

Ferndale High School
Agriculture Department
Theresa Noga



Home of the Wildcats

Student
info Data Sheets
Confidential

Ferndale

Log Out

Profile Accounts Tracker Reports

Inbox
Portfolio
Scoreboard
Explore SAE
Classroom Resources
Sign Off

National Roster Query

by FFAID	by ChapterID	by Name	by Membership Year
<input type="text"/>	CA0081	Last: <input type="text"/> First: <input type="text"/>	2019-2020 ▼

Search to Table Search to Excel

2019-2020

SAEs: 61
Jrn Entries: 242
Jrn Hours: 3,222
Fin Entries: 113
Active Students: 54
Badges: 11
Cal. Activities: 107
Award Apps: 24

Student Help
Teacher Help
AET Classroom
Ask AET a Question

Row Num	FFAID	Membership Year Label	First Name	Middle Name	Last Name	Membership Chapter ID	Membership Type Display	Is Submitted State	Is Submitted National
1	603120950	2019-2020	DJ		Albee	CA0081	One Year	✓	✓
2	603772782	2019-2020	Kyla		Albee	CA0081	One Year	✓	✓
3	603120803	2019-2020	Ermitt		Albee	CA0081	One Year	✓	✓
4	602447746	2019-2020	Nicolas		Alexandre	CA0081	One Year	✓	✓
5	603493320	2019-2020	Mattias		Alexandre	CA0081	One Year	✓	✓
6	603493296	2019-2020	Madison		Beddow	CA0081	One Year	✓	✓
7	603121204	2019-2020	Bryce		Bell	CA0081	One Year	✓	✓
8	602447865	2019-2020	Hunter		Bell	CA0081	One Year	✓	✓
9	602447754	2019-2020	Orion		Benton	CA0081	One Year	✓	✓
10	603772746	2019-2020	Diego		Bernal	CA0081	One Year	✓	✓
11	603772353	2019-2020	Odalis		Bernal Parra	CA0081	One Year	✓	✓
12	603772652	2019-2020	Matthew		Bertelsen	CA0081	One Year	✓	✓
13	603772567	2019-2020	Alexa		Blake	CA0081	One Year	✓	✓
14	603772547	2019-2020	Elizabeth		Boak	CA0081	One Year	✓	✓
15	602432532	2019-2020	Kyersten		Borges	CA0081	One Year	✓	✓

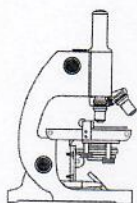
The Agricultural Experience Tracker

16	602447872	2019-2020	Nathan	Stranlett	CA0081	One Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
17	603772382	2019-2020	Jonas	Stranlett	CA0081	One Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
18	603120973	2019-2020	Lane	Stranlett	CA0081	One Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
19	602447827	2019-2020	Brianna	Stranlett	CA0081	One Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
20	603772788	2019-2020	Daniel	Stranlett	CA0081	One Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
21	603120589	2019-2020	Kana	Bugbee	CA0081	One Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
22	602432533	2019-2020	Bryleigh	Bugbee	CA0081	One Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
23	603772373	2019-2020	David	Camacho	CA0081	One Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
24	603493322	2019-2020	Hunter	Camacho	CA0081	One Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
25	603493323	2019-2020	Spencer	Camacho	CA0081	One Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
26	603772588	2019-2020	Lillian	Chase-Rocha	CA0081	One Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
27	603772293	2019-2020	Emily	Chase-Rocha	CA0081	One Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

7605 | Sunday, April 26, 2020

Ag I- Introduction to Agriculture
 Mrs. Noga
 707-834-4762
 tnoga@ferndalek12.org

<u>Week #</u>	<u>Topic</u>	<u>Assignments</u>
1	Meet and Greet	Info card Portfolio collage
2-3	Introductions to Topics Introduction to Animal Science	Notes on all types Create an animal Large animal chart Species recognition
3-	Introduction to FFA	Opening Ceremony Parts
4	Introduction to Public Speaking	Public Speaking Demo P.S. Example P.S. Practice
5	FFA Creed	Learn "Why are we here?" What does it mean? Memorization activity Begin memorizing Creed
6	FFA Emblem Greenhand Conference	What does it symbolize? Field Trip Discuss what we learned at the conference
7	Introduction to Parliamentary Procedure	Demonstration Robert's Rules of Order Create Teams Debate Topics
8-9	Introduction to Humboldt County Agriculture Introduction to California Agriculture	Study Commodities Study Commodities Learn CA Ag. Regions Map of HC and CA Commodities Group Large Maps
9	Study Vegetables	Growth Production Uses, etc. Carve Pumpkins Deliver to Community



Agriculture Biology Plan

Mrs. Noga
Ferndale High School

<u>Dates</u>	<u>Subject</u>	<u>Activity/Lab</u>
Sep 4-7	Intro to Ag Biology	Gum Lab
Sep 10-14	Organisms & Their Ecological Environment	Analyzing Ecosystems
Sep 22-Oct3	Cell Biology	Cell Creation, Egg Lab
Oct 6-Oct 17	Photosynthesis & Plant Growth	Factors of Photo., N-P-K test
Oct 20-Oct 31	Mitosis/ Meiosis	Flip Books
Nov 3-Nov 14	Plant & Animal Genetics	DNA extraction-Probability-GMO's
Nov 17-Nov 28	DNA & RNA	Double Helix Creation
Dec 1-Dec 12	Evolution	Bone Lab
Dec 15- Dec 19	Record Books	Computer Lab
Jan 5-Jan 16	Plant & Animal Classifications	Animal Family Tree Creation
Jan 20-Jan 30	Animal Health & Diseases	Cheese Making, Viruses
Feb 2-Feb 13	Plant Physiology	Roots, Stems, Leaves, O2 Cycle
Feb 23-Mar 6	Plant Reproduction	Flower Diss., Asexual Repro Lab
Mar 9-Mar 20	Fishes and Amphibians	Fish Dissection
Mar 23- Apr 3	Animal Systems	Fetal Pig & Chicken Wing Dissection
Apr 6-Apr 10	Agriculture Biology Research	Entomology? Cloning? G.M.O's?
Apr 20-May 1	Digestion & Reproduction	A.I., Embryo Transfer
May 4-May 15	Animal Nutrition	Feed Analysis, Balancing Rations
May 18-May 29	Soil & Water	The Hydrologic Cycle, Soil Lab
June 1-June 5	SAE Project	Final Project

Ag Leadership/ Business Unit Topics

Self Awareness
Intro to Ag Business & Economics
Leadership Styles
Principals of Agri-Business Management
Communication
Demand Concepts/ Supply & Demand
Career Development Events
Business Organizations
FFA Leadership Opportunities
FFA Recruitment & Retention
Commodity Marketing
Human Relations
Agri-Business Career Research Project
Employability Skills
Career Planning Portfolio

Ag Leadership/ Business Unit Topics

Self Awareness
Intro to Ag Business & Economics
Leadership Styles
Principals of Agri-Business Management
Communication
Demand Concepts/ Supply & Demand
Career Development Events
Business Organizations
FFA Leadership Opportunities
FFA Recruitment & Retention
Commodity Marketing
Human Relations
Agri-Business Career Research Project
Employability Skills
Career Planning Portfolio

Agricultural Biology
Meets the UC “d” Admission Requirement

I. COURSE INFORMATION:

Course Title: Agricultural Biology

Credits: 10 Units

Length of Course: 1 Year

Prerequisites: Agriculture 1

Target Group: Tenth through twelfth grade students who plan to enter a college and/or university with a major in agriculture. This is an elective course that meets life science graduation requirement and departmental major requirements, as well as University of California one-year laboratory science admission requirements.

II. COURSE GOALS:

A. Agricultural Biology is a laboratory science course designed for the college-bound student. The course emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships, and animal behavior.

B. Specific goals include:

1. To learn the nature of scientific inquiry and incorporate the use of the scientific method in laboratory investigations that pertain to biological and agricultural principles.
2. To be familiar with the theory of cell biology and its application to the organization of all living organisms.
3. To identify and understand the processes of cellular and organism growth and reproduction.
4. To recognize the diversity of life and the interrelationships among all organisms.
5. To understand the role of genetics in organism variation and adaptation.
6. To understand the role of genetics as it pertains to the development of multicellular organisms and appreciate how encoded genes specify the characteristics of living organisms.
7. To acquire biological and agricultural research vocabulary, and the reading, writing, and critical thinking skills pertaining to scientific inquiry.
8. To understand the stability in an ecosystem is a balance between competing effects.
9. To understand fundamental cellular and systemic functions and processes.
10. To recognize the interrelationships between biotic and physical factors to energy flow in the biosphere.

III. COURSE OBJECTIVES:

A. Students should be able to:

1. Intelligently discuss theories on the origins of life.
2. Describe the characteristics of living organisms.
3. Describe the characteristics of plant and animal cells with respect to their structure and chemistry.
4. Compare and contrast the roles of meiosis and mitosis in cellular and organism reproduction.
5. Define the chromosome theory of heredity, Mendelian genetics, gene-enzyme relationships, and apply this knowledge to animal inheritance.
6. Distinguish between historical and modern taxonomy systems and scientific nomenclature that demonstrate evolutionary relationship among plants and animals.
7. Identify the structural and functional similarities and differences among the major animal, plant and protist phyla.
8. Analyze the major organ systems of animals and understand their function.
9. Recognize the structure and function of ecosystems, populations, and communities, and the impact of human society on the natural and agricultural environment.
10. Describe the three cycles that involve biotic and abiotic factors: nitrogen, carbon-oxygen, and water; and explain the importance of their interrelationships to the biosphere.
11. Identify the environmental and genetic factors that influence variation among organisms.
12. Demonstrate basic laboratory techniques including the use of microscopes, microscope slide preparation, maintenance and examination of micro-organism cultures, tests demonstrating fundamental biochemical reactions, dissection of representatives of plant and animal phyla, and the sharpening of interpretative skills.

IV. COURSE OUTLINE

A. Introduction to Agricultural Biology

1. What is Agricultural Biology and its Importance
2. Research Uses of Agricultural Biology
3. The Scientific Method
4. The Metric System

B. Organisms and Their Ecological Environment

1. Biodiversity
2. Conserving Natural Resources
3. Agricultural Practices Beneficial and Harmful to the Environment
4. The Ecosystem and Population Fluctuations
5. The Nitrogen Cycle
6. The Oxygen Cycle

7. The Food Web

C. Cell Biology

1. Plant and Animal Cell Identification and Functions
2. Plant and Animal Cell Structure and Functions
3. Cellular Respiration
4. Cellular Transport
5. Cell Differentiation
6. Chemiosmotic Gradients and ATP Production
7. Macromolecules in Cells

D. Inorganic Foundations that Support Life

1. Soil and Water; The Chemical Foundation
2. Atomic and molecular structure and chemical bonding
3. Basic Soil Components
4. Soil Formation Factors and Horizons
5. Soil Texture and Structure
6. Soil Organisms and Organic Matter
7. Interrelationships of Plants and Soil
8. Water Movement Properties
9. Soil and Water Management

E. Plant & Animal Classifications

1. Development of the Binomial System of Nomenclature
2. Classification of Major Groups of Plants and Animals
3. Evolutionary Relationships
4. Development of the Kingdom Concept
5. Comparisons of Modern Agricultural Plants and Animals

F. Plant Physiology, Reproduction, Photosynthesis and Growth

1. Plant Structures & the Process of Photosynthesis
2. Plant Growth Requirements
3. Monocotyledons and Dicotyledons
4. Sexual and Asexual reproduction
5. Research Applications to Plant Biotechnology
6. Chemical and Environmental Factors Affecting Plant Growth

G. Animal Physiology and Reproduction

1. Internal Systems of Animals
2. The Digestive Process
3. The Respiratory System
4. The Reproductive System
5. The Circulatory System
6. The Endocrine System
7. The Nervous System
8. The Immune System

H. Animal Nutrition

1. Feed Identification and Nutrient Evaluation
2. Feed Additives
3. Ration Formulation
4. Animal Nutrient Requirements
5. Vitamin and Amino Acid Requirements
6. Nutritional Diseases

I. Animal Health & Diseases

1. Disease Agents
2. Causes of Diseases
3. Infectious and Noninfectious Diseases
4. Animal Health Practices
5. Common Internal & External Parasites Lifecycles

J. Plant and Animal Genetics

1. Heritability and Genetic Traits
2. Dominant and Recessive Genes
3. Genotypes and Phenotype
4. Cellular Reproduction: Mitosis and Meiosis
5. Physical and Chemical Structures Involved in Genetics
6. DNA and Types of DNA
7. DNA Replication
8. Mendel-Independent Assortment and Segregation
9. Biotechnology and Cloning
10. Proteins and RNA
11. Role and Function of Amino Acids in Genetics
12. Mutation and Sexual Reproduction

K. Agricultural Biology Research Project

1. Development and Formulation of Agriscience/Science Fair Project
2. Research Principles & Design
3. Statistical Management & Analysis of Agriscience/Science Fair Project
4. Instructional Supervision & Coordination

L. Leadership & Team Building Development

1. Oral and Speaking Presentations
2. Critical Thinking Exercises
3. Problem Solving Exercises

V. **TEXT & SUPPLEMENTAL INSTRUCTIONAL MATERIALS:**

Modern Biology (Holt, Rinehart & Winston, 2006)

Laboratory Investigations in Biology (Holt, Rinehart & Winston, 2000)

Biological Science Application in Agriculture (Osborne, 1999)

VI. KEY ASSIGNMENTS:

- A. Weekly reading & Writing Assignments
- B. Weekly Laboratory Activities & Write-ups
- C. Agriculture Biology Term Paper
- D. Supervised Agricultural Experience Project & Record book
- E. Students Seminar Presentation related to Agriculture biology Topic
- F. Portfolio of Laboratory exercises
- G. Leadership Development Activities

VII. INSTRUCTIONAL METHODS:

- A. Students will be engaged in a variety of activities that balance direct instruction with project work. Students will be expected to apply the academic and applied concepts and processes learned during direct instruction to their projects. Students will attend lectures, complete labs, become involved with professional mentors, complete real world projects, and make presentations that demonstrate understanding of physical concepts and the application process.
- B. Methods of instruction will include, but is not limited to:
 1. Direct instruction (lectures, discussions, readings, and lab activities specific for mastery of content).
 2. Use of community-based research projects and with professional mentors, development of language arts skills while students complete reports, journals, analyses, and essays.
 3. Use of a variety of instructional materials and resources including electronic media, handbooks, professional journals, reference materials, and textbooks.
 4. Self-directed, cooperative, and collaborative learning opportunities to increase responsibility of students for their own learning.
 5. Use of students' presentations, exhibits, and competitions.

