inversions
2. Biochemical Cycles
  1. Water Cycle
  2. Carbon Cycle
  3. Nitrogen Cycle
3. Weather and Climate
  1. Topography
  2. Convection and Conduction
  3. Greenhouse Effect
  4. Solar Radiation

10

10

**Academic:**

RLST: 11-12.3,  
9-10.3, 9-10.4,  
9-10.5  
WS: 11-12.10,  
11-12.4, 11-12.7,  
9-10.7, 9-10.8,  
9-10.9  
A-CED: 1.1, 1  
A-APR: 1  
A-REI: 3, 3.1  
F-IF: 4  
G-MG: 2  
S-IC: 3  
S-ID: 1, 2, 7  
SEP: 1, 2, 3, 4, 5,  
6, 7, 8  
CC: 1, 2, 3, 4, 5, 6,  
7  
PS: PS2, PS2.A,  
PS2.B, PS2.C,  
PS3.A, PS3.B,  
PS3.C, PS3.D,  
PS3, PS4, PS4.B  
LS: LS2.B, LS2  
ESS: ESS2,  
ESS2.A, ESS2.C,  
ESS3.B, ESS3.A,  
ESS3.C, ESS3  
ETS: ETS2,  
ETS2.A

**CTE Anchor:**

Communications:  
2.1, 2.2, 2.3, 2.4,  
2.5, 2.6  
Career Planning  
and Management:  
3.1, 3.2, 3.3, 3.4,  
3.5, 3.6, 3.7, 3.8,  
3.9  
Technology: 4.1,  
4.2, 4.3, 4.4, 4.5,  
4.6, 4.7  
Problem Solving  
and Critical  
Thinking: 5.1, 5.2,  
5.3, 5.4  
Health and Safety:  
6.1, 6.2, 6.3, 6.4,  
6.5, 6.6, 6.7  
Responsibility and  
Flexibility: 7.1, 7.2,  
7.3, 7.4, 7.5, 7.6,  
7.7, 7.8  
Ethics and Legal  
Responsibilities:  
8.1, 8.2, 8.3, 8.4,  
8.5, 8.6, 8.7  
Leadership and  
Teamwork: 9.1,

				9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.13 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5 <b>CTE Pathway:</b> C1.1, C1.2, C1.3, C1.4, C1.5, C1.6, C1.7, C2.1, C2.2, C2.3, C2.4, C2.5, C3.1, C3.2, C3.3, C3.4, C3.5, C13.1, C13.2
<b>VI.</b>	<b>UNIT 6: EARTH'S PLACE IN THE UNIVERSE</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	1. Formation of the Universe 1. The Big Bang Theory 2. Formation of Stars 1. Properties of the Sun 2. Nuclear Fusion 3. Life Cycle of Stars 4. Electromagnetic Spectrum 3. Orbitals 1. Planets, Moons and Sattelites	10	10	<b>Academic:</b> RLST: 11-12.3, 9-10.3, 9-10.4, 9-10.5 WS: 11-12.10, 11-12.4, 11-12.7, 9-10.7, 9-10.8, 9-10.9 A-CED: 1, 1.1 A-APR: 1 A-REI: 3, 3.1 F-IF: 4 G-MG: 2 S-IC: 3 S-ID: 1, 2, 7 SEP: 1, 2, 3, 4, 5, 6, 7, 8 CC: 1, 2, 3, 4, 5, 6, 7 PS: PS1, PS1.B, PS2.A, PS2, PS2.B, PS2.C, PS3, PS3.A, PS3.C, PS3.B, PS3.D, PS4.A, PS4.B, PS4.C, PS4 ESS: ESS2, ESS2.A, ESS2.C ETS: ETS2.B, ETS2.A, ETS2 <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning

				and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.13 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5 <b>CTE Pathway:</b> C1.1, C1.2, C1.3, C1.4, C1.5, C1.6, C1.7, C2.1, C2.2, C2.3, C2.4, C2.5, C3.1, C3.2, C3.3, C3.4, C3.5, C13.1, C13.2
<b>VII.</b>	<b>UNIT 7: EARTH CHEMISTRY</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	1. Periodic Table of Elements 1. Atoms 2. Properties of Elements 3. Patterns of the Periodic Table 2. Compounds 1. Balancing Simple Equations 2. Simple Chemical Reactions	15	10	<b>Academic:</b> RLST: 11-12.3, 9-10.3, 9-10.4, 9-10.5 WS: 11-12.10, 11-12.4, 11-12.7, 9-10.7, 9-10.8, 9-10.9 A-CED: 1, 1.1 A-APR: 1 A-REI: 3, 3.1 F-IF: 4 G-MG: 2

S-IC: 3  
S-ID: 1, 2, 7  
SEP: 1, 2, 3, 4, 5,  
6, 7, 8  
CC: 1, 2, 3, 4, 5, 6,  
7  
PS: PS1, PS1.B  
ETS: ETS1,  
ETS1.A, ETS1.B,  
ETS1.C, ETS2.A,  
ETS2.B, ETS2

**CTE Anchor:**

Communications:  
2.1, 2.2, 2.3, 2.4,  
2.5, 2.6  
Career Planning  
and Management:  
3.1, 3.2, 3.3, 3.4,  
3.5, 3.6, 3.7, 3.8,  
3.9  
Technology: 4.1,  
4.2, 4.3, 4.4, 4.5,  
4.6, 4.7  
Problem Solving  
and Critical  
Thinking: 5.1, 5.2,  
5.3, 5.4  
Health and Safety:  
6.1, 6.2, 6.3, 6.4,  
6.5, 6.6, 6.7  
Responsibility and  
Flexibility: 7.1, 7.2,  
7.3, 7.4, 7.5, 7.6,  
7.7, 7.8  
Ethics and Legal  
Responsibilities:  
8.1, 8.2, 8.3, 8.4,  
8.5, 8.6, 8.7  
Leadership and  
Teamwork: 9.1,  
9.1, 9.2, 9.3, 9.4,  
9.5, 9.6, 9.7, 9.8,  
9.9, 9.10, 9.11,  
9.12, 9.13, 9.13  
Technical  
Knowledge and  
Skills: 10.1, 10.2,  
10.3, 10.4, 10.5,  
10.6, 10.7, 10.8  
Demonstration  
and Application:  
11.1, 11.2, 11.3,  
11.4, 11.5

**CTE Pathway:**

C1.1, C1.2, C1.3,  
C1.4, C1.5, C1.6,  
C1.7, C2.1, C2.2,  
C2.3, C2.4, C2.5,  
C3.1, C3.2, C3.3,  
C3.4, C3.5, C13.1,  
C13.2

VIII.	UNIT 8: MINERALS & ROCKS	CR	Lab/ CC	Standards
	1. Dichotomous Key of Minerals <ol style="list-style-type: none"> <li>Mohs Hardness Scale</li> <li>Chemical Composition of Minerals</li> <li>Physical Characteristics of Minerals</li> </ol> 2. Dichotomous Key of Rocks <ol style="list-style-type: none"> <li>Rock Cycle               <ul style="list-style-type: none"> <li>Properties of Rock Types</li> <li>Rock Formation</li> </ul> </li> <li>Chemical Composition of Rocks</li> <li>Physical Characteristics of Rocks</li> </ol>	15	10	<b>Academic:</b> RLST: 11-12.3, 9-10.3, 9-10.4, 9-10.5 WS: 11-12.10, 11-12.4, 11-12.7, 9-10.7, 9-10.8, 9-10.9 A-CED: 1, 1.1 A-APR: 1 A-REI: 3, 3.1 F-IF: 4 G-MG: 2 S-IC: 3 S-ID: 1, 2, 7 SEP: 1, 2, 3, 4, 5, 6, 7, 8 CC: 1, 2, 3, 4, 5, 6, 7 ESS: ESS2, ESS2.A, ESS3.C, ESS3.A, ESS3.B, ESS3 ETS: ETS2, ETS2.A, ETS2.B <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11,

				9.12, 9.13, 9.13 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5 <b>CTE Pathway:</b> C1.1, C1.2, C1.3, C1.4, C1.5, C1.6, C1.7, C2.1, C2.2, C2.3, C2.4, C2.5, C3.1, C3.2, C3.3, C3.4, C3.5, C13.1, C13.2
<b>IX.</b>	<b>UNIT 9: NATURE OF SOILS</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	1. Soil Profiles 1. Horizons 2. Major Soil Components and Types 1. Soil Textures 2. Structure 3. Soil pH 4. Effects of Soil on Plant Growth 5. Essential Nutrients	15	10	<b>Academic:</b> RLST: 11-12.3, 9-10.3, 9-10.4, 9-10.5 WS: 11-12.10, 11-12.7, 9-10.7, 9-10.8, 9-10.9 A-CED: 1, 1.1 A-APR: 1 A-REI: 3, 3.1 F-IF: 4 G-MD: 3 S-IC: 3 S-ID: 1, 2, 7 SEP: 1, 2, 3, 4, 5, 6, 7, 8 CC: 1, 2, 3, 4, 5, 6, 7 PS: PS1, PS1.B LS: LS1.A, LS1.B, LS1.C, LS1.D, LS1 ESS: ESS2, ESS2.C, ESS2.A, ESS3.A, ESS3.C, ESS3.B, ESS3 ETS: ETS2, ETS2.A, ETS2.B US: 11.6.3, 11.6 <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.1,

			4.2, 4.3, 4.4, 4.5, 4.6, 4.7 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.13 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5 <b>CTE Pathway:</b> C1.1, C1.2, C1.3, C1.4, C1.5, C1.6, C1.7, C2.1, C2.2, C2.3, C2.4, C2.5, C3.1, C3.2, C3.3, C3.4, C3.5, C13.1, C13.2
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**Entered by:**

District: SMJUHSD  
Contact: Amanda Rodriguez, Agriculture Teacher  
Phone: (805) 925-2567 Ext. 3332  
Email: amrodriguez smjuhsd.org



### AGRICULTURE CHEMISTRY

**DATE:**

**INDUSTRY SECTOR:** Agriculture and Natural Resources Sector

**PATHWAY:** Agriscience

**CALPADS TITLE:** Advanced Agriscience (Capstone)

**CALPADS CODE:** 7132

**HOURS:**

Total	Classroom	Laboratory/CC/CVE
180	126	54

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Veterinarians	29-1131.00	Agricultural Sciences Teachers, Postsecondary	25-1041.00
Chemists	19-2031.00	Soil and Plant Scientists	19-1013.00
Soil and Water Conservationists	19-1031.01	Chemistry Teachers, Postsecondary	25-1052.00

**COURSE DESCRIPTION:**

This is a college preparatory course for students interested in pursuing agricultural science programs in college, with emphasis on chemistry's applications to the environment and agricultural practices. Students will spend approximately 30% of this course engaged in laboratory exercises. Since this is an agricultural education course, students will also participate in leadership development and create a supervised agricultural experience program. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. As a culminating component to the class, students will also develop and present a content-relevant research project for the state Agriscience Fair. Students must have received satisfactory grades in Algebra as well as Agriculture Biology.

**A-G APPROVAL:** D

**ARTICULATION:** None

**DUAL ENROLLMENT:** None

**PREREQUISITES:**

Prerequisite
Algebra, Agriculture Biology

## METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

## STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

## INDUSTRY CERTIFICATION:

- Bayer Crop Science Plant Science Certification
- AMSA Food Safety and Science Certification

## RECOMMENDED TEXTS:

- Prentice Hall - Chemistry
- Glencoe - Chemistry: Matter and Change

## PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9				Introductory	Agriculture Science
9				Introductory	Agriculture Survey
9, 10				Concentrator	Agriculture Biology
10, 11, 12				Capstone	Agriculture Chemistry

I.	INTRODUCTION/MATTER AND CHANGE	CR	Lab/ CC	Standards
	1. Properties of matter, mixtures, elements and compounds, and chemical reactions	6	3	<b>Academic:</b> RLST: 9-10.5 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS1, PS1.B <b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.1, 5.4 Leadership and Teamwork: 9.1, 9.7, 9.9 Technical Knowledge and Skills: 10.1 <b>CTE Pathway:</b> C10.4
II.	SCIENTIFIC METHOD/ATOMIC STRUCTURE	CR	Lab/ CC	Standards
	1. Volume, mass, density; 2. Dimensional analysis and conversion problems which will culminate in the use of stoichiometry; 3. Atomic model and the discovery of the parts of the atom; 4. Students will demonstrate their knowledge through a lab report.	6	3	<b>Academic:</b> RLST: 11-12.4, 9-10.3, 9-10.4, 9-10.5, 9-10.7 SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS1 <b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Leadership and Teamwork: 9.1 <b>CTE Pathway:</b> C2.3, C2.4, C13.1, C13.2
III.	ELECTRONS IN ATOMS	CR	Lab/ CC	Standards
	1. Atomic models and how they led to the quantum theory of the atom 2. Electron configurations for atoms and the atom's structure 3. Position on the periodic table and their spectra 4. Lab report	6	3	<b>Academic:</b> RLST: 11-12.3, 11-12.4, 9-10.3, 9-10.4, 9-10.5, 9-10.7 SEP: 2, 3, 6 CC: 1, 2 <b>CTE Anchor:</b> Leadership and Teamwork: 9.1 Technical Knowledge and Skills: 10.1 <b>CTE Pathway:</b> C10.4

IV.	BONDING	CR	Lab/ CC	Standards
	<ol style="list-style-type: none"> <li>1. Distinguish the different types of chemical bonds and how they work on the atomic level</li> <li>2. Identify the type of bonding exhibited by compounds by their characteristic properties</li> </ol>	6	3	<b>Academic:</b> SEP: 2 CC: 2, 4 PS: PS1, PS1.B <b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.1, 5.2 <b>CTE Pathway:</b> C10.4
V.	CHEMICAL NAMES AND FORMULAS	CR	Lab/ CC	Standards
	<ol style="list-style-type: none"> <li>1. Name ionic and molecular compounds as well as acids and bases</li> <li>2. students will demonstrate their knowledge through several means of assessment, including a performance, lab reports, and constructed response assessments.</li> </ol>	11	4	<b>Academic:</b> CC: 1, 2 PS: PS1.B, PS1 <b>CTE Anchor:</b> Technology: 4.1 Technical Knowledge and Skills: 10.1, 10.5 <b>CTE Pathway:</b> C10.1, C13.1, C13.2
VI.	CHEMICAL QUANTITIES	CR	Lab/ CC	Standards
	<ol style="list-style-type: none"> <li>1. The mole as the chemical measurement of matter</li> <li>2. How it relates to mass on the periodic table</li> <li>3. Students will demonstrate their knowledge through several lab reports and a selected response summative assessment.</li> </ol>	11	4	<b>Academic:</b> CC: 3 PS: PS1, PS2, PS2.B <b>CTE Anchor:</b> Leadership and Teamwork: 9.2 <b>CTE Pathway:</b> C2.1, C13.2
VII.	STOICHIOMETRY	CR	Lab/ CC	Standards
	<ol style="list-style-type: none"> <li>1. Arithmetic of equations and the concepts of mole ratios</li> <li>2. Dimensional analysis and algebra to solve chemical problems</li> <li>3. Students will demonstrate their knowledge through a lab report and selected response summative assessment.</li> </ol>	11	4	<b>Academic:</b> A-CED: 1, 1.1 A-APR: 1 A-REI: 3.1, 3 SEP: 5 CC: 1, 2, 6 PS: PS2, PS2.C, PS2.A, PS2.B <b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 <b>CTE Pathway:</b> C2.1
VIII.	STATES OF MATTER AND BEHAVIOR OF GASES	CR	Lab/ CC	Standards

	<ol style="list-style-type: none"> <li>1. Compare the natures of gases and liquids</li> <li>2. Examine the properties of gases in more detail</li> <li>3. Students will demonstrate their knowledge through a series of lab reports and performance assessments.</li> <li>4. To assess student ability to solve gas law problems, and discuss kinetic molecular theory as it relates to real and ideal gases, students will demonstrate their knowledge through constructed response summative assessment.</li> </ol>	18	6	<b>Academic:</b> SEP: 3, 4, 6 CC: 6, 7 PS: PS1 <b>CTE Anchor:</b> Leadership and Teamwork: 9.9, 9.10 <b>CTE Pathway:</b> C2.1, C2.2
<b>IX.</b>	<b>AQUEOUS SYSTEMS AND SOLUTIONS</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<ol style="list-style-type: none"> <li>1. Mixtures with an emphasis on solutions</li> <li>2. The characteristics of aqueous solutions and the calculation of solution concentration</li> <li>3. Students will demonstrate their knowledge through a lab report and selected response summative assessment.</li> </ol>	10	4	<b>Academic:</b> CC: 2, 3, 4, 5, 6, 7 PS: PS1 <b>CTE Anchor:</b> Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Leadership and Teamwork: 9.12, 9.13, 9.13 Technical Knowledge and Skills: 10.5 <b>CTE Pathway:</b> C10.1, C10.2, C10.3, C10.4, C13.2
<b>X.</b>	<b>THERMOCHEMISTRY, REACTION RATES, AND EQUILIBRIUM</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<ol style="list-style-type: none"> <li>1. The flow of energy (heat)</li> <li>2. Rates of reactions</li> <li>3. Chemical equilibrium</li> <li>4. Students will demonstrate their knowledge through a performance assessment project, a series of lab reports, and a constructed response summative assessment.</li> </ol>	15	6	<b>Academic:</b> A-CED: 1, 1.1 A-APR: 1 A-REI: 3, 3.1 SEP: 1, 2 CC: 1, 2 <b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Leadership and Teamwork: 9.9, 9.10, 9.11, 9.12, 9.13, 9.13 <b>CTE Pathway:</b> C2.1
<b>XI.</b>	<b>ACIDS, BASES AND SALTS</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>

	<ol style="list-style-type: none"> <li>1. The three main theories of acids and bases</li> <li>2. The real-life characteristics of acids, bases and salts</li> <li>3. Students will demonstrate their knowledge through a lab report and selected response summative assessment.</li> </ol>	6	3	<b>Academic:</b> SEP: 1, 2, 3, 4, 5, 6, 8 PS: PS1, PS1.B <b>CTE Anchor:</b> Communications: 2.3 Leadership and Teamwork: 9.6, 9.7, 9.8, 9.9 <b>CTE Pathway:</b> C13.2
<b>XII.</b>	<b>HYDROCARBON COMPOUNDS</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<ol style="list-style-type: none"> <li>1. The bonding and structure of simple carbon compounds</li> <li>2. Students will demonstrate their knowledge through a series of lab reports and a constructed response summative assessment.</li> </ol>	6	3	<b>Academic:</b> A-CED: 1.1, 1 <b>CTE Anchor:</b> Technology: 4.3 <b>CTE Pathway:</b> C10.1, C10.2, C10.3, C11.2, C11.5, C11.6
<b>XIII.</b>	<b>NUCLEAR CHEMISTRY</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<ol style="list-style-type: none"> <li>1. Nuclear radiation</li> <li>2. The fission and fusion processes</li> <li>3. Students will demonstrate their knowledge through a selected response summative assessment.</li> </ol>	7	4	<b>Academic:</b> SEP: 1, 2, 3, 4, 5, 6, 7, 8 CC: 5, 6, 7 PS: PS1, PS1.B, PS2.B, PS2, PS3, PS3.A, PS3.B <b>CTE Anchor:</b> Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Leadership and Teamwork: 9.8, 9.9 <b>CTE Pathway:</b> C13.2
<b>XIV.</b>	<b>IDEAL GASES AND MIXTURES OF GASES</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<ol style="list-style-type: none"> <li>1. The applications of the Ideal Gas Law and Dalton's Law of partial pressures</li> <li>2. Students will demonstrate their knowledge through a constructed response summative assessment, as well as a series of lab reports.</li> </ol>	7	4	<b>Academic:</b> SEP: 1, 2, 3, 4, 5, 6, 7, 8 PS: PS1, PS1.B <b>CTE Anchor:</b> Technical Knowledge and Skills: 10.4, 10.5, 10.6, 10.7 <b>CTE Pathway:</b> C13.2

**AGRICULTURE COMMUNICATIONS AND LEADERSHIP**

**DATE:**

**INDUSTRY SECTOR:** Agriculture and Natural Resources Sector

**PATHWAY:** Agricultural Business

**CALPADS TITLE:** Intermediate Agricultural Business (Concentrator)

**CALPADS CODE:** 7111

**HOURS:**

Total	Classroom	Laboratory/CC/CVE
180	90	90

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Agricultural Engineers	17-2021.00	Agricultural Sciences Teachers, Postsecondary	25-1041.00
Chief Executives	11-1011.00	Soil and Plant Scientists	19-1013.00
Real Estate Brokers	41-9021.00	Animal Scientists	19-1011.00

**COURSE DESCRIPTION:**

Designed to allow the student to develop and practice leadership skills by directing the work of the FFA chapter. Activities include: Developing a program of work, running meetings, and coordinating school and community activities, team building, parliamentary procedure, public speaking, and volunteerism.

**A-G APPROVAL:** G

**ARTICULATION:** None

**DUAL ENROLLMENT:** None

**PREREQUISITES:**

Prerequisite
N/A



## **METHODS OF INSTRUCTION**

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

## **STUDENT EVALUATION:**

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

## **INDUSTRY CERTIFICATION:**

- Southwest Airlines sponsored Professional Communications Certification through ICEV

## **RECOMMENDED TEXTS:**

- Leadership 360 by John C. Maxwell

## **PROGRAM OF STUDY**

<b>Grade</b>	<b>Fall</b>	<b>Spring</b>	<b>Year</b>	<b>Course Type</b>	<b>Course Name</b>
9				Introductory	Agriculture Science One
9, 10, 11, 12				Concentrator	Agriculture Communications and Leadership

I.	FFA ISSUES AND TOPICS	CR	Lab/ CC	Standards
	<p>1. By the end of the unit students should be able to identify and locate the benefits of involvement, what FFA is and how creating a plan for success is based through leadership and understanding the values of public speaking. They will be able to describe the purpose of leadership and value the ability to communicate effectively. They will be able to explain and interact with others using valuable leadership styles. They will master the professional aspect of communications through Agriculture Leadership.</p> <ol style="list-style-type: none"> <li>1. Demonstrate the function and principles of FFA</li> <li>2. Demonstrate the values and history of FFA Leadership</li> <li>3. Students will learn how to use the principles and styles of Leadership to enhance their communication and understanding of FFA leadership through the Agriculture Education Program. They will do this through problem solving, idea generation, solution creation, testing/analysis and final solution and output</li> </ol>	10	3	<p><b>Academic:</b>            RLST: 9-10.5            WS: 11-12.10, 11-12.4, 11-12.7, 11-12.9, 9-10.4, 9-10.7, 9-10.8, 9-10.9</p> <p><b>CTE Anchor:</b>            Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6            Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9            Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7            Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4            Responsibility and Flexibility: 7.3, 7.4, 7.6, 7.7, 7.8            Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7            Leadership and Teamwork: 9.1, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.13            Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8            Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5</p> <p><b>CTE Pathway:</b>            A2.1, A8.1</p>
II.	SUPERVISED AGRICULTURAL EXPERIENCES	CR	Lab/ CC	Standards
	<p>1. By the end of this unit students should be able to understand what Supervised Agricultural Experiences (SAE) are, explain how to begin and manage them, explore the selection process, and describe how SAE's support agricultural learning.</p> <ol style="list-style-type: none"> <li>1. Demonstrate the purpose of a Supervised Agricultural Experience including but not limited to: animal science, plant and soil science, agricultural mechanics, welding technologies, agricultural</li> </ol>	10	5	<p><b>Academic:</b>            RLST: 9-10.3, 9-10.4            WS: 11-12.10, 11-12.4, 9-10.4, 9-10.9            PE: 12.1</p>

	<p>communications, and community development.</p> <ol style="list-style-type: none"> <li>2. Demonstrate the application of personal and professional skills in an Supervised Agricultural Experience by using the materials and processes in accordance with California Agricultural standards.</li> <li>3. Students will learn how to build a quality SAE program and implement short-term and long-term planning.</li> <li>4. Students will input their efforts in the AET Record Book. They will begin recording Journal Entries, business agreements, a calendar of events to record their data and hours dedicated to each respected SAE.</li> </ol>			<p><b>CTE Anchor:</b>  Communications: 2.4  Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.9  Technology: 4.7  Leadership and Teamwork: 9.8, 9.9, 9.10, 9.13, 9.13  Technical Knowledge and Skills: 10.3, 10.5, 10.6, 10.7  Demonstration and Application: 11.1, 11.3, 11.4, 11.5  <b>CTE Pathway:</b>  A7.1, A8.1</p>
<b>III.</b>	<b>THE CALIFORNIA AGRICULTURE RECORD BOOK</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<ol style="list-style-type: none"> <li>1. By the end of this unit students should be able to use and comprehend the value of the Agriculture Experience Tracker to better prepare themselves for record keeping and supervised agricultural experience project based learning while maintaining sound financial business practices. <ol style="list-style-type: none"> <li>1. Demonstrate the understanding of budgeting, ownership agreements, placement business agreements, and classification of inventory.</li> <li>2. Students will learn the comprehension of a financial statement, income summary, classification of inventory, and journaling hours.</li> <li>3. Students will use this AET record book to apply for multiple facets of achievement.</li> </ol> </li> </ol>	9	15	<p><b>Academic:</b>  WS: 11-12.4, 9-10.4, 9-10.8  <b>CTE Anchor:</b>  Career Planning and Management: 3.1, 3.4, 3.7  Technology: 4.2, 4.4  Responsibility and Flexibility: 7.4, 7.7  Leadership and Teamwork: 9.13  Technical Knowledge and Skills: 10.2, 10.4  <b>CTE Pathway:</b>  A5.5, A6.3, A9.6</p>
<b>IV.</b>	<b>CAREERS IN AGRICULTURE</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<ol style="list-style-type: none"> <li>1. By the end of this unit students should be able to identify various career pathways in the agriculture industry, identify various strategies to use in applying for these careers, with the skills to master education and training, and experience methodologies. <ol style="list-style-type: none"> <li>1. Demonstrate how to seek out various career pathways in agriculture.</li> <li>2. Students will determine the most effective methods for assessing customer needs and wants.</li> <li>3. Students will understand the stages in making a successful sale and the various techniques used to approach potential customers.</li> </ol> </li> </ol>	5	5	<p><b>Academic:</b>  RLST: 11-12.3  WS: 11-12.10, 11-12.4, 9-10.4  SEP: 8  <b>CTE Anchor:</b>  Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6  Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9  Technology: 4.1,</p>

				4.2, 4.7 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.13 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5 <b>CTE Pathway:</b> A9.6
<b>V.</b>	<b>THE ROLE OF AGRICULTURE IN THE CALIFORNIA ECONOMY</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	1. By the end of this unit, students will understand the history of agriculture in California, and how it relates to the global economy and the impact on the local and national level. 1. Students will learn about the history of California agriculture and all of its related industries. 2. Demonstrate an understanding of the wide range of commodities grown in California and their contributions to the local and global economy. 3. Students will be able to trace the food that they consume from the field to the supermarket.	5	5	<b>Academic:</b> RLST: 11-12.4, 9-10.4 WS: 11-12.10, 11-12.4, 11-12.7, 11-12.9, 9-10.4, 9-10.7, 9-10.8, 9-10.9 <b>CTE Anchor:</b> Communications: 2.1, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4,

				8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.13 Technical Knowledge and Skills: 10.1, 10.2, 10.6 Demonstration and Application: 11.2, 11.5 <b>CTE Pathway:</b> A9.1, A9.5, A9.6
<b>V.</b>	<b>WRITTEN COMUNICATION</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<p>1. As students join the workforce, their need for strong written communication skills is very important. Businesses utilize a plethora of written communication in order to clearly and efficiently communicate with their employees. Oftentimes, employees are expected to communicate in written form, as well. Students who have sharpened their written communication skills will have an added advantage in the workplace.</p> <ol style="list-style-type: none"> <li>1. To apply the appropriate use of grammar, spelling and punctuation rules.</li> <li>2. To examine methods to organize information.</li> <li>3. To discover various avenues for research and preparation for communications.</li> </ol>	10	10	<b>Academic:</b> WS: 11-12.10, 11-12.4, 11-12.7, 11-12.9, 9-10.4, 9-10.7, 9-10.8, 9-10.9 <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Technology: 4.1, 4.2, 4.3 Health and Safety: 6.6 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.13 Demonstration and Application: 11.1, 11.2, 11.3, 11.5 <b>CTE Pathway:</b> A8.1, A9.1
<b>VI.</b>	<b>PUBLIC SPEAKING</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<p>1. Public speaking is one of the most feared communication skills, but it's also one of the most important. No matter the career path students choose, odds are they will have to speak publicly at some point, which can help differentiate them from their peers. Public speaking can also help build confidence in students, and many skills learned during public speaking can be applied to other areas of professional communication.</p> <ol style="list-style-type: none"> <li>1. To identify the different components of a speech.</li> <li>2. To analyze various factors to consider when creating a speech for a variety of audiences, situations and purposes.</li> <li>3. To recognize the appropriate presentation technique when presenting in a formal or informal setting.</li> </ol>	10	20	<b>Academic:</b> WS: 11-12.10, 11-12.4, 11-12.7, 11-12.9, 9-10.4, 9-10.7, 9-10.8, 9-10.9 <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning

				and Management: 3.1, 3.2, 3.3, 3.6, 3.7, 3.8, 3.9 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.3 Health and Safety: 6.6, 6.7 Responsibility and Flexibility: 7.5, 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.5, 8.7 Leadership and Teamwork: 9.1, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.13 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5 <b>CTE Pathway:</b> A7.2, A8.1, A9.1
<b>VII.</b>	<b>LISTENING SKILLS</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	1. As important as listening is in the classroom, it's even more important in the workplace. When students lack the ability to listen effectively, messages can be misunderstood and this can cause communication to break down entirely. We can help students learn how to better listen by providing them with basic listening processes and allowing them to practice this skill. 1. To illustrate how to organize information. 2. To describe the communication and listening processes. 3. To interpret the effects of non-verbal communication. 4. To apply communication to professional situations. 5. To examine the impact of communications on society.	10	5	<b>Academic:</b> RLST: 9-10.4 WS: 9-10.4 <b>CTE Anchor:</b> Communications: 2.2, 2.6 Career Planning and Management: 3.5 Technology: 4.4 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.7 Leadership and Teamwork: 9.1, 9.12 <b>CTE Pathway:</b> A2.2, A6.1
<b>VIII.</b>	<b>DIGITAL COMMUNICATIONS</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>

1. Technology plays a vital role in the classroom, and students will need to master technical skills to take with them into the workforce. While today's students may have grown up in a world with technology, they don't necessarily understand how to use that technology in a professional setting. Since technology is so important to any workplace, we can better prepare students by giving them the skills they need to better communicate digitally.
1. To define digital communication.
  2. To outline appropriate media to deliver digital products.
  3. To effectively apply design elements in digital communication.
  4. To evaluate graphic design and editing concepts.

5

3

**Academic:**

RLST: 11-12.3,  
11-12.4, 9-10.3,  
9-10.4, 9-10.5,  
9-10.7  
WS: 11-12.10,  
11-12.4, 11-12.7,  
9-10.4, 9-10.7,  
9-10.8  
A-CED: 1, 1.1  
A-APR: 1  
A-REI: 3, 3.1  
F-IF: 4  
G-MG: 2  
S-IC: 1, 3  
S-ID: 7  
SEP: 1, 2, 3, 4, 5,  
6, 7, 8  
CC: 1, 2, 3, 4, 5, 6,  
7  
PS: PS1, PS1.B,  
PS2.A, PS2.B,  
PS2.C, PS2, PS3,  
PS3.A, PS3.B,  
PS3.C, PS3.D,  
PS4  
LS: LS1, LS1.A,  
LS1.B, LS2.A,  
LS2.B, LS2.C,  
LS2.D, LS2, LS3,  
LS3.A, LS3.B,  
LS4.B, LS4.C, LS4  
ESS: ESS2,  
ESS2.A, ESS3.A,  
ESS3.B, ESS3.C,  
ESS3  
ETS: ETS2,  
ETS2.A, ETS2.B  
US: 11.6.3, 11.6

**CTE Anchor:**

Communications:  
2.1, 2.2  
Career Planning  
and Management:  
3.1, 3.2  
Technology: 4.1,  
4.2, 4.3, 4.4, 4.5,  
4.6  
Problem Solving  
and Critical  
Thinking: 5.1, 5.2,  
5.3, 5.4  
Ethics and Legal  
Responsibilities:  
8.7  
Leadership and  
Teamwork: 9.1,  
9.1, 9.2  
Technical  
Knowledge and

				Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 Demonstration and Application: 11.5 <b>CTE Pathway:</b> A2.3, A2.1, A4.1, A5.2
<b>IX.</b>	<b>COMMUNICATING PROFESSIONALY</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	1. While good communication is important no matter where you are, a professional setting generally has higher expectations for the way we communicate. Students should understand the difference between communicating with their peers and teachers in the classroom and communicating with coworkers and managers in the workplace. 1. To define manner and etiquette. 2. To explain the importance of proper business behavior. 3. To demonstrate appropriate business etiquette. 4. To illustrate effective telephone skills. 5. To explain professional Internet etiquette	6	4	<b>Academic:</b> WS: 9-10.4, 9-10.7 <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.1, 4.2, 4.3, 4.5, 4.6, 4.7 Problem Solving and Critical Thinking: 5.4 Responsibility and Flexibility: 7.3 Leadership and Teamwork: 9.4, 9.8, 9.13, 9.13 Technical Knowledge and Skills: 10.2, 10.4 Demonstration and Application: 11.2 <b>CTE Pathway:</b> A5.2
<b>X.</b>	<b>COMMUNICATING IN MEETINGS</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	1. Often students are taught the fundamentals of parliamentary procedure, but rarely are they taught the real-world application, relevance and importance of this process. This presentation not only provides students with the skills needed to conduct an orderly and efficient meeting, but also supplies them with a detailed look on how parliamentary procedure is used in a professional setting. Numerous examples of motions and appropriate uses are also provided. 1. To explain the role of parliamentary procedure in the business world. 2. To illustrate the methodology of making motions. 3. To demonstrate business meeting scenarios using parliamentary procedure. 4. To discuss the function of each of the motions in parliamentary procedure. 5. To examine uses for motions in a business meeting.	5	10	<b>Academic:</b> RLST: 11-12.3 WS: 11-12.10 <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Technology: 4.3 Problem Solving and Critical Thinking: 5.4 Responsibility and Flexibility: 7.2, 7.3, 7.6 Leadership and Teamwork: 9.1, 9.1, 9.2, 9.6, 9.7,

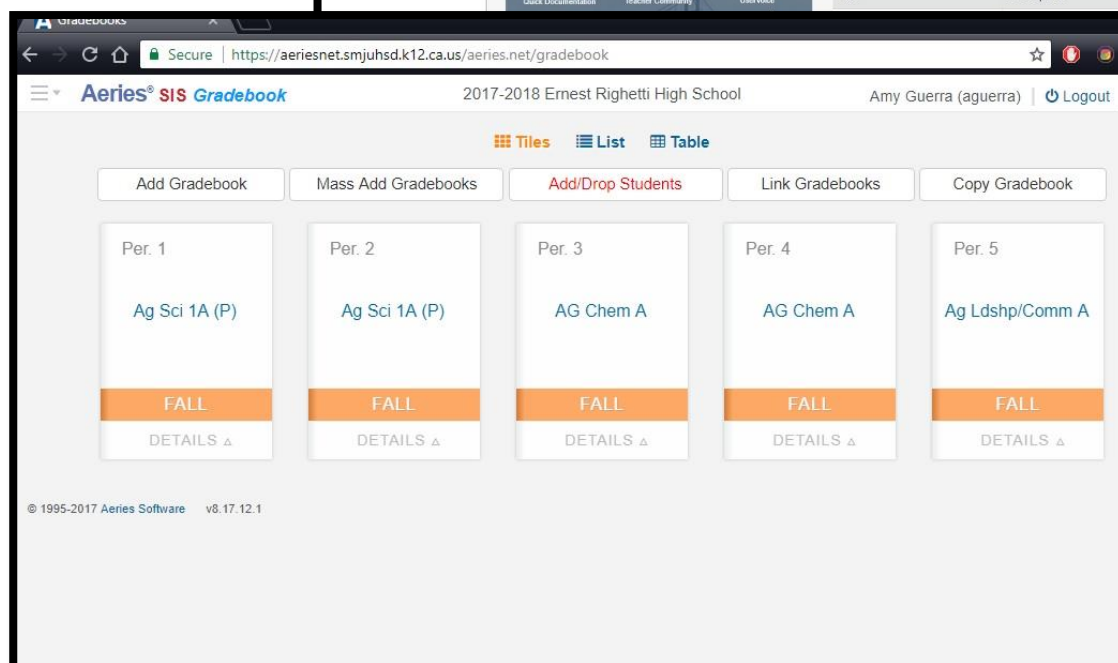
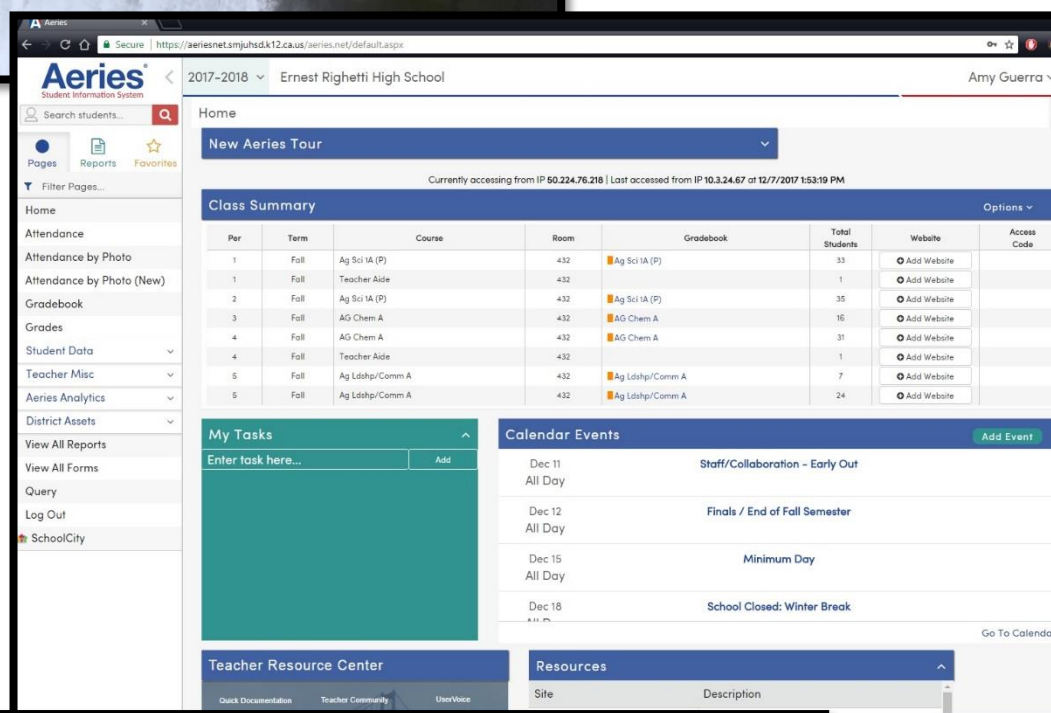
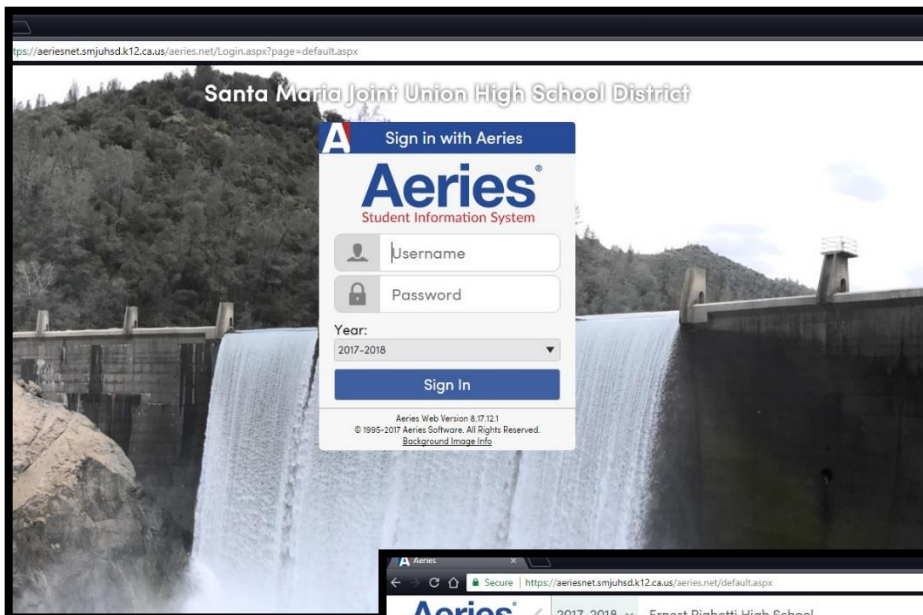


				9.10, 9.12, 9.13, 9.13 Technical Knowledge and Skills: 10.4 <b>CTE Pathway:</b> A5.6, A6.3, A7.6, A8.2, A9.5
<b>XI.</b>	<b>COMMUNICATION IN LEADERSHIP</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<p>1. Being able to lead others, especially in a group setting, is a crucial skill necessary in today's society. The goal of leadership is to inspire and promote productivity from others, with the aim of successfully accomplishing a task. In this production, we explore different styles of leadership which can be applied to make this happen, as well as define some traits all leaders should possess. We also discuss some communication skills leaders should develop and look at the purpose of working in groups.</p> <ol style="list-style-type: none"> <li>1. To identify and analyze leadership styles.</li> <li>2. To explore characteristics of a leader.</li> <li>3. To examine verbal and non-verbal communication strategies.</li> <li>4. To understand the purpose of groups and leadership's role within them.</li> </ol>	5	5	<p><b>Academic:</b> RLST: 9-10.5 WS: 11-12.4</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Technology: 4.1, 4.4, 4.6 Problem Solving and Critical Thinking: 5.4 Leadership and Teamwork: 9.1, 9.4, 9.7, 9.10, 9.11, 9.12, 9.13, 9.13 Technical Knowledge and Skills: 10.2, 10.4</p> <p><b>CTE Pathway:</b> A8.1</p>

**Entered by:**

District: Santa Maria Joint Union High School District  
Contact: Hector Guerra, Teacher  
Phone: 805 9221305  
Email: hguerra smjuhsd.org

# Daily Grade Sheets



Aeries Gradebook - Scores by Class

2017-2018 Ernest Righetti High School | Amy Guerra (aguerra) | Logout

1 - Ag Sci 1A (P) - Fall | Dashboard | Scores by Class | Assignments | Students | Reports | Manage

Override Not Applicable / Transfer Grades

Show Filters | Show Trend

Sorting by: Student Name | Assignment Due Date

	Name	Grd	%	Mark	Agriscience Topic 9/14/2017 #12 : 15	Opening Ceremonies 9/22/2017 #16 : 15	Agriscience Title Page 9/22/2017 #18 : 20	Part II: Methodology 9/29/2017 #19 : 30	FFA Creed Recitation 10/4/2017 #15 : 20	FFA Student Workbook 10/6/2017 #17 : 50	Test- FFA Unit 10/6/2017 #22 : 65
1	Aguiar, (Avery)	9	96.5	A	15	15	20	30	20	50	57
2	Alma	9	88.6	B+	15	15	20	30	20	46	59
3	Avila	9	35.9	F	15	15	0	0	0	30	25
4	Beas	9	72.1	C-	15	15	20	30	18	36	53
5	Bem	9	54.3	F	15	15	20	30	0	24	34
6	Cand	9	93.1	A	15	17	20	30	17	36	58
7	Clabo	9	75.8	C	15	17	20	0	17	36	56
8	Cont	9	42.7	F	0	15	0	0	20	0	46
9	Corte	9	71.5	C-	15	17	20	30	19	0	46
10	Deiga	9	30.4	F	15	0	0	0	15	0	29
11	Flore	9	94.2	A	15	NA	20	30	18	44	58
12	Galin	9	21.4	F	0	15	0	0	0	0	0
13	Gonz	9	76.1	C	15	17	20	30	16	0	62
14	Grac	9	91.2	A-	15	15	20	30	20	46	54
15	Hem	9	38.9	F	0	15	20	0	10	0	36
16	Herre	9	97.9	A	15	17	20	30	20	46	64
17	Ibarr	9	74.5	C	15	17	20	0	18	30	49
18	Jeff	9	38.7	F	15	15	0	0	20	0	55
19	Kerle	9	94.5	A	15	15	20	30	20	50	65
20	Marl	9	84.2	B	15	17	20	0	18	40	58

Att Info | Comment/Status Info | Missing | # Correct > Max | Max = 0 | Inactive Student | Grading Complete | Transfer Grade

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Aeries Gradebook - Scores by Class

2017-2018 Ernest Righetti High School | Amy Guerra (aguerra) | Logout

4 - AG Chem A - Fall | Dashboard | Scores by Class | Assignments | Students | Reports | Manage

Override Not Applicable / Transfer Grades

Show Filters | Show Trend

Sorting by: Student Name | Assignment Due Date

	Name	Grd	%	Mark	FFA Group Lesson 9/15/2017 #12 : 55	Agriscience Title Page 9/21/2017 #14 : 20	Test- FFA Unit 9/22/2017 #15 : 80	Part II: Methodology 9/29/2017 #15 : 30	Part I: Introduction 10/13/2017 #16 : 50	Test- Scientific Method 10/13/2017 #17 : 40	Greenhand Banquet In... 11/13/2017 #18 : 10
1	Adams,	11	65.9	D	65	20	79	0	0	0	10
2	Araujo,	10	77.6	C	60	20	74	20	35	37	10
3	Araujo C	12	64.7	D	60	20	81	0	0	36	10
4	Arellano	11	76.6	C	65	20	72	0	0	33	10
5	Badene	10	81.5	B-	65	20	67	30	45	29	0
6	Bakke, T	12	67.0	D	55	0	79	0	0	22	0
7	Barr, K	11	80.2	B-	65	20	76	30	0	34	0
8	Briesc	12	91.7	A-	65	20	68	30	50	36	10
9	Carpent	12	74.9	C	60	0	69	0	0	24	10
10	Choi, Jo	11	92.2	A-	55	0	78	30	45	33	10
11	Corona	11	40.6	F	55	0	52	0	0	9	0
12	Ernst, K	11	69.1	D+	65	20	70	0	0	30	10
13	Finley, H	12	79.3	C+	60	20	68	0	0	28	10
14	Franco,	11	85.9	B	65	20	87	30	45	35	0
15	Guerra,	11	85.9	B	65	20	81	30	0	25	10
16	Guia Re	11	81.4	B-	65	20	60	30	45	25	0
17	Jimenez	11	67.2	D	65	0	57	20	0	24	0
18	Kerley, R	11	90.7	A-	65	20	68	30	50	28	10
19	Lagan, R	12	90.6	A-	65	20	65	30	50	25	10
20	Leeds, Z	11	53.1	F	51	20	48	0	0	23	0

Att Info | Comment/Status Info | Missing | # Correct > Max | Max = 0 | Inactive Student | Grading Complete | Transfer Grade

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# S.A.E. Project/Home Visit Form



# ***Righetti High School Agriculture Department***



941 EAST FOSTER ROAD • SANTA MARIA, CALIFORNIA 93455-3399 • (805) 937-2051 • (805) 934-0819  
KYLIN COSTA X2430 • AMY GUERRA X2432 • GUILLERMO GUERRA X2431 • MIGUEL GUERRA X2429 • HECTOR JIMENEZ X2401

August \_\_, 2017  
Dear Parents,

Welcome to the 2017-2018 school year ! After a very busy summer of livestock projects, the FFA officer retreat, and leadership activities the Agriculture Department has been hard at work planning many great activities, lessons, and leadership events for this year. I want to especially welcome all the new parents to Righetti High School and to the Agriculture Department.

The Agriculture Department is comprised of five teachers and offers a variety of classes. We strive to provide students with a well-rounded education and gain hands-on technical skills through a variety of agriculture career pathways. Agriculture Veterinary Medicine, Agriculture Wood Construction, Viticulture, Floral Design, Agriculture Welding and Mechanics, Agriscience & Research are all elective course pathways designed to complement our introductory agriculture classes. It is our goal for each student to develop a plan for the next four years that will accommodate their interests, needs, and provide them with a great education.

One of the best ways to ensure your student succeeds at school and in my classroom is for all three of us; parent(s), student, and teacher to have a working relationship that promotes communication, understanding of responsibilities, and knowledge of opportunities offered. One of your son/daughter's first assignments is to schedule a **Home Visit** with their Ag teacher during the first semester of school. The Ag teacher will come to your home and discuss the program, your son/daughter's grades and goals, and much more. It is our hope that this will provide a solid beginning to four years of education and parent/teacher/student communication. We will be discussing this with them the first few days of school so they will be well aware of what to expect. Thank you for your support and we look forward to meeting you soon!

Sincerely,

Righetti High School Agriculture Department

## **“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 agriculture education.*



# ***Righetti High School Agriculture Department***



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KYLIN COSTA X2430 • AMY GUERRA X2432 • GUILLERMO GUERRA X2431 • MIGUEL GUERRA X2429 • HECTOR JIMENEZ X2401

Dear Parent(s),

Please select three dates which work best for you. Make sure to include your address OR, if you would rather meet at school. Please write down how long it should take to get to your residence from Soledad High School. If your address cannot be found via mapquest/ google maps, please provide accurate directions.

Each home visit should take approximately 30 minutes. It is a casual event and nothing to stress over! It is just a time for me to visit with your son and/or daughter and yourself. I will begin scheduling appointments as soon as I receive these sheets back. **I will email/ call you a confirmation of the date and time for the visit.** If you have any questions concerning the process, please do not hesitate to contact me via email. Your child is not being graded on the visit. If you do not wish to schedule a visit, please return this sheet with a parent signature in the comment section.

Student Name \_\_\_\_\_

Parent Name(s) \_\_\_\_\_

Parent Phone Number \_\_\_\_\_

Parent Email \_\_\_\_\_

Address of Home Visit \_\_\_\_\_

Time from RHS \_\_\_\_\_ Directions online? \_\_\_\_\_

(if 'No' please attach directions)

Date and Time Suggestion 1: \_\_\_\_\_

Date and Time Suggestion 2: \_\_\_\_\_

Date and Time Suggestion 3: \_\_\_\_\_

Sincerely,

Righetti High School Agriculture Department

## **“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 agriculture education.*

# S.A.E. Approval Requirement





# Righetti Agriculture Department

## Home Visit Report 2017-2018



Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Course: \_\_\_\_\_ Per: \_\_\_\_\_

Parent's Names: \_\_\_\_\_

✓ Student's Current Grade: \_\_\_\_\_

✓ FFA Interest \_\_\_\_\_

✓ **SAE** Project \_\_\_\_\_

✓ What upcoming events can you go to? \_\_\_\_\_

✓ **Grade Breakdown:**

**85% Classroom:** Participation, attendance, assessments

**5% SAE** (Supervised Agricultural Experience = 10 hrs. of work on a project outside of class, per semester)

**10% FFA:** Students must get 5 FFA Activity Points per semester

✓ Suggested four year plan based on course interests (see back).

**Sophomore Year:** \_\_\_\_\_

**Junior Year:** \_\_\_\_\_

**Senior Year:** \_\_\_\_\_

✓ **Signatures:**

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

*\*Parent's will receive a copy of this sheet sent home with student after the visit.*

# FFA Program of Activities

# Righetti FFA

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## PROGRAM OF ACTIVITIES

2017-2018

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# PRESIDENT'S WELCOME

2017 - 2018

Our chapter has been hard at work to ensure that we have a successful and productive program for the upcoming year. Righetti FFA's mission has, and always been, to continue our goals of promoting students' success and character development. If we follow our traditions of success within our chapter, we can keep our reputation of creating career readiness and personal growth. With new members being added to our family every year, we have no doubts that this upcoming year is going to be another chapter to our successful history.

This year, my fellow officer team is ready to accomplish any goal set ahead of us and overcome any obstacles not alone, but as a team. I speak for the officer team when I say that our main goal is to make sure that no member feels left out at any moment. With over 700 members in our chapter, we take on this task with pleasure. We hold the power to find the influence that each of these members possesses, which in return can make our community a better place, something that the FFA is known for.

This year, we plan to use our powerful membership to our advantage and reach out further than ever before, achieving further success that the FFA will continue to uphold. Like the talented leader Henry Ford said himself: "Coming together is a beginning. Keeping together is progress. Working together is success."

The future that we envision as an organization cannot be achieved without the immense help of our advisors. I have been amazed with the effort my fellow members have put into this program to make sure we continue the values and traditions we are best known for. Through this combined effort, our theme **"Righetti FFA... Leading a Legacy,"** will set high bars that everyone can have a part in reaching.

Sincerely,

Maximus Guerra  
2017-2018 Chapter President



# CHAPTER OFFICER'S MESSAGES



PRESIDENT  
MAXIMUS GUERRA

Hello everybody my name is Max Guerra and I am serving as your 2017-2018 Chapter President. I'm a Junior and my favorite part about the FFA is all of the trips that you go on all over California. I compete on the vegetable judging, tree judging, and tree pruning teams. What I like to do on my free time is listen to music, my favorite genre is hip hop. I also like listening to country on FFA trips. I can't wait to see you all!



VICE PRESIDENT  
ERIC VELAZQUEZ

Hi everyone my name is Eric Velazquez and I am serving as your 2017-2018 Vice President of your Chapter. And this year I am a Senior at Righetti and after High School I plan on going to Allan Hancock and Cal Poly in majoring crop science. This is my fourth year in the FFA and I have done many FFA activities such as public speaking, proficiencies awards, conferences, judging competitions, received my Greenhand, Chapter, and State Degree and I have raised pigs for the Santa Barbara County Fair.



Hey guys my name is Jazzlynn Franco. I am the 2017-2018 secretary and I am currently a junior. I enjoy going to FFA conferences, raising pigs for fair, going to speaking competitions, and competing in poultry judging. My goal this year is to get more people involved and make this year as fun as possible. I can't wait to see what this year has in store for us!

SECRETARY  
JAZZLYNN FRANCO



Hello Righetti FFA! My name is Kaili Villanueva and I am currently serving as your 2017-2018 chapter Treasurer! I am so excited to once again be apart of the chapter office team and have been given the opportunity to get to know each and every one of you! I am a senior and have been involved since my freshman year. I am determined to make this year a very successful and fun year for all of us. Through the past years I have attended numerous meetings, school activities, conferences, speaking comp

TREASURER  
KAILI VILLANUEVA



REPORTER  
CAROLINA LEMUS

Hello everyone, my name is Carolina Lemus and I am your 2017-2018 chapter Reporter in 11th grade. I have been a part of this program for now 3 years. I enjoy being a member of the FFA where there is open doors of opportunity awaiting for all of us. I have attended several conferences, Nationals in Indianapolis, and show market sheep at fair. I'm glad I joined this program I look forward to a year full of many goals and achievements. I'm thankful to be given this opportunity and I look forward to meeting you all!



SENTINEL  
JOSH LOPEZ

Hello, my name is Josh Lopez your 2017-2018 Righetti FFA chapter sentinel. I have been involved in the FFA for around two years. I've done every speaking competition from opening and closing in Cal Poly to the creed semifinals in King City, judging teams and various community service projects. In addition I also raised a lamb for this past county fair. Among other things I also received my star green hand award my freshman year. Thank you for electing me you're 2017-2018 chapter sentinel.





SWEETHEART  
SONORA ROBERTSON

Hi everyone! My name is Sonora Robertson, I'm a sophomore this year, and I'm your 2017-2018 Chapter Sweetheart. This past year I had a lot of firsts in FFA such as competing in opening closing, creed, vegetable judging, raising a lamb for the county fair and doing lots of volunteer work for our chapter. Ever since opening closing I've had a passion for Ag, the opportunities it's given me, and all the new people I was able to meet through it. In my free time I enjoy horseback riding.