VIII. ASSESSMENT METHODS:

- A. Assessment opportunities that allow continuous evaluation of students' progress should be embedded throughout the course and should be a learning experience. All students will be expected to achieve a high understanding of all topics; often demonstration of knowledge will occur in a public forum. The following strategies, which include both formal and informal assessment techniques, may include, but are not limited to:
 1. Performance-based assessments such as demonstrations, discussions, simulations, and projects.
 2. Presentations (both team and individual), written assignments, (both team and individual).
 3. On-going and cumulative portfolio of investigative accomplishments.
 4. Written tests & quizzes with a variety of short answer and essay questions.

5. Written assignments, (such as justifications, investigations, and research, evaluative, or technical), and individual and group assessments including the assessment working relationships.

B. Grading will be based on the following assessment areas:

1. Tests & Quizzes	30%
2. Laboratory Investigation Activities & Write-ups	20%
3. Portfolio & Writing Assignments	15%
4. Leadership & Critical Thinking Activities	10%
5. Research Report and Oral Presentation	10%
6. Supervised Agricultural Experience & Record Book	10%

IX. LABORATORY ACTIVITIES

- A. The Scientific Method
- B. Analyzing Ecosystems
- C. Checking water for Coliform Bacteria
- D. Genotypic and Phenotypic Ratios
- E. Cell Identification
- F. Flower dissection
- G. Secondary and microelements with N-P-K tissue tests on plants
- H. Animal tract dissection
- I. Reproductive tract dissection
- J. Feed nutrient analysis
- K. Factors affecting photosynthesis
- L. Effects of leaf surface area, air movement, and light on transpiration rates
- M. Effects of light quality on plant growth
- N. Artificial insemination & embryo transfer
- O. Phototropism
- P. The Hydrologic Cycle
- Q. Comparison of soil vs. non-soil plant culture
- R. Effects of nutrient concentrations on hydroponic plant growth
- S. Effects of chemicals (herbicides) on plants
- T. Effects of rooting hormone on root development
- U. Balancing feed rations
- V. Anther culture
- W. DNA extraction
- X. Tissue culture
- Y. Seed dispersal
- Z. Genetic probability
- AA. Insect identification
- BB. Environmental forcing structures
- CC. Comparison of asexual propagation methods
- DD. Water quality

Agriculture Production and Processing
Ferndale High School
Mrs. Noga, Agriculture Instructor

I. COURSE DESCRIPTION

The agriculture production and processing course is designed to teach students chemistry through the science of food, the food industry and technological advances. Through extensive and numerous laboratory experimentations along with the class discussions, field trips and guest speakers, students will apply chemistry principles as they pertain to the food science industry. The topics of atomic structure, chemical bonds, gases, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic chemistry and nuclear processes will be imbedded in the class discussions, activities and labs about agricultural food science and technology.

III. COURSE FORMAT

- Discussion
- Demonstration
- Lecture
- Examinations
- Reading and Writing Assignments
- Guest speakers
- Science laboratory experience
- Field research projects
- Verbal and written communication exercises
- Leadership development activities

IV. COURSE OUTLINE

1. **The Science of Food**
 - a. Food Science
 - b. Scientific Evaluation
 - c. Sensory Evaluation
2. **Basic Chemistry**
 - a. The Nature of Matter
 - b. Energy
 - c. Charged Particles in Solution
 - d. Water
3. **Organic Chemistry**
 - a. Sugar
 - b. Carbohydrates
 - c. Lipids
 - d. Proteins
 - e. Enzymes
4. **Food Chemistry**
 - a. Vitamins and Minerals
 - b. Other Food Components

- c. Substitute Ingredients
- d. Additives
- 5. **Food Microbiology**
 - a. Fermentation
 - b. Food Safety
- 6. **Food Preservation and Packing**
 - a. Hot and Cold Processing
 - b. Dehydration and Concentration
 - c. Current Trends in Food
- 7. **FFA Leadership, Critical Thinking & Interpersonal Skill Development**
 - 1. Aims and Purposes; History and Background
 - 2. FFA Leadership Opportunities
 - 3. FFA Contests and Judging Activities
 - 4. FFA Record Keeping of SAE Project

EXPECTATIONS:

1. Students are to be seated when the tardy bell rings, failure to do so will result in a referral and/or detention.
2. Students must bring all materials to class as outlined below.
3. Students must abide by all school and classroom rules and procedures, failure to do so will result in a referral and loss of daily participation points.
4. Students must place his/her name on all assignments. Non-named papers will not receive credit.
5. In order to participate in FFA activities, students must have at least a 2.0 GPA in their ag classes. To exhibit animals at the fair, students must have a 2.0 GPA. Please see the FFA Code of Ethics.

MATERIALS:

- 1.5-2 inch, 3 ring binder with a clear view cover
- Pencils
- Pens
- Lined Paper
- Calculator
- Ruler
- Highlighter
- Homework and Assignments

Students must bring all required materials to class. Students missing materials may receive a warning, referral or detention.

Fall and Spring Ag Project:

In order to receive a passing grade in Production and Processing in the fall semester you MUST complete a Fall project and in order to receive a passing grade in the spring semester you must complete a Spring Ag Project. It may consist of a research project in the Fall and an SAE agriculture project in the spring. These must be completed to receive a passing grade.

Grading Policy

Grades are determined based upon points earned in the following areas:

- | | |
|---|-------------------|
| • Daily Evaluation (class participation, prepared for class, behavior, etc) | 30% |
| • Assignments (classroom, labs, homework, projects, notebook.) | 35% |
| • Evaluations (tests and quizzes) | 25% |
| • Agriscience Project & Ag Project | (MUST DO TO PASS) |
| • FFA Activities and SAE Project | 10% |

Daily Participation: Students will earn 5 points a day for being prepared and on task, following directions and acceptable behavior. Students lose these points for being tardy, not being prepared, not following directions, not being on task and unacceptable behavior. Students who are absent will receive a "0" on their daily evaluation score.

FFA Activities and SAE Project: In order to receive the full 10% you must attend 2 FFA events, as established by the instructor, per quarter. You will receive 2% of the 10% for each FFA event you attend or participate in. If you have an SAE project and keep an accurate record book, you may count that as your FFA events.

Grades are based on these percentages:

90-100% A	79-70% C	59-45% F
89-80% B	69-60% D	44 - 0% No Mark

Make up Work

- Make up work will be available for EXCUSED absences ONLY.
- The student is responsible for obtaining make-up work on the day he/she returns to school.
- The student has the number of days absent to turn in make up work.
- Unless prior clearance, unexcused absences cannot be made up

Photo Clearance

- The Eureka High School Agriculture Department and FFA would like permission to use photographs (taken by FFA members, professional photographers, or provided by the student) of your child in various capacities; bulletin boards, FFA newsletters, community presentations, staff training, recruitments, end of the year slide shows, the chapter website, etc.
- You may change your mind at any time by rescinding your permission in writing.

I have read and fully understand the expectations, rules, grading procedures, and make up regulations for the Eureka High School Agriculture Department. In addition, I am granting "Photo Clearance" for this student as outlined above. Both parent/guardian and student should read this for together and then sign. **Please return the entire form to the instructor.** If you would like a copy, please contact Mrs. Noga 707-834-4762

To be read, signed and returned by: _____.

Parent/Guardian: _____ Date: _____

Student: _____ Date: _____

NOTE: This form is worth 25 points toward the student's grade

Agriscience Systems Management Course Description

This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Unit Plan 2017-2018

Unit 1: – Course Introduction (3 days), (1 week), Research Methods in Agriculture (2 weeks)

Unit 2: – Plant Systems Management (8 weeks)

Unit 3: – Animal Systems Management (8 weeks)

Unit 4: – Natural Resource Systems Management (6 weeks)

Unit 5: – Food Systems Management (8 weeks)

Unit 6: – Agriscience Portfolio Development and Presentation (2 weeks) Finals (1 week)

Unit Topics & Objectives 2017-2018

Week 1: Course Introduction

- Course Intro: SWBAT: – Describe the role of observation and procedures and expectations of Agriscience Systems Management.
- Expectations and Observation Lab. SWBAT: – Complete a lab demonstrating the role of observation in science and play a game to review course expectations. **Materials Needed:** Classroom expectations jeopardy.
- Course expectations quiz & auto-biography assignment: SWBAT: Take a quiz on course expectations and write an auto-biography.

Weeks 2 and 3: Scientific Terms and Research Methods in Agriculture

Culminating Unit Expectation: Students will identify a problem related to the aspects of agriculture explored in this course (plant science, animal science, natural resources, and food science). After completing studies in plant science, animal science, natural resources, and food science, students will develop an agriculture problem to be solved using the scientific method. Such examples of problems identified by the student may include the effects of estrus synchronization of ovulation, a comparison of the germination rates of GMO and conventional seeds, or an investigation of perceptions of community members towards alternative agriculture practices. The research problem should be current and relevant, and may be applicable on a local, regional, national, or global level. Students will utilize the empirical method to design an experiment that will test their own authentic hypothesis using the skills and processes learned throughout the course that include dissecting published research and studies, testing the hypothesis, collecting, synthesizing, analyzing and interpreting data, accepting or rejecting the hypothesis based upon the data, technical reading and writing, and scientific collaboration.

- Scientific Terms: SWBAT: – Identify the role of Latin and Greek root, prefix and suffix words in scientific language. **Materials Needed:** Root, prefix, and suffix matching slips of paper
- Scientific Positioning Terms: SWBAT: – Identify and describe scientific positioning and body planes.
- Gummi Bear Lab: SWBAT: – Dissect the terms they have learned thus far utilizing gummi bears and scalpels. **Materials Needed:** Gummi bears, scalpels (plastic knives)
- Scientific Terms Review: SWBAT: Explain common veterinary terminology
- Quiz: SWBAT: Take a quiz on all scientific terminology learned thus far.
- Scholarly Research: SWBAT: Identify sources of scholarly research, differentiate between sources of research and categorize research types.
- Scholarly Research Methods: SWBAT: Determine appropriate research methods for controlled experiments and identify sources of experimental error in research.
- Research Design: SWBAT: Utilize knowledge from prior coursework to design a sample experiment in a topic of the student's choosing.
- Agri-Science Topic Research: SWBAT: Review primary and secondary research methods and begin agri-science topic research.
- Agriscience Research Quiz: SWBAT: Take an assessment and complete research on their agri-science project. **Agri-science signed timeline due.**

Weeks 4-11: Plant Systems Management

Culminating Unit Expectation: Students will examine the chemical and biological principles that govern plant science and crop production, using prior knowledge of plant pathology, taxonomy and biological principles to inform the unit's activities. Plant pests are present in all plant systems. Pest populations must be managed to prevent economic losses. Integrated pest management strategies are used to achieve desired results while using cost-effective and environmentally-friendly practices. Students will collect primary and secondary research regarding plant production models, chemical or biological control methods for pest management and agricultural yield expectations. Specifically in this unit, students will examine chemical irradiation methods, botanical extracts, microbial control, predator use, synthetic pesticides, etc. Through this unit, students will gather information regarding the risks and benefits of each method in regard to plant production, agricultural yields and environmental sustainability.

- Crop Production Systems: SWBAT: Identify practices utilized in multiple production schemes including: conventional production, organic production, biodynamic production, etc.
- Genetic Engineering in Crop Production: SWBAT: Explain the role of genetic engineering in modern crop production.
- Genetic Engineering Methods: SWBAT: Conduct primary research utilizing polymerase chain reaction (PCR) technology to explain technologies utilized in modern crop production.