HISTORIAN  
BROOKE BARREDO

Hi, my name is Brooke Barredo, and I am one of your 2017-2018 Righetti FFA chapter historians, along with my best friend Jocelyn Anaya. I am 15 years old and am going to be a Sophomore. In FFA, I also raise pigs, participate in poultry judging, attend conferences, and moved on to the regional level for creed speaking. Outside of Ag, I am also a Righetti High School cheerleader, have danced since I was 4, love to travel, go on adventures, and enjoy meeting new friends over anything else.



HISTORIAN  
JOCELYN ANAYA

Hello everyone I am Jocelyn Anaya and I am one of your 2017-2018 Righetti FFA chapter historians along with my best friend Brooke Barredo . I am 14 going onto 15, a sophomore and my favorite part of FFA would have to be the trips we go on and the people we meet. I am on the poultry judging team and I raise pigs for the Santa Barbara County Fair . My free time is included of hanging out with friends, shopping or listening to music. I have been involved since the beginning of my freshman year.



## **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 agriculture education.*

## **AGRICULTURE EDUCATION MISSION**

*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.



# **AGRICULTURE DEPARTMENT**

## **Survey of Agriculture**

This course will offer an exciting hands-on understanding of Agriculture. It is designed for 1st year students and is taught in conjunction with standards set by the Agriculture Education Curriculum Framework. Topics covered will be but are not limited to : Agri-science, Plant Science, Animal Science, Ag Mechanics, Ag Biology, Careers, Leadership Development and numerous Agriculture related topics. This course will also contain an FFA component and students will be heavily encouraged and required to participate at a minimum level of activities.

## **Agriculture Science 1 A/B**

This 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 the agriculture and technology. It will give students the opportunity to learn the fundamentals of human needs, behavior, periodic table, chemical bonds, Plate tectonics weather, force of motion and waves, light, the universe, oceanography, 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.

## **Agriculture Science 2 A/B (P)**

Agriculture Science II is a one year, laboratory science course, designed for 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 a 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 similarities between animals and humans. The course is centered around a laboratory component and written and oral reporting.

## **Integrated Agriculture Biology 1 A/B (P)**

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 plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural 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 big ideas of life science with agricultural applications, earth and physical and science principles, and other curricular areas, including written and oral reporting skills.

## **Agriculture Chemistry 1 A/B (P)**

This is a college preparatory course for students interested in pursuing agricultural science programs in college, with emphasis on chemistry's applications to the environment and agricultural practices. Students will spend approximately 30% of this course engaged in laboratory exercises. Since this is an agricultural education course, students will also participate in leadership development and create a supervised agricultural experience program. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. As a culminating component to the class, students will also develop and present a content-relevant research project for the state Agri-science Fair. Students must have received satisfactory grades in Algebra as well as Agriculture Biology. The idea of the course is derived from the continued scientific research and advancements made in the Agri-science field. With these advancements come new career fields, which will need competent and prepared individuals to occupy. In many cases, multiple chemistry courses are required as a part of most post-secondary agricultural science educational programs, and so it is important to prepare students for such courses. A few high schools in California have paved the way and we have used their curriculum and resources to craft ours. The courses have been approved by UC. The help and expertise of many individuals were used to create and shape this course, including Agri-science teachers in our department, individuals from our campus science department, Agri-science professors from the CSU system, and a member of the UC Davis doctorate program in plant and soil science.

## **Animal and Plant Physiology A/B (P)**

This course addresses Chemistry and Physics through real world experiences through agriculture for the student in grades 10-12. Career awareness, career exploration, and skill preparation are integral parts of the 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.

## **Agriculture Welding 1 A/B**

A course in theory, practice and application of various metal joining processes, including oxy-fuel welding, brazing, flame cutting, electric and 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.

## **Agriculture Welding 2 A/B**

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).

### **Advanced Agriculture Welding/Fabrication A/B**

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 for Hancock Articulation Certificate (2+2).

### **U.S. Economics (P)**

This is a semester long course is designed to help the students develop a deeper understanding of economic problem 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.

### **Agriculture Independent Study**

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

### **Agriculture Leadership and Communications A/B**

Leadership, communication skills, and work ethics are major contributing factors in today's successful work source. This course is designed to instruct and train students to meet the necessary leadership and communication skills needed for a career in 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.

### **Veterinary Medicine (P)**

This course is designed to provide students an applied scientific study in the area of animals and veterinary care. This course focuses on the application of animal anatomical and physiological knowledge to the maintenance and improvement of animal health. At the completion of this course the students will be able to take the exam to become a level 1 certified assistant veterinary technician.

# **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 mechanic's occupations including farm power, construction, machinery and equipment, welding and other areas. These classes also prepare students to continue in advanced, postsecondary 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 Occupations 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 Occupations 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, meso climates, soils, trellises, pest management, winery equipment intervention, wine storage, bottling, alcohol regulations, and job seeking skills.

# FUTURE FARMERS OF AMERICA...

*If you're looking for a fun, exciting organization to join, look no further. Righetti FFA offers a countless 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 Indianapolis, Indiana 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 Chapter Officer Leadership Conference, Greenhand Leadership Conference, Made for Excellence, and the Sacramento Leadership Experience, as well as State FFA 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.

**RECOGNITION:** 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 co-chair Christmas Angel Program for the Salvation Army. This function is held 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. 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 Northern California to Southern California. If you're lucky you may travel back to Louisville, Kentucky or Washington D.C. to attend the great conventions.

***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 education. The members of FFA entering into college show great performance of above average level. Many attribute their success to the leadership and many other skills they learned 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, which the FFA prepares you for. Whether you are looking for an agricultural related career or not, the FFA's leadership skills alone give you a tremendous boost for success. If indeed agriculture is your thing, the FFA in many ways serves as an on the job 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 look for Agriculture, and the FFA is the place to find it!



# 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.

# FFA CODE OF ETHICS

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

1. Develop my potential for premier leadership, personal growth and career success.
2. Make a positive difference in the lives of others.
3. Dress neatly and appropriately for 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.

# 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 and 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 3<sup>rd</sup> National Convention of the FFA. It was revised at the 38<sup>th</sup> Convention and 63<sup>rd</sup> Convention.*

# THE 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.***

# THE 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.



# 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 has 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. Sargent 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 student 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 are:

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



# DEGREES IN THE 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 FFA 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 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, students must be an FFA member for at least 2 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 is conferred only on active members. To qualify individuals must have received the State Farmers degree and earned a minimum of \$10,000.00 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.

# PROFICIENCY AWARDS PROGRAM

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

Food Science and Technology  
Forage Production  
Forest Management and Productions  
Grain Production Entrepreneurship  
Home/Community Development  
Landscape Management  
Nursery Operations  
Outdoor Recreation  
Pomology Entrepreneurship  
Pomology Placement  
Poultry Production Entrepreneurship  
Sheep Production Entrepreneurship  
Small Animal Entrepreneurship  
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 Ag Placement  
Chapter Star in Agribusiness  
Chapter Star in Agriscience  
State Star in Agribusiness  
State Star in Ag Placement

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

American Star in Agriscience

## 89<sup>TH</sup> NATIONAL FFA CONVENTION & EXPO

On October 17-22<sup>nd</sup> eleven FFA members and three advisors traveled from California to Indianapolis, Indiana to attend the 89<sup>th</sup> FFA National Convention & Expo. Out of the eleven members that went only two have attended before. Alex Emerick, Chapter Vice President, said *“I had an amazing experience meeting FFA members from all fifty states including Puerto Rico. I saw the diversity of student projects and was able to see the public speaking national finalists compete on stage. I’m glad I was able to attend and see the many different aspects of culture and life amongst other FFA states that I have never seen before.”* The National FFA Convention is held every year in October. This year the convention has returned to Indianapolis, Indiana from Louisville, Kentucky until 2024. FFA members from across the U.S. gather at this convention to either compete in various Career Development Event competitions, receive their American FFA degree, or just attend and experience the convention sessions and hundreds of Ag career opportunity/college booths at the expo. Apart from the convention sessions, and Ag exposition, Righetti FFA toured the states of Illinois and Ohio to visit Livestock Production farms. The students received private tours of the facilities and spoke with the farmers about their interests in raising animals for our county fair. A majority of the Righetti FFA students that attended this year were freshman. This is a rare opportunity for FFA members to attend, especially first year members. This was an incredible eye-opening experience for the countless opportunities that the FFA organization can offer to its members. The group of freshman returned excited and ready to participate in all of our upcoming FFA events. All the members that attended were so grateful for the opportunity to go, and can't wait to see what this year has in store for them.



Righetti FFA members attended the 89<sup>th</sup> National FFA Convention in Indianapolis, IN.



The convention hosted over 60,000 FFA members and guests from across the nation.



Righetti FFA members on a private tour to Real McCoy Genetics in Ohio.



Righetti FFA in the “racing capital of the world”, Indy.

# **INTEGRATED LEADERSHIP DEVELOPMENT PROGRAM**

The California FFA Integrated Leadership Development Plan (ILDLP) is a unique, progressive leadership training which has as its basic concept the development and implementation of a series of leadership training development activities that has curricula integrated into a building-block approach such that each activity builds on the previous one. In doing so, each succeeding activity calls on participants to reach, stretch, and develop achievements as they progress through the program.

There are four (4) activities which comprise the California Integrated Leadership Development Plan with six (6) additional activities that are available to enhance students learning.

## **Greenhand Conference (GH)**

Greenhand Conference is designed to intrigue and excite the freshmen FFA members about the organization. This conference is the “hook-line-and sinker” to get students to buy into the organization throughout their four years in high school. Each conference will be a day-long event hosted at sites throughout the state during the fall.

## **Made for Excellence Conferences (MFE)**

This conference is designed to increase the effectiveness of sophomore FFA members. The motivation, excitement, and education gained from this conference will help to enhance the self-esteem and personal development of all who attend. Each of the conferences is designed for a twenty-four period; hosted at various spots throughout the state during the winter months.

## **Advanced Leadership Experience (ALA)**

The Academy is focused on the junior and senior students within the chapter. This activity will focus on agricultural issues and effective debating/ group interaction will be an important component of these conferences. The ALA's will be held throughout the state during the winter months.

## **Sacramento Leadership Experience (SLE)**

The Sacramento Leadership Experience culminates four years of personal and leadership development. Students that have completed the first three levels of the Integrated Leadership Development Plan will have the opportunity to learn from experiences at our state capitol. SLE is hold in Sacramento the first week in March.



## Additional Leadership Activities that Support the Integrated Leadership Development Plan

Chapter Office Leadership Conferences (COLC)

Sectional Officer Leadership Summits (SOLS)

Regional Officer Leadership Conference (ROLC)

State FFA Leadership Conference

National FFA Convention

Washington Leadership Conference (WLC)

# MARKET HOG 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.

## Estimated expense:

Cost of Hog	\$350
Feed	\$120
Veterinary/Medication	\$10
Bedding	_____ \$30
<b>Total Expenses</b>	<b>\$510</b>

## Estimated Receipts

Sale of Market Hog	\$2000
(250lb and \$8lb)	
Total estimated receipts	\$720
Total estimated expenses	\$510
<b>Estimated Income</b>	<b>\$1,410</b>



***\*\*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

# SHEEP AND GOAT PROJECT BUDGET

Your son/daughter has shown interest in raising a market lamb or goat for Santa Barbara Fair. They have attended an informational meeting that has given them direction as to where this will project 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: Lamb/Goat

Cost of Lamb/Goat	\$300
Feed	\$100
Veterinary Dewormer	\$5
Insurance	\$11
Entry Fees	\$20
Bedding	\$14



## Total expenses

*If you are getting a chapter lamb this needs to be paid to the business office by Thursday, March 23<sup>th</sup>*

Estimated Receipts	\$675
Estimated Profit	\$225

- 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 the two major ones.

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 me at 937-2051 x2431

Thank You,

Agriculture Instructor/Advisor  
Righetti FFA

# REPLACEMENT HEIFER PROJECT BUDGET

Your son/daughter has shown interest in raising a replacement heifer 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	\$1750.00
Feed	\$1500.00
Show Supplies and Equipment	\$100.00
Veterinary Supplies	\$275.00
Insurance	\$60.00
Breeding Fees	<u>\$125.00</u>
Total Estimated Expenses	\$3,810.00

### Estimated Receipts

Sale of Heifer	\$4500.00
<b>Total Estimated Receipts</b>	\$4500.00
<b>Total Estimated Expenses</b>	<u>-3,810.00</u>
<b>Estimated Net Profit</b>	\$690.00

***\*\*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

# SMALL STOCK POULTRY BUDGET

## (CHICKENS, TURKEYS, RABBIT)

Your son/daughter has shown interest in raising a small animal 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.

### Small Livestock Project

	Rabbits	Chickens	Turkeys
Cost of animal	\$30	\$10	\$7
Feed	\$20	\$25	\$25
Supplies	\$20	\$2	\$2
Veterinary	\$2	\$2	\$2
Shavings	\$15	\$1	\$1
Entry Fee	\$7.50	\$5	\$10
Total Estimated:		\$32	\$45
Expenses:	\$100.00		
Estimated Receipts:	\$150	\$80.50	\$100.00
Estimated profit:	\$50.00	\$130	\$200.00

- 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 the two major ones.

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 me at 937-2051 x2431

Thank You,  
Agriculture Instructor/Advisor

# AMERICAN FFA DEGREE HALL OF FAME

Congratulations! You've earned the highest degree an FFA member can achieve. The American FFA Degree is a sign of great accomplishment among FFA members. Achieving this goal required years of hard work and commitment. You've earned it, and the respect and honor of your peers, friends and family, as well as the leaders and mentors before you that inspired you to earn this degree, because of your accomplishment, others will dare to believe that they too can earn the American FFA Degree. They will set new goals, develop new skills and reach for heights they can scarcely believe possible.

The American FFA Degree Key, is symbolic of the highest achievement of the National FFA Organization. When students become members of the FFA, they first receive the Greenhand Degree. After a year of satisfactory work, their local chapter may award them the chapter FFA Degree. The next degree, the State FFA Degree, is granted only by the State FFA Associations to members whose achievements in agriculture are truly exceptional. The American Degree is awarded only by the National FFA Organization at the annual convention. The American FFA Degree recipients are truly the "cream of the crop".

The following students from the Righetti FFA Chapter have been awarded the American FFA Degree. This is the highest degree that the National FFA Organization can bestow upon its members.

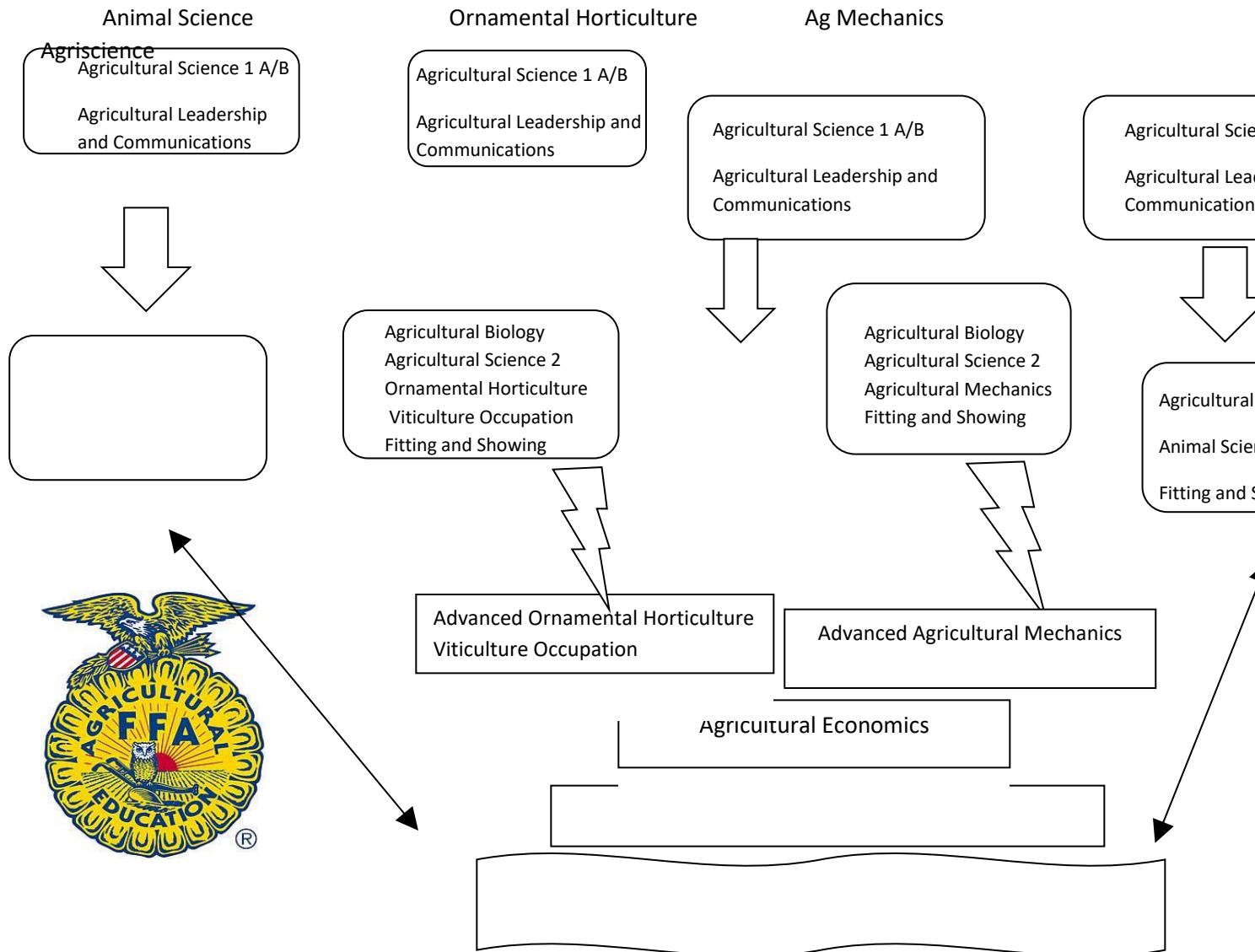
Judy Hickerson  
Cy Hawkins  
Lori Klaf  
Tommy Minetti  
Guillermo Guerra  
Renee Righetti  
Kristie Whitefield  
Andrew Argentieri  
Tim Righetti  
Julie Rose  
Amy Flecher  
Elias Murguia  
Brain Whitefield  
Sarah Araujo  
Cynthia Rose  
Natalie Tuck  
Frank Velazquez  
Colleen Walsh  
Zach DeBernardi  
Joe Jorge

Camille Robertson  
Orlando Velazquez  
Shawndell Williams  
Joe Gardner  
Jessica George  
Melanie Jensma  
Tom Mathews  
Lori Biggs  
Chad Dale  
Samantha Sanders  
Hector Guerra  
Adam Souza  
Hector Jimenez  
John Williams  
Ray Williams  
Kim Boyd  
Kayla Johnson  
Megan Brownell  
Collette Rose  
Guillermo Velazquez

Jimmy Pierce  
Dustin Souza  
Austin Ryan  
Amy Athena Guerra  
John Anadon  
Alexandrea Guerra  
Vince Flores  
Caroline Adam  
Kevy Souza  
Jonathan Velazquez  
Michael Guerra  
Jessica Wilkin  
Nick Maldonado  
Emily Flores  
Ellen Blackwell  
Garrett Barreneche  
Blake DeBernardi

# Ernest Righetti High School Agricultural Dept.

## Program Pathways





# **RIGHETTI AGRICULTURE PROGRAM COMPLETERS**

**I am sure that you will agree that this year's graduating class is certainly an exceptional one. The RHS Agricultural Department is very proud of our graduate candidates and we would like to recognize a few of the program completers with a graduation sash/cord.**

## **MINIMUM REQUIREMENTS FOR FFA SASH/CORD RECIPIENTS**

- Must meet all graduation requirements set by Righetti High School.
- Program completer as defined by VEA standards.
- Have successfully completed the cycle or series of courses offered by the program including completion of capstone course: Advanced Agriculture Mechanics, Advanced Ornamental Horticulture, Agricultural Economics, Viticulture Occupations, and Animal Science.
- Have been an active FFA member for a minimum of three years.
- Have received the FFA Greenhand Degree, Chapter Degree, and possibly the State FFA Degree.
- Show community involvement with two or more activities totaling a minimum of ten volunteer hours.
- Have an ongoing SOEP (Supervised Occupational Experience Project.)
- Have actively participated in the Chapters program and activities.
- Have participated in at least ten distinctly school activities.
- Open and current record book project in last year.
- 2.5 GPA overall and 3.0 in AG.
- At least one event above the chapter level.
- Member in good standings.

# TARGET OCCUPATIONS FOR RIGHETTI HIGH SCHOOL AGRICULTURE DEPARTMENT

Botanist  
Ecologist  
Environmental Scientists  
Food Scientist  
Marine Biologist  
Plant Pathologist  
Range Manager  
Veterinarian  
Wildlife Biologist  
Ag. Engineer  
Diesel Mechanic  
Viticulturalist  
Pest Control Applicator

Climatologist  
Entomologist  
Florist  
Horticulturist  
Park Ranger  
Plant Physiologist  
Turf Scientist  
Vet. Technician  
Agronomist  
Welder  
Animal Nutritionist  
Pest Control Advisor  
Customs Agent (Ag. Specialists)



# CALENDAR OF EVENTS

## August:

**08/4-08/5:** FFA Officer Retreat  
**08/10:** First day of school, welcome back  
**08/19:** \*School Pictures  
**08/21:** SB Section CATA 4:30 (GUERRA COMPOUND)  
**08/22:** Farm Bureau Harvest Fest 6 pm  
**08/26:** FFA Meeting at 6:00PM in Cafeteria

## September:

**09/03:** Back to school night  
**09/04:** Minimum Day/ tail gate bbq  
**09/07:** Labor Day (No school)  
**09/08-09:** SOLC  
**09/12-09/13:** South Coast Region SOLC (Atascadero)  
**9/13:** Women for agriculture /Waller Park (Rabobank)  
**09/13:** Community Service/ Parent Meeting  
**09/18:** FFA Dodger Day @ Dodger Stadium  
**09/18:** End of Grading Period/ Minimum day  
**09/22:** Make-up school pictures day  
**9/23:** FFA meeting (safari)  
**9/27:** Los Alamos old days parade  
**09/28:** Early out/ staff collaboration day

## October:

**10/02:** Fall Sports Rally Schedule RHS vs Lompoc (football concessions)  
**10/03:** Santa Maria Grapes and Grains 12-6pm  
**10/9:** Hancock college harvest festival  
**10/10:** South Coast COLC (Hollister HS)  
10/11: South Coast COLC and CATA Meeting  
10/16: Homecoming Rally Schedule (Atascadero concessions)  
**10/17:** Opening and Closing (Cal Poly SLO)  
10/17: Righetti's Annual Homecoming  
10/18: Hawaiian Craft Fair (sell pumpkins)  
**10/13:** Greenhand Conference (Paso Robles)  
**10/19:** Early out/ Staff collaboration FFA meeting (Fright Night)  
**10/23:** Kinderpatch/Football Arroyo Grande (concessions)

**10/24-10/31:** FFA National Convention (Indianapolis)

10/22 RHS Special ED Pumpkin Patch  
**10/30:** End of grading period/ Minimum Day

## November:

**11/03-11/04:** CAHSEE Testing  
Fall Renaissance Ceremony  
**11/06:** Fall Club Day (Extended Lunch)/football concessions P.V.  
**11/11:** Veterans Day (No School)  
**11/18:** CATA/FFA BIG Contest 4:30 (Nipomo)  
**11/19-11/20** New Professionals  
**11/28:** Greenhand Banquet  
**11/02:** End of Grading Period  
**11/14:** Best informed Green hand (BIG) (Nipomo)  
11/17: Greenhand banquet 6:30, Ag.Advisory 5:30  
**11/23-11/27:** Thanksgiving Break

## December:

**12/05:** SM Parade of Lights  
12/9 Joint FFA Meeting w/ Pioneer Valley & Santa Maria FFA @ SMHS TBA  
**12/07:** Early Out/ Collaboration Day  
**12/012:** Orcutt Parade  
**12/14:** South Coast Region Roadshow \*Cal Poly  
**12/18:** End of Semester Activity Min. Day  
**12/21-01/12:** Winter Break

## January:

**01/07-01/08:** State Teacher Conclave (Modesto)  
**01/13:** Second semester begins  
**01/23:** Dinuba/Clovis pruning TBA  
**01/18:** No School (Martin Luther King Jr)  
**01/22-01/23:** MFE/ALA Conferences (Monterey)  
**01/25:** State Degree Scoring (Santa Maria) 3:30  
**01/27:** FFA meeting 6pm  
**01/30:** Reedley Pruning

**February:**

**02/01:** All FFA Awards due (Reg. Supervisor) \*  
Early Out

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

Regional Proficiency App. scoring (San  
Luis Obispo)

**02/03:** CHASEE (12 only)

**02/04:** Santa Barbara Section manuscripts &  
resumes due (AG)

**02/06:** Winter State Finals (Fresno)  
Arbuckle Field Day

MJC Parli Pro

**02/08:** No School (Lincoln's B-Day)

**02/09:** Tulare Farm Show

**02/15:** No School (Washington's B-Day)

**02/17:** JI, Creed, PS (Arroyo Grande)

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

**02/21:** FFA Week \*South Coast Regional  
Officer Screening 3pm (slo)

**02/22:** FFA week South Coast CATA meeting  
SLO

**2/22:** FFA week SB CATA COOPS and PP  
(RHS)

**02/25:** FFA meeting 6pm

**02/26:** Ending of grading period (No school)

**March:**

**03/2:** Spring Renaissance Ceremony

**03/4:** No School (Staff Day)

**03/4-5:** UC Davis Field Day

**03/12:** Chico State Field Day

**03/14:** Early out

**03/15-03/16:** CHASEE (10<sup>TH</sup>)

3/16: FFA Meeting

**03/18:** South Coast Region Mtgs. / Finals.  
Officer elections King City

**03/19:** U.C Merced Field Day

**03/26:** Modesto Jr. College Field Day

**03/25:** No School (Good Friday)

**03/24-04/01:** Spring Break

**April:**

**04/03:** State Degree Award Ceremony (Clark  
Center)

**04/09:** Pomona FFA field day

**04/11:** Early out

**04/13:** FFA meeting 6pm

**04/15:** Powder Puff Game

**04/16:** Reedley Jr. College Field Day

**04/19:** End of Grading Period

**04/23:** Fresno State University Field Day

**04/22:** End of grading period Minimum day.

**04/21-04/26:** California FFA State Conference

**04/29:** No school

**04/30:** Hanford FFA Field day

**May:**

**04/02-04/13:** AP testing

**05/07:** State Finals (Cal Poly)

**05/10:** Santa Barbara Section Mts. Officer  
screening (Pioneer Valley)

**05/16:** Early out

**05/20:** Santa Barbara Section Project  
Competition (Righetti)

**05/21:** Senior Prom

**05/25:** RHS FFA Banquet

5/26: Pioneer Valley FFA Banquet

**05/27:** No School (Memorial Day)

**05/31:** Santa Barbara Section Project  
Competition Banquet 6:30 (Lompoc)

**June:**

**06/01:** FFA meeting

**06/04:** Santa Maria Elks Parade

FFA Officer Team Retreat TBA

**06/09:** Last Day of School (Kayleigh's  
birthday)

**06/09:** Graduation class of 2016

**July:**

**07/10-7/17:** Santa Barbara County Fair

**06/19-06/24:** CATA Conference

# Recruitment Program

# Courses Offered

Ag Leadership and Communication A/B

Ag Science 1 A/B

Ag Biology 1 A/B ---College Prep

Ag Chemistry A/B ---College Prep

Animal Science

Ag Mechanics

Ag Welding 1 & Advanced Ag Welding  
A/B

Survey of Agriculture

Floral Design

Ag Viticulture

Ornamental Horticulture

Survey of Agriculture



FFA Officers and students in  
the Ag Leadership Class

# Ag Department



**Mr. Miguel Guerra**

Phone: (805) 937-2051 x 2429

Email: mguerra@smjuhsd.org



**Mr. Guillermo Guerra**

Phone: (805) 937-2051 x 2431

Email: gguerra@smjuhsd.org



**Mr. Hector Jimenez**

Phone: (805) 937-2051 x 2402

Email: hejimenez@smjuhsd.org



**Ms. Amy Guerra**

Phone: (805) 937-2051 x 2432

Email: aguerra@smjuhsd.org



**Ms. Kylin Costa**

Phone: (805) 935-2051 x 2430

Email: kcosta@smjuhsd.org

**Righetti High School**



941 Foster Rd  
Santa Maria CA 93455  
Phone: (805) 937-2051  
Fax: (805) 934-0819



*Righetti  
High School*



## Agriculture



Get on the road to  
success and take a  
class in Agriculture!