- Yield Differential Lab: SWBAT: Investigate differences between the use of biotechnology and GMO's by preparing and executing a yield differential lab that synthesizes their knowledge of biological and chemical principles. Specifically, students will calculate levels of chemical inputs and forecast environmental impacts of anticipated chemical reactions between a GMO crop, a traditional crop and an organic crop
- Yield Differential Primary Research: SWBAT: engage in primary research with a yield differential lab. The lab will ask students to prepare a soil sample that works for a locally-relevant crop and to plant and grow that crop in both GMO and organic forms, comparing yields at the conclusion of the lab.
- Research Presentation: SWBAT: prepare a presentation that will highlight the results both of their secondary and primary research. The presentation should focus on the relationship between chemical use and anticipated chemical reactions in various production scenarios and expected yields from the same scenarios, with students presenting recommendations to peers or industry guests.
- Industry Experiences and Media Relationships: SWBAT: Review biased documents/media (e.g. Food Inc.) to review and discuss their inaccuracies, contrasting the results of their lab with their media review. The conclusion of this assignment will ask students to present their comparative analysis to their peers and engage in a peer review process
- Introduction to Agricultural Pests: SWBAT: categorize pests based on biological and physical characteristics.
- Introduction to Integrated Pest Management: SWBAT: Students will examine an integrated pest management plan that explores the relationship between animals, plants and pests in agriculture.
- Introduction to Integrated Pest Management Lab Protocols: SWBAT: Explain scientific sampling methods that may be used to collect weeds include; Random Sampling, Systematic Sampling or Stratified Sampling. Students will use taxonomic classification principles in order to label the identifying characteristics that distinguish it from other weed types.
- Introduction to Integrated Pest Management Lab: SWBAT: Collect a weed sample (eg from home, ag dept, school), and utilizing the UC IPM website, they will learn the difference between broadleaf, sedge, grass and aquatic weeds
- Pest Damage: SWBAT: Examine vertebrate and invertebrate pests and multiple varieties of pest damage (instructor will provide samples of common pest/damage for the region) and make predictions about which pest caused the damage
- Pest Damage Matching: SWBAT: match crop damage to the pest that caused it using indicators like mouthparts, digging and pecking. Students will be able to identify pest using mouth parts, body segments, excrement, etc. Students will create a biological dichotomous key for the identification of vertebrate and invertebrate pests.
- Pest Damage Manual: SWBAT: research and then create a handbook that assists in identifying nematode and plant disease damage. The dichotomous key will be added to the handbook. The knowledge gained in creating this handbook will be used as part of the IPM plan in the unit project.

- Pest Control Research Protocol: SWBAT: demonstrate the integration of pest management techniques by designing and conducting an experiment where they compare the four methods of pest management (biological, cultural, mechanical/physical, and chemical) on a specific pest and crop, for example, snails in citrus trees or vegetables.
- Pest Control and Biodiversity: SWBAT: construct an explanation on the effects of pest management techniques on biodiversity, ecosystem balance and agricultural productivity and include that information in their lab report. Suggested areas for experimentation might include chemical controls (soap and water), use of beneficial predators (avians or various invertebrates), cultural (tilling soil), and mechanical/cultural (physically removing the pest). One method must include a chemical control, with students describing the relationship between specific elements in the chemical control and the elements and reaction processes that facilitated the management of the pest.
- Crop Production Plan: SWBAT: utilize prior knowledge to create a comprehensive crop production calendar for a specific crop (eg row crops, trees, vines, greenhouses), organic or conventional farming methods and a specific location. The calendar will include various cultural practices, time frames on pest controls and monitoring, analysis of neighboring field plantings, fertilization, post harvest procedure, soil amendments, days to re-entry, and harvest and land preparation. In addition, students will include a solution for reducing the impacts of human activities on the environment and biodiversity through crop production practices. Students will utilize descriptions of the soil's chemical and physical profiles, chemical profiles for all soil amendments and genetic planning procedures for all plants used in the production scheme.
- Unit Review: SWBAT: Identify the major crop production systems, pros and cons of each, integrated pest management systems, pest varieties and control types.
- Unit Exam: SWBAT: Pass an assessment analyzing student knowledge of the unit content.
- Agriscience Update: SWBAT: Present an update on their individual research program. As they begin work on their year-long research project, students use skills in research and forming hypotheses developed in the plant systems unit to develop a hypothesis for their agriscience research project. Students will use credible sources to conduct background research on the agricultural issue they are investigating, and they will use this research to generate a testable hypothesis related to the scientific problem they have identified. The hypothesis developed by the student will be constructed with the independent and dependent variables in mind, and ultimately reviewed by the instructor.

Weeks 13-20: Animal Systems Management

Culminating Unit Expectation: Each livestock species has a series of parasites or diseases that can be managed to help produce healthier livestock. This unit builds on the basic format for research methods developed through activities in Unit One and Unit Two to help students understand how animals are affected by parasites and other infectious diseases. Students will review basic livestock anatomy and physiology, livestock production systems, and the goals and objectives associated with the production of livestock as a food and fiber source.

In order to achieve production goals, the management of the livestock herd must include an understanding of how diseases and parasites can impact livestock production in terms of growth efficiency and outcome of an animal. Students will research the basic cycles of the parasites and their prevention and how they are treated. The students will conduct experiments with pathogens, disease and infections related to livestock herds and

examine information about the mode of infection and chemistry of the illness as well as the immune response of the species to the parasite or illness. Furthermore, students will propose methods for breaking the cycle of parasite and disease resistance by utilizing alternative management options outside of the traditional pharmacological treatments as part of the Parasite and Disease Management Plan.

- Economics of Animal Agriculture: SWBAT: Describe the impact of animal agriculture in California, the United States and the world. Students will complete secondary research on a sector of animal agriculture and incorporate the history, economic value and production trends into a presentation for their class.
- Animal Agriculture in California: SWBAT: Write a white paper recommending a policy to improve the sustainability of animal agriculture in California. Students will incorporate economic data, policy trends and 5 pieces of secondary research into their white paper. This should also include public health impacts as well as a discussion on protein affordability.
- Animal Systems Review: SWBAT: Present key information learned in prior classes regarding one anatomical system in animals with a specific focus on parasite relationships with that system. Students will also participate in the presentations, acquiring new information to be used in future assignments.
- Animal Nutrition Review: SWBAT: Explain the role of nutrition in animal health, disease prevention and parasite management.
- Feed Ration Development: SWBAT: Develop a comprehensive ration for a livestock specie of their choosing that is designed to ensure appropriate nutrition for an assigned net energy need (maintenance, growth, reproduction, lactation, production, etc.). Students will also present their ration to their class for peer review and comment.
- Livestock Production Systems: SWBAT: Examine multiple livestock production methods utilized in California's animal agriculture, exploring the role of disease management in each system. Examples include, confinement operations, cage-free systems, free-range production, etc.
- Immune System Review: SWBAT: Identify the role of the immune system and major components.
- Levels of Defense in the Immune System: SWBAT: Identify the components of the first, second, and third levels of defense.
- Infectious Agents Lab and Hazard Analysis Critical Control Point (HACCP) procedures in animal agriculture: SWBAT: Swab common items and plate to grow bacterial cultures.
- Immune system, levels of defense, HACCP review: SWBAT: Identify the role of the immune system, the components of each level of defense and the basis for HACCP
- Immune System Quiz: SWBAT: Take an assessment
- Disease Overview: SWBAT: Identify the major classes of bacterial and viral diseases and major methods that they are spread.

- Epidemiology: SWBAT: Identify the science of epidemiology and identify major diseases relevant to livestock production.
- Infectious Agents Lab cont: SWBAT: Review the results of their lab and complete "epidemic" lab activity.
- Epidemiology & Disease review: SWBAT: Explain the differences between bacterial and viral diseases, methods in which they are classified & spread and major disease issues of the livestock industry.
- Parasites Overview: SWBAT: Identify the difference between internal and external parasites and their effects on livestock.
- Internal Parasites (round worms): SWBAT: Identify the major types of round worms, the species affected, their life cycle, and symptoms.
- Internal Parasites (tape worms) SWBAT: Identify the major types of tape worms, the species affected, their life cycle, and symptoms.
- Facilities Visit: SWBAT: Explain their observations of livestock production and disease management. In order to understand the interaction of parasite life cycles with livestock production, students will be taken to livestock production facilities to discover which type of facilities and feeding systems may have an impact on parasite infections. Additionally, students will collect fecal samples from the site to determine the presence of common pathogens and parasites in an upcoming lab.
- Fecal Float Lab & Review: SWBAT: Test livestock fecal samples collected from the site visit, identify fecal float procedure, and evaluate samples under microscope to determine presence or absence of parasites.
- Injections: SWBAT: Identify the necessary equipment required for a proper injection and the difference between intra-muscular, sub-cutaneous, intra-venous, and intra-nasal
- Injection: SWBAT: Identify the proper method for IM, Sub-Q, and IV injections and select the correct size syringe and needle for the medication being administered.
- Injections Lab: SWBAT: Assemble syringe and needle equipment, draw up "medication" and administer sub-cutaneous and intra-muscular injections.
- Injections Review: SWBAT: Identify the difference between IM, Sub- Q, and IV injections and proper administering protocol.
- Injections Quiz & Lab Practical: SWBAT: Identify the correct assembly of the syringe, proper injection protocol, and demonstrate the proper method to administer a sub-cutaneous and intra-muscular injection.
- Introduction to Herd Health Management: SWBAT: complete a formal research survey (possibly using a Google Form Survey) which will require students to contact a variety of local facilities, producers, and veterinarians
- Herd Health Best Practices: SWBAT: Engage in secondary research to investigate major livestock conditions, diseases and parasites, with focus on the inherent biological and chemical conditions that precede or enhance the condition. Students will then use this background knowledge to develop the

questions in order to examine the professional's role in diagnosing and resolving infections or conditions that may occur frequently in the local community. Students will synthesize and analyze their data to determine best practices gleaned from the survey responses.

- Herd Health Management: SWBAT: Understand best practices as well as basic annual injection times including young animal processing, fall vaccinations, spring vaccinations, & basic de-worming protocols.
- Herd Health Management Project: SWBAT: Assemble in groups of five, select a species and began research to determine an annual herd health management plan, its execution, and its cost. Using their research, surveys, and information from their visits and interviews, final product of this unit will be a written, research-based report which identifies a livestock species of interest and the disease or parasite that is affecting the livestock species of interest. After the best practices management plan is developed, students will present their portfolios to their peers and/or to local industry professionals at a formal symposium. All products should include qualitative and quantitative data recorded from the first five assignments of this unit. The plan should include the following:
 - Parasite/disease identified including biological/microbiological profile of the pest as well as a physiological analysis of the effect of the pest on the host.
 - Vaccine/medication/anthelmintic- type and dosage to be administered, method of administration, withdrawal/recovery period, possible rotational schedule to prevent resistance. A chemical profile of the medication should also be included, with students specifically examining the presence of heavy metals, toxic elements and potential reactivity that require specific withdrawal periods when applied to food animals.
 - Annual calendar or plan for vaccination and treatment of the animals in production.
 - Facilities Design and Plan - livestock handling, pens/restraints, holding, equipment, pasture management/rotation. Specific considerations should be made for animal psychology, species-specific physiology and pest management through quality design.
 - Human and Animal Safety considerations to be made. Specifically in relation to chemicals being used in the pest management protocol, which have hazardous reactions with humans and must be stored, managed and disposed of in particular manners?
 - Labor requirements
 - Alternative control methods that may be considered to help prevent or diminish the impact of the parasite/disease. Which holistic or homeopathic methods are effective in managing pests for alternative agricultural production models? What are the chemical profiles and potential reaction processes of alternative medicines that could be used to manage pests?
 - Industry professional to mentor any part of the development of the management plan. For example, a veterinarian may be consulted on dosage and administration or a pharmaceutical representative may be asked to provide guidance on new medications. To develop a continued connection to agricultural careers, who locally could be potentially consulted in the implementation of this plan?
 - Prevention plan to deter future infestations and disease or parasite resistance. What biological, physical and chemical elements can be put into a management protocol that would enhance prevention methods?

- **Experimental Design Application: SWBAT:** Continue work on their year-long agriscience project by constructing an experimental design to test the hypothesis they developed in this unit. Students will draw on the experimental design and experimentation lessons learned during both fecal egg count laboratory activities. A written experimental design should be constructed consistent with scientific protocol using a systematic approach outlined in the previous units. Students will have their experimental designs reviewed by professional contacts (industry experts, agricultural instructors, local growers/producers, researchers or university representatives). After validating the design using the peer review process, students will move to the experimentation phase of their research. Experimental designs should include replicates, control groups, and determine the variables to be controlled and how. Additionally, a determination should be made as to the type of data that will be collected and in what ways, with the emphasis placed on quantitative data or quantifying data that is qualitative in nature. Students will use their experimental design to test their hypothesis. For example, a study could be conducted to determine if administering an injection of selenium is more effective than simply providing selenium salts in the diet in an effort to prevent selenium deficiency and white muscle disease in a sheep herd. Raw data should be recorded using a field book or electronic device.