Premier Leadership  
Personal Growth  
Career Success



# Leadership Training

## Conferences:

- Greenhand Boot Camp
- Greenhand Leadership Conference
- Made for Excellence (MFE)
- Advanced Leadership Academy (ALA)
- Sacramento Leadership Experience
- California State FFA Leadership Conference
- National FFA Convention



Students at MFE and ALA Conference in Monterey, Ca



Group of Freshmen at the Greenhand Boot camp



2017-2018 Chapter Officer Team

Follow us!



@righettiffa



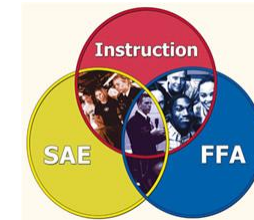
Students at the Christmas Parade



State Champion Tree Pruning Team!



Students show off their floral arrangements



The 3 Circles in Ag Education



Student with his swine SAE project for the local fair

*"Learning to do, doing to learn, earning to live, living to serve"*

**-FFA Motto-**

## Career Development Events (CDE)

The FFA has a great opportunity for students to learn about many of the careers in Agriculture. Career Develop Events (CDE's) are a great way to learn about the industry using a hands-on approach. The contests are held at Universities and Junior College campuses over the state.

*There is something for everyone!*



Students grow pumpkins for Annual Kinderpatch



Students receive American FFA Degree at the National FFA Convention

## "Future Farmers of America"

A dynamic youth organization that changes lives and prepares students for premier leadership, personal growth, and career success through agricultural education. FFA provides students a comprehensive learning experience through classroom and hands-on experiences. Students enrolled in an Agriculture class are able to become an FFA member.



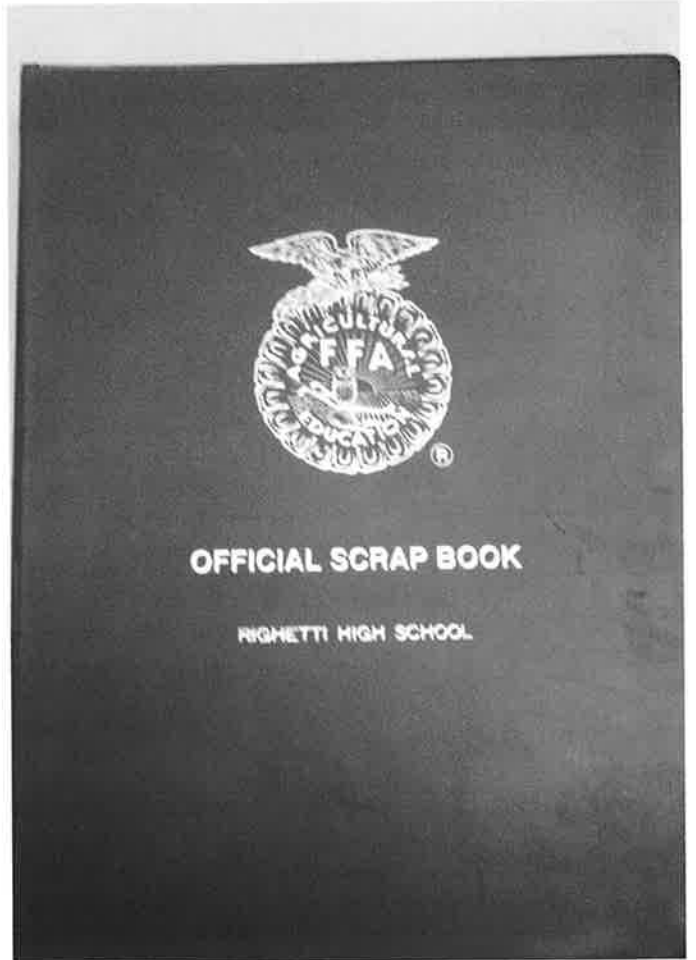
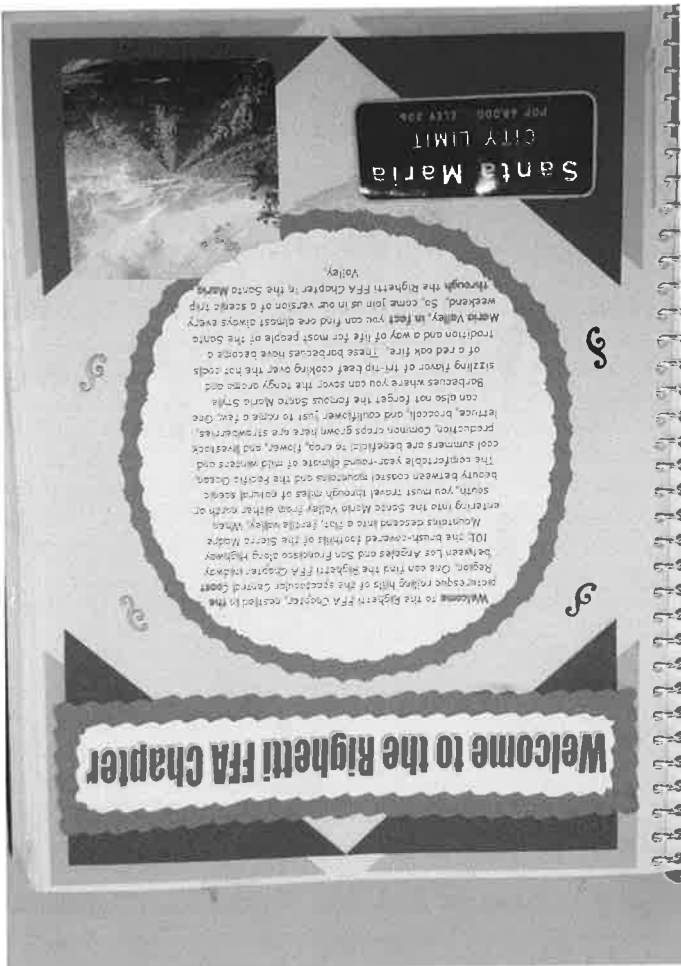
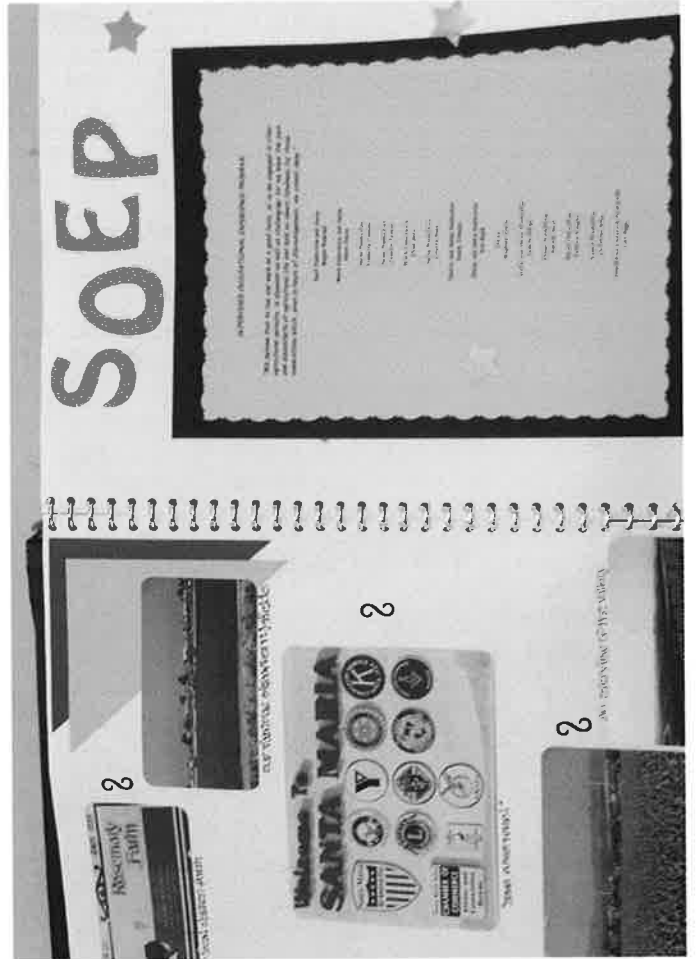
*"You might outgrow the jacket, but you'll never outgrow the experiences"*

## Supervised Agricultural Experience (SAE)

Career-oriented and experience-based learning component of Ag Education. Every student in an Ag class is required to have an SAE project. They extend beyond the classroom, preparing students for future careers and developing life skills that lead to personal success!



# FFA Chapter Scrapbook



# Summer Activities Plan

Calendar - aguero@rijt - x

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< > June 2017

Day Work week Week Month Today

Righetti PFA

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30 6:00p Project Competition I	31	Jun 1 2:00p Ag Leadership Internat	2	3 Dr. Libe Kodes Parade
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21 PFA Officer Retreat	22	23	24
25 CATA Conference	26	27	28	29	30	Jul 1

Calendar - guerra@righ... x

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< > July 2017

Day Work week Week Month Today

Righetti FRA

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
25 CAIA Conference	26	27	28	29	30	Jul 1
2	3	4	5	6 11a Fair meeting	7 11a Fair set-up	8
9 SBC Fair	10	11	12	13	14	15
16 SBC Fair	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	Aug 1	2	3	4	5

Calendar - aguera@rigli... X

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Outlook

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< > August 2017 | Day | Work week | Week | Month | Today

Righetti PFA

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	Aug 1	2	3	4	5
6	7	8	9	10	11	12
13	14	15 2p AET Workshop	16	17	18 4:30p SB Section CAJA	19 5p SBC Farm Bureau Harvest
20	21	22 2p AET Workshop	23 2p AET Workshop 5:30p PFA Meeting	24	25 4:30p Football Game-Snack	26
27	28	29	30	31 4p Snook Bar Freshman 5p Back to School Night III	Sep 1	2

Windows taskbar: e, Chrome, Word, PowerPoint, Excel, Outlook, Mail, Teams, Edge, File Explorer, Settings, Task View, Search, Network, Volume, Battery, Date/Time.



# Graduate Follow-Up Surveys & Results

Welcome, Kylin Costa


**CALIFORNIA**  
**AGRICULTURAL EDUCATION**
**EXPLORE**  
 Agricultural Education

**PARTICIPATE**  
 Students & Members

**TEACH**  
 Teachers & Advisors

**SUPPORT**  
 Alumni & Parents

**GIVE**  
 Sponsors & Donors

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**\$0.00**

Student Roster  
[Set Student Access Code](#)

FFA Membership

Post Graduate Data

Event Registration

Livestock Insurance

State Course Summary






Application Center

Directory

## Students by Graduation Year (43 Students)

Only students with 3 or more years in Ag Ed will be shown in this list.

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
<a href="#">Archuleta, Caitlynn</a>	600999473	2017	3	Two Year College - Ag Major
<a href="#">Arellano, Thomas</a>	600999474	2017	3	Two Year College - Non-Ag Major
<a href="#">Baldiviez, Alyssa</a>	600999480	2017	4	Two Year College - Ag Major
<a href="#">Bucio, Ramon</a>	600999489	2017	4	Two Year College - Ag Major
<a href="#">Canada, Jacob</a>	601230010	2017	3	Two Year College - Ag Major
<a href="#">Castellanos, Alex</a>	600999921	2017	4	Two Year College - Non-Ag Major
<a href="#">Ceija-Guzman, Jazmin</a>	600999923	2017	3	Two Year College - Ag Major
<a href="#">Cervantes-Basilio, Adrian</a>	601230021	2017	3	Two Year College - Ag Major
<a href="#">Cordova, Cayla</a>	600999932	2017	4	Two Year College - Ag Major

	Order Paper Record Books	NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
	Go to My FFA.org Account	<a href="#">Cortes-Jimenez, Sergio</a>	600999933	2017	4	Two Year College - Ag Major
	Go to My AET Account	<a href="#">Dugger, Kyle</a>	600999947	2017	4	Two Year College - Ag Major
	Go to NFFA Declaration/Certification	<a href="#">Earl, Katie</a>	600999950	2017	3	Two Year College - Ag Major
	Go to Degree/Application Manager	<a href="#">Emerick, Alexandra</a>	600999953	2017	5	Four Year College - Ag Major
		<a href="#">Enciso, miranda</a>	600999954	2017	3	Two Year College - Ag Major
		<a href="#">Erickson, Dylan</a>	600999955	2017	4	Two Year College - Ag Major
		<a href="#">Ernst, Koby</a>	600999956	2017	5	Two Year College - Ag Major
		<a href="#">Fowles, Steven</a>	600999960	2017	3	Two Year College - Ag Major
		<a href="#">Heredia, Yancey</a>	601230855	2017	3	Employed - Fulltime - Ag Job
		<a href="#">Houchin, Nathan</a>	600999984	2017	4	Employed - Fulltime - Ag Job
		<a href="#">Kraft, Hannah</a>	600999993	2017	4	Two Year College - Ag Major
		<a href="#">Lopez, Dalia</a>	600999998	2017	3	Two Year College - Ag Major
		<a href="#">Lopez, Seth</a>	600999999	2017	4	Two Year College - Ag Major
		<a href="#">Miller, Kayla</a>	600999491	2017	4	Two Year College - Ag Major
		<a href="#">Minetti, Brooke</a>	600999492	2017	4	Four Year College - Ag Major
		<a href="#">Moore, Emilee</a>	600999493	2017	4	Two Year College - Ag Major
		<a href="#">Moore, Mariah</a>	600999494	2017	4	Two Year College - Non-Ag Major
		<a href="#">Munoz, Gilbert</a>	600999496	2017	5	Four Year College - Ag Major
		<a href="#">Naten, Stephanie</a>	600999499	2017	4	Two Year College - Ag Major
		<a href="#">Nelson, Megan</a>	600999500	2017	3	Two Year College - Ag Major
		<a href="#">Pond, Darbie</a>	600999514	2017	5	Four Year College - Ag Major
		<a href="#">Ramirez, Ashley</a>	600999519	2017	3	Two Year College - Ag Major
		<a href="#">Rojas, Jonathan</a>	601000110	2017	4	Two Year College - Ag Major
		<a href="#">Sheppard, Holly-Ried</a>	601000122	2017	4	Two Year College - Ag Major

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
<a href="#">Sullivan, Christopher</a>	601230051	2017	3	Two Year College - Ag Major
<a href="#">Taff, Steven</a>	601000194	2017	3	Two Year College - Ag Major
<a href="#">Uiano, Ariana</a>	601000201	2017	3	Two Year College - Ag Major
<a href="#">Van Patten, Kiera</a>	601000205	2017	5	Four Year College - Ag Major
<a href="#">Vandrey, Samuel</a>	601000206	2017	4	Two Year College - Non-Ag Major
<a href="#">Vargas, Gabriela</a>	601000207	2017	3	Two Year College - Ag Major
<a href="#">Vea, Jovi Anne</a>	601000209	2017	4	Two Year College - Ag Major
<a href="#">Wasylchyn, Dylan</a>	601000214	2017	4	Two Year College - Ag Major
<a href="#">Williams, Austin</a>	601230404	2017	3	Employed - Parttime - Ag Job
<a href="#">Wise, Samantha</a>	601000217	2017	5	Two Year College - Ag Major






8027

## Our Mission

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

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# Comprehensive Program Plan

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	B-Targeted Occupations	me	Oct 27, 2017 me	—
	C-Total Program Goals _ Objectives ★	me	Oct 27, 2017 me	—
	D-Program Description Of Included Courses_ SAE _ Leadership Development	me	Oct 27, 2017 me	—
	E-Program-Course Subject Matter Content Outline	me	Oct 27, 2017 me	—
	F-Program Completion Standards	me	Oct 27, 2017 me	—
	G-Description Of Facilities _ Major Equipment ★	me	Oct 27, 2017 me	—
	H-Five-Year Facility _ Equipment Acquisition Schedule	me	Oct 27, 2017 me	—
	I-Staff Assignments	me	Oct 27, 2017 me	—
	J-FFA Program Of Activities	me	Oct 27, 2017 me	—
	K-School And Department Policies	me	Oct 27, 2017 me	—
	L-Proficiency Standards For Program Completers	me	Oct 27, 2017 me	—
	M-Teacher Credentials	me	Oct 27, 2017 me	—
	N-Roster Of Agriculture Advisory Committee	me	Oct 27, 2017 me	—
	O-Advisory Committee Minutes	me	Oct 27, 2017 me	—

ERHS Program Plan 2017 x

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	J-FFA Program Of Activities	me	Oct 27, 2017 me	—
	K-School And Department Policies	me	Oct 27, 2017 me	—
	L-Proficiency Standards For Program Completers	me	Oct 27, 2017 me	—
	M-Teacher Credentials	me	Oct 27, 2017 me	—
	N-Roster Of Agriculture Advisory Committee	me	Oct 27, 2017 me	—
	O-Advisory Committee Minutes	me	Oct 27, 2017 me	—
	P-Current Year Budget	me	Oct 27, 2017 me	—
	Q-Signed Articulation Agreement _ Evidence Of Articulation	me	Oct 27, 2017 me	—
	R-Graduate Follow Up System _ Results	me	Oct 27, 2017 me	—
	S-List Of Active Placement Sites	me	Oct 27, 2017 me	—
	T-Recruitment Activities And Materials	me	Oct 27, 2017 me	—
	U-Staff In Service Record	me	Oct 27, 2017 me	—
	V-Staff Meeting Minutes	me	Oct 27, 2017 me	—
	W-Department Inventory ★	me	Oct 27, 2017 me	—

# Advisory Committee Meeting Minutes



## **RHS Ag Advisory Board Meeting Minutes**

March 7<sup>th</sup>, 2017

**Present:** Chairman Mike Leedom, Plantel Nurseries; Jerome Harney, The Berry Man; Don Klusendorf, Bonipak Produce; Craig Reade, Betteravia Farms; Jason Nelson, Waste Management; Gerardo Ortiz, Vineyard consultant; Daryl Souza, Innovative Produce; Brenda Farias, USDA Farm Service Agency; Jim English, RHS AG teacher; Amy Guerra RHS AG Teacher; Miguel Guerra, RHS AG Teacher; Guillermo Guerra, RHS AG teacher

### **Meeting Start Time 6pm**

#### **I. Student Presentations**

- A. Two freshman students recited the “creed” to the board. Mr. Guerra explained that the students need exposure to companies in preparation for future competitions.
- B. Don and Craig invited Mr. Guerra and students who need to practice for competition join them at bonipak meetings. They expressed that this would be perfect environment for the students to actually learn and talk to professionals that are currently working in all aspects agriculture. Guillermo will follow up with Craig for possible dates.

#### **II. AG Day at Righetti High School**

- a. Amy Guerra’s Leadership class and the rest of the agriculture Department want to spread the word about “Agriculture in our community”. Any ideas/ suggestions please let Amy or any AG teacher know

#### **III. Ag Industry Tours**

- A. Mike offered to host a small group of FFA welding students on the Plantel Nurseries workshop. Mr. English and Mike will coordinate.
- B. Mr. Miguel Guerra would also like to take a group of students to tour Windset Farms and needs help getting access to see the facility. If any of our board members have the ability to make this happen please contact Mr. Guerra

#### **IV. Ag Incentive Grant**

- a. **The Agriculture teachers discussed the Agriculture Incentive Grant. The Department met the majority of the requirements to qualify for the grant. The main concern now is how to best use the funds for present and future use. Discussion followed.**
- b. **General questions and discussion followed.**
- c. **Meeting adjourned 7:17 pm**

#### **V. Next meeting May 22 at 5:30 pm in the RHS Gym (Annual FFA Banquet)**

# Advisory Committee Constitution

# **Agricultural Education Advisory Committee Manual**

**Agricultural Education  
High School Leadership Division  
California Department of Education**

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# **Introduction**

The use of advisory committees is well established in the public school system. These committees were conceived in the beginning to implement the development and improvement of educational programs. This manual is written for those planning to form new advisory committees, wishing to improve those already in existence, and for newly appointed members. Advisory committees will play a vital role in agriculture programs in the future.

This manual will help prevent unnecessary errors in the development of advisory committees. These guidelines have proven successful, and may be added to and modified for local and present conditions.

Even though mandated, advisory committees are useless unless they are properly developed with practical working groups. They must be based on the needs of the people and industry for which they serve. Advisory committees are established systems for using lay persons to assist professional educators.

With the increased need for rapid change in this technological age, there is a growing appreciation of the help provided by industry representatives serving on local advisory committees. Agriculture is a complex, highly scientific, and technological industry. Employment opportunities in agriculture are constantly changing. New technologies are continually being developed and incorporated into agricultural and educational industries.

Students must be trained for today's jobs as well as new opportunities that become available. There will be an increased need for agriculturists trained in specialized technical occupations. Advisory committees help teachers of agriculture stay abreast of these changing employment trends and opportunities. Increased interest in agriculture programs that include internships, work-study, and other types of on-the-job training will require close coordination with agricultural industry representatives.

Increased attention needs to be given to the education of at risk, disadvantaged, and other special needs individuals. Advisory committees can provide valuable assistance that is necessary for the success of these interrelated programs.

We must remember that lay advisory groups have no administrative or legislative authority. They can not establish policy or take the place of the administration or the board of education. Their function is to provide understanding between the school and the community it serves. Advisory committees provide balanced judgment to local problems and help give continuity and support to programs.

The purpose of this manual is to provide information for Agricultural Education coordinators, school administrators, boards of trustees, teachers of agriculture, and advisory committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.

Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.

## **Forming an Advisory Committee**

Much of the success of an advisory committee is determined by the manner in which it is formed. Based on the experiences of many communities throughout the country, the following steps are suggested:

### **1. Determine and Verify the Need**

- 1.1 There must be a feeling of need and understanding of opportunity if an advisory committee is to succeed.
- 1.2 If with its help, the advisory committee can make the (department, division, district) better, it serves a usable function.
- 1.3 It can provide continuity of a quality program should teachers or administrative changes take place.
- 1.4 It is important that the school administration, agricultural education staff, parents, and other patrons of the school thoroughly understand the character and purpose of the committee.

### **2. Nomination of Committee Members**

- 2.1 Once approval of the formation of an advisory committee by the board members is received, nominations should be made jointly by the principal or superintendent, the head of the agriculture department, and the chairperson of the school board.
- 2.2 Each should have an equal voice in the selections.
- 2.3 Avoid nomination of friends, as they may be less candid and honest in their advice.
- 2.4 The advisory committee should be truly representative of the district.  
Members:
  - 2.4.1 Should be successful agriculturists and/or individual/s engaged in a significant related occupation.
  - 2.4.2 Must have recent, successful, firsthand, and practical experience in the field of agriculture
  - 2.4.3 Should exhibit substantial interest in the agriculture program.
  - 2.4.4 Should be representative of different important agricultural commodities, parts of district, age groups, farm organizations, & ethnic or religious groups.

- 2.4.5 Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
- 2.4.6 From the general school staff and/or the board should only be used when special circumstances warrant their appointment.
- 2.4.7 Should *not* have frequent dealings with the department in order to minimize conflict of interest problems.
- 2.4.8 Should include representatives of the service areas of agriculture.
- 2.4.9 Should recognize the time required and express a willingness to serve on the committee.

### **3. How Many Committee Members?**

- 3.1 No fixed number will satisfy all situations.
- 3.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.
- 3.3 Should not be so large that it is unwieldy or difficult to call together.
- 3.4 Seven to eleven persons are suggested with nine being a workable medium.
- 3.5 Present only the number of names previously decided upon by the local governing board for confirmation. (When more names are presented personalities become involved yielding undesirable results.)

### **4. How are Committee Members Notified of their selection?**

- 4.1 Notification is usually done in writing, by the principal or superintendent, on behalf of the school board.
- 4.2 The letter should:
  - 4.2.1 Indicate that the Ag teacher is supportive.
  - 4.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.
  - 4.2.3 Include a request that the member indicate whether he or she will accept.
  - 4.2.4 Urge speed of acceptance to gain an orderly efficient start.

### **5. Understanding of Responsibility**

- 5.1 Of greatest importance is that the committee is *only* advisory in character.
- 5.2 The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.
- 5.3 It has no administrative or policy forming power.
- 5.4 It will make suggestions on policy and procedure, but the *source of its influence is in the voluntary acceptance of this advice* by the proper governing authority.



*Experience has shown where all of the steps up to this point have been properly taken, a high percentage of acceptances may be expected.*

## **Functions and Duties of Advisory Committees**

1. Help to determine what type of Agricultural Education program is offered.
2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.
3. Help the instructor establish curriculum that has a hands-on, technological approach.
4. Help attract and encourage qualified/capable students into the Agricultural Education Tech Prep program.
5. Help in recruiting and providing opportunities for special-needs students.
6. Help to evaluate the effectiveness of the Ag. Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Agricultural Education Unit of the California Department of Education.
7. Help gain support for legislation and appropriations.
8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.
10. Help unify the activities of the Agricultural Education program with those of other groups and agencies interested in agriculture.
11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.

12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.
13. Study and make recommendations on problems presented to it by the school board on which further information is needed.
14. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.
15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.
16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
17. Identify current standards for new equipment.
18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

# **Operation of Advisory Committee**

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

## **1. Number of meetings**

- 1.1 Must meet regularly and often enough to carry out their assignment.
- 1.2 Monthly or bi-monthly meetings are usually the most desirable.
- 1.3 Minimum number is two per year.
- 1.4 Practical number is between three and eight per year.
- 1.5 Necessity should always determine the exact number.
- 1.6 Often the most valuable advice comes from busy individuals.
- 1.7 Better to have fewer well planned, well attended meetings.

## **2. Selection of Officers**

- 2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
- 2.2 Chairperson should be a lay person elected by the committee.
- 2.3 It is usually best that the agriculture teacher serves as recorder and general consultant.

## **3. Length of Service by Committee Members**

- 3.1 Three-year terms are recommended.
- 3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
- 3.3 Individual preferences in length of service need to be considered.
- 3.4 Limitation should be placed on reappointments.
- 3.5 Nominees should be submitted to board of trustees for approval.

#### **4. Length and Place of Meetings**

- 4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.
- 4.2 Ample meeting notice of 10 days to 2 weeks is recommended.
- 4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
- 4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.
- 4.5 The meeting place should provide a conference table in a quiet environment.
- 4.6 Usually the agricultural department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

#### **5. Filling Committee Vacancies**

- 5.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.
- 5.2 The committee may be asked for suggestions.
- 5.3 A committee *should not* be permitted to choose its own replacements.
  - 5.3.1 This would be self perpetuating.
  - 5.3.2 May become unrepresentative and unduly independent of the school administration.
- 5.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson, and the school board so notified.

**6. Distribution of Minutes:** All committee members, the career education director, the principal, school board president and the regional supervisor.

**7. Making Decisions:** Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's Rules of Order.

# **Opening Session Instructions for Agricultural Education Advisory Committees**

## **Instructions to Your New Advisory Committee**

1. You constitute an advisory committee for the (your school district).
2. I welcome you on behalf of the board and administration.
3. You are agents of and appointed by the (your school's board of trustees).
4. While you are not a policy making body, you are advisory to (your department), and through channels, to the principal, superintendent, and board. We need your expertise in this area.
5. The (your district) is interested in the best possible Agricultural Education program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.
6. You will be a working committee and students & school staff expects to benefit from your work.
7. We need help to:
  - 7.1 Review existing programs, courses of study, facilities, equipment.
  - 7.2 Propose new programs and/or courses when needed based on solid data for this community.
  - 7.3 Evaluate existing programs and proposed new programs.
  - 7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)
  - 7.5 Help develop building plans, review architects plans, etc., where new buildings are being proposed.
  - 7.6 Help point out changes needed for the future in your area of interest - Keep the program up to date.
  - 7.7 Help in placement and in evaluating performance of our Agricultural Education students at (your school or college).
8. You will be a "helping group" (as well as advisory) to the instructor, as the program is implemented and progresses.