Weeks 21-26: Natural Resource Systems Management

Culminating Unit Expectations: Natural resources can be defined as items found on earth that are of use to humans such as fuel, food, shelter, or a source of wealth. It is what humans do with these resources and the management practices that will determine if these will be available to future generations. In this unit, students will conduct primary research to draw conclusions regarding the impacts of plant and animal systems (units 2 and 3) on natural resources. Students will create model environmental impact reports that include secondary research backing, industry needs, primary research analysis and sustainability recommendations in watersheds located in agricultural regions. Students will identify local agriculture production areas and their relationships between land characteristics, water quality, and habitat growth and maintenance. Referencing local environments and agriculture practices, students will analyze possible sources of pollution and erosion and determine the impact of animal and plant systems, wildlife interactions, and beneficial and detrimental production practices. Students will use their knowledge to make recommendations on ecological friendly solutions on improving watersheds. Students evaluate the importance of soil and water conservation, the effects of animals, erosion, pollution, and urban sprawl on watersheds, and human impact on the environment and natural resources.

- **Types of Natural Resources: SWBAT:** Identify and explain the role of natural resources in human existence and differentiate between types of natural resources. Also, students will identify research methods used in quantifying natural resources as well as global flashpoints for natural resource use (examples include air quality in China, deforestation in Indonesia, water pollution in the Mississippi delta, etc.)
- **Natural Resources and Agriculture: SWBAT:** Students will present to their classmates a description and case study of one major global relationship between natural resource use and agricultural productivity (examples could include: water conservation in Australian agriculture, carbon sequestration in Ukrainian grazing systems, etc.)

- **Natural Resources in California:** SWBAT: Describe the variety of natural resources present in California as well as the impact of agriculture on those natural resources. Highlighted material will include statewide water management systems, Central Valley air quality and Northern California forest management systems.
- **Natural Resource and Policy:** SWBAT: Students will examine the water management policies governing California agriculture's water use, including the Sustainable Groundwater Management Act, the Clean Water Act and riparian rights rules. Students will use this information in the culminating assignments.
- **Air Quality Lab:** SWBAT: Describe the methods used for testing air quality, particularly focusing on particulate matter in the air.
- **Air Quality and Agriculture Lab:** SWBAT: Engage in secondary and primary research to examine the effects of tillage systems on air quality. Students will use air quality test protocols to engage in field studies that measure the impact of tillage practices on particulate matter in the air, creating a recommendation for tillage practices that prioritize air quality for sensitive populations.
- **Water Quality:** SWBAT: Locate and retrieve a sample of untreated water from local sources that have agricultural runoff, if none are nearby instructors may include local creeks, lakes, watersheds, or reservoirs, one from a source near an agriculture producing facility and one away from an agriculture producing facility. Using a standard water testing kit, the water samples will be analyzed for the various particulates and contaminants. They will record pH, lead, nitrates, presence of pesticide residue, and coliform bacteria as well as sediment levels. They will use this information to determine which pollution factors are affecting local watersheds and their source, including an analysis of possible erosion sources, chemical contaminants and biological inputs (wildlife, livestock, etc.). Following their data collection and analysis, they will use problem solving skills to make recommendations for pollutant elimination, the reporting format will be determined by the instructor (example: oral presentation, visual aide, lab write up, etc).
- **Impact of Water in Agriculture:** SWBAT: Describe the impact of modern water conveyance and storage systems on global agriculture, with research focusing on global methods and conservation systems.
- **California Agriculture and Water Use:** SWBAT: Analyze California's agricultural water system's role in modern production schemes and trends in California agriculture, with particular focus on storage dilemmas, permanent crop production and salination in the Central Valley.
- **Water Management Systems:** SWBAT: Describe systems used for irrigation with each type of crop. In order to do so, students will evaluate case studies of farms implementing sustainable water management practices. Case studies could include cover crops, crop rotation, and water runoff recapture systems. The outcome of the visit(s) and case study will result in a reference included and cited in the future irrigation plan or environmental impact report that will be generated at the end of this unit. Both the irrigation plan or the environmental impact report should reference the data collected from assignment one.
- **Water Flow and Efficiency:** SWBAT: create a plan to analyze irrigation practices and efficiency in order to identify an appropriate irrigation system. Students will also gather knowledge of adhesion, cohesion and chemical bonding principles that govern water management through analysis of industry articles and scientific texts. Through the practice of building a water flow and efficiency model, students will

identify innovative conservation approaches and irrigation methods such as scheduling irrigation rotations depending upon soil moisture, crop growing periods, availability of water, and methods of irrigation such as tape, drip, micro sprinklers, pressurized sprinklers, furrow, and flood. Sources of surface water and groundwater will be identified. Student irrigation plans will be based on a selected crop and data will be collected, analyzed, and interpreted, to form conclusions based on:

- acreage farmed
 - types of crops
 - methods of irrigation (to include a model demonstrating water flow and efficiency, see information below)
 - sources of water
 - acre feet of water for crops grown
 - programs available for irrigation implementation funding or conservation
 - cost effectiveness of farming versus selling water
 - runoff and contamination
 - environmental impact report culmination
- Water Lab and Efficiency Demonstration: SWBAT: Break into groups to demonstrate methods of irrigation. They are to create a "farm" of their choice (garden beds, farm plots, container created plots, etc.). Each group will be provided a set amount of water to demonstrate their method of irrigation (each group should choose different methods such as furrow, drip, micro-sprinkler, etc.). They shall record the amount of water used, soil moisture, and runoff. At the conclusion of the lab, students will be able to justify best practices of irrigation for crops grown and the impact on environment and water resources. Students will utilize knowledge of capillary action in soil, plant physiology as well as chemical bonding in water to inform their laboratory experiment. Students will present their best practices in a format to be determined by the instructor (example: oral presentation, visual aide, lab write up, etc)
 - Analyzing Water Use Data: SWBAT: Determine the best methods for organizing their data using tables. The skills in analyzing and interpreting data used during the water flow and efficiency model during the Natural Resource unit will be applied to the final agriscience research project. Specifically students were asked to determine the most efficient irrigation application method during the water flow and efficiency model. Students will make similar determinations on their Agriscience research. Students will use mathematical principles to synthesize their data, calculating a mean. Furthermore, a statistical analysis of the data will help the student determine if the results are due to chance or the independent variable that was tested. Students will choose the best way to present their data using graphs they believe will most effectively demonstrate their findings, and will further summarize what each graph shows. Finally, students will interpret the data and formulate conclusions based on the results. In the written conclusion, students will use their data to either accept or reject the original hypothesis. Conclusions should be directly supported by the data and supported by previous research. Students will also identify the limitations of their research, improvements that could be made to the experimental design, as well as future studies that may be conducted that relate the study at hand

Weeks 27-34: Food Systems Management

Culminating Unit Expectations: The purpose of this unit is to use prior knowledge of chemical and biological principles and apply them to end-stage agricultural practices in food safety and food preservation. Utilizing research skills and technical plant, animal and pest knowledge from earlier units, students will create a consumer-focused and locally-relevant food product (examples: jerky, jam, pickles). They will utilize scientifically proven food safety and preservation methods and will create a comprehensive food safety plan

including a food label following FDA guidelines for presentation to be judged by industry professionals. As part of the comprehensive food safety plan students will investigate the importance of implementing Hazardous Analysis Critical Control Point (HACCP) plans in the prevention of food borne illness. HACCP plans will identify areas of potential contamination in the food chain for a specific products production from the raw commodities, preparation, packaging and through storage by the consumer.

- Introduction to Food Safety: SWBAT: Analyze the end-stage role of food preparation, preservation and consumption in the health of citizens. Students will engage in secondary research to identify major components of handling food safely.
- Introduction to Food borne Disease: SWBAT: Describe major instances of food borne illness across the globe, with focus placed on major historical examples and their role in our understanding of how food can transmit illness.
- Types of Food borne Disease: SWBAT: Research a specific food borne illness, and their findings in this research will be linked to laboratory investigations where they will determine the types of disease causing agents they collected on food samples and from the food preparation areas and tools. They will use knowledge from prior units to identify the type of disease causing agent (fungal, bacterial, viral, parasitic, noninfectious), transmission, treatment, and prevention in addition to reviewing production practices responsible for a specific outbreak of that disease. In their review of the outbreak, they will propose recommendations for prevention of future outbreaks of that type. Students will create and present a PowerPoint including their research findings; upon the conclusion of the presentations students will submit their project to a shared document to be used as a class resource in developing a comprehensive food safety and marketing plan.
- Chemical Reactions in Food Preparation: SWBAT: Engage in a series of chemistry-based exercises to learn the methods for preserving consumer food products safely. In particular this activity promotes student understanding of how jamming, dehydrating, and drying with salt or sugar are effective forms of food preservation, as they remove the water and change the chemical composition of food and delay the growth of microorganisms from harmful bacteria rendering the food safe for consumption. Groups of students will read a technical document on food preservation methods (e.g. smoking, canning, jamming). Students will create a graphic organizer to compare methods. Students will then conduct an experiment where they dissolve the shell of an egg and place it in various solutions over the course of a week to determine how osmosis and concentrations of solutions impacts movement through the cell membrane. Students will then apply their understanding of osmosis from this lab to a given commodity, and will be able to create a written recommendation for appropriate food preservation methods based on HACCP protocol. They will later apply these findings to the creation of their safe food product at the end of the unit.
- Introduction to Hazard Analysis Critical Control Points (HACCP): SWBAT: Describe the role HACCP plays in modern food production, processing and consumption.
- Components of HACCP: SWBAT: Create a visual display that identifies the seven principles of a HACCP plan, which is a systematic approach to the identification, evaluation, and control of food safety hazards based on the following seven principles: Principle 1: Conduct a hazard analysis, Principle 2: Determine the critical control points (CCPs), Principle 3: Establish critical limits. Principle 4: Establish monitoring procedures, Principle 5: Establish corrective actions, Principle 6: Establish verification procedures, and Principle 7: Establish record-keeping and documentation procedures. Consequently each of these principles will be researched and applied through experimentation throughout the unit, to create a comprehensive food safety plan for the food product students design for their final unit project.

- **Swabbing Procedures and Food Testing:** SWBAT: conduct a hazard analysis (as a basis for learning to investigate Principle 1 & 5 of a HACCP plan), swab samples of various surfaces (including but not limited to hands, door handles, tables, cutting surfaces, food preparation tools), and prepare and grow culture plates. After a period of growth, students will determine if potential disease-causing agents are present, and if so, identify the specific pathogen. Students will record their findings in a written report. As a result students will determine the critical control points for that location (Principle 2 of the HACCP plan) based on the data generated from the swabs. Students will apply this skill in the development of their product and food safety plan.
- **Food Preservation Methods:** SWBAT: Describe methods used around the world for food preservation, presenting their information to their classmates. Research will focus on the underlying biological and chemical procedures in play for their chosen method. Examples include (salting, drying, pickling, etc.)
- **Chemical Properties in Food Preservation:** SWBAT: determine chemical properties of those commodities through their prior knowledge of pH, brix and water content. They will collect and record their data in a chart they design. Students will study the effects of pH on cut apple preservation (as a basis for learning to investigate Principle 3 & 4 of a HACCP plan). Each group will make a selection of a test solution based on scientific research. Students will gather data on bacterial colony counts that develop on swabs they take of samples from the cut apples. As a result groups will report to the class their findings and groups will evaluate the data. Groups will also brainstorm and determine other possible critical control limits for the sliced apple product. Students can employ several different possible methods of reporting their findings. (examples of reports include: oral presentation, visual aide, lab write up, etc)
- **Implementing HACCP Procedures:** SWBAT: Review a locally obtained HACCP plan (as a basis for learning to investigate Principle 6 of a HACCP plan). From the plan students will annotate and 1) identify areas of critical control 2) identify scientific evidence used as expert advice to validate HACCP protocols 3) identify specific procedures and practices to implement protocol in the plant. Student findings will be recorded using a graphic organizer that will be included in their final food safety plan (examples include: Three Circle Venn Diagram, Comparison Chart, Cause and Effect, Factors in the Cause or Sorting Organizer). Upon gathering that information, students will conduct a primary research investigation to test the HACCP principles in a controlled environment using radiation and chemical methods. Though much of the scientific research they will have read shows that appropriate temperature and time kills microorganisms, there is also a significant body of evidence that dramatic pH alterations can inhibit microorganism growth. As such, students will conduct a second research protocol within the HACCP protocol that contrasts the radiation and chemical methods of microorganism prevention in order to determine the relative efficacy of each method. Students will combine their graphic organizer with their research conclusion and present their findings in a lab report, which will also be added to their final food safety plan.
- **Food Labeling:** SWBAT: Develop an infographic that highlights food allergens and their role in food labeling. Students will research to prepare the infographic, which will include symptoms, major food allergens, treatment/when to seek treatment, the relationship of livestock antibiotic withdrawal periods and what must be included in origin labeling. An analysis of several different allergen-causing foods should occur, with investigations conducted regarding the elemental makeup of each food and the chemical reactions that cause the allergic reaction, specifically drawing a relationship between the interactions of the chemical world and the microbiology of the human body. The final infographic should showcase their findings using technical nomenclature, pictures, and supporting statistics.

- Food Safety Product and Plan: SWBAT: develop a physical food product such as a fruit jam, dried vegetable product, oil, herb or seasoning mix, citrus juice, etc. and create a comprehensive food safety plan for the product that includes the HACCP and labeling standards. Students will choose a commodity from their growing region and utilizing food safety principles preserve it following scientifically proven preservation methods. Students will also engage in industry-standard testing protocols to assess the chemical profile of the food product (pH level, potential toxicity, etc.) as well as engage in a multi-interval microorganism testing protocol. Students will follow FDA guidelines and use prior unit knowledge to develop an appropriate label for their food that follows legal standards as well as agricultural marketing practices. They will prepare a written and 3-5 minute visual presentation (students will choose the media) for a panel of industry professionals

Weeks 35-36: Agriscience Research Paper and Presentation

Students will submit their research in a written paper, and it will include the following components: problem/purpose, background research, hypothesis, methodology, results/data, and discussion/ conclusion. The paper will be written using skills associated with technical and scientific writing, for example, refraining from the use of personal pronouns or keeping discussion limited to what the research and data suggest rather than personal opinion and bias. APA format will be utilized to reference and cite sources. Students will create a visual display board, using a digital format that mirrors the use of research posters in higher education, which will also include all of the components of the paper, but in a condensed form. The peer group that reviewed the original experimental design will review the final research paper. The project and its findings will be shared with the class in an oral presentation, with the research board on display to aid in communicating the results of the research.

Tentative Pacing Guide

Theresa Noga Ferndale High School

UNIT 1 - Research Methods in Agriscience

UNIT 2 - Plant Systems (Apx 7 weeks)

2.1 GMO's

Organic vs. Conventional Foods	PPT & GN	1 day
GMO Friend or Foe Pro Con List	PPT & GN	1 day
GMO Foods	PPT	
Genetically Modified Foods: How Do They Work?	PPT	
Genetically Modified Foods Notes Sheet 2	GN	
Great GMO Webquest	WS	2 days
Create Your Own GMO	Activity	1 day
Odd Genetically Modified Foods	Handout	
Harvest of Fear Movie	WS	2.5 days
Food Evolution	WS	2 days
Organic vs Conventional Food Tasting (UCCI)	Activity	

2.2/2.3 Categorizing Ag Pests & Controlling Through IPM

Integrated Pest Management	PPT	1 day
Weed Identification Activity	Activity	2 day
Crop Pest Brochure	Activity	3 days
Insect Identification (UCCI)	Activity	2 days
What Damaged My Crop (UCCI)	Activity	2 days
Control of Pests (UCCI)	Activity	1 day
Build A Bug (UCCI)	Activity	1 day

2.4 Crop Production Plan

Crop Production Plan	Project	1 week
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UNIT 3 - Animal Systems (Apx 7 weeks)

All Species Chart	PPT & GN	1 day
Digestive System Notes	PPT	1 day
Digestive System Posters	Project	3 days
Circulatory System Notes	PPT	1 day
Respiratory System Notes	PPT	1 day
Respiratory System Dissection	Lab WS	1 day

Skeletal System Notes	PPT	1 day
Skeletal Models (*Need to purchase)	Lab Pkt	5 days
Parasite Infographic (UCCI)	Physical Models	1 day
Rabbit Dissection	Lesson Plan	3 days
Fecal Egg Count (UCCI)	Lab & Lab WS	3 days
Types of Injections	PPT & Activity	1 day
Manure Notes	PPT	1 day
Manure Management Plans	Project	4 days

UNIT 4 - Natural Resources

UNIT 5 - Food Systems (Apx 14 weeks)

5.1 Foodborne Disease & Its Role in Food Safety

My Plate Food Guide	PPT	1 day
My Plate Template Food Guide	GN Template	1 day
Fad Diet Activities Food Guide	Activity	1 day
Giant Food Pyramid Posters	Poster Project	2 days
Food Borne Disease Intro Slides (UCCI)	PPT	1 day
Disease Presentation	Project	7 days

5.2 Osmosis in Food Preparation

Milk / Got Milk Notes / Milk Tasting Activity (*Need Samples)	PPT & GN	1 day
Butter Making	Activity	1 day
Ice Cream Making	Activity	1 day
Cheese Making - Queso Fresco Recipe	Activity	1 day
Cheese ID / Cheese Tasting Activity (*Need Samples)	PPT & GN	1 day
Food Preservation Notes	PPT	1 day
Pickle Lab	Activity	1.5 days
Pickled Peppers	Activity	1 day
Jerky Dehydrating	Activity (no handout)	1.5 days
Jam/Jelly Preserving	Activity (no handout)	1 day
Food Additives Presentation	Project	7 days
Optional Sub Day - Watch Modern Marvels (Cheese, Milk, Butter, Ice Cream, Cold Cuts)		

5.3 Identifying Components of HACCP

HACCP (UCCI)	PPT	1 day
HACCP Plan Hazard ID	PPT Activity	2 days

(Note: 5.4, 5.5, 5.6 - All embedded within 5.2 and 5.3)

5.7 & 5.8 Food Labeling & Food Safety Product and Plan

Vitamin Poster	Poster Activity	1 day
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Mineral Poster
Advanced Ag Science Product Plan

Poster Activity
Project

1 day
8 days

Other Lessons

Agritourism Project

Student Name:



Ferndale High School Agriculture Department

Sustainable Agriculture Biology



Course Description

Sustainable Agriculture Biology is a course designed to enhance a student's knowledge in the area of biology through the eyes of a sustainable agriculturalist. Each unit covered will be connected back to the umbrella topic of sustainable agriculture and its relevance to biological science. This class is for students who plan to enter a college and/or university with a major in agriculture. This class is an elective course that meets life science graduation requirements as well as University of California one-year laboratory science admission requirements. In addition to studying biology as it relates to the agriculture industry, students enrolled in this course will receive the opportunity to enhance leadership skills through oral presentations, class-based community service activities, and the development of an SAE and FFA participation.

Student Expectations

- Respect yourself and others; failure to do so will result in a loss of participation points.
- Be seated when the bell rings; failure to do so will result in a tardy.
- Bring all materials (classwork, paper, & writing utensil) to class every day.
- All assignments should be written in blue or black ink, or pencil. Colored ink or felt pen-written assignments will not be accepted.
- Return all materials, tools, and supplies to their proper place before leaving the classroom.
- To receive credit, place your name on all papers that are to be turned in.
- Assignments are expected to be turned in on time!
- NO cell phones, headphones, or iPods are to be used during class time, unless otherwise specified.

Cell Phone & Electronics Policy

- First Offense- Student will be given a warning and asked to put their cell phone or any electronic device away.
- Second Offense- Student will be asked to give their cell phone or any electronic device to the instructor, to be given back at the conclusion of class.
- Third Offense- Student's cell phone or any electronic device will be sent to the office and must be picked up by a parent or guardian.

**Failure to hand over their cell phone or any electronic device will result in a referral to the office.

**All offenses will result in a loss of daily participation points.

By signing in the boxes below, you are agreeing to the cellphone and electronics policy as stated above.

Parent:

Student:

Required Materials

- A three-ring view front binder for Sustainable Agriculture Biology only
- 5 Tab dividers labeled: Task Sheets, Notes, Assignments, Labs, and Tests/Quizzes
- Biology Textbook – to be checked out through the library
- Blue or black ink pen & a pencil
- A good work ethic and positive attitude!

Units Covered

The following is a *tentative* list of the units to be covered during the course of the year:

*This list is subject to change per the instructor's discretion.

- Sustainable, Organic, Convention Agriculture & the Challenges of Modern Agriculture
- Scientific Method
- Invasive Species
- Microscope Training and Use
- Cell Anatomy, Reproduction, and Function
- Plant Anatomy & Reproduction, Respiration, Photosynthesis, and Grafting
- Cycles of Matter- Nitrogen, Water, Oxygen
- Energy Transfer, Trophic Levels, & Waste Solutions

- Body Systems, DNA, & Genetics

Grading Policy

Daily Participation and Class Work (80% of total grade)

- Class participation, attendance, and behavior (20 points per day)
- Assignments, homework, class projects, quizzes, and exams

FFA Participation (10% of total grade)

- By enrolling in an agriculture course you have automatically become a member of the Future Farmers of America student organization. Throughout the school year there will be numerous opportunities to participate in FFA activities. Through the FFA students develop skills in leadership, public speaking, hands-on agricultural as well as social skills. To earn this portion of the grade every student **must attend at least three FFA activities** every semester.

Supervised Agricultural Experience (10% of total grade)

- The Supervised Agriculture Experience, or SAE, is a student project **related to agriculture**. SAE projects are completed outside of class and are valuable tools in teaching work ethic and responsibility. They can also lead to awards and recognition in the FFA, scholarships, and future employment. SAE projects can be of three types:
 1. Ownership – This is a small project that the student owns. Examples include raising livestock, small animals (chickens, rabbits), or a vegetable garden.
 2. Non-Ownership – This is a project that the student works with but does not own.
 3. Work Experience – Any job (paid or unpaid) related to agriculture. Examples include working for a local business, mowing lawns, tending to a garden, or completing home improvements.
- Every student is required to put a **minimum of 20 hours each semester** (outside of the regular school day) into the SAE of their choice.

Making up Participation Points and Assignments

- If a student has an excused absence from class for a school function (field trip, sports, band, FFA, etc.) they will *not* be required to make up participation points.
- If a student has an excused absence for a non-school reason, they will be able to make up daily participation points by completing an "Ag Article Review". They will be required to find an article in the newspaper, the FFA Magazine, or online, and after reading it they must write a paragraph on its importance and relevance to the Agriculture Industry.
- If a student has an unexcused absence, they will not be able to make up participation points or assignments.
- If a student has an **excused absence** (school activity or excused through the office) it is his/her responsibility to obtain make-up work outside of regular class time. Make-up work should be asked for immediately following the return of a student and should be turned in within the same number of days as the student was absent.

Late Assignments

- If a student fails to turn in an assignment on the due date, points will be deducted for each day it is late. Assignments will not be accepted after one week after the due date. NO late assignments may be turned after a progress period has passed.

By signing in the boxes, below you are agreeing to the grading, participation, and late work policies as stated above.

Parent:

Student:

Communication

- We are looking forward to a fantastic year! We will be distributing a memo every Monday with important dates and activity reminders. If you have questions, please call 786-5900 or email tnoga@ferndalek12.org
- **Sustainable Agriculture Biology Remind 101- get text updates about important assignments or due dates!**
 - Text the number- 81010, this message- @4438g
- Follow our FFA on Instagram and Facebook to see photos of class projects & activities!

Sincerely,
Theresa Noga
Agriculture Educator
Ferndale High School

Ferndale High School Agriculture Department

Photo Release Policy

We love to display photographs, videos, and other forms of media that reflect activities in and out of the classroom!

By signing below, you give the Ferndale High School Agriculture Department and District to have photographs of your student on school related publications.

Student's Name:

Grade:

Student's Signature:

Parent's Name:

Date:

Parent's Signature:

Ferndale High School Agriculture Department
Mrs. Noga
tbugffa@aol.com
707-834-4762

Student Expectations and Rules

- Be seated when the bell rings. Failure to do so will result in a tardy. Any tardy and unexcused absence will result in points deducted from participation grade.
- Bring all materials (Agriculture binder, paper, pen and pencil) to class every day.
- To receive credit, place your name on all papers that are to be turned in.
- NO cell phones or headphones are allowed in the classroom!
- No personal grooming during class time.
- The teacher excuses class, not the bell.
- If a student is absent it is his/her responsibility to obtain make-up work.
- Respect yourself and others.

Grading Procedures

Grades are determined based upon points earned in the following areas: Daily Participation, Class Activities, FFA and Supervised Agricultural Experience.

Daily Participation (Approximately 40%)

-Class participation, attendance and behavior

Class Activities (Approximately 40%)

-Assignments, homework, class projects, quizzes and exams

FFA (Approximately 10%)

The FFA is a national organization whose mission is to make "a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education." By enrolling in an agriculture course you have automatically become a member of the organization. Throughout the school year there will be numerous opportunities to participate in FFA activities both during and after school. Through the FFA students develop skills in leadership, public speaking, hands-on agricultural as well as social skills. To earn this portion of the grade every student must attend at least four FFA activities per quarter.

Supervised Agricultural Experience (Approximately 10%)

The Supervised Agricultural Experience, or SAE, is a student project **related to agriculture**. SAE projects are completed outside of class and are valuable tools in teaching work ethic and responsibility. They can also lead to awards and recognition in the FFA, scholarships and future employment. SAE projects can be of three general types:

1. Ownership- this is a project that the student owns. Examples include raising livestock, small animals (chickens, rabbits) or a vegetable garden.
2. Non-ownership- this is a project that the student works with but does not own.
3. Work Experience- Any job (paid or unpaid) related to agriculture. Examples include working for a local agriculture business, mowing lawns, tending to a garden or completing home improvements.

Communication

I'm looking forward to a great year! If you have any questions please do not hesitate to call.

Sincerely,

Mrs. Noga

SAE Grading Report

START Date*:
8/1/2019

END Date*:
4/27/2020

* Date specified in the entry

SAE Type:
(Show All)

Pathway:
(Show All)

☒ All Students
☐ Grade Levels
☐ FFA Membership
☐ Custom Groups

Student Finder

Reset

Print

Close this Window

Click a column heading to sort.