9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.

**Getting Started:**

1. Review present course offerings and majors -- catalogs, studies, data, classrooms, labs, and other facilities.
2. Conduct studies, if needed, to get community data on which to base your decisions.
3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).
4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

**Here's What You Need To Do To Get Started:**

1. Elect a chairperson.
2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.
3. Determine rotation (1-2- or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)
4. Decide if more than one committee is needed. Large departments may have subcommittees.
5. Announce that any member who can not continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

*Note: Be sure to start and end on time!*

**WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND  
BE OF SERVICE TO YOUR SCHOOL.**

**Appendix A**  
**(SAMPLE)**  
**Advisory Committee Meeting Agenda**

TO: List committee members here

FROM: Chairperson DATE:

Date agenda is published

RE: Next Advisory Committee Meeting

**DATE:** Date of next meeting

**TIME:** Time of next meeting

**PLACE:** Place where meeting is being held

**AGENDA**

1. Review and approve minutes of the previous meeting.
2. Call for additional agenda items to be added to this meeting's agenda.
3. Committee and progress reports.
4. Consideration of recommendations for a new class or activity.
5. Review of revised course of study.
6. Report and review of F.F.A. and/or other youth organization activities.
7. Set date, time, and place for next meeting.
8. Adjournment.



# **Appendix B**

**(SAMPLE)**  
**Set of Minutes**

## ***Advisory Committee Meeting January 21, 2004***

The meeting was called to order by chairperson, Joe Smith at 3:00 p.m., January 21, 2004, in room 122 at Your High School.

The minutes of the previous meeting were read, amended, by changing the word shall to should in topic #8, and approved.

The call for additional agenda items was made.

Mr. X reported that the Field Day Committee met on January 14, 2004. It was decided that the best day for the annual field day is May 5th. It was moved, seconded, and passed that our annual field day will be held on May 5, 2004.

Mrs. Y reported on ticket sales of the coming Parent and Student Banquet. So far, 310 tickets have been sold. This is already 20 more than last year's attendance.

It was moved and seconded that a class on small gas engines be added to the Ornamental Horticulture curriculum. After a lengthy discussion, this was referred to a committee of five made up of Mrs. A, Mrs. B, Mr. C, Mr. D, and Mr. E. They are to report to the advisory committee on March 15th. Mrs. A will be the chairperson.

Mr. Z reported on the suggested revision for the Basic Plant Science class. Added topics being considered are: weeds, pathogens, and insects. Pruning practices will likely be deleted as a specific class in pruning is being considered for next Fall.

F.F.A. President, Bill G. reported on this year's calendar of events of the chapter. He was commended by the Chair for his leadership and hard work.

The next meeting is scheduled for 3:00 p.m., February 15th, in room 122 at Your High School.

The meeting was adjourned at 5:00 p.m. by chairperson Joe Smith.

Respectfully Submitted,

Mr. Q, Recorder

# Proficiency Standards



## *Proficiency Standards for Program Completers*

---

- Step 1**      Refer to the course objectives set for each course taught in your program.
- Step 2**      Develop a list of standards that students must meet by the end of the year for each course.
- Step 3**      Create a separate check list for each course that includes all standards.

**Idea's** Make this check list easy to follow.

Have a place for the teacher to sign and maybe even the student and parent.

**Note**      This document will be a great addition to student portfolios.

# 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 Records
- \_\_\_\_\_ Agricultural Production Products
- \_\_\_\_\_ 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.*

## **AG SCIENCE COMPETENCIES**

### **I. California Agriculture**

#### **A. Economic importance of the agricultural sector in California**

1. Identify the major agricultural production areas of California and commodities produced in each.
2. List the approximate dollar value of the five leading agricultural commodities produced in Orange County.
3. List the approximate dollar value of the five leading agricultural commodities produced in California.
4. Describe and discuss the economic impact of the California agricultural sector on the state and national economy.

#### **B. Agricultural and Society**

1. Identify problems faced by California farmers caused by population shifts and social and technological trends.
2. Identify government agencies which influence and affect agricultural production in California.

#### **C. Agricultural Production on the Environment**

1. Define the economic effects of air pollution on agricultural production in California.
2. List major environmental effects of production agriculture in California.

## II. Animal Science

### A. Importance of Domestic Animals

1. Describe the importance of animal domestication.
2. Identify within each domestic species four livestock enterprises that are part of production agriculture in the United States.
3. Identify the major sources of animal protein in the world.
4. Be aware of the public health issues related to growth hormones and their use in meat production.

### B. Basic Understanding of Animal Behavior

1. Visually identify the external anatomical parts of a pig, cow, horse, chicken, goat, and sheep.
2. Describe the basic differences between animal and plant cells and identify examples of each.

### C. Basic Understanding of the Structure, Function and Maintenance of the Major Body System

1. Describe the basic physiological function of the primary components of the digestive systems.
2. Visually identify examples of each and describe the basic differences between the three types of digestive systems found in farm animals.
3. Describe the shape and function of different animal anatomical structures and compare them to similar human structures.
4. Identify with reduction in both male and female animals.



D. Animal Nutrition

1. Describe the six classes of nutrients and identify examples of feeds containing each.
2. Identify common feed additives.
3. Define symbiosis and describe how microorganisms (protozoa/bacteria) contribute to the breakdown of complex carbohydrates in ruminants.
4. List contributions of microbial digestion (in ruminants) to the host including synthesis of amino acids and B-vitamins.

E. Animal Health

1. List predisposing conditions that cause animal health problems.
2. Identify samples of parasites, describe how they may harm the host and prescribe methods of control for each.
3. Demonstrate a method of control for an internal and external parasite.
4. Identify ways that infectious agents may gain entrance and do harm to an animal.
5. Properly determine the body temperature of an animal.
6. Identify unhealthy animals by using both visual and non-visual indicators of health.

# Credentials



*By virtue of the authority vested in the Commission on Teacher Credentialing  
in recognition of preparation to serve in California public schools*

***AMY GUERRA***

*is hereby awarded a*

***Clear Specialist Instruction Credential (Agriculture): New Credential Type***

*AUTHORIZED SUBJECT(S):*

*Agriculture*

*SUBJECT MATTER AUTHORIZATION(S):*

*Agriculture*

*SUPPLEMENTARY AUTHORIZATION(S):*

Valid from 02/02/2015 to 03/01/2020

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at [www.ctc.ca.gov](http://www.ctc.ca.gov)

# Department Calendar



# ***Righetti High School Agriculture Department***



941 EAST FOSTER ROAD • SANTA MARIA, CALIFORNIA 93455-3399 • (805) 937-2051 • (805) 934-0819  
KYLIN COSTA X2430 • AMY GUERRA X2432 • GUILLERMO GUERRA X2431 • MIGUEL GUERRA X2429 • HECTOR JIMENEZ X2401

## **August:**

08/09: First day of school, Welcome back!  
08/18: SB Section CATA 4:30pm (Guerra Compound)  
08/19: SBC Farm Bureau Harvest Fest 5 pm  
08/23: FFA Meeting @5:30pm in RHS Cafeteria  
08/25: Football Game- FFA Booster Concessions  
08/31: Football Game- FFA Booster Concessions  
08/31: Back-to-school Night- FFA Booster BBQ

## **September:**

09/01: Minimum day  
09/04: Labor Day (No school)  
09/07: Football Game- FFA Booster Concessions  
09/08: Football Game- FFA Booster Concessions  
09/13: Greenhand Leadership Conference (Paso Robles)  
09/14: Football Game- FFA Booster Concessions  
09/15: End of Grading Period/ Minimum day  
09/18: Greenhand Bootcamp @2:30 Ag Rooms  
09/21: Football Game- FFA Booster Concessions  
09/24: Los Alamos Old Days Parade @11am (Los Alamos)  
09/28: FFA Monthly Meeting @5:30pm in RHS Cafeteria  
09/29: Fall Club Day  
09/30: SB Section O/C Contest (Cal Poly, SLO)

## **October:**

10/\_\_\_\_: Fall Sports Rally Schedule  
10/05: Football Game- FFA Booster Concessions  
10/07: Santa Maria Grapes and Grains 12-6pm  
10/11: FFA Monthly Meeting @5:30pm in RHS Cafeteria  
10/12: State FFA Officer Visit  
10/13: Football Game- FFA Booster Concessions  
10/13: Homecoming Rally Schedule  
10/14: Righetti's Annual Homecoming  
10/14: South Coast COLC (Hollister HS)  
10/15: South Coast COLC and CATA Meeting  
10/20: Annual FFA Kinderpatch  
10/20: Football Game- FFA Booster Concessions  
10/23-10/28: FFA National Convention (Indianapolis)  
10/27: End of grading period/ Minimum Day

## **November:**

11/03: Rally Bell Schedule  
11/04: SB Section Olympic Games (TBA)  
11/08: CATA/FFA BIG Contest 4:30 (Nipomo)  
11/10: Veterans Day (No School)  
11/15-11/16 New Professionals Conference (Fresno, Ca)  
11/16: Greenhand Banquet  
11/20-11/24: Thanksgiving Break

## **December:**

12/05: SM Parade of Lights  
TBD: Joint FFA Meeting w/ Pioneer Valley & Santa Maria FFA @ SMHS  
12/07: Early Out/ Collaboration Day  
12/012: Orcutt Parade  
12/14: South Coast Region Roadshow \*Cal Poly  
12/18: End of Semester Activity Min. Day  
12/21-01/12: Winter Break

## **January:**

01/07-01/08: State Teacher Conclave (Modesto)  
01/13: Second semester begins  
01/23: Dinuba/Clovis pruning TBA  
01/18: No School (Martin Luther King Jr)  
01/22-01/23: MFE/ALA Conferences (Monterey)  
01/25: State Degree Scoring (Santa Maria) 3:30  
01/27: FFA meeting 6pm  
01/30: Reedley Pruning

## **February:**

02/01: All FFA Awards due (Reg. Supervisor) \* Early Out  
02/02: Fresno State University Mid. Winter Finals.  
Regional Proficiency App. scoring (San Luis Obispo)  
02/03: CHASEE (12 only)  
02/04: Santa Barbara Section manuscripts & resumes due (AG)  
02/06: Winter State Finals (Fresno)  
Arbuckle Field Day  
MJC Parli Pro  
02/08: No School (Lincoln's B-Day)  
02/09: Tulare Farm Show  
02/15: No School (Washington's B-Day)  
02/17: JI, Creed, PS (Arroyo Grande)  
02/20: Santa Barbara Section Creed/ Speaking Competition (AG)  
02/21: FFA Week \*South Coast Regional Officer Screening 3pm (slo)  
02/22: FFA week South Coast CATA meeting SLO  
2/22: FFA week SB CATA COOPS and PP (RHS)  
02/25: FFA meeting 6pm  
02/26: Ending of grading period (No school)

## **March:**

03/2: Spring Renaissance Ceremony  
03/4: No School (Staff Day)  
03/4-5: UC Davis Field Day  
03/12: Chico State Field Day  
03/14: Early out  
03/15-03/16: CHASEE (10<sup>TH</sup>)  
3/16: FFA Meeting  
03/18: South Coast Region Mtgs. / Finals. Officer elections King City  
03/19: U.C Merced Field Day  
03/26: Modesto Jr. College Field Day  
03/25: No School (Good Friday)  
03/24-04/01: Spring Break

## **April:**

04/03: State Degree Award Ceremony (Clark Center)  
04/09: Pomona FFA field day  
04/11: Early out  
04/13: FFA meeting 6pm  
04/15: Powder Puff Game  
04/16: Reedley Jr. College Field Day  
04/19: End of Grading Period  
04/23: Fresno State University Field Day  
04/22: End of grading period Minimum day.  
04/21-04/26: California FFA State Conference  
04/29: No school  
04/30: Hanford FFA Field day

## **May:**

## **“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 agriculture education.*



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**04/02-04/13:** AP testing  
**05/07:** State Finals (Cal Poly)  
**05/10:** Santa Barbara Section Mts. Officer screening (Pioneer Valley)  
**05/16:** Early out  
**05/20:** Santa Barbara Section Project Competition (Righetti)  
**05/21:** Senior Prom  
**05/25:** RHS FFA Banquet  
**5/26:** Pioneer Valley FFA Banquet  
**05/27:** No School (Memorial Day)  
**05/31:** Santa Barbara Section Project Competition Banquet 6:30 (Lompoc)

## ***June:***

**06/01:** FFA meeting  
**06/04:** Santa Maria Elks Parade  
FFA Officer Team Retreat TBA  
**06/09:** Last Day of School (Kayleigh's birthday)  
**06/09:** Graduation class of 2016

## ***July:***

**07/10-7/17:** Santa Barbara County Fair  
**06/19-06/24:** CATA Conference

\*All dates are subject to change

Mr. M Guerra FFA Advisor

937-2051 ext. 2429

[mguerra@righetti.us](mailto: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.

## **“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 agriculture education.*

# Professional Growth



# 2014-2015 SOUTH COAST FFA ACTIVITY CHART

	15 St.Conf	COLC	GHConf	ALA	MFE	O/C	BIG	P.Pro	Prep. Spk	Imprompt	
<b>LOS ANGELES:</b>											
Canoga Park	X	X				X	X		X	X	
North Hollywood	X	X				X			X		
Sylmar	X					X					
Verdugo Hills	X					X	X				
<b>MONTEREY BAY:</b>											
Alvarez	X	X	X	X	X	X	X	X	X	X	
Gonzales	X	X	X	X	X	X	X		X	X	
Greenfield	X	X	X	X	X	X	X		X	X	
King City	X	X	X	X	X	X	X		X	X	
North Salinas	X	X	X	X	X	X			X	X	
Salinas	X	X	X	X	X	X	X			X	
Soledad	X	X	X	X	X	X	X			X	
Soquel	X	X				X	X				
Watsonville	X			X	X	X					
	X										
<b>SAN LUIS OBISPO:</b>											
Atascadero	X	X	X	X	X	X	X				
Coast Union	X										
Morro Bay	X	X	X	X	X	X	X				
Paso Robles	X	X	X	X		X	X		X	X	
San Luis Obispo	X	X	X	X	X	X		X	X	X	
Shandon	X	X	X	X	X	X	X				
Templeton	X	X	X	X	X	X	X	X			
<b>SANTA CLARA:</b>											
Campbell	X	X		X	X	X	X				
Gilroy	X	X	X	X	X	X	X			X	
Hollister	X	X	X	X	X	X	X		X	X	
Morgan Hill	X	X		X	X	X	X			X	
Sobrato	X	X	X	X	X	X	X	X	X	X	
<b>SANTA BARBARA:</b>											
Arroyo Grande	X	X	X	X	X	X	X	X			
Cuyama	X			X			X				
Lompoc	X	X	X	X	X	X	X			X	
Nipomo	X	X	X	X	X	X	X	X	X	X	
Pioneer Valley	X	X	X	X	X	X	X	X	X	X	
Righetti	X	X	X	X	X	X	X	X		X	
Santa Maria	X	X	X	X	X	X	X	X	X	X	
Santa Ynez	X	X	X	X	X	X	X		X	X	
Trivium	X										
<b>VENTURA:</b>											
Camarillo	X	X				X			X	X	
Carpinteria	X	X	X	X	X	X	X	X	X	X	
Fillmore	X	X	X	X	X	X	X	X	X	X	
Santa Paula	X	X		X	X	X	X		X	X	
Ventura	X	X				X			X		

XDNV = Did Not Vote

NE = Not Eligible

St. Conf = State Conference

Fall Reg. Conf = Fall Regional Conference

GH Conf = Greenhand Conference

MFE/ALA Conf = Made for Excellence/Advanced Leadership Academy

SLE = Sacramento Leadership Experience

O/C = Opening/Closing

BIG = Best Informed Greenhand

NNN = Novice Novice Novice Parliamentary Procedure

P.Pro = Parliamentary Procedure

Prep. Spk = Prepared Public Speaking

Imprompt= Impromptu Speaking



	Extemp	Creed	JI	Sp. Mtg.	Co-op	StDeg	AmDeg	ProfApp	Superior Ch.	P.Comp	
<b>LOS ANGELES:</b>											
Canoga Park	X	X	X	X							
North Hollywood	X		X	X							
Sylmar											
Verdugo Hills		X	X								
<b>MONTEREY BAY:</b>											
Alvarez	X	X	X	X	X	X	X	X			
Gonzales	X	X	X	X	X	X	X	X		X	
Greenfield	X	X	X	X	X	X				X	
King City	X	X	X	X	X	X	X	X		X	
North Salinas	X		X	X	X	X				X	
Salinas		X	X	X	X	X					
Soledad	X	X	X	X	X	X	X	X		X	
Soquel	X		X	X	X	X				X	
Watsonville				X		X				X	
<b>SAN LUIS OBISPO:</b>											
Atascadero	X	X		X		X				X	
Coast Union		X		X							
Morro Bay		X	X	X		X		X			
Paso Robles	X	X		X		X		X		X	
San Luis Obispo	X	X	X	X		X	X	X		X	
Shandon		X		X		X		X		X	
Templeton		X	X	X		X	X	X		X	
<b>SANTA CLARA:</b>											
Campbell	X		X	X	X	X					
Gilroy	X	X	X	X	X	X					
Hollister		X	X	X	X	X		X		X	
Morgan Hill	X	X	X	X	X						
Sobrato		X	X	X	X	X	X	X		X	
<b>SANTA BARBARA:</b>											
Arroyo Grande		X	X	X	X	X		X		X	
Cuyama				X				X		X	
Nipomo	X	X	X	X	X	X	X	X		X	
Lompoc		X	X			X				X	
Pioneer Valley		X	X	X	X	X	X	X		X	
Righetti	X	X	X	X	X	X	X	X		X	
Santa Maria	X	X	X	X	X	X		X		X	
Santa Ynez		X	X	X		X		X		X	
Trivium		X									
<b>VENTURA:</b>											
Camarillo				X	X		X				
Carpinteria			X	X	X	X	X			X	
Fillmore	X	X	X	X	X	X		X	X		
Santa Paula	X	X	X	X	X	X			X		
Ventura				X	X						

Sp.Mtg = Spring Regional FFA Meeting

Extemp = Extemporaneous Speaking

Creed = Creed    JI= Job Interview

P.Comp = Project Competition

Co-op = Cooperative Marketing

StDeg = State Degree

AmDeg = American Degree

ProfApp = Proficiency Applicant



Contest	LA	MB	SLO	SB	SC	V	2014-15	2013-14	2012-13	2011-12
Best Informed Greenhand	14	33	23	69	25	32	196	175	188	230
COOP Quiz	0	28	0	36	28	20	112	125	152	120
Creed Recitation	4	17	38	68	12	8	147	131	127	131
Extemporaneous Speaking	2	9	6	15	6	1	39	43	40	37
Job Interview	10	17	22	22	25	8	104	110	89	97
Opening/Closing - Advanced	24	96	160	204	30	42	556	958	1157	833
Opening/Closing- Novice	30	78	150	150	30	42	480	-	-	-
Opening/Closing- Officer	18	42	36	36	30	30	192	-	-	-
Parli Pro Advanced	0	60	12	30	0	0	102	36	37	24
Parli Pro Novice	0	0	6	24	0	0	30	24	25	24
Impromptu Speaking	1	8	11	38	18	8	84	84	82	82
Prepared Speaking	2	6	10	7	4	5	34	28	45	28
Project Competition	0	44	40	42	5	6	137	192	142	118
Proficiency Award	0	40	21	42	9	4	116	89	114	108
State Degree	0	96	53	111	25	25	310	295	257	243
American Degree	0	1	9	13	1	2	26	49	81	50
<b>TOTAL:</b>	<b>105</b>	<b>575</b>	<b>597</b>	<b>907</b>	<b>248</b>	<b>233</b>	<b>2665</b>	<b>2339</b>	<b>2536</b>	<b>2125</b>

### 2014-15 SECTIONAL STUDENT ACHIEVEMENT

#### STATE DEGREE

1. Santa Barbara
2. Monterey Bay
3. San Luis Obispo
4. Santa Clara
5. Ventura
6. Los Angeles

#### AMERICAN DEGREE

1. Santa Barbara
2. San Luis Obispo
3. Ventura
4. Monterey Bay
5. Santa Clara
6. Los Angeles

#### PROFICIENCY APPLICATIONS

1. Santa Barbara
2. Monterey Bay
3. San Luis Obispo
4. Santa Clara
5. Ventura
6. Los Angeles

#### PROJECT COMPETITION

1. Monterey Bay
2. Santa Barbara
3. San Luis Obispo
4. Ventura
5. Santa Clara
6. Los Angeles

#### SPEAKING/JI CONTESTS

1. Santa Barbara
2. San Luis Obispo
3. Santa Clara
4. Monterey Bay
5. Ventura
6. Los Angeles

#### STUDENT ACHIEVEMENT/TEACHER

1. San Luis Obispo
2. Santa Barbara
3. Monterey Bay
4. Ventura
5. Los Angeles
6. Santa Clara

#### ACHIEVEMENT/CHAPTER

1. Santa Barbara
2. San Luis Obispo
3. Monterey Bay
4. Santa Clara
5. Ventura
6. Los Angeles

#### OVERALL

1. Santa Barbara
2. San Luis Obispo
3. Monterey Bay
4. Ventura
5. Santa Clara
6. Los Angeles

#### SECTION STATISTICS

Los Angeles: 4 Chapters/5 Teachers
Monterey Bay: 9 Chapters/19 Teachers
San Luis Obispo: 7 Chapters/17 Teachers
Santa Barbara: 8 Chapters/26 Teachers
Santa Clara: 5 Chapters/12 Teachers
Ventura: 5 Chapters/8 Teachers



# 2014-2015 SOUTH COAST REGION PROFESSIONAL DEVELOPMENT

			SECTION MEETINGS	FALL MTG HOLLISTER	ROAD SHOW CAL POLY	SPRING MTG SLO	STATE CATA
<b>LOS ANGELES</b>							
<b>Ishida</b>	Sarah	<i>Canoga Park</i>	S M	X			
<b>Valente</b>	Carrie	<i>Canoga Park</i>	S M	X	X		X
<b>List</b>	Steve	<i>Sylmar</i>					
<b>Krueger</b>	Rose	<i>North Hollywood</i>	S M	X		X	
<b>Roth-Daniels</b>	Michelle	<i>Verdugo Hills</i>	S M		X	X	X
<b>Beard</b>	Greg	<i>CDE</i>	S M	X			X
<b>MONTEREY BAY</b>							
<b>Serna</b>	Stephanie	<i>Everett Alvarez</i>	S N J J	X	X	X	X
<b>Souza</b>	Janice	<i>Everett Alvarez</i>	S J J	X	X	X	X
<b>Wyrick</b>	Travis	<i>Everett Alvarez</i>	S N J J	X	X	X	X
<b>Carminati</b>	Lauren	<i>Gonzales</i>	S N J J		X	X	X
<b>Guido</b>	Erica	<i>Gonzales</i>	S N J J	X	X	X	X
<b>Morasca</b>	Eric	<i>Gonzales</i>	S N J J	X	X	X	X
<b>Cote</b>	Michelle	<i>Greenfield</i>	S N J J	X	X	X	
<b>Villasenor</b>	Daniel	<i>Greenfield</i>	S N J J	X	X	X	X
<b>Benson</b>	Debbie	<i>King City</i>	S N J J	X	X	X	X
<b>Fontes</b>	Lauren	<i>King City</i>	S N J J	X	X	X	X
<b>Smith</b>	Patrick	<i>King City</i>	S N J J	X	X	X	X
<b>Souza</b>	Jessica	<i>King City</i>	S N J J	X	X	X	X
<b>Boldgett</b>	Stephanie	<i>N. Salinas</i>	S N J J	X	X	X	X
<b>Jones</b>	Tom	<i>N. Salinas</i>			X		
<b>Noroian</b>	Margaret	<i>N. Salinas</i>	S N J	X	X		
<b>Almond</b>	Lindsay	<i>Salinas</i>					
<b>Laughton</b>	Julie	<i>Salinas</i>	S N J J	X		X	X
<b>Clifford</b>	Mike	<i>Soledad</i>	S N J J	X	X	X	X
<b>Word</b>	Robin	<i>Soledad</i>	S N J J	X	X	X	X
<b>Taylor</b>	Laura	<i>Soquel</i>	N	X			
<b>Kaplan</b>	Miriam	<i>Soquel</i>	N J J	X	X	X	
<b>Larrus</b>	Erin	<i>Watsonville</i>	J J	X	X	X	X
<b>Beard</b>	Greg	<i>CDE</i>	S N J J	X		X	X
<b>SANTA BARBARA</b>							
<b>Carney</b>	Sara	<i>Arroyo Grande</i>	J M	X	X	X	X
<b>Wadsworth</b>	Amie	<i>Arroyo Grande</i>	A N J M	X	X	X	X
<b>DeRose</b>	Steve	<i>Arroyo Grande</i>	A N M	X	X	X	X
<b>Sparks</b>	Connie	<i>Arroyo Grande</i>	A N J M	X	X	X	X
<b>Flaherty</b>	Gretchen	<i>Lompoc</i>	A N J M	X	X	X	X
<b>Martin</b>	McKenna	<i>Lompoc</i>	A N J M	X	X	X	X
<b>Callaway</b>	Julie	<i>New Cuyama</i>	A N J M	X	X	X	X
<b>Cummings</b>	Rosemary	<i>Nipomo</i>	A N J M	X	X	X	X
<b>Lemons</b>	Shannon	<i>Nipomo</i>	A N J M	X	X	X	X
<b>Rodrigues</b>	Josh	<i>Nipomo</i>	A N J M	X	X	X	X
<b>Woodman</b>	Christine	<i>Nipomo</i>	A N J M	X	X	X	X
<b>Linne</b>	Christine	<i>Pioneer Valley</i>	A N J M	X	X	X	X
<b>Wonnell</b>	Scott	<i>Pioneer Valley</i>	A N J M	X	X	X	X
<b>Guerra</b>	Hector	<i>Pioneer Valley</i>	A N J M	X	X	X	X
<b>Ponce</b>	Gabe	<i>Pioneer Valley</i>	A N J M	X	X	X	X
<b>English</b>	Jim	<i>Righetti</i>	A N J M		X	X	X



SANTA BARBARA CONTINUED			SECTION MEETINGS	FALL MTG HOLLISTER	ROAD SHOW CAL POLY	SPRING MTG SLO	STATE CATA
Guerra	Guillermo	Righetti	A N M	X	X	X	X
Guerra	Miguel	Righetti	A N M	X	X	X	X
Burrows	Cassie	Santa Maria	A N J M		X	X	X
DeBernardi	Marc	Santa Maria	A N J M	X	X	X	X
Gocke	Luke	Santa Maria	A N J M	X	X	X	X
Guerra	Luis	Santa Maria	A N J M	X	X	X	X
Guerra	Melissa	Santa Maria	A N J M	X	X	X	X
Powell	Mark	Santa Maria	A N J M	X	X	X	X
Powell	Shannon	Santa Maria	A N J M	X	X	X	X
Rodriguez	Amanda	Santa Maria	A N J M		X	X	X
Soto	Gabe	Santa Maria	A N J M		X	X	X
Clement	Heather	Santa Ynez	A N J M	X	X	X	X
Bishop	Genevieve	Santa Ynez	A N J M	X	X	X	
Beard	Greg	CDE	A N J M	X			X
SANTA CLARA							
Duarte	David	Campbell	A J	X	X	X	X
Wallace	Randy	Campbell	A M	X	X	X	X
McMaster	Sara	Gilroy	A J	X	X	X	
White	Amanda	Gilroy	A J M	X	X	X	X
Fontana	Sara	Morgan Hill	A	X			
Whitmyre	Kaiti	Morgan Hill	J M	X		X	X
Bianchi	Kelly	San Benito	A J M	X	X	X	X
Krafft	Myndi	San Benito	J M	X	X	X	X
Martin	Joe	Sobrato	A J M	X	X	X	X
Calabretta	Tanya	Sobrato	A M	X	X	X	X
Amador	Adeline	Sobrato	A J M	X	X	X	X
Whitmyre	Kirsti	Sobrato	A J M		X	X	
Beard	Greg	CDE	A J M	X		X	X
SAN LUIS OBISPO							
Dadson	Kyle	Atascadero	A J M	X	X	X	X
Weatherly	Andrew	Atascadero	A N J	X	X	X	X
Wilson	Cyndie	Coast Union	A N	X	X	X	X
Dobrec	Darcy	Coast Union	A N M	X		X	X
Todd	Linda	Morro Bay	A N J M	X	X	X	X
Bradshaw	Carli	Paso Robles	M	X			
Clark	Theresa	Paso Robles	A J M	X			
Clement	Mark	Paso Robles	A J M	X			X
Gardner	Amanda	Paso Robles	J M				X
Pickard	Justin	Paso Robles	A J M	X			X
Bates	Anna	SLO	A N J M	X	X	X	X
Evans	Jodi	SLO	A N J M	X	X	X	X
Morton	Deanna	Shandon	A N J M			X	X
Fuller	Jon	Shandon	A N J M	X	X	X	X
Crivello	Brandi	Templeton	A N J M	X	X	X	X
Hildebrand	Chris	Templeton	A N J M	X	X	X	X
Beard	Greg	CDE	A J M	X		X	X
VENTURA							
Ritchey	Bruce	Camarillo	S M	X	X	X	X
Swanson	Sam	Camarillo	S M		X	X	
Avila	John	Carpinteria	S	X	X	X	X
Ricards	Joe	Fillmore	S M	X	X	X	X
Roderick	Bobbi	Fillmore	S M	X	X	X	X
Flores	Alex	Santa Paula	S M	X	X	X	X
Lewandoski	Amy	Ventura	S	X	X	X	
Moreno	Andrew	Ventura	S		X		
Beard	Greg		S M	X		X	X

R-2



# Santa Maria - Righetti

## Courses Report

Advisor Name	Period	Course Name	Student Count
Kylin Costa	1	Agricultural Biology	36
Kylin Costa	2	Agricultural Biology	28
Kylin Costa	3	Agricultural Biology	31
Kylin Costa	6	Agricultural Biology	31
Kylin Costa	5	Introduction to Ornamental Horticulture	19
Amy Guerra	5	Ag Communications & Leadership	28
Amy Guerra	1	Agricultural Environmental & Earth Science	31
Amy Guerra	2	Agricultural Environmental & Earth Science	36
Amy Guerra	3	Agriculture and Soil Chemistry	16
Amy Guerra	4	Agriculture and Soil Chemistry	29
Guillermo Guerra	1	Fabrication & Construction	24
Guillermo Guerra	2	Fabrication & Construction	33
Guillermo Guerra	4	Floriculture & Floral Design	36
Miguel Guerra	1	Graduate - American Degree	9
Miguel Guerra	6	Introduction to Agricultural Mechanics	24
Miguel Guerra	2	Introduction to Agriscience	8
Miguel Guerra	4	Introduction to Agriscience	48
Miguel Guerra	5	Introduction to Agriscience	34
Miguel Guerra	1	Other Agriscience	19
Guillermo Guerra	5	Prep Period	0
Amy Guerra	6	Prep Period	0
Guillermo Guerra	6	Small Animal Care & Management	19
Miguel Guerra	3	Veterinary Science	27
Guillermo Guerra	3	Viticulture	21
Hector Jimenez	1	Agricultural Welding	36
Hector Jimenez	2	Agricultural Welding	31
Hector Jimenez	3	Agricultural Welding	24
Hector Jimenez	4	Agricultural Welding	27
Hector Jimenez	6	Agricultural Welding	27



# Santa Maria - Righetti

## Courses Report

Agricultural Biology (Period: 1)

Kylin Costa

Student Name	Grad Year
Aceves, Roel	2019
Aguilar, Henry	2020
Ahmed , Nasser	2020
Anaya, Jocelyn	2020
Barraza Virgen, Daniel	2020
Brown, Aliyah	2020
Carrasco, Oscar	2020
Cassel, Kaitlyn	2021
Condon, Ashley	2020
Cordeiro , Gabriella	2020
Cortes Padilla , Camila	2020
Cortez, Raelyn	2020
Espinoza, Efren	2020
Finley, Issaya	2018
Franco, Jenise	2020
Garcia, Yatzy	2020
Golden, Emily	2020
Hoyos, Analyssa	2020
Hubble, Austin	2020
Huguenard, Karli	2020
Jaime, Julian	2020
Lopez, Joshua	2020
Martinez, Yannet	2020
Martinez-Aguilera, Emilia	2020
McCoy, Mia	2020
Patterson, Olivia	2020
Perez, Mikaileia	2020
Ramos, Edwin	2020
Rauscher, Mitchel	2020
Righetti, Ryan	2020
Segura, Dominick	2020
Shackelford, Dayton	2021
Shepherd, Adam	2020
Sierra, Gabriela	2020
Valdez, Jazmin	2020
Zamora, Crystal	2020

### Student Count

36





# Santa Maria - Righetti

## Courses Report

Agricultural Biology (Period: 2)

Kylin Costa

Student Name	Grad Year
Ambrecht, Braden	2020
Barredo, Brooke	2020
Benitez, Noe	2020
Cardenas, Joseph	2020
Cossa, Madison	2020
Davis , Zealand	2020
Flores, Cristina	2020
Fowler, Regan	2020
Gaxiola, Denise	2020
Guerrero Mora, Angel	2020
Heredia, Yerlin	2020
Herrera, Salomon	2020
Jordan, Shayla	2020
King, Samuel	2020
Lemus, Lizeth	2020
Lopez, Alexis	2020
Martinez, Damaris	2019
Martinez, Sebastian	2020
Minetti, Kayla	2020
Oropeza, Savannah	2020
Ortiz, Ashley	2020
Perales, Katelyn	2020
Redmond, Rachelle	2020
Soltan, Sean	2020
Van Zleer, Ian	2020
Vargas, Christopher	2020
Vasquez, Jason	2020
Widle, Case	2020

### Student Count

28





# Santa Maria - Righetti

## Courses Report

Agricultural Biology (Period: 3)

Kylin Costa

Student Name	Grad Year
Alvarez, Vanessa	2020
Arreola, Cynthia	2020
Cowdrey , Noah	2020
De Silva , Milangi	2020
Dzukola, Isaiah	2020
Fish, Nathan	2020
Garcia, Aron	2020
Garica, Jenise	2020
Garica, Joshua	2020
Gough, Jaden	2020
Jimenez, Gabriel	2018
Johnson, Atheena	2020
Kober, Bailey	2020
Mendoza, Jonathon	2020
Miranda, Carli	2020
Nocis, Jessup	2020
Ortiz, Miguel	2020
Pacheco, Jacob	2020
Perez, Jorge	2020
Rodenberger, Joshua	2020
Rodriguez, Laela	2020
Rodriguez, Taylor	2020
Rojo, Isabelle	2020
Sanchez, Julio	2020
Senter, Kaylee	2020
Valencia, Steven	2020
Vea, Julian	2020
Vega, Alex	2020
Walker, Caden	2020
Zarate, Jesus	2020
Zepeda, Jayden	2020

### Student Count

31



# Santa Maria - Righetti

## Courses Report

Agricultural Biology (Period: 6)

Kylin Costa

Student Name	Grad Year
Ahmed , Riyad	2020
Baker, Justin	2020
Bakke, Jacob	2020
Beaudet, Matthew	2020
Bergeson, Shane	2020
Cetti, Robert	2020
Clark, Gabriel	2020
Escalante, David	2020
Garcia, Mishila	2020
Guidotti, Faith	2020
Jimenez Grijalva, Jeileen	2020
Layva Alonso, Gisselle	2020
Lopez, Isabella	2020
Lord, Connor	2020
Martinez, Vanessa	2020
Martinez Bonilla, Mariel	2020
Martinez Diaz, Lesly	2020
Meraz, Isaac	2020
Miller-Baker, Egan	2020
Mineau, Robert	2020
Oyadbu, Meilina	2020
Perez, Justyn	2020
Pineda Gonzalez, Julissa	2020
Quake, Daniel	2020
Ruiz, Carlo	2020
Sherer, Garrett	2020
Silva, Larissa	2020
Smith, Jacob	2020
Smith, Yvette	2020
Stodola, Karma	2020
Vasquez, Jonathan	2020

### Student Count

31



# Santa Maria - Righetti

## Courses Report

Introduction to Ornamental Horticulture (Period: 5)

Kylin Costa

Student Name	Grad Year
Almaguer , Ariana	2019
Chen, Jackson	2019
De La Rosa , Michael	2019
Gamble, Madison	2019
Garcia Jimenez, Jocelyn	2018
Guidotti, Faith	2020
Jimenez Gaytan, Alex	2019
Ledesma Gonzalez, Luis	2018
Lopez, Melissa	2018
Ly, Madison	2019
Maldonado, Athena	2019
McCormack, Kaitlyn	2018
Morales, Rachel	2021
Morales-Villa, Julianna	2018
Palacio, Bruce	2018
Rodriguez, Anthony	2018
Silvio-Dominguez, Briann	2018
smedley, Selena	2019
Zimmer, Lauren	2019

### Student Count

19



# Santa Maria - Righetti

## Courses Report

Ag Communications & Leadership (Period: 5)

Amy Guerra

Student Name	Grad Year
Acosta, Haylie	2018
Anaya, Jocelyn	2020
Arellano, Nerissa	2019
Argueta, Ashley	2019
Barraza, Hailei	2019
Barredo, Brooke	2020
Carlson, Savannah	2018
Carpintero, Joseph	2018
Castillo-Serna, Jacquelynn	2019
Cervantes-Rios, Claudia	2018
Clifford, Isabelle	2021
Ernst, Kellen	2019
Franco, Jazzlynn	2019
Guerra, Maximus	2019
Herrera, Jennifer	2018
Horta, Olivia	2019
Kies, Jaycob	2020
Lemus, Carolina	2019
Lopez, Joshua	2020
Murguia-Lopez, Andorlee	2018
Plude, Nicole	2019
Pope, Hannah	2019
Robertson, Sonora	2020
Serafin, Alondra	2019
Simianer , Kaid	2018
Spiess, Daniella	2018
Velazquez, Eric	2018
Villanueva, Kaili Rose	2018

### Student Count

28



# Santa Maria - Righetti

## Courses Report

Agricultural Environmental & Earth Science (Period: 1)

Amy Guerra

Student Name	Grad Year
Aguirre , Luz	2021
Aviles Garcia, Raul	2021
beas, juan	2021
Bernal, Felipe	2021
Candan, Atahan	2021
Cervantes Flores, Fernando	2021
Claborn, Cassidy	2021
Delgado, Mariano	2021
Escutia Belmonte, Johan	2021
Flores, Anna	2021
Galindo Pereyda, Lucia	2021
Garcia, Yaneli	2021
Gonzalez, Adrian	2021
Jeffries, Collin	2021
Kerley, Hannah	2021
Lopez Barrios, Areli	2021
Martinez-Martinez, Aldair	2021
Medina Mendoza, Cristina	2020
Mendoza, Rafael	2021
Morales, Amy	2019
Morearty, Haven	2021
Nava, Yesenia	2021
Orozco, Emily	2021
Patlan, , Jesse	2021
Perez, Jakob	2019
Reyes Rosales, Lluvia	2021
Rocha, Tatyana	2021
Slay, Nathan	2021
Sweet, Aubrey	2021
Toledo-Espino, Arely	2021
Vargas, Carlos	2021

### Student Count

31



# Santa Maria - Righetti

## Courses Report

Agricultural Environmental & Earth Science (Period: 2)

Amy Guerra

Student Name	Grad Year
Alonso, Juan	2021
Alvarez , Gustavo	2021
Amido, Paul	2021
Arias-Guardado, Jocelyn	2021
Benzon, Jasmine	2021
Calderon, Eliana	2021
Callaway, Victoria	2021
De La Rosa , Andrew	2021
De Leon , Antonio	2021
Espinola, Quigly	2021
Fairall, Tory	2021
Garcia, Jacob	2019
Goforth, Paul	2021
Gonzalez, Elizabeth	2021
Guerrero, Jonhnathon	2021
Heredia, Maya	2021
Hill, Makenzie	2021
Jacobs, Justin	2021
Javier, Jacob	2021
Jimenez, Valerie	2021
Kleinsteinuber, William	2021
Lopez Hernandez, Daniel	2021
Luis, Aubrey	2021
McGinty, Ryan	2019
Medina Santana, Aracely	2021
Mendoza Montoy, Ana	2021
Ramos, Isabella	2021
Rodriguez, Montserrat	2021
Soto, Sophia	2021
Stancil, Rebecca	2018
Tomilloso, Orion	2021
Torres, Arthur	2021
Torres, Carmella	2021
Vecente, Mason	2021
Werneburg, Brian	2021
Yarte, Daniela	2021

### Student Count

36



# Santa Maria - Righetti

## Courses Report

Agriculture and Soil Chemistry (Period: 3)

Amy Guerra

Student Name	Grad Year
Adams, Jade	2019
Alvarez, Ralph	2019
Champagne-Ruiz, Madison	2019
Choi, Joseph	2019
Grimmesey, Robert	2019
Guedes, Mariah	2019
Guzman, Manuel	2019
Machado, Cutter	2018
Mahaffey, Alyssia	2019
Melendez, Hayley	2019
Olsen, Hailey	2019
Pantoja Lopez, Miguel	2019
Sanchez, John	2019
Sedano-Rivera, Andrea	2019
Tell, Kameah	2019
Tell, Makeah	2021

Student Count
16





# Santa Maria - Righetti

## Courses Report

Agriculture and Soil Chemistry (Period: 4)

Amy Guerra

Student Name	Grad Year
Adams, Jade	2019
Araujo Castro, Dioceline	2018
Arellano, Nerissa	2019
Badenell, Dillan	2020
Bakke, Nathan	2018
Barr, Kionna	2019
Barraza, Hailei	2019
Bribiesca Puga, Jennifer	2018
Carpenter, Lauryn	2018
Coronado, Jacob	2019
De La Cruz, Penelope	2019
Ernst, Kellen	2019
Franco, Jazzlynn	2019
Guerra, Maximus	2019
Guia, Citlalin	2019
Jimenez, Edith	2019
Kerley, Rachael	2019
Lagan, Erica	2018
Leeds, Zacheriah	2019
Ortiz, Hannah	2019
Plude, Nicole	2019
Pope, Hannah	2019
Ramos, Luke	2019
Saavedra, Andrew	2019
Sierra, Juan	2019
Souza, Malia	2019
Supa, Wyatt	2019
Uribe Cisneros, Alejandro	2019
Verboonen, Martha	2019

### Student Count

29



# Santa Maria - Righetti

## Courses Report

### Fabrication & Construction (Period: 1)

Guillermo Guerra

Student Name	Grad Year
Aguirre , Eric	2021
Aviles, Baldemar	2019
Becerra, Jesus	2019
Brown, Justin	2018
Castaneda, Ramses	2018
Contreras Zepeda , Daniel	2020
Dickison, Jacob	2020
Escamilla, Amir	2021
Fernandez, Asher	2021
Fontana, Andrrew	2019
Garcia Diaz, Kevin	2021
Hamson, Andrew	2021
Hernandez Bautista, Luis	2019
Lombard, Aiden	2021
Lopez Bautista, Miguel	2020
Lopez Herrera, Sergio	2018
Maldonado Castro, Daniel	2019
McGinty, Ryan	2019
Ochoa-Barajas, Maurisio	2019
Sanchez, Omar	2019
Scalia, Ian	2019
Solano , Jacob	2018
Taff, Dylan	2021
Ward, Corina	2019

#### Student Count

24



# Santa Maria - Righetti

## Courses Report

### Fabrication & Construction (Period: 2)

Guillermo Guerra

Student Name	Grad Year
Ahmed , Nasser	2020
Alapizco, Gustavo	2018
Alvarez, Andrew	2020
Aviles Garcia, Raul	2021
Balderas, Emiliano	2021
Candan, Atahan	2021
Cantoral, Daniel	2018
Chamberlain, Benjamin	2021
De La Rosa , Michael	2019
De Lira Buenrostro , Carla	2021
Dominguez Sanchez, Jose	2018
Estrada-Cardona, Daniel	2019
George, Benjamin	2020
Guerrero, Luke	2021
Gutierrez, Javier	2018
Hernandez, Anthony	2018
Hernandez, Briann	2018
Hopp, Jordan	2019
Lopez, Carlos	2019
Mendez, Edgar	2018
Mendez Rodas, Fredy	2018
Nunez, Humberto	2018
Pena Bautista , Gabino	2018
Pineda Gonzalez, Stephanie	2018
Pintor, Chyann	2018
Porter, Layne	2019
Preciado, Edward	2019
Preciado, Emmoni	2021
Rodriguez, Omar	2018
Salvador-Ortiz, Everardo	2021
Sewell, Blake	2021
Sheppard, Daniel	2018
Stout, Adrian	2020

#### Student Count

33



# Santa Maria - Righetti

## Courses Report

Floriculture & Floral Design (Period: 4)

Guillermo Guerra

Student Name	Grad Year
Acosta, Haylie	2018
Adams, Bailey	2020
Alonzo , Alyssa	2018
Alvarez, Vanessa	2020
Beas, Karla	2020
Carrasco, Katrina	2019
Correa, Madisson	2019
Cortez, Raelyn	2020
Cossa, Madison	2020
Diaz Morelos, Jaqueline	2020
Fields, Benny	2018
Flores, Michael	2021
Franks, Luke	2020
Gallardo, Andre	2018
Garcia, Devin	2019
Gonzalez Garcia, Lizeth	2019
Harris, Savannah	2018
Hayes, Katelynn	2020
Hernandez, Joseph	2019
Heyward, Samuelle	2019
Howell, Kennedy	2018
Ibarra, Roberto	2018
Lopez, Giselle	2020
Lopez, Keren	2018
Magana Vargas, Alex	2021
Martinez-Aguilera, Emilia	2020
Miranda, Aliyah	2019
Morales, Amy	2019
Morales-Villa, Julianna	2018
Parkins, , Ivan	2020
Rodriguez, Alex	2019
Rojas, Daniel	2019
Schlereth, Brendon	2019
Vera, Lauryn	2019
Vollmer, Benjamin	2018
Zeimer, Olivia	2019

### Student Count

36



# Santa Maria - Righetti

## Courses Report

Graduate - American Degree (Period: 1)

Miguel Guerra

Student Name	Grad Year
Briseno-Calderon, Bianca	2016
Briseno-Calderon, Sarai	2016
Emerick, Alexandra	2017
Ernst, Koby	2017
Minetti, Brooke	2017
Munoz, Gilbert	2017
Pond, Darbie	2017
Van Patten, Kiera	2017
Wise, Samantha	2017

### Student Count

9



# Santa Maria - Righetti

## Courses Report

Introduction to Agricultural Mechanics (Period: 6)

Miguel Guerra

Student Name	Grad Year
Alvarez, Jonathan	2019
Alvarez, Mario	2018
Ambrecht, Braden	2020
Cervantes-Diaz, Alfonso	2019
Cortez , Marc	2021
Cothran , Manny	2021
Cruz , John	2021
De Avila Magana, Cristian	2018
Dzukola, Dayman	2021
Esparza, Scott	2019
Goodchild, Sean	2020
Jansen, Brandon	2020
Jarvis, James	2019
Mendoza, Rafael	2021
Menjivar, Denis	2018
Palacio, Bruce	2018
Parra, Iseq	2019
Paz Romero, , Wilbert	2018
Pineda Santos, Jose	2021
Rodriguez, Bernardo	2020
Salano , Anthony	2019
Souza, Danielle	2019
Vigil, Christian	2019
Weissman, Grant	2019

### Student Count

24



# Santa Maria - Righetti

## Courses Report

Introduction to Agriscience (Period: 2)

Miguel Guerra

Student Name	Grad Year
Cortez , Daniel	2021
Cruz-Carrizosa , Damaris	2021
Garcia Ybarra, Jose	2021
Perez, Damian	2021
Serna, Emma	2019
Simon, Damian	2021
Torres-Bravo, Braulio	2019
Valencia-Aguilera, Natalie	2019

### Student Count

8





# Santa Maria - Righetti

## Courses Report

Introduction to Agriscience (Period: 4)

Miguel Guerra

Student Name	Grad Year
Ambrecht, Justin	2021
Barbrow, Daniel	2021
Beltran, Angelica	2021
Bradley, Tate	2021
Brown, Zachary	2021
Castillo-Mendez, Jose	2021
Cervantes Zamora, Krystal	2021
Colmenares Pacheco, Feliciano	2021
Cuevas , Dalissa	2021
Deras, Nathalie	2021
Duarte, Anthony	2021
Elenes Guerrero, Adrian	2021
Escamilla, Amir	2021
Estrada, Elijah	2021
Fernandez, Asher	2021
Fleming, Kitana	2021
Garcia Silva, Amy	2021
Garibay, Manuel	2021
Gonzalez Garcia, Beatriz	2021
Hernandez-Ruiz, Victoria	2021
Hossli, Robert	2021
Jason, Perez	2021
Jazmin, Felix	2021
Johnson, Jaida	2021
Kies, Jaycob	2020
Korosac, Donald	2021
Leon, Emelie	2021
Iewis, Tylar	2019
Lewton, Carly	2021
Linton, Elizabeth	2021
Machuca Juarez, Ivet	2021
Manu, Isabella	2021
Medina, Samuel	2021
Meza, Blanca	2021
Meza, Maliya	2021
Morales, Melinda	2021
Ramirez Alvarez, Sarai	2021
Rodriguez, Michael	2021
Rodriguez Reyes, Elizabeth	2021
Ruiz, Brayden	2021
Santos-Siordia, Guadalupe	2021

Solano-Abarca , Cristian	2021
Tovar-Morales, Denisse	2021
Trujillo, Michelle	2021
Uvalle, Guadalupe	2021
Vallejo, Leila	2021
Zarate, Izabella	2021
Zeimer, Olivia	2019

Student Count
48



# Santa Maria - Righetti

## Courses Report

Introduction to Agriscience (Period: 5)

Miguel Guerra

Student Name	Grad Year
Bejarano, Amy	2021
Carrasco, Narellah	2021
Casillas, Jakob	2021
Cedillo Arroyo, Abel	2021
Concepcion, Adrien	2021
Cuevas , Michael	2021
Delgado, Taiz	2021
Dorado, Jacob	2021
Estorga, Antonio	2021
Flores Sandoval, Erik	2021
Gonzalez, Nancy	2021
Hernandez, Enrique	2021
Herrera, Noah	2021
Hodgkinson, Tristan	2021
Jaime, Joseph	2021
Johnson, Chloe	2021
Jattimer, Savannah	2021
Lopez, Justine	2021
Lupercio, Mayra	2021
Martinez, Jeremy	2021
Morales-Villa, Armando	2021
Ontiveros, Nathaniel	2021
Ortiz, Emma	2021
Porcho, Ethen	2021
Powers Rosales, Katherine	2021
Ramirez, Brandon	2021
Reyes Garcia, Axel	2021
Rojas Pinon, Gabriela	2021
Salgado, Isabella	2021
Villa, Josue	2021
Vincent, Shelby	2019
Zaragoza, Xavier	2021
Zavala-Ramirez, Ashley	2021
Zuniga, Sheila	2021

### Student Count

34



# Santa Maria - Righetti

## Courses Report

Other Agriscience (Period: 1)

Miguel Guerra

Student Name	Grad Year
Almaguer, Jenika	2021
Contreras , Martin	2021
Cortes Jimenez , Ruvit	2021
Flores Sandoval, Erik	2021
Hernandez, Trinivad	2021
Herrera, Audrey	2021
Hurnblad, Jayann	2021
Ibarra, Aaron	2021
Jacobs, Justin	2021
Kleinsteinuber, William	2021
Manu, Isabella	2021
Martinez, Lizet	2021
Negrete, Justin	2021
Nunez, Denise	2021
Robsion, Aubrey	2021
Tell, Danyelle	2019
Torres, Carmella	2021
Turcott-Sanchez, Enrique	2018
Vargas, Celena	2019

### Student Count

19



# Santa Maria - Righetti

## Courses Report

Prep Period (Period: 5)

Guillermo Guerra

Student Name	Grad Year
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Student Count
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# Santa Maria - Righetti

## Courses Report

Prep Period (Period: 6)

Amy Guerra

Student Name	Grad Year
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Student Count
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# Santa Maria - Righetti

## Courses Report

Small Animal Care & Management (Period: 6)

Guillermo Guerra

Student Name	Grad Year
Barr, Kionna	2019
Bourgeois, Tiffany	2017
Choi, Joseph	2019
Cortez Quebrado , Fernando	2019
Johson, Christopher	2018
Mahaffey, Alyssia	2019
Morales, Ivan Enmanuel	2019
Ortiz, Hannah	2019
Pantoja Lopez,, Pablo	2020
Parker, Brandon	2020
Porcho, Anthony	2019
Potter, Cory	2021
Sabedra, Kaitlyn	2017
Sheehan, John	2020
Silva , Danielle	2018
Torpen, Ashlee	2019
Wey, ShaoChun	2017
Yamamoto, Bryan	2020
Zamora, George	2017

### Student Count

19





# Santa Maria - Righetti

## Courses Report

Veterinary Science (Period: 3)

Miguel Guerra

Student Name	Grad Year
Cahoon, Kali	2018
Chavez, Lilia	2019
De La Cruz, Penelope	2019
De La Rosa Alvarez , Alexandra	2019
Fitzgerald, Lauren	2019
Gaxiola Gonzalez, Celia	2019
Gonzalez Perez, Jennifer	2019
Hollum, Kayleigh	2018
Hughes, Gavin	2019
LaMarca, Grace	2018
Leon, Natalie	2019
Luna, Krystal	2018
Lupercio, Samantha	2018
Macedo, Aidee	2018
Martinez, Alexis	2018
Morawitz, Ashlee	2019
Morin, Saray	2019
Murguia-Lopez, Andorlee	2018
Myers, Hailey	2018
Ontiveros, Nathaniel	2021
Pena, Gabriel	2021
Provencio, Karissa	2021
Robles, Justice	2021
Romero Garcia, Daisy	2021
Segovia, Reina	2021
Serafin, Efrain	2021
Vargas, Issik	2019

### Student Count

27



# Santa Maria - Righetti

## Courses Report

Viticulture (Period: 3)

Guillermo Guerra

Student Name	Grad Year
Acosta, Haylie	2018
Campoamor, Dominic	2019
Clegg, Blake	2020
Ernst, Kellen	2019
Guerrero Mora, Angel	2020
Hammell, Weston	2018
Hamson, Andrew	2021
Heredia, Angelina	2020
Horta, Olivia	2019
Lagan, Nicole	2020
Macedo, Aidee	2018
Mena-Velasquez, Daisy	2018
Mendiola, Christopher	2018
Mineau, Robert	2020
Muscio, Jack	2020
Perez, Savannah	2018
Rosas, Joshua	2020
Salazar, Jose	2019
Shafer, Alexandra	2019
Tapia, Shaira	2020
Vega, Allan	2020

### Student Count

21



# Santa Maria - Righetti

## Courses Report

Agricultural Welding (Period: 1)

Hector Jimenez

Student Name	Grad Year
Alcaraz Barajas, Daniela	2018
Alejandre , Loren	2018
Barajas, Andrew	2019
Baro, Myles	2019
Brodniak, David	2021
Campa, Steven	2019
Chavarria Miranda, Christian	2018
De La Cruz Hernandez, Israel	2019
De La Cruz-Turner , Israel	2018
De La Pena , Isaac	2019
Garcia, Devin	2019
Garcia, Robert	2018
Gonzalez Tostado, Victor	2019
Jarvis, James	2019
Koertge, Charles	2019
Ledesma Gonzalez, Luis	2018
Lee, Nathaniel	2018
Leeds, Zacheriah	2019
Martinez, Andrew	2019
Martinez, Miguel	2019
Mendoza, Carlos	2020
Mireles, Jose	2019
Nunez, Yovani	2018
Olea-Perez, Carlos	2021
Olvera-Lomeli, Eduardo	2019
Pacheco Barrera, , Diego	2018
Paz Romero, , Wilbert	2018
Perez, Eduardo	2018
Rojo, Isaiah	2018
Sanchez-Torres, Benjamin	2019
Solis, Duran	2021
Thompson, Blake	2019
Tipton, Jereth	2019
Vazquez, Carlos	2019
Villegas, Isaias	2019
Wiley, Brandon	2018