		Within Specified Date Range									
Name	Experience/Enterprise Name	Type	Sub-Type	Active	Overall Date Range	Plan	Journal (Hrs/#)	Financial (\$/#)	# Photos	# Evals	Annual Review / SCK / SAE Report / Evaluate
Alfred, D.	market steer	EN	Beef		8/31/2017 12/31/2019		58.0 / 3	\$3,550 / 3	0	0	
Alfred, D.	Market Steer	EN	Beef		12/15/2017 11/10/2019		65.0 / 1	\$6,000 / 2	0	0	
Alexandre, Mattias	market hog	EN	Swine		3/14/2019 8/24/2019		0.0 / 0	\$1,800 / 1	0	0	
Alexandre, Nicolas	Windy Point	PL	Fabrication		6/30/2017 8/31/2019		0.0 / 0	\$1,860 / 1	0	0	
Bel, Bryce	Humboldt County Fair	PL	Repair/Maintenance		7/1/2019 8/23/2019		0.0 / 0	\$4,000 / 2	0	0	

AET - Student Grading Report

Name	Experience/Enterprise Name	Type	Sub-Type	Active	Overall Date Range	Plan	Within Specified Date Range				Annual Review / SCK / SAE Report / Evaluate
							Journal (Hrs/#)	Financial (\$/#)	# Photos	# Evals	
	feeding chickens	EN	Poultry		1/6/2020 1/6/2020		6.5 / 1	\$0 / 0	0	0	
	Art Townsend	PL	Grain Crops		7/27/2018 1/2/2020		0.0 / 0	\$200 / 1	0	0	
	Dairy Replacement Heifer 2016	EN	Dairy		7/1/2016 9/24/2019		0.0 / 0	\$2,900 / 1	0	0	
	Agriculture Education	PL	Student Development		10/26/2017 1/14/2020		53.5 / 15	\$0 / 0	0	0	
	Market Beef	EN	Beef		8/25/2019 8/25/2019		0.0 / 0	\$5,184 / 1	0	0	
	market steer 2017	EN	Beef		1/19/2017 8/25/2019		0.0 / 0	\$5,000 / 1	0	0	
	Christiansen Ranches	PL	Beef		8/31/2017 12/31/2019		2.0 / 1	\$4,140 / 5	0	0	
	Breeding Beef	EN	Beef		12/1/2017 11/4/2019		0.0 / 0	\$700 / 2	0	0	

























































AET - Student Grading Report

Name	Experience/Enterprise Name	Type	Sub-Type	Active	Overall Date Range	Plan	Within Specified Date Range				Annual Review / SCK / SAE Report / Evaluate	
							Journal (Hrs/#)	Financial (\$/#)	# Photos	# Evals		
Hickman, Garrett	Market Beef	EN	Beef		1/31/2019 10/22/2019		60.0 / 1	\$5,613 / 2	0	0		
Solomon, Hontela	Blacksmithing	EN	Sales		1/10/2019 2/13/2020		8.0 / 3	\$0 / 0	0	0		
Poley, Matt	Rodeo	EN	Equine		9/23/2017 1/4/2020		113.0 / 19	\$0 / 0	0	0		
Eaton, Matt	Ashfield Ridge Cattle Company	EN	Beef		8/2/2018 2/15/2020		15.5 / 3	\$1,740 / 2	2	0		
Eaton, Matela	Market Steer Project	EN	Beef		11/4/2018 1/18/2020		57.5 / 9	\$8,182 / 4	1	0		
Gomes, Ethan	Cattle Management	PL	Outdoor Recreation		9/30/2018 9/30/2019		0.0 / 0	\$2,000 / 2	0	0		
Gomes, Landon	Pedrotti Dairy	PL	Forage Crops		9/30/2016 8/30/2019		0.0 / 0	\$1,500 / 1	0	0		
Grandy, Hayden	Grandy Logging	PL	Natural Resource Systems		6/30/2018 9/24/2019		325.0 / 1	\$3,500 / 1	0	0		

AET - Student Grading Report

Name	Experience/Enterprise Name	Type	Sub-Type	Active	Overall Date Range	Plan	Within Specified Date Range				Annual Review / SCK / SAE Report / Evaluate
							Journal (Hrs/#)	Financial (\$/#)	# Photos	# Evals	
Carroll, Don	Vegetable Production	EN	Vegetable		8/24/2019 12/20/2019		36.0 / 2	\$200 / 1	0	0	
Smith, Michael	Market pig	EN	Swine		3/3/2017 8/24/2019		100.0 / 1	\$2,400 / 1	0	0	
Hick, James	Floral Design	EN	Floriculture		10/30/2019 11/20/2019		4.0 / 2	\$0 / 0	0	0	
Hernandez, Michelle	Floral	EN	Floriculture		10/30/2019 11/20/2019		4.0 / 2	\$0 / 0	0	0	
Holgerson, Ashley	Holgerson Dairy	PL	Dairy		6/30/2019 8/31/2019		0.0 / 0	\$170 / 1	0	0	
Johnston-Boldini, Paylee	Dairy Replacement Heifer	EN	Dairy		8/19/2017 10/25/2019		50.0 / 1	\$3,720 / 2	0	0	
Martin, Bill	Floral Design	EN	Floriculture		10/30/2019 11/20/2019		4.0 / 2	\$0 / 0	0	0	
Miller, Logan	Rabbit	EN	Small Animal		10/31/2019 10/31/2019		30.0 / 1	\$0 / 0	0	0	

AET - Student Grading Report

Name	Experience/Enterprise Name	Type	Sub-Type	Active	Overall Date Range	Plan	Within Specified Date Range				Annual Review / SCK / SAE Report / Evaluate
							Journal (Hrs/#)	Financial (\$/#)	# Photos	# Evals	
	Market Steers	EN	Beef		2/1/2017 8/25/2019		45.0 / 2	\$7,200 / 1	0	0	   
	Holgerson Dairy 2017	PL	Dairy		8/31/2016 8/25/2019		0.0 / 0	\$600 / 1	0	0	   
	Team Roping	EN	Equine		9/28/2019 10/18/2019		7.0 / 1	\$3,120 / 2	0	0	   
	Bugenis Fencing	PL	Repair/Maintenance		8/31/2019 8/31/2019		0.0 / 0	\$2,100 / 1	0	0	   
	Radelfinger Dairy	PL	Dairy		8/30/2017 10/31/2019		19.5 / 10	\$1,200 / 3	0	1	   
	Dairy Replacement Heifer	EN	Dairy		1/20/2018 8/24/2019		0.0 / 0	\$5,100 / 8	0	0	   
	Regli Jerseys-Employment	PL	Dairy		7/27/2016 10/31/2019		240.0 / 3	\$1,239 / 3	0	0	   
	beef	EN	Beef		1/31/2017 8/31/2019		0.0 / 0	\$9,978 / 4	0	0	   

AET - Student Grading Report

Name	Experience/Enterprise Name	Type	Sub-Type	Active	Overall Date Range	Plan	Within Specified Date Range					Annual Review / SCK / SAE Report / Evaluate
							Journal (Hrs/#)	Financial (\$/#)	# Photos	# Evals		
Seely, Allison	dairy	PL	Dairy		8/31/2018 10/30/2019		0.0 / 0	\$520 / 3	0	0		
Seely, Allison	Market Beef	EN	Beef		11/30/2018 8/24/2019		30.0 / 1	\$6,075 / 1	0	0		
Seely, Allison	Market Boar Goat Project	EN	Goats		4/4/2018 10/16/2019		0.0 / 0	\$200 / 1	0	0		
Seely, Allison	floral	EN	Floriculture		10/30/2019 11/29/2019		5.0 / 3	\$0 / 0	0	0		
Seely, Allison	redwood Riding Academy	PL	Equine		10/1/2019 12/1/2019		33.0 / 3	\$0 / 0	0	0		
Seely, Allison	spade	EN	Equine		9/24/2019 9/24/2019		0.0 / 0	\$361 / 3	0	0		
Seely, Allison	wrangler	EN	Equine		9/24/2019 9/24/2019		0.0 / 0	\$361 / 3	0	0		
Seely, Allison	korobi stables	PL	Equine		11/1/2019 12/31/2019		60.0 / 2	\$0 / 0	0	0		

AET - Student Grading Report

Name	Experience/Enterprise Name	Type	Sub-Type	Active	Overall Date Range	Plan	Within Specified Date Range				Annual Review / SCK / SAE Report / Evaluate
							Journal (Hrs/#)	Financial (\$/#)	# Photos	# Evals	
	Market Hog	EN	Swine		4/1/2019 9/24/2019		80.0 / 1	\$2,078 / 1	0	0	
	Market Hog	EN	Swine		4/30/2019 8/31/2019		50.0 / 1	\$3,801 / 1	0	0	
	Beef Heifers	EN	Beef		1/1/2019 9/17/2019		0.0 / 0	\$2,000 / 1	0	0	
	Market Pig	EN	Swine		8/26/2019 8/26/2019		0.0 / 0	\$2,288 / 1	0	0	
	market hog 2017	EN	Swine		3/10/2017 8/25/2019		0.0 / 0	\$2,100 / 1	0	0	
	Pacific Timber INC.	PL	Natural Resource Systems		7/1/2016 12/31/2019		0.0 / 0	\$29,280 / 10	0	0	
	Market Boar Goat Project	EN	Goats		3/30/2018 8/25/2019		0.0 / 0	\$617 / 1	0	0	
	Market Goat	EN	Goats		4/30/2018 8/31/2019		115.0 / 2	\$0 / 0	10	1	

AET - Student Grading Report

Name	Experience/Enterprise Name	Type	Sub-Type	Active	Overall Date Range	Plan	Within Specified Date Range				Annual Review / SCK / SAE Report / Evaluate
							Journal (Hrs/#)	Financial (\$/#)	# Photos	# Evals	
William, Arizona	Breeding project	RE	Goats		1/6/2018 9/6/2019		23.0 / 2	\$0 / 0	10	1	
William, Arizona	Market Steer	EN	Beef		12/31/2019 1/9/2020		64.5 / 10	\$0 / 0	10	1	
William, Arizona	Raised Bed	RE	Vegetable		8/17/2019 8/17/2019		1.0 / 1	\$0 / 0	0	0	
William, Arizona	Rabbit for show	EN	Small Animal		9/24/2019 9/24/2019		0.0 / 0	\$65 / 2	0	0	
William, Arizona	Cavy for show	EN	Small Animal		9/24/2019 9/28/2019		0.0 / 0	\$61 / 3	0	0	
Zanone, Arizona	Beef Production	EN	Beef		1/1/2018 8/25/2019		65.0 / 1	\$6,650 / 2	0	0	

SAE Supervision

As a single person department for my first 9 years teaching, SAE Supervision was all on me. That meant that every animal's weight for the fair, every "ag teacher vet call", every issue at the school animal facility, every greenhouse issue, every work issue came to me and I had to troubleshoot and assist the student in solving the issue myself. There were many challenges in those years, as well as VERY good learning experiences for both the students as well as myself.

When I started teaching as an intern at Arcata High School in a single person department, the learning curve was high to say the least. I started two weeks before our county fair and although I had shown my own animals for years, I had never been responsible for 30 others getting their animals there, making sure everyone brought everything they needed, all the school equipment and show supplies, and that everyone was picked up and weighed in on time. Luckily for me I had a few students who really stepped up and worked with me to go get everyone's animals and knew where everyone lived. All I had was a list from the office of who I needed to call. After surviving that fair, I think I learned the do's and don'ts of how to go about projects and honestly, how to deal with the parents at the fair. The kids aren't the issue most of the time, but there's something about fair that really brings out the silly side of parents.

After my first year, I became much more diligent in SAE supervision. I would really quiz the parents and students to understand if the project plan they came up with was going to meet their project needs and goals. Many times kids think they want to get an animal, then months later something in their lives changed and all of a sudden they are not so into it. They are teenagers and we have to realize that this is pretty typical. It is our job to steer them in the right direction to meet both their goals and their needs as far as their personal and FFA goals go. We also must set forth very specific timelines and expectations of the project so that the parents, student and teacher are all on board and things are transparent. I like to be very honest with what they are going to get out of the experience as well as exactly what it's going to take for the project to be successful.

I have advised all types of projects over the years. One of my favorites was a student who raised breeding, feeder and market hogs. When he was a sophomore he applied for the swine entrepreneur proficiency and placed 3rd in the state. I told him that he needed more hours and money to place higher the next year with his swine, but maybe if he got creative and diversified, he could be really successful in another proficiency area. His goal was to win a State Proficiency by his senior year. I wanted to support him in that goal as best I could, so we sat down and brainstormed with his parents as to how he could accomplish this goal. We came up with a food recycling program with the local elementary school where his mom was the lunch lady. He would come to the school and train the young students to put their food waste into buckets instead of the trash, and put their silverware and tray into another bin. He would have three types of buckets, produce, bread and meat. This way the produce and the bread could be fed to the sows and boars and it would offset his feed cost and provide much less food waste for the elementary school. It was a win win for all. He picked up the buckets from the school as it was on his way home from the high school and fed them that day to his pigs. It worked out

beautifully and his senior year he won the proficiency for environmental sustainability, and placed 2nd in Swine Production Entrepreneur. I love that we were able to sit down and think outside the box for that project with both the student, his parents and myself.