### Student Count

36



# Santa Maria - Righetti

## Courses Report

Agricultural Welding (Period: 2)

Hector Jimenez

Student Name	Grad Year
Chavez , Francisco	2021
Concepcion, Adrien	2021
Cuevas, Dominick	2019
Espindola-Toscano, Jesus	2018
Firgueroa, Robert	2020
Gagnon, Eli	2018
Gallardo, Fernando	2019
Garcia, Armando	2019
Garcia, Mario	2019
Garibay, Erineo	2019
Guzman Rodriguez, Jose	2019
Housley, Hudson	2019
Jaime, Julian	2020
Korosac, Donald	2021
Lake, Nathan Ray	2018
Macias Quebrado, Rodrigo	2019
Montenegro, Israel	2021
Montey, Noah	2018
Palacio, Bruce	2018
Passmore, Mason	2018
Ramirez Zavala, Raul	2019
Rayner, Kyle	2018
Reyes, Jonny	2019
Reyes Castillo, Jessi	2019
Robsion, Aubrey	2021
Rodriguez, Robert	2020
Sousa, Garrett	2018
Stich, Andrew	2018
Thornton, Dylan	2019
Tidd, Christopher	2020
White, Dylan	2018

### Student Count

31



# Santa Maria - Righetti

## Courses Report

Agricultural Welding (Period: 3)

Hector Jimenez

Student Name	Grad Year
Avila, Joshua	2021
Benitez, Juan	2021
bojorquez, Jesus	2020
Brown, Zachary	2021
De Avila Magana, Cristian	2018
De La Cruz , Isaac	2021
Herrera, Triston	2018
Hudson, Spencer	2018
MacKinnon, Jacob	2020
Maher, Jakob	2018
Martinez, Lianna	2021
Nelson, Daniel	2018
Parra, Iseq	2019
Renteria, Dallas	2018
Rice, Johnathan	2018
Rivas Gonzalez, Jose	2020
Rodriguez, Joseph	2020
Rossi, John	2021
Santana Porcayo, Fernando	2018
Simas, Blake	2018
Thompson, Matthew	2018
Waldron, Cameron	2018
Walker, Lucas	2019
Widle, Case	2020

### Student Count

24



# Santa Maria - Righetti

## Courses Report

Agricultural Welding (Period: 4)

Hector Jimenez

Student Name	Grad Year
Aceves, Roel	2019
Aguilera, Alexis	2020
Alvarez, Andrew	2020
Bischoff, Jakob	2018
Casares, Julian Leonel	2021
Chavez, Rafael	2019
Contreras, Francisco	2020
Delgado , Joseph	2021
Duran- Sandoval, Jesus	2018
Garcia, Jacob	2019
Gayfield, Gavin	2021
Guevara, Dominic	2021
Hernandez, Briann	2018
Jeffries, Collin	2021
Luu, Andy	2020
Magallon, Andy	2018
Michaca Osio, Arturo	2019
Ojeda, Brian	2019
Rodriguez, Omar	2018
Ruelas, Andres	2020
Schoenfel, Chase	2019
Shafer, Timothy	2018
Sharp, Carson	2021
Sotello, Izaiah	2018
Soto, Jorge	2018
Streker, Andrew	2018
Thayer, Colby	2020

### Student Count

27



# Santa Maria - Righetti

## Courses Report

Agricultural Welding (Period: 6)

Hector Jimenez

Student Name	Grad Year
Aguilar, Henry	2020
Angulo, Gabriel	2020
Carballo Rivera, Edgardo	2019
Ceja, Desidario	2020
Colmenares Pacheco, Feliciano	2021
Contreras , Martin	2021
Dockery, Joseph	2020
Flores, Cristina	2020
Flores, Damian	2019
Gonzalez, Isaiah	2020
Gonzalez, Oscar	2019
Hernandez, Trinidad	2021
Housley, Hudson	2019
Hubble, Austin	2020
Jones, Tyrell	2019
Lupercio, Mario	2020
Martinez, Arturo	2021
Ortiz, Michael	2020
Ortiz, Miguel	2020
Ramirez, Diego	2020
Robison, Jonathan	2019
Siordia , Juan	2019
Spencer, Mason	2019
Thornton, Dylan	2019
Vecente, Mason	2021
Woodin, Taylor	2019
Yocis, Dominic	2021

### Student Count

27



# Travel Request

RECEIVED

OCT 12 2017

**Santa Maria Joint Union High School District  
REQUEST FOR PRIOR APPROVAL FOR CONFERENCE**

FISCAL SERVICES

**MUST BE RECEIVED BY BUSINESS SERVICES AT LEAST 2 WEEKS PRIOR TO THE EARLIEST REGISTRATION DEADLINE**

Date of Request 10/6/17 Date of Conference 11/29-11/30/2017  
 Name Arny Guerra Dept. Agriculture School Site ERHS  
 Destination Verdura Co. Office of Education Purpose Statewide Rollout - Next Gen Sci Standards  
(no abbreviations) (no abbreviations)

Funding Source LCAP Goal 1 Service 1

**ESTIMATE EXPENSES:**

Hotel Courtyard \$ shared Prepay \_\_\_\_\_  
Marriott  
 Registration \$ 250.00 Prepay \_\_\_\_\_  
 Transportation \$ Ag. Veh.  
 Meals \$ 80.00  
 Substitutes \$ 200.00  
 TOTAL \$ \_\_\_\_\_

**APPROVAL OF ESTIMATED EXPENSES**

Department Chair: [Signature]  
 Site Administrator: [Signature]

**CATEGORICAL ACCOUNTABILITY**

PLAN TITLE LCAP  
 APPROVAL DATE 6/20/17 GOAL 1  
 PAGE 60 SECTION 1  
 SPECIAL PROJECTS SIGNATURE [Signature]

This portion should be completed immediately upon return from conference.		REIMBURSEMENT						
ITEMIZED EXPENDITURES								
DATE	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	TOTAL
Lodging ( <b>attach receipt</b> )								
Meals: Breakfast								
Lunch								
Dinner								
Registration/Conference Fee ( <b>attach documentation</b> )								
Mileage ( <b>attach Mapquest</b> )								
Vehicle Rental ( <b>attach receipt</b> )								
Other (Specify)								

I hereby certify that the above is a true and correct statement of my actual and necessary expenses incurred while on official business for the school district.

Claimant's Signature

Date

[Signature] 12/1

Total Expense

Less Registration

Less Lodging

Less Other

TOTAL CLAIM

Sharing

**APPROVAL FOR PAYMENT OF FINAL EXPENSES**

DEPARTMENT CHAIR: \_\_\_\_\_

Date

SITE ADMINISTRATOR: \_\_\_\_\_

Date

SPECIAL PROJECTS: \_\_\_\_\_

Date

FOR DISTRICT USE ONLY / APPROVAL FOR PAYMENT

01.0790.0.0900.2140.5220.500

Account Number LCPI.ASDI

Account Number \_\_\_\_\_

Business Services

Date

# CATA Membership



**CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION  
MEMBERSHIP APPLICATION**

NAME: Guerra Amy  
Last, First, MI

HOME ADDRESS: 5402 Stillwell Rd.

CITY/STATE/ZIP CODE: Santa Maria Ca. 93455

TELEPHONE NUMBER: (805)937-4435 CELL: (805)478-8020

WORK NUMBER: (805)937-2051 x 2432 FAX: (805)934-0819

E-MAIL ADDRESS: aguerra@smjuhsd.org

CATA REGION: South Coast CATA SECTION: Santa Barbara SCHOOL: Righetti

CATA has my permission to distribute my home address and telephone number to other ag teachers. Yes ☒ No ☐ Signature: *Amy Guerra*

Regular Dues - \$140	140.00
Ag Teachers less than 1/2 time (FTE) - \$70	
Installment Billing - at least \$26*	
Associate - \$15	
New Teacher - \$70	
Life Membership - \$1,400.00	
Optional - ACTE Dues - \$80	
Optional - NAAE Dues - \$60	
<b>SUB TOTAL DUES</b>	<b>140.00</b>
Optional - Contribution to CATA Scholarship Fund	
\$10 <input type="checkbox"/> \$25 <input type="checkbox"/> \$50 <input type="checkbox"/> \$100 <input type="checkbox"/> Other <input type="checkbox"/>	
<b>TOTAL (Please make check payable to CATA.)</b>	<b>140.00</b>

**Important Tax Notice to CATA Members**

Contributions or gifts to CATA are not deductible as charitable contributions for income tax purposes. However, CATA dues may be tax deductible as an ordinary and necessary business expense. Please consult your tax advisor.

Charge my dues to: VISA ☐ Master Card ☐

Card # \_\_\_\_\_ Expiration Date \_\_\_\_\_ CVS ☐

Signature: \_\_\_\_\_

Installment dues are \$140 + service charge of \$16 = Total \$ 156

Installment dues for New Teachers are \$70 + service charge of \$8 = Total \$ 78

\*Service charge is for Installment Dues ONLY\*

Please note that members electing to pay monthly are agreeing to pay the full amount whether or not they decide to pay off their dues early.

Signature: \_\_\_\_\_

Mail to: California Agricultural Teachers' Assn.  
P.O. Box 186  
Galt, CA 95632-0186

Receipt No. \_\_\_\_\_  
Member Card No. \_\_\_\_\_

Rev: 2015



CALIFORNIA TEACHERS ASSOCIATION  
NATIONAL EDUCATION ASSOCIATION  
NON-PROFIT ORGANIZATIONS



ID: 0010133801

AMY A GUERRA  
SANTA MARIA JT UHSD FAC ASSN

Active  
Professional

Active  
Professional

2017-18

  
CTA EXECUTIVE DIRECTOR

  
NEA EXECUTIVE DIRECTOR



# Professional Development Activity



Santa Barbara County Teacher Induction Program  
2016-2017 Event Catalog  
Fall 2016



**Required Introduction Meetings**

**TIP 101 TIP Program Orientation**

A series of lessons in NEO, our online classroom, provide information on our accredited program and the relationship with the California Commission on Teacher Credentialing (CTC). The orientation includes a credentialing overview, a description of the Mentor & Participating Teacher roles and expectations, a summary of the professional cycle of inquiry, important dates, and other key program policies. The class is meant for all new participating candidates and mentors, as well as a review for returning participants, highlighting any new changes or additions to the program.

***Required for all Participating Teachers and their Mentors.***

*August 29 - September 11, 2016*

*ONLINE*

*Branum/Merritt*

**TIP 301 Mentor Training: Defining the Role of Mentor**

This focused session will provide an opportunity for all mentors, new and returning, to sharpen their focus on the role they hold in supporting our induction candidates. Aside from programmatic information and explanation of procedures, we will discover and attend to the dispositions, tools, and resources to be utilized over the course of the coming year. We will also dive into this year's mentor book study of The Multipliers by Liz Wiseman. This important gathering sets the tone for a great year and prepares us for a successful experience that will maximize the results for all participants.

***Required for ALL Mentors. 4:15pm - 7:00pm***

*September 12, 2016*

*Lompoc: Cabrillo High School*

*Branum/Merritt*

*September 13, 2016*

*Santa Maria: Righetti High School*

*Branum/Merritt*

*September 15, 2016*

*SBCEO Auditorium*

*Branum/Merritt*





## Santa Barbara County Teacher Induction Program 2016-2017 Event Catalog

**YEAR 1  
MEETINGS**

### **Required Formative Assessment Meetings for all 1st Year Candidates and their Mentors**

*Meetings begin promptly at 4:15pm.*

*Candidates are dismissed at 6:00pm. Mentors conclude at 7:00pm*

**FALL**



#### **TIP 101 Framing Your Inquiry: Essential Practices in View of Standards and Assessments**

This first face-to-face meeting will serve as an additional orientation to the program by providing details on future events, a timeline and explanation of induction activities, and available resources. We start the year by grounding ourselves in the many facets of local contexts, while keeping an eye toward larger state and federal guidelines. Candidates will enjoy built-in work time with Mentors to familiarize themselves with the Program Guide and upcoming tasks.

*September 19, 2016*

*Lompoc: Cabrillo High School*

*Branum/Merritt*

*September 20, 2016*

*Santa Maria: Righetti High School*

*Branum/Merritt*

*September 22, 2016*

*SBCEO Auditorium*

*Branum/Merritt*

#### **TIP 102 Framing Your Inquiry: Maximizing Student Engagement and Positive Behavior Management**

This second meeting will occur at a point in time when teachers have settled into their positions and are ready to evaluate their practices, environment, student learning, and professional goals. Using data collected during the "Framing" stage, Candidates will work with their Mentor to develop a personal Inquiry Question geared toward the exploration of a topic related to their goal and grounded in the California Standards for the Teaching Profession (CSTP).

*October 17, 2016*

*Lompoc: Cabrillo High School*

*Branum/Merritt*

*October 18, 2016*

*Santa Maria: Righetti High School*

*Branum/Merritt*

*October 20, 2016*

*SBCEO Auditorium*

*Branum/Merritt*



**SPRING**

#### **TIP 103 Fulfilling the Inquiry Cycle: Designing Equitable and Inclusive Learning Environments**

With solid Inquiry Questions in place, Candidates begin researching, applying, and monitoring actions within a cycle of inquiry. Multiple forms of research are highlighted to support the various ways in which teachers gather information, collect strategies, and embark in continuous professional learning. Self-identified areas of desired growth are connected to the specific CSTP. The process is rich in professional and personal reflection. Particular attention will be paid to ensuring equitable access and inclusive learning opportunities for all students.

*January 12, 2017*

*SBCEO Auditorium*

*Branum/Merritt*

*January 17, 2017*

*Santa Maria: Righetti High School*

*Branum/Merritt*

*January 18, 2017\* (Wed)*

*Lompoc: Cabrillo High School*

*Branum/Merritt*

#### **TIP 104 Fulfilling the Inquiry Cycle: Effective Communication Practices & Mindful Professionalism**

The year concludes with a synthesis of the inquiry cycle, including the communication of results and demonstration of impact via the Professional Inquiry Portfolio. In preparation, we will review components of the cycle and ways in which personal reflections and growth may be communicated.

*February 6, 2017*

*Lompoc: Cabrillo High School*

*Branum/Merritt*

*February 7, 2017*

*Santa Maria: Righetti High School*

*Branum/Merritt*

*February 9, 2017*

*SBCEO Auditorium*

*Branum/Merritt*

**Required Formative Assessment Meetings or All 2nd Year Candidates and their Mentors**

Meetings begin promptly at 4:15pm.

Candidates are dismissed at 6:00pm. Mentors conclude at 7:00pm

FALL



**TIP 201 Re-Engaging the Inquiry Cycle: Essential Practices in View of Standards and Assessments**

Returning and experienced teachers will reconnect with the cycle of inquiry, reflecting on the previous year in relation to their current teaching environment. Taking advantage of a likelihood to “frame” an inquiry somewhat quicker, teachers will ground themselves in the many facets of local contexts, while keeping an eye toward larger state and federal guidelines. They will collect and discuss data (both student and personal) on their professional surroundings. Through reflection and conversation, goals will be revisited and the stage for re-engaging an inquiry process will be set.

October 3, 2016

Lompoc: Cabrillo High School

Branum/Merritt

October 4, 2016

Santa Maria: Souza Center

Branum/Merritt

October 6, 2016

SBCEO Auditorium

Branum/Merritt

**TIP 202 Re-Engaging the Inquiry Cycle: Maximizing Student Engagement & Positive Behavior Mgmt.**

Utilizing their own data on practices, environment, student learning, and professional goals, Year 2 Candidates will establish their Inquiry Question and begin researching their self-selected topic of interest. This phase of the cycle is extended during the second year to allow for rich professional discovery and study. Goal setting, identification of specific professional learning activities, application, and measured outcomes will be addressed while striving to maximize student learning.

October 24, 2016

Lompoc: Cabrillo High School

Branum/Merritt

October 25, 2016

Santa Maria: Righetti High School

Branum/Merritt

October 27, 2016

SBCEO Auditorium

Branum/Merritt



SPRING

**TIP 203 Evaluating Your Inquiry Cycle: Designing Equitable and Inclusive Learning Environments**

As goals and research are put into place, the inquiry cycle moves into a phase of application and active measurement as to the impacts on student learning. It is during this time, that attention to equity and inclusion is most critical. Resources, tools, and strategies will be shared to increase positive results while remaining reflective about student and teacher indicators of growth.

January 23, 2017

Lompoc: Cabrillo High School

Branum/Merritt

January 24, 2017

Santa Maria: Righetti High School

Branum/Merritt

February 2, 2017

SBCEO Auditorium

Branum/Merritt

**TIP 204 Evaluating Your Inquiry Cycle: Effective Communication & Mindful Professionalism**

The perpetual cycle of inquiry that is the nature of professional educators both ends and begins at this point of a school year. Evidence is collected, results are studied, adjustments are considered, and reflections fuel future growth. As Year 2 teachers conclude their induction experience, we will revisit the cycle, prepare for the communication of results and demonstration of impact, and position ourselves as inquiry cycle models and active participants moving forward.

February 21, 2017

Santa Maria: Righetti High School

Branum/Merritt

February 22, 2017\* (Wed)

Lompoc: Cabrillo High School

Branum/Merritt

February 23, 2017

SBCEO Auditorium

Branum/Merritt

**TIP 205 Credential Clearance/Application Meeting**

**Required for all 2nd Year Participating Teachers. Optional for their Mentors.**

May 22, 2017

Lompoc: Cabrillo High School

Branum/Merritt

May 23, 2017

Santa Maria: Righetti High School

Branum/Merritt

May 25, 2017

SBCEO Auditorium

Branum/Merritt



## Santa Barbara County Teacher Induction Program 2016-2017 Event Catalog



### FALL CLASSES 2016



#### Professional Learning Classes

All classes begin promptly at 4:15pm and end at 7:00pm.

**PLEASE NOTE:** Class offerings, dates, and locations are subject to change as a minimum of 10 participants are needed to hold a class. Any/all updates will be communicated via email and NEO classroom postings.

#### TIP 401

##### NGSS Unlimited

Everything you wanted to know about the Next Generation Science Standards (NGSS) and more! This class will provide introductory activities to gain knowledge and understandings of the 3 Dimensions of Science: Engineering Practices, Crosscutting Practices, and Disciplinary Core Ideas, and how you can apply them with students tomorrow. Content and materials will be applicable to your specific grade level - Preschool through Grade 12 teachers welcome! You will leave with plenty of resources, ready-to-use.

November 8, 2016  
November 10, 2016

Santa Maria: Souza Center  
SBCEO Auditorium/MTC

Spector  
Spector

#### TIP 402A

##### Classroom Management: Elementary

Digging deeper into our book study of Conscious Classroom Management, by Rick Smith and by bringing in additional resources, this class will provide a place for teachers to discuss and share what seems to be working and more importantly, what feels like it's not in the realm of classroom management and student engagement. Come with your questions, concerns, frustrations, and wonderings and leave with a fresh, new set of tools and strategies to help create the effective learning environment you've been wanting.

November 15, 2016  
November 17, 2016

Santa Maria: Souza Center  
SBCEO Auditorium/MTC

Branum  
Branum

#### TIP 402B

##### Classroom Management: Secondary

This session will begin with actions and mindsets that set the stage for a positive classroom environment and advance quickly to how to handle challenging situations. Topics include: how to re-train the habitual disruptor, how to de-escalate, how to have an effective parent conversation about behavior, how to handle challenging special cases: theft in the classroom, conflicts, fights, blatant disrespect, suspicion of drugs, blatant disrespect and any other potential crisis you can dream up.

November 15, 2016  
November 17, 2016

Santa Maria: Souza Center  
SBCEO Auditorium/MTC

Merritt  
Merritt

#### TIP 403

##### Content-Based Academic Language Development

Using the topic and materials you bring, we will learn to identify and support opportunities for functional academic language development. Through teacher- and student-ready tools based on the work of Kate Kinsella, Doug Fisher and Nancy Frey, and Pauline Gibbons, you can lead your students through content learning with rich understandings of how academic language works and can be used to scaffold increased levels of both verbal and written expression. All grades and subjects welcome!

November 29, 2016  
December 1, 2016

Santa Maria: Souza Center  
SBCEO Auditorium/MTC

Branum  
Branum



## Santa Barbara County Teacher Induction Program 2016-2017 Event Catalog FALL CLASSES 2016, continued



### Professional Learning Classes

All classes begin promptly at 4:15pm and end at 7:00pm.

**PLEASE NOTE:** Class offerings, dates, and locations are subject to change as a minimum of 10 participants are needed to hold a class. Any/all updates will be communicated via email and NEO classroom postings.

#### **TIP 404**

##### **Art for the Non-Artist**

We all know that engaging students' strengths through the arts increases motivation, stimulates skill development through varied learning opportunities, builds confidence, and ensures greater access for all types of learners. After all, it's what moves STEM to STEAM. But what if you don't consider yourself an artist, or an art teacher? Come find out through this relaxed, creative class where we explore art integration with numerous applications to ANY classroom. Come ready to paint! You will leave class with a completed lesson and be provided with ready-to-use lessons that will feed your own and your students' artistic abilities. All grades welcome.

*December 6, 2016*

*Santa Maria: Souza Center*

*Benchoff/Branum*

*December 8, 2016*

*SBCEO MTC*

*Benchoff/Branum*

#### **TIP 405**

##### **Ed Tech Exploratorium**

With the help of an amazing interactive digital binder, this session will lead participants through dozens of ed tech tools, all sorted into practical categories such as Assessment, Management, Discussion Tools, Mind Mapping, Parent Engagement, Research Tools, and More! Come spend an afternoon of self-discovery and shared learning according to your interests and needs. Your facilitators will be there to support your customized experience. This would be the perfect way to consider integrating technology into the pursuit of your Inquiry Question - we can help with that!

*December 13, 2016*

*Santa Maria: Souza Center*

*Zuchowicz/Branum*

*December 15, 2016*

*SBCEO Auditorium*

*Benchoff*



## Santa Barbara County Teacher Induction Program 2016-2017 Event Catalog

### FALL Ed Specialist CLASSES 2016

The following classes are offered free of charge through an amazing partnership with our Santa Barbara County SELPA Office - thank you! Learn more at [sbcselpa.org/events](http://sbcselpa.org/events)



#### Professional Learning Classes

All classes begin promptly at 4:15pm and end at 7:00pm.

**PLEASE NOTE:** Class offerings, dates, and locations are subject to change as a minimum of 10 participants are needed to hold a class. Any/all updates will be communicated via email and NEO classroom postings.

#### TIP 501

##### Special Education: SELPA Education Benefit Review

Education Specialists will receive information on how to complete an Educational Benefit Review. The state template will be introduced and the TIP assignment format will be shared to complete a sample review case together. Participants need to bring necessary documents if they would like to receive assistance in beginning their assigned Ed Benefit Review of a student.



**REQUIRED FOR ALL YEAR 1 ED SPECIALIST CANDIDATES, as well as Year 2 ECO & TRANSFER CANDIDATES**

Wed. October 26, 2016	SBCEO North County Office; Santa Maria	Tolkin
Wed. November 2, 2016	SBCEO South County Office; Santa Barbara	Tolkin

#### TIP 502

##### Understanding Autism Spectrum Disorder (ASD) - Not restricted to Spec Ed participants

Participants will learn about the use of evidence based practices within the classroom setting when working with students with autism spectrum disorders. Participants will be able to align the use of evidence based practices to student IEP goals.

**Open to all TIP Participants (Candidate/Mentor, Special Ed/General Ed)**

Wed. November 9, 2016	SELPA- Buellton Conference Room	Williams
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#### TIP 503

##### Take Charge Special Educator: Organizing & Managing Your Work, Supporting Your Students

This workshop will assist special education teachers / case managers understand how to be a "take charge special educator" in order to meet the needs of students with disabilities. Specifically the role and responsibilities of the special educator will be clearly defined with strategies presented for meeting the many demands required to ensure that students received educational benefit from their FAPE. *The session is proudly led by Dr. Jarice Butterfield, our SB County SELPA Director.*

Wed. November 16, 2016	SELPA- Buellton Conference Room	Butterfield
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#### TIP 504

##### Special Education: Managing Behavior

Participants will learn to identify the functions of challenging behaviors exhibited by students in the classroom. Participants will be provided with a variety of proactive behavior strategies that can be used within a large group setting and individually.

Wed. November 30, 2016	SELPA- Buellton Conference Room	Williams
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#### TIP 505

##### Special Education: English Learner Pre-referrals and Linguistically Appropriate IEP's

This workshop will assist participants in being able to distinguish between a learning disability versus language difference and engage in compliant assessment of English learners to determine eligibility for special education, as well as be able to write linguistically appropriate IEPs. *The session is proudly led by Dr. Jarice Butterfield, our SB County SELPA Director.*

Wed. December 7, 2016	SELPA- Buellton Conference Room	Butterfield
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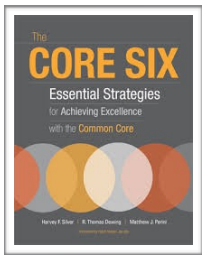
## **INDEPENDENT STUDIES - Self-Guided, Online Professional Learning Options**

These offerings are self-guided, individual professional learning options available through NEO.

**PLEASE NOTE: These classes are open year-round, however registration during the Fall or Spring Registration Windows is required.**

### **Professional Learning Classes, continued**

#### **TIP 901**

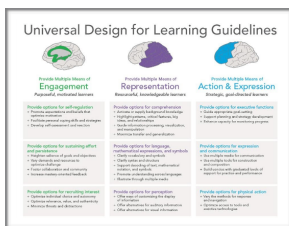


#### **Independent Book Study: The Core Six**

Jump into our online book study of Harvey Silver's *The Core Six: Essential Strategies for Achieving Excellence with the Common Core*. The book presents six research-based, classroom-proven strategies that will help you and your students respond to the demands of the Common Core State Standards. Checklists for implementation, multiple samples, and planning considerations are included.

The TIP Book Study is an NEO/EDU online class whereby participants self-select chapters of interest that align with your inquiry question and professional goals. Coordinating activities/lessons are then completed and uploaded at your own pace. Contact the TIP office if you would like to request a copy of the book. A digital version is available for registered participants within NEO.

#### **TIP 902**



#### **Independent, online Professional Development Module: Universal Design for Learning**

Our students bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. Universal Design for Learning (UDL) is a set of principles that equip teachers with a planning process that ensures all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for every learner. The framework contains flexible approaches that serve as customizable options for students, adjustable to individual needs.

Through the IRIS Center (headquartered at Vanderbilt University and funded by the U.S. Department of Education), TIP offers a rich independent study option for those interested in deepening their understanding and implementation of UDL. This online module offers content in a variety of formats: text, video demonstrations, audio interviews with experts and practicing educators, and interactive activities. Based on the adult learning theory developed by Dr. John Bransford and his colleagues, IRIS Modules make information on evidence-based practices more accessible and easier to learn than is otherwise possible for many busy educators.

Completion will include uploading 1-2 activities from the module into our NEO online classroom.

#### **TIP 903**



#### **Independent, Online Learning Module: So I've Got an Instructional Aide, Now What?**

Local Special Education experts, Bev Sherman and Ruth Rech, guide participants through an interactive video presentation sharing information and strategies for successfully managing instructional assistants/aides. The focus is on how to best work with your paraprofessionals (and any other type of classroom "helpers") so that their support can be maximized to benefit student learning. Ready-to-use resources and self-guided online activities are included in the module.

This class has immediate applicability to both Special Ed and General Ed teachers.