Of course over the years I have had failures as well. We have had students' animals die unexpectedly before fair, we have had heater malfunctions in the greenhouse that burnt all the plants before the plant sale, and we have had students not follow through with their work. We can do our best to help a student be successful with their project by thoroughly planning it out, including all our resources, getting parent input etc. but sometimes something happens and the project fails. Although does it really? Through all of our failures we should be learning something, and honestly it's when we learn the most. Three years ago I had a student raise a steer for the fair. This was his 3rd steer and having known his history of animals at fair, I assumed he knew more than he did about raising a steer. I went to weigh his steer in January for an August fair, and when I got there I noticed he was in a small pen even though he had numerous fields which were fenced well. I asked him after he weighed "why don't you put your steer in a field?" and he said it was easier to catch him in a small pen. I said, "ok, but are you feeding hay? His stool is runny." and he assured me that he was feeding grass hay all the time with his grain. I came back to weigh again in March, the steer was in a field, had grass and grass hay in front of him along with his grain. His weight was right on track and I talked to him about his feeding routine. Everything seemed on schedule. I weighed again in June and he was right on track, but had runny stool again. I again asked how much hay he was feeding, he said he ran out of grass hay so he was feeding alfalfa from his mom's horses. So we had a conversation about gut health in ruminants, and how he really needed to have grass hay accessible to him at all times with the amount of grain he was consuming this close to the fair. He and his mom said they understood and they would get more grass hay that day. 45 days later they brought the steer to the fair, and the first day before weigh ins, it had bloody stool. We called the vet to look at him. He said his gut was burned out and that he wasn't feeding enough hay and too much grain. He admitted to the vet that he was still feeding alfalfa and he didn't give it to him every feeding. What a disaster. A beautiful market ready steer that can't even be shown or sold at the fair. The vet advised the parents that they should take him straight to the meat processing plant that day and have him be processed before he died on his own that night. He didn't have a temperature and they were able to privately sell the meat. The upside to that experience was that the student learned a lot!!! He apologized to me numerous times and felt terrible. His parents were very honest and didn't blame me for their mistake, although I know I got lucky there. Many times parents want to blame the teacher/advisor because they don't want it to be their kids' fault. The following year the student wanted to raise another steer. I made him make a presentation on how to raise a steer, as well as write down everything he learned from the last years experience. I then met with the parents and the breeder about my concerns before allowing him to raise it as his FFA project. It was a tough decision to make as I was hesitant for sure, but I knew that sometimes it's the experience, not the outcome that makes you become more educated on a subject, and I know he learned a lot from that experience. He went on to raise two more steers with our FFA program, and both were very successful projects.

I will say, I am so lucky now to have grown the agriculture department at Ferndale High School to 3 ag teachers! I now get to share project supervisions, as well as our SAE visits. Although to be honest, we love to do them all together! We all 3 go out to weigh animals, as well as check on the greenhouse, see students at their jobs etc. At our fair we divide up the species for who is the point of contact person, but we are all there every day all day to attend the shows together and help any student in need. I am the point person for all beef, dairy, pigs and small animals and Alexa is sheep and goats. Kelly will be new this year and will be in charge of vegetables/plants/flowers and any still exhibits and the night time rodeo.

Something also to consider, is the size of our town and school. We have a population of 1200 or so, and our school has 150 students total. Of that 150, 126 are in agriculture class, with many of them having 2-4 ag classes throughout their day. Many come from agriculture backgrounds so we might have anywhere from 2-8 "informal" SAE visits per week. If we go to the fairgrounds any night of the week, we will see 8-10 of our rodeo kids practicing or riding their horses, or we drive around and visit dairies and you will find at least 12 of our kids working on the farm. If it's summer time, at least 20 of our kids buck hay for other farmers or their parents, and another 10 move irrigation pipe every morning. So, although we may not write up a formal SAE project visit each time we see a student on the job, we do stop, talk to them about what they are doing and get the details. It's a pretty great part about teaching in this small rural community. We also stop and talk to parents daily when we are out and about. We let them know if their student has run something by us and they are hoping we can inform their parents about an opportunity we have for them. We love to answer any questions parents might have about their kids' future opportunities.

In this folder you will find a SAE visit form, although this last year I started using the AET app for my project visits. It is very efficient and has a place for you to upload photos of the students' projects as well as put in the notes on their current weights and any specifics you want to add. It's all right there on your phone and it's super handy. I would encourage any ag teacher to use it! Technology is sometimes hard to get used to, but this was an easy addition to my program.

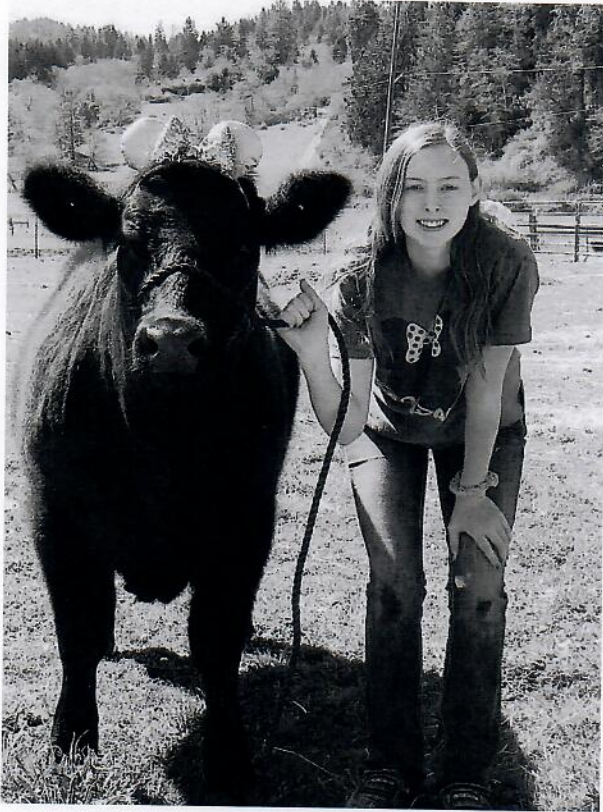
Here are some student's projects over the years.



This is Korey, she was an incoming freshman who moved to us from Arbuckle. She had been in ag in middle school so we allowed her to show with us her incoming year at Ferndale as a freshman. She won Champion her freshman year with her wether boer goat.



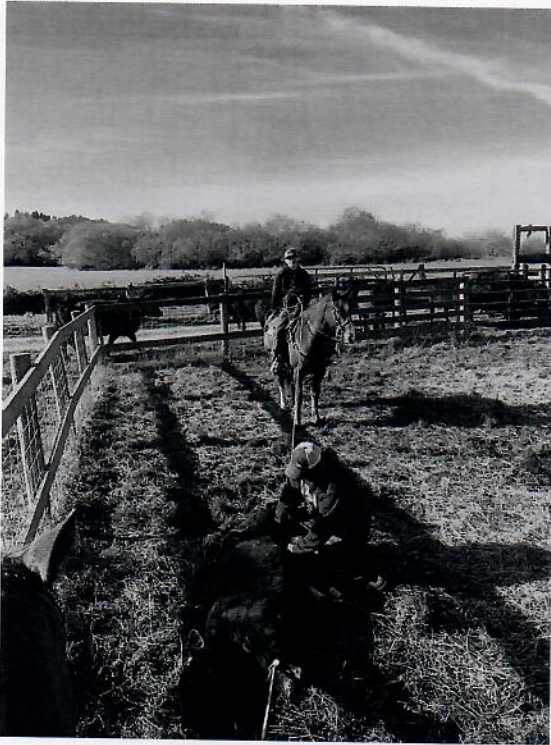
This is Rebekah and Addie, they both have raised Boer goats for the past four years. Every year their goal is to win showmanship, and last year Rebekah met that goal and made it to the Round robin!!



Here is Korey with her steer for our 2020 Humboldt County Fair. I sure hope it isn't cancelled because he's a very nice steer out of her own cattle.

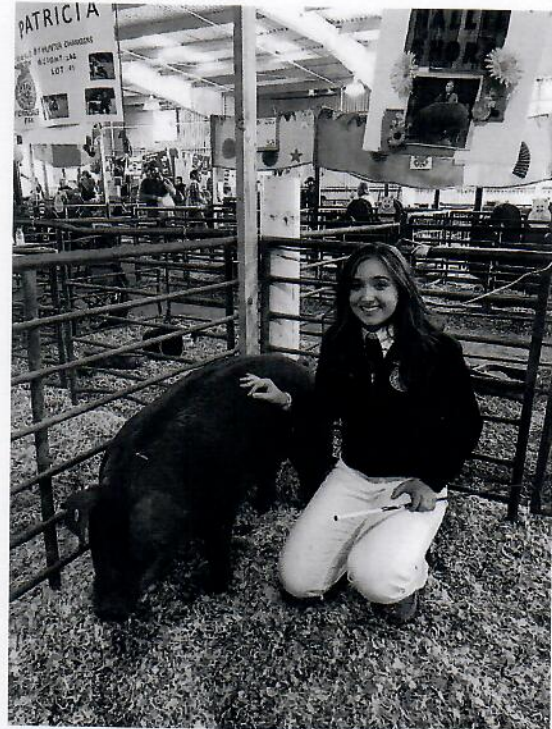


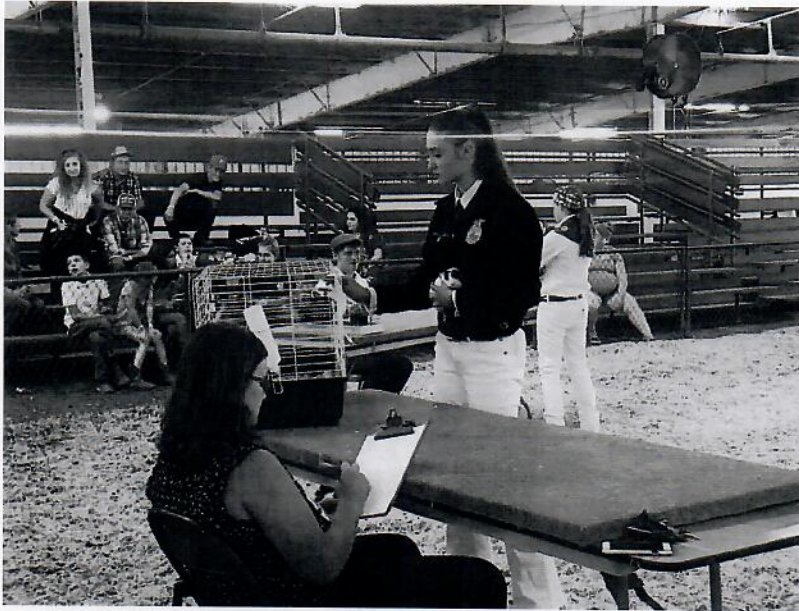
This is Brianna Brazil, she has been doing an ag in the classroom ag education project for the past two years among many other livestock projects. She goes to a kindergarten class at our elementary school down the street 1 class period per day to teach them about agriculture and help out with various activities! She is going to Fresno State next year to start her journey to become an agriculture teacher!



This is Garrett ~~Christiansen~~, a junior at FHS. His SAE is working on his family's 23,000 acre cattle ranch. He has many duties on the ranch, but his time of year it is branding season. They do everything the old fashioned way, and "head and heel" every animal in order to vaccinate, brand, notch ears, castrate and vet check. This is a very common way of life for our Ferndale beef community. Not only is Garrett expected to be available for his own family's herds, but he also needs to help out when it comes to the neighbors hers as well. It's a community event this time of year and again in the fall. Everyone works together and many times we will have 10-15 kids out of school to go branding for a Thursday/Friday and the weekend. This year is different of course, and I know all our ranching kids are VERY BUSY at work on their family ranches.

Hallie ~~Shurt~~ is a junior, and her SAE is market hogs for the Humboldt County Fair. She also raises sheep and has a horse. Next year she wants to do a steer for her last fair.





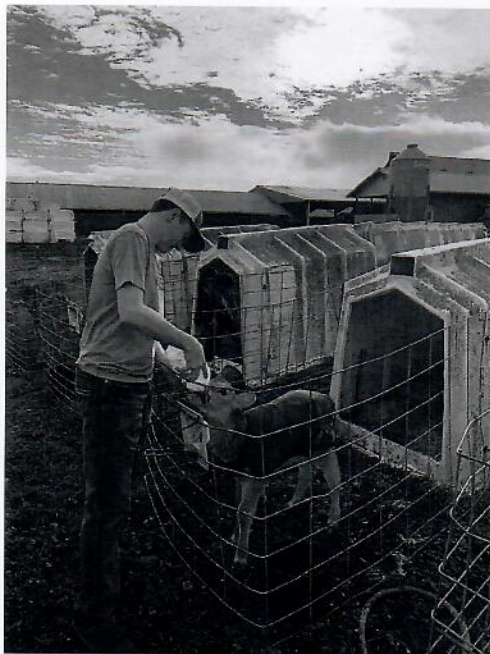
Arianna Williams is a sophomore and raises rabbits, cavies, chickens, turkeys and has two horses. She also has a vegetable garden. Her goal is to win the small animal round robin and last year she got so close and earned second. Right before the fair her showmanship guinea pig died. She was devastated that she wouldn't have all the species to show, so my son let her borrow our guinea pig Sweetie for showmanship. She won!! It was awesome! Crisis averted!

This was Bailey's first replacement heifer. She was kind of a mess last year with her as a calf, but this year she really pulled through strong in both showmanship and in her pedigree class, and won Reserve Champion Replacement Heifer!