# Five Year Acquisitions List





## *Five-Year Facility & Equipment Acquisition Schedule*

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Year	Item	Amount
2013-2014	Purchase Additional Ag Truck	\$10,000
	OH Facility Improvement	\$5,000
	Welding Shop Upgrades	\$2,000
2014-2015	Ag Vehicle Payment	\$10,000
	Computer Lab in Ag Building	\$10,000
	OH Facility Upgrades	\$3,000
2015-2016	Ag Vehicle Payment	\$10,000
	Purchase Gator for travel to OH Unit	\$10,000
	Purchase Flatbed Trailer	\$7,500
	Purchase Portable Welding Unit	\$12,000
	Purchase Set-Up Supplies for Ag Mechanics Classes	\$5,000
	Purchase Set-Up Supplies for Ag Chemistry Classes	\$5,000
2016-2017	OH Irrigation System	\$5,000
2017-2018	Purchase Additional Ag Suburban	\$10,000
	Replace Ag Suburban	\$10,000
	Purchase Additional Ag Truck	\$10,000
	School Farm Development	\$250,000

# Operating Budget

## Balances through June

Fiscal Year 2017/18

Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
<b>Fund 01 - General, Resource 0000 - UNRS</b>						
4310	Materials/Supplies-General	8,500.00	25,170.94	5,584.00	2,428.55	17,158.39
4370	Materials/Supplies-Fuel/Oil				408.72	408.72-
4400	Noncapitalized Equipment			31.87		31.87-
5912	Communications-Cell Phone				740.31	740.31-
	<b>Total for Resource 0000 and Expense accounts</b>	<b>8,500.00</b>	<b>25,170.94</b>	<b>5,615.87</b>	<b>3,577.58</b>	<b>15,977.49</b>
<b>Fund 01 - General, Resource 0127 - AG, GRANT</b>						
4400	Noncapitalized Equipment		5,000.00	5,000.00		.00
	<b>Total for Resource 0127 and Expense accounts</b>	<b>.00</b>	<b>5,000.00</b>	<b>5,000.00</b>	<b>.00</b>	<b>.00</b>
<b>Fund 01 - General, Resource 3550 - CPerknsCTEScnd</b>						
1140	Teachers-Subs	6,600.00	6,600.00		1,122.00	5,478.00
3101	STRS-Certificated	952.38	952.38		85.71	866.67
3303	Medicare-Certificated	95.70	95.70		16.24	79.46
3501	St Unemplmnt Ins-Certificated	3.30	3.30		.59	2.71
3601	Workers Comp Ins-Certificated	134.84	134.84		22.95	111.89
4310	Materials/Supplies-General	6,799.78	6,799.78	3,001.17	3,038.59	760.02
4400	Noncapitalized Equipment	4,541.00	4,541.00		395.81	4,145.19
5220	Travel/Conf	7,590.00	7,590.00	2,215.00	334.13	5,040.87
5710	Trf Dir Costs				1,773.65	1,773.65-
5717	Trf Dir Cost Fuel				554.26	554.26-
	<b>Total for Resource 3550 and Expense accounts</b>	<b>26,717.00</b>	<b>26,717.00</b>	<b>5,216.17</b>	<b>7,343.93</b>	<b>14,156.90</b>
<b>Fund 01 - General, Resource 7010 - AgCareerTechEd</b>						
4310	Materials/Supplies-General	200.00	7,826.21	3,188.68	3,871.87	765.66
5220	Travel/Conf	16,288.00	16,791.00	2,215.00	334.12	14,241.88
5710	Trf Dir Costs	3,000.00	3,000.00		1,773.64	1,226.36
5717	Trf Dir Cost Fuel	4,000.00	4,000.00		554.26	3,445.74
	<b>Total for Resource 7010 and Expense accounts</b>	<b>23,488.00</b>	<b>31,617.21</b>	<b>5,403.68</b>	<b>6,533.89</b>	<b>19,679.64</b>
<b>Fund 01 - General, Resource 9630 - CCPT</b>						
4310	Materials/Supplies-General		46,324.41	7,000.00		39,324.41
	<b>Total for Resource 9630 and Expense accounts</b>	<b>.00</b>	<b>46,324.41</b>	<b>7,000.00</b>	<b>.00</b>	<b>39,324.41</b>
	<b>Total for Org 032 - Santa Maria Joint Union High School District</b>	<b>58,705.00</b>	<b>134,829.56</b>	<b>28,235.72</b>	<b>17,455.40</b>	<b>89,138.44</b>

Selection

Filtered by User Permissions, (Org = 32, Online/Offline = N, Fiscal Year = 2018, Period = 12, Unposted JEs? = N, Assets and Liabilities? = N,

Restricted Accts? = Y, SACS Fund? = N, Fund Page Break? = N, Obj Lvl = 4, Obj Digits = 0, Page Break? = N)

ESCAPE

ONLINE

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# Budget Process

## **District/Department Budget Process**

The Department Head of the Righetti High School Agriculture Department is in charge of the budget which includes the Agriculture Incentive Grant (A.I.G.), Perkins, and other departmental funding. He is responsible for overseeing and allocating our funds and balancing the budgets. Agriculture Teachers within our program can access the budget at any time. To make a purchase with A.I.G, Perkins, or other department funds, teachers must turn in a Purchase Order and/or Reimbursement Form that has been voted on and approved by the majority of Agriculture Teachers within the department. Forms are then passed onto site Administration prior to reaching the District Office for final approval.

All funds for travel, meals and reimbursements must be preapproved through the use of a Travel and Conference form. This form must be filled out prior to an event, and upon return, all receipts are then attached and submitted to the Department Chair. If a Travel and Conference form is not filled out prior to travel the teacher will not be reimbursed for their funds used. Once Purchase Orders are filled out they are given voted upon by the department, and if approved, are passed on to the Department Chair prior to being sent down the chain of command. Upon reaching the Purchasing Department at the District Office supplies is then ordered and paid for with the use of an invoice. All Agriculture Teachers must plan ahead as this entire process may take up to six weeks to complete.

# Department Chairperson's Responsibility



# ***Righetti High School Agriculture Department***

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941 EAST FOSTER ROAD • SANTA MARIA, CALIFORNIA 93455-3399 • (805) 937-2051 • (805) 934-0819  
KYLIN COSTA X2430 • AMY GUERRA X2432 • GUILLERMO GUERRA X2431 • MIGUEL GUERRA X2429 • HECTOR JIMENEZ X2401

## **Righetti High School Agriculture Department Chairperson Responsibilities:**

- Attending Department Chair Meetings at school site and district office
- Planning Master Board/Schedule of Classes for Agriculture Department
- Overseeing Department Budget (A.I.G., Perkins, and other Departmental Funding)
- Overseeing Five Year Equipment Allocation Schedule
- Reporting of Expenditures
- Agriculture Incentive Grant and Reviews
- Maintaining Comprehensive Program Plan Binder
- Maintaining Program Management Binder
- Managing Office Supply Orders
- Submission of R2 Report and Roster
- Overseeing Department Course Approval Process
- Overseeing CATA Registration and Summer Conference approval/payment
- Planning of Agricultural Advisory Committee Meetings and Agendas

### **“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 agriculture education.*



# Chart of Responsibilities

**Staff Assignment**  
**Righetti High School Agriculture Department**  
**2016 - 2017**

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

**Staff Assignment**  
**Righetti High School Agriculture Department**  
**2016 - 2017**

<b>Staff Assignments:</b>	<b>K.Costa</b>	<b>G. Guerra</b>	<b>M. Guerra</b>	<b>A. Guerra</b>	<b>H. Jimenez</b>
Pruning & Tree Judging			x		
Public Speaking - FFA Creed	x	x	x	x	x
Vegetables			x		
<b>Fundraisers:</b>					
BBQ's		x	x		
Beef Projects	x			x	
Sheep Projects				x	
Snack Bar	x	x	x	x	x
Small Animal Projects					x
Swine Projects			x		
<b>Field Trips Fairs &amp; Shows:</b>					
Santa Barbara County Fair	x	x	x	x	x
Steer/Heifer	x			x	x
Swine			x		
Poultry		x			
Other Field Trips/Fairs/Shows	x	x	x	x	x
<b>Department Budgets:</b>					
VEA/SIP/AG Incentive District			x		
Student Data Sheets	x	x	x	x	x
Scholarships	x	x	x	x	x
Master Chapter			x		
BOAC (Secret Santa)	x	x	x	x	x
State Ag Proficiency Awards	x		x	x	x
National Convention			x		
Graduate Follow-up	x	x	x	x	x
Summer Reports	x	x	x	x	x
FFA Leadership Conference	x	x	x	x	x
8th Grade Recruitment	x	x	x	x	x
<b>Building &amp; Equipment:</b>					
Ag Science - Rm 429			x		
Ag Science - Rm 430	x				
Ag Science - Rm 431		x			
Ag Science - Rm 432				x	
Ag Shop - Rm 401/402		x	x		x
Offices	x	x	x	x	x
OH Unit	x	x			
Storage Shed	x		x		
Transport Trailers		x	x		
Outstanding Chapter Advisor			x		
Outstanding Chapter			x		

# Substitute Teacher Plans

# *Welcome to Ms. Guerra's Ag Biology and Ag Chemistry Class!*

Good morning!

November 9, 2017

First of all, thank you for covering my classes! ☺

## **General Class Rules:**

- Students should remain in their assigned seat for attendance.
- They may NOT use the sinks for any reason.
- They may listen to music if they are on task and not disturbing others.

## **Ag Biology**

The assignment has been posted online to the classroom "Canvas". The assignment is called "Agriscience Parts 3 and 4- Results and Discussion" and is due Friday online. Students may use their tablet or my classroom tablet to complete the assignment. Do not allow students to take my chargers. All tablets should be shut off before being returned to the lock case. Students may work together.

## **Ag Chemistry**

The assignment has been posted online to the classroom "Canvas". The assignment is called "Lab Safety Scenarios" and is due by the end of the day. Students may use their tablet or my classroom tablet to complete the assignment. Do not allow students to take my chargers. All tablets should be shut off before being returned to the lock case. Students may work together.

## **Ag Leadership**

Students are working on posters and assignments for the upcoming Greenhand Banquet event. They each should be completing a poster for their assigned activity. They may use the white poster board or large paper roll in the back of the classroom. There are also markers and poster paint they may use. If students are not working on anything, please write down their name. Some students might need to use Room 431 to complete their poster. (Mr. Guerra will be in that classroom) All materials should be put away prior to the end of class. The FFA Officer team should take initiative in leading the class.

## **Teacher Assistants**

Please have all TA's check my classroom tablets' battery life (8 tablets)

**1<sup>st</sup> period-** Manny Guzman

**2<sup>nd</sup> period- Teaching Aide – Holly G.**

**4<sup>rd</sup> period-** Kali Cahoon

## **All classes**

If ANY student resists to work on the assignments or is being a distraction to others, please write down their name and I will take care of the issue when I return. All classes should be cooperative.

Thank you again!

**Ms. Amy Guerra, Instructor**  
**Agriculture Department**  
**Righetti High School**

# Program Completers



# ***Program Completion Standards***

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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.

## **"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 agriculture education.*



# 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

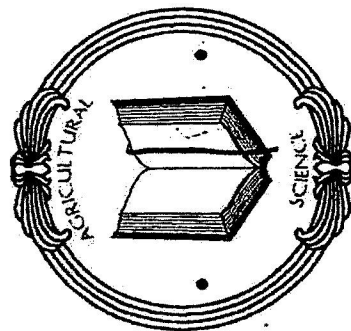
\_\_\_\_\_  
Date

# 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.*

# Two + Two Agreements

# **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	Program Number
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	Equivalency
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



Request for Concurrent Enrollment Course

Deadline: January 29, 2018 for fall and spring requests

Submit documents to:

Dr. George Railey | Associate Superintendent/VP Academic Affairs  
B-104C | 800 South College Drive | Santa Maria, CA 93454

Questions?

Concurrent Enrollment 805-922-6966 ext 3247  
[grailey@hancockcollege.edu](mailto:grailey@hancockcollege.edu)

1. High School: \_\_\_\_\_
2. Course requested (include prefix and course title, e.g. POLS 103 – American Government). See attached list. Please complete one form per course, per instructor.  
\_\_\_\_\_
3. Proposed semester(s): ☐ FALL only    ☐ SPRING only    ☐ Both FALL and SPRING    Year: \_\_\_\_\_
4. Proposed number of sections for selected term: \_\_\_\_\_
5. Proposed Period: \_\_\_\_\_ Proposed Time: \_\_\_\_\_ Proposed Room\*: \_\_\_\_\_ Room Capacity: \_\_\_\_\_  
*\*Note that AHC faculty may conduct a site visit prior to approval to determine acceptability of facilities, equipment, and resources.*
6. Proposed instructor: \_\_\_\_\_
7. Currently teaching a Concurrent Enrollment Class? ☐ Yes    ☐ No    Please include name of class:-  
\_\_\_\_\_  
**Note:** All teachers must meet the minimum qualifications established by the California Community Colleges Chancellor’s Office and Allan Hancock College, or the equivalent. A copy of the minimum qualifications handbook can be found at:  
[http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014\\_MQHandbook/2014\\_MQHandbook\\_ADA.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_MQHandbook/2014_MQHandbook_ADA.pdf)
8. Please attach the following if you are proposing a new instructor or requesting a new course:  
1. Résumé for proposed teacher.  
2. Completed Allan Hancock College Part-time Faculty Application available at:  
[http://www.hancockcollege.edu/human\\_resources/applications.php](http://www.hancockcollege.edu/human_resources/applications.php).  
3. Copy of all college transcripts (official college transcripts will be requested at a later date).  
4. If applicable, Equivalency Certification form for review by the AHC Professional Standards Committee.

High School Approvals:

Signature Principal	Date	Signature Proposed HS Teacher	Date
Signature HS Department Lead (if applicable)	Date	Signature HS Lead Counselor (if applicable)	Date

Allan Hancock College use only. If request is denied, state reason on the back of form.

COURSE APPROVAL:

☐ Approved    ☐ Denied

If approved, please attach current course outline of record for the course.

AHC Discipline Faculty Lead (if applicable)

Signature

Date

\_\_\_\_\_

☐ Approved    ☐ Denied

AHC Department Chair

Signature

Date

☐ Review  
If applicable, attach comments

AHC Division Dean

Signature

Date

INSTRUCTOR APPROVAL:

☐ Approved    ☐ Denied

AHC Discipline Faculty Lead (if applicable)

Signature

Date

☐ Approved    ☐ Denied

AHC Department Chair

Signature

Date

☐ Approved    ☐ Denied

AHC Division Dean

Signature

Date

☐ Approved    ☐ Denied

AHC Professional Standards Committee (if applicable)

Signature

Date

Return completed forms with ALL signatures to Dr. George Railey (Building B, Room 104-C) within two weeks of receipt. Notify the office immediately of any anticipated delay.

**Concurrent Enrollment Courses Previously Approved at the High Schools**

- AG 155 - Agriculture Mechanics
- ANTH 103 - Introduction to Archaeology
- BUS 101 - Introduction of Business
- ECS 100 - Child Growth and Development
- ENTR 101 - Intro to Entrepreneurship
- FILM 110 - Introduction to Motion Picture & Video Production
- FILM 111 - Intermediate Motion Picture & Video Production
- FRCH 101 - Elementary French
- FRCH 102 - Elementary French
- GEOG 101 - Physical Geography
- GEOG 102 - Human Geography
- GRPH 113 - Digital Illustration
- GRPH 114 - Digital Illustration Lab
- HIST 101 - World Civilizations to 1600
- HIST 102 - World Civilizations Since 1500
- HIST 107 - US History to 1877
- HIST 108 - US History from 1877 to Present
- HIST 120 - History of the Mexican American
- MATH 123 - Elementary Statistics (experimental, pending continued department approval)
- MMAC 126 - Introduction to Motion Graphics
- MUS 130 - Mixed Ensemble
- MUS 132 - Masterworks Chorale
- MUS 133 - Chamber Voices
- MUS 137 - Concert Chorale
- MUS 140 - Symphonic Band
- MUS 151 - Concert Band
- PHYS 100 - Concepts in Physics
- POLS 103 - American Government
- PROD 301 - Intro to Life and Career Planning
- PSY 101 - General Psychology



# Reimbursement Process

# SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

## CERTIFICATION OF REIMBURSEMENT CLAIM

DATE: \_\_\_\_\_

AMOUNT: \_\_\_\_\_

PERSON TO BE REIMBURSED: \_\_\_\_\_  
( P L E A S E P R I N T O R T Y P E N A M E )

SITE/ADDRESS: \_\_\_\_\_  
( L O C A T I O N T O S E N D R E I M B U R S E M E N T C H E C K )

SIGNATURE: \_\_\_\_\_ Date \_\_\_\_\_

ITEM(S) PURCHASED: \_\_\_\_\_  
\_\_\_\_\_

BUDGET ACCOUNT: \_\_\_\_\_

### AUTHORIZED SIGNATURES

DEPARTMENT HEAD: \_\_\_\_\_ Date \_\_\_\_\_

SITE ADMINISTRATOR: \_\_\_\_\_ Date \_\_\_\_\_

SPEC. PROJECTS ADMINISTRATOR \_\_\_\_\_ Date \_\_\_\_\_

To submit receipts for reimbursement: Complete top half of form, including signature of department head, administrator, or program supervisor. **Attach original receipts to form.** (*Copies are not acceptable*). Submit District Business Office

\*\*\*\*\*

-District Business Office Use Only-

BUDGET ACCOUNT NUMBER: \_\_\_\_\_

\*\*\*\*\*

This is to certify that purchases were made for legal school district purposes only, and the person stated above is submitting the attached cash register tapes or receipts for reimbursement.

BUSINESS SERVICES APPROVAL: \_\_\_\_\_ Date \_\_\_\_\_

*Note: If Categorical Accountability is required - please complete the box to the right. If **not** required please check the **NOT REQUIRED** box.*

#### CATEGORICAL ACCOUNTABILITY STAMP

PLAN TITLE \_\_\_\_\_

APPROVAL DATE \_\_\_\_\_ GOAL \_\_\_\_\_

PAGE \_\_\_\_\_ SECTION \_\_\_\_\_

FUNDING SOURCE \_\_\_\_\_

☐ **NOT REQUIRED**

# **Santa Maria Joint Union HSD**

## **Board Policy**

### **Travel Expenses**

BP 3350

#### **Business and Noninstructional Operations**

##### **In-District Travel**

Travel within a 60 mile radius shall be considered "in-district" travel. Reimbursement for use of a private vehicle for in-district travel shall be submitted on the Mileage Reimbursement Claim Form and shall be paid at the current IRS-approved rate. Parking fees should be included on the Mileage Reimbursement Claim form and the receipt attached. The district will not reimburse hotel expenses for "in district" travel.

Mileage Reimbursement Claim Forms may be submitted at the end of each semester or when the cumulative reimbursement amount reaches \$10.00.

Meals associated with in-district travel are not normally allowed unless part of a specific meeting or conference. Prior approval by the appropriate Assistant Superintendent is required.

##### **Out-of-District Travel**

Request For Prior Approval For Conference Form must be approved by the immediate supervisor and the Superintendent/designee prior to committing any funds and shall be forwarded to the Business Office at least two weeks in advance of any trip or conference. Travel not approved in advance by the supervisor and Superintendent/designee may not be reimbursed, at the District's discretion. All out-of-state travel requires approval by the Superintendent.

After the Prior Approval for Conference form has been approved, the district will advance funds for conference registration, airfare (at economy fare rates), and hotel accommodations.

1. Advance payments for conference registration or airfare may be made using a district credit card or by requesting an advance check for payment.

2. Hotel accommodations should be paid for by requesting an advance payment or by using a personal credit card to hold the reservation and obtaining a district check to be hand-carried to the hotel.

Advances for other expenses will be made only if approved by the Assistant Superintendent of Business Services, under special circumstances. Advances will not be made for non-employees such as parents or community members.

Completed travel claims and all accompanying receipts must be approved by the supervisor and

filed with the Business Office - Attention: Administrative Assistant within 30 days of completion of travel.

### Allowable Expenditures

With the exception of meals less than the authorized per diem rate, and bridge tolls, all travel expenses claimed must be accompanied by a receipt or other documentation. Allowable expenses are restricted to reasonable and necessary actual expenditures.

1. Hotel accommodations at the single occupancy rate will be allowed if an overnight stay is necessary. Room sharing is encouraged when more than one district employee is attending the same meeting.

2. Transportation expenses will be allowed based on the lowest total cost alternative and consideration of required travel time. In order to minimize travel costs, car pooling shall be utilized whenever possible.

\* Airfare is restricted to economy fare rates unless approved by the Superintendent. Total air travel costs include mileage to and from the departure airport, tolls, parking, and the lowest cost alternative shuttle service from the destination airport to the meeting location.

\* District vehicles may be reserved through the Transportation Department with costs charged back to the user's budget. Bridge tolls and parking fees will be reimbursed.

Private vehicle will be reimbursed at the current IRS-approved mileage rate along with bridge tolls and parking fees.

Rental vehicles The district will pay for a rental vehicle in the economy to standard classification or, if the number of district passengers warrants, a van. In no case will the district pay the additional cost for premium, luxury or sport/utility vehicle rentals. The "loss damage waiver" must be purchased and will be considered a reimbursable cost.

3. Meal reimbursements shall be based on actual and necessary meal costs within prescribed allowances, including gratuities. If a meal is not taken, no amount may be claimed.

\* Meals included in a conference or meeting and for which there is a prescribed fee are not subject to these limitations.

\* The maximum meal allowance per day for a full travel day is established periodically by the district. If less than a full day's travel is required or if a meal is included in a conference registration, please adjust accordingly.

4. Miscellaneous expenses such as purchase of conference materials, telephone, internet access or fax expenses may be reimbursed if necessary for official district business and approved by the supervisor.

## Non-Reimbursable Expenses

Personal expenses such as entertainment, transportation to and from entertainment, leisure tours, alcoholic beverages, gifts, personal telephone calls, or expenses for guests/spouses/friends are not reimbursable.

(cf. 4131 - Staff Development)

(cf. 4131.5 - Professional Growth)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 9240 - Board Development)

(cf. 9250 - Remuneration, Reimbursement, and Other Benefits)

### Legal Reference:

#### EDUCATION CODE

44016 Travel expense

44032 Travel expense payment

44033 Automobile allowance

44802 Student teacher's travel expense

Policy SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

adopted: November 8, 2006 Santa Maria, California

# **Santa Maria Joint Union HSD**

## **Administrative Regulation**

### **Travel Expenses**

AR 3350

### **Business and Noninstructional Operations**

#### Conference Registration Procedures

Prior to registering for a conference or beginning any out-of-district trip that involves overnight lodging, transportation by commercial carrier (air, rail, bus, etc.) and/or rental vehicle, the Request For Prior Approval For Conference Attendance Form must be completed and have all authorized signatures forwarding to the Business Office - Attention: Administrative Assistant.

#### Credit Card

If you use your personal credit card to pay for a conference, a copy of the Request For Prior Approval For Conference Form must be attached to the credit card receipt and sent to the Business Office. In addition to the conference registration form, a flyer describing the conference and the itemized receipts must be attached.

#### Pre-Payment (Warrant) or Purchase Order

A Purchase Requisition for conference registration fees must be completed and approved. Please indicate payment method with pre-payment warrant or purchase order. Attach the completed conference registration form, a flyer describing the conference, and a copy of the Request For Prior Approval For Conference Form. If you enroll on-line, print and attach a copy of the proof of registration. Send the entire package to the Business Office - Attention Administrative Assistant for a pre-payment warrant.

The following information is needed to process your request:

1. Basic information:
  - a. Vendor
  - b. Budget source
  - c. Name of conference
  - d. Name of attendees
  - e. Date of conference

- f. Location of conference
- g. Deadline for submitting payment
- h. To whom check is to be sent, if other than vendor

2. All authorized signatures are required:

a. Conferences within California:

Principal or Department Head, and  
Special Projects, if categorical funds are used

b. Out-of State Conferences:

Principal or Department Head,  
Special Projects, if categorical funds are used, and  
Superintendent, or designee

**COMPLETION OF THE REQUEST FOR PRIOR APPROVAL FOR CONFERENCE FORM IS MANDATORY FOR ALL CONFERENCE/TRAVEL WHETHER PAID BY WARRANT OR CREDIT CARD. CLAIMS WILL NOT BE HONORED FOR TRIPS MADE WITHOUT PRIOR AUTHORIZATION.**

A copy of the approved Request For Prior Approval For Conference Form should be sent to the Business Office - Attention: Administrative Assistant when you submit any of the following for payment.

- 1. The invoice for the conference registration fees.
- 2. An Expense Claim Form for reimbursement of conference/travel related expenses.
- 3. District credit card receipts for conference/travel-related expenses.

Conference, Travel and Mileage Claims

Complete the Expense Claim Reimbursement Form

To be eligible for out-of-district travel reimbursement, a Request For Prior Approval For Conference Form must be properly completed and submitted for approval no less than 10 business days before departure. Expense claims will not be honored for trips made without authorization. Airfare will be paid at economy fare rates.

Travel expense may be reimbursed only if incurred while the employee is on "travel status", meaning that the travel has been properly approved. Travel reimbursement may not be claimed for additional expenses that arise from the coordination of employee vacation or leave with



official district business travel.

Reimbursement must be made in the legal name of the employee as shown in the official payroll records of the district. Warrants will be addressed to the employee's work site except during summer break.

#### Mileage and Parking Expense Claim

When mileage and/or parking are the only travel expenses, follow the procedures outlined below:

Claims shall be submitted for reimbursement at least quarterly, but in no event more than 120 days following the date the expense was incurred. Expenses incurred during the last quarter of the fiscal year shall be submitted by July 15. Expense claims shall not be submitted for less than \$10 except at year end. Late claims will not be honored.

The Internal Revenue Service sets the mileage reimbursement rate. It is effective as of January 1st of each year. Contact the Business Office for the current rate:

1. Show the "to" and "from" location and the total miles
2. Total the miles and multiply by the mileage rate, also list other fees such as parking fees or tolls paid for public transit such as road tolls and bridge tolls
3. Specify the budget code to be charged, object shall be 5220
4. Obtain signature approval from the appropriate administrator, and categorical director, if applicable
5. Be sure to attach a copy of the approved Request For Prior Approval For Conference Form for mileage outside the District boundaries.
6. Attach a copy of MapQuest to support mileage claim.

#### Hotel and Meal Reimbursement Claim

Expense claims for travel will be submitted as soon as possible after completion of travel, but not later than five days from the date of return.

Hotel reimbursement shall be based on the original itemized receipt. Personal expenses will not be paid. These include, but are not limited to movies, dry cleaning, room service fees and personal telephone calls other than 1) safe arrival call, 2) change in travel plans and 3) departure notice call.

Meal reimbursement shall be limited to the actual cost but not-to-exceed the maximum daily rate established periodically by the district. Actual cost includes gratuity at the standard rate applicable to the establishment serving the meal.

Meal reimbursement may not be claimed if meals are provided as part of a conference. If the employee elects to have a meal outside of the conference provisions, the cost is the responsibility of the employee.

Alcoholic beverages are not reimbursable.

An itemized receipt, sufficient to determine actual cost and lack of inappropriate charges, is required for hotel and meal reimbursement. Receipts are required even when the reimbursement is capped at the maximum daily rate. Claims with ticket stubs and credit card slips without the itemized receipt will not be honored.

The maximum daily rate for meals, also known as the per diem rate is set by the Internal Revenue Service effective January 1st of each year. Contact the Business Office for the current rate.

1. Submit original receipts for reimbursement. These receipts should be attached to a blank 8-1/2 x 11 sheet of paper. This will ensure that the receipts are not lost and allow for quick examination.

Note: If scotch tape is used to attach the receipts, do not cover the information on the receipt as some scotch tape actually obliterates the ink on the receipt making it unreadable. Do not highlight figures with felt pens as they can fade amounts

2. If reimbursement for the tip is desired, the total of the charge statement should be the meal including the tip.

3. Alcoholic purchases are not reimbursable and will be deducted from your receipts. Expense Claims are available for public inspection (if requested).

4. Please cross out any items on your receipts that are not district costs and will not be reimbursed.

5. Attach a copy of your approved Request for Prior Approval for Conference Form and a copy of a flyer describing the conference. Claims will not be honored without the pre-approval.

Regulation SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT  
approved: November 8, 2006 Santa Maria, California