This year Korey stepped it up one more notch! She won Supreme Market goat with her Boer goat William. She is an incredible showman and works very hard at raising all her animals. She also has breeding beef and breeding goats and a market pig. She will also be entering her floral arrangements in the fair.



Kyler Raddelinger is a junior and just made the state finals in the dairy production placement proficiency. He works on his second generation dairy farm in Ferndale.



DJ Albee is a junior who raises production beef and market beef and swine. He also works on his family's cattle ranch as well as has numerous horses which he uses for rodeo. He is an all around cowboy and has made it to the State Finals every year.

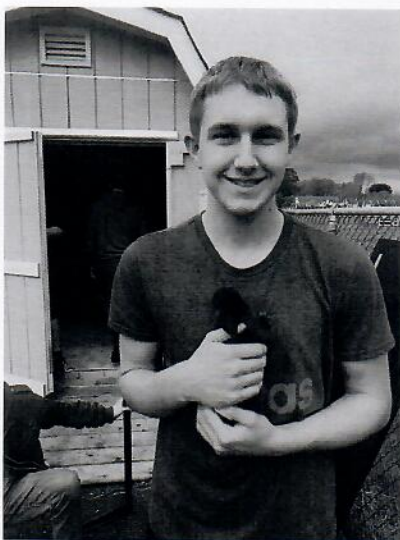
Here are three of our FFA members showing at the Redwood Acres Fair! We won all three champions in the dairy show. Hallee Nickols is in her 4-H uniform because she kept her dairy project in 4-H and has beef and rabbits in FFA.



Here are a number of our students at our Humboldt Del Norte Section FFA Beef Camp. This is an opportunity for all our 4-H and FFA Beef showmen to get together and learn all about showing, fitting, nutrition, product value, and marketing their steers. We have beef breeders come speak and Mrs. Dale and myself put it on for everyone each year. We have had a ton of steers at our fair in recent years, and it is a way for everyone to get information and be better prepared for the fair.



This is Logan, and this is his rabbit "Shark". He keeps his rabbit at our school rabbit barn, and without that opportunity Logan would not have had a project in FFA. He was very excited for the opportunity.



This is Perry, and his Chinchilla "Smokey". He lived at our school farm all last year and this year he decided to take him home. It was a really cool small animal to have at school because half the students had never even seen a chinchilla before. We hope to get a female at school and breed them this next year.



Ferndale High School Agriculture

Home Visit Form

Student Name: _____ Year in School: _____ Year in Ag: _____

Visiting Instructor: _____ Ag Class(es) Enrolled in: _____

Date: _____ Location: Home School SAE Site Other

Parents/Guardian/Supervisor Present: _____

TENTATIVE 4 Year Plan

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Academic & Agriculture Course Plan	Academic & Agriculture Course Plan	Academic & Agriculture Course Plan	Academic & Agriculture Course Plan
Possible FFA Involvement	FFA Involvement	FFA Involvement	FFA Involvement
Planned SAE	Planned SAE	Planned SAE	Planned SAE

Possible Career and/or Educational Path:

Student's Interests:

Any questions? Wishes for student from parents? What can we (teachers, ag department) do to ensure success?

Other Notes:

Student Signature: _____

Parent Signature: _____

Instructor Signature: _____





Ferndale Union High School District
Agriculture Department
1231 Main Street
Ferndale, CA 95536
(707) 786-5900

To: Board of Trustees
Ferndale Union High School District

From: Theresa Noga, Alexa Alexandre, Kelly O'Day
Agriculture Department

Date: August 8, 2019

Re: Request for Approval of Overnight Trips

The Ferndale High School Agriculture Department is requesting board approval of overnight trips that have been added to the statewide Ag Education calendar.

Ferndale FFA plans on coaching multiple spring judging teams including Agriculture Mechanics, Best Informed Greenhand (BIG), Dairy Cattle, and Parliamentary Procedure. We would like to be able to take students to the following contests that would be overnight trips due to the travel distance involved:

January 24-25th: Made for Excellence Conference, Monterey, CA
February 1-2nd: Arbuckle Field Day, Arbuckle, CA
February 11-13th: World Ag Expo, Tulare, CA
February 25-28th: Sacramento Leadership Experience
March 5-7th: UC Davis Field Day, Davis, CA
March 13-15th: Chico State Field Day, Chico, CA
March 20-21st: Regional Speaking/Regional Meeting, Sonoma
April 17-19th: Fresno State Field Day, Fresno, CA
April 22-26th: State FFA Conference, Anaheim, CA
May 1-3rd: Cal Poly State Finals, San Luis Obispo, CA

We will be transporting students in our department vehicles. Chaperones for these trips will be Theresa Noga, Alexa Alexandre, and Kelly O'Day.

If you have any questions or concerns, please contact Alexa Alexandre by cell phone 619-787-3729. Thank you!

Attachment 1: High Quality CTE Program Evaluation

Name of Local Education Agency: Ferndale Unified School District

To: (T)

Directions: The metrics in this rubric apply to students that are enrolled in CTE programs, programs of study (POS) and pathways. Read each of the 10 Minimum Eligibility Standards (criteria). Reviewing all of your CTE programs, check the box that best corresponds to the current practice of your programs and which you can provide evidence for. List evidence of your practice that is currently on file at your LEA and make comments that the grant reader may take into consideration in the corresponding boxes.

To:

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Tools/ Examples of Evidence	Evidence at
<p>1.A. Offers high quality CTE curriculum and instruction that are aligned to the CTE Model Curriculum Standards.</p> <p>Essential Element: High-Quality, Integrated Curriculum and Instruction.</p>	<p><input type="checkbox"/> There is no evidence that the CTE curricula or instruction are aligned to the CTE Model Curriculum Standards.</p>	<p><input type="checkbox"/> Some CTE curricula and instruction are aligned to the CTE Model Curriculum Standards.</p>	<p><input type="checkbox"/> All CTE curricula and instruction are fully aligned to the CTE Model Curriculum Standards.</p>	<p><input checked="" type="checkbox"/> All CTE curricula and instruction are fully aligned to the CTE Model Curriculum Standards.</p> <p>All CTE curricula are aligned to all academic standards.</p>	<p>Alignment matrix of CTE curriculum syllabi and CTE Model Curriculum Standards</p> <p>Alignment matrix of CTE curriculum syllabi and academic standards.</p> <p>Course outlines</p>	<p>1. Class : 2. Agricul Education 3. UC Co descripti 4. Course 5. Progra Activities 6. Course 7. AET R</p>

Attachment 1: High Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Tools/ Examples of Evidence	Evidence at
<p>1.B. Offers CTE pathway(s) that provide a coherent sequence of courses, are reported in CALPADS as CTE, and enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school.</p> <p>Essential Element: High-Quality, Integrated Curriculum and Instruction.</p>	<p><input type="checkbox"/> No clear sequential progression of courses.</p> <p>No clear CTE pathway that leads to a postsecondary career pathway or training and/or employment.</p> <p>Some or no courses are reported in CALPADS as CTE.</p>	<p><input type="checkbox"/> Offer a CTE pathway where some courses show a clear sequential progression of courses that lead to a postsecondary career pathway or training and/or employment.</p> <p>Some courses are reported in CALPADS as CTE.</p>	<p><input checked="" type="checkbox"/> Offer a CTE pathway where all courses show a clear sequential progression of courses that lead to a postsecondary career pathway or training and/or employment in a pathway-related field.</p> <p>All courses are reported in CALPADS as CTE.</p>	<p><input type="checkbox"/> Offer a CTE pathway with clear sequential pathways, from secondary to postsecondary education, training, and/or employment.</p> <p>Provide a catalog of programs and courses required at each grade, along with the aligned postsecondary pathway of courses.</p> <p>The pathways target the labor market needs of regional employers.</p> <p>Formal agreements with postsecondary institutions for priority entrance for qualified pathway students.</p> <p>Dual and articulated credit courses are offered.</p>	<p>List and description of pathway courses, identifying the planned sequence of courses.</p> <p>Document of postsecondary programs, training, and/or entry-level employment to which the CTE pathway leads.</p> <p>Regional Labor Market research document.</p> <p>Document listing CTE pathway courses reported as CTE in CALPADS.</p> <p>Description of dual and/or articulated credit courses offered.</p> <p>MOU with postsecondary institutions.</p> <p>Document listing dual enrollment and articulated courses.</p>	<p>1. Pathway Chart</p> <p>2. Pathway Recruitment pamphlet</p> <p>3. Course</p> <p>4. Student Handbook</p> <p>5. UC We</p> <p>6. LCAP</p> <p>7. List fro CALPAD.</p> <p>8. Career Agenda</p>

Attachment 1: High Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Tools/ Examples of Evidence	Evidence at
<p>2. Provides career exploration and guidance opportunities for all pathway learners.</p> <p>Essential Element: Career Exploration and Student supports</p>	<p><input type="checkbox"/> There is no formalized career exploration and guidance program.</p>	<p><input type="checkbox"/> Some students participate in a formalized career exploration program and receive some guidance through counseling services.</p>	<p><input type="checkbox"/> All students participate in a formalized career exploration program and receive career guidance through POS and counseling services.</p>	<p><input checked="" type="checkbox"/> All students participate in a formalized career exploration program and have a four-year plan on file.</p> <p>Career guidance is provided through the POS, through industry mentors, and through counseling services.</p>	<p>CALCRN, Kuder, Career Cruiser.</p> <p>Example of four-year plan.</p> <p>Description of career guidance provided.</p>	<ol style="list-style-type: none"> 1. 4 year Career plan in CTE file 2. AET record profile and career sector 3. CTE Only 4. Industry Guest Speaker Assignments 5. Redwood Resource Fair 6. Farm Bureau Partnership 7. Agriculture tours 8. National Convention 9. Washing Leadership 10. Sacramento Leadership 11. Redwood Logging Co 12. Oral History 13. Education & Institute 14. Health & Summer Internship 15. Council year plan on file 16. NFN Resource 17. Workforce I

Attachment 1: High Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Tools/ Examples of Evidence	Evidence at
3.A. Provides support services for students, including counseling. Essential Element: Career Exploration and Student supports.	<input type="checkbox"/> There is no evidence that CTE pathway students have had career and/or academic needs assessed or addressed. Counseling services are not available.	<input type="checkbox"/> CTE pathway students career and/or academic needs and gaps have not been specifically identified. Supports offered are the standard supports available to all students in the school. Students are referred to counseling services on an as-needed basis. No data on effectiveness is collected.	<input type="checkbox"/> CTE pathway students career and academic needs and gaps have been identified. Supports addressing identified needs/gaps have been developed/obtained, offered, and are being implemented. Counseling services are welcoming and offered to all students. Data on effectiveness is collected and continuous improvement principles are applied.	<input checked="" type="checkbox"/> An assessment of CTE pathway students' career and academic needs occurs annually. This is an annual process in which the entire CTE pathway faculty, associated academic faculty, counselors and administration collaborate to determine needed supports for CTE pathway students. A plan of support services is developed for each at-risk CTE pathway student, and a plan of support for all CTE pathway students is developed.	List of identified student career and academic needs/gaps and the supports that have been provided to address those needs. Tools used to determine student career and learning needs. Data on effectiveness of supports provided. Description of counseling services provided.	1. 4 year records ir councilor: 2. AET R Future pl: exploratic 3. Resum 4. FFA Si Agricultur 5. FFA C; Developn Events 6. Health Exploratic Institute 7. Oral Hi Exploratic Institute 8. Agricul Occupati Internshir 9. Health Occupati Internshir

Attachment 1: High Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Tools/ Examples of Evidence	Evidence at
<p>3.B. Student leadership development is embedded into career pathway teaching and learning.</p> <p>Essential Element: Career Exploration and Student supports</p>	<p><input type="checkbox"/> There is no evidence that CTE pathway student leadership development is addressed.</p>	<p><input type="checkbox"/> Student leadership development is embedded into the career pathway through an alternative leadership strategy</p>	<p><input type="checkbox"/> Student leadership development is embedded into the career pathway through one of the six recognized CTSOs and some CTE pathway students participate.</p>	<p><input checked="" type="checkbox"/> Student leadership development is embedded into the career pathway through one of the six recognized CTSOs and all CTE pathway students participate.</p>	<p>Description of student leadership development strategies, percent of student participation, and outcomes of program(s) implemented.</p>	<p>1. FFA R 2. HOSA 3. AET R Books 4. Meetin Sheets 5. Event : sheets 6. Progra Activities 7. Particip 8. Aeries (participa</p>

Attachment 1: High Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Tools/ Examples of Evidence	Evidence at
<p>4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements.</p> <p>Essential Element: Cross-System Alignment</p>	<p><input type="checkbox"/> K-12 and postsecondary core CTE pathway faculty do not coordinate or collaborate.</p>	<p><input type="checkbox"/> K-12 and postsecondary core CTE pathway faculty are members of an advisory committee.</p> <p>Curriculum, instruction, transitions and outcomes are reviewed at Advisory Committee meetings.</p> <p>There are no formal agreements other than advisory committee responsibilities.</p>	<p><input type="checkbox"/> K-12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements.</p> <p>Formal agreements are developed that define participants, roles, activities, products, and timeline.</p>	<p><input checked="" type="checkbox"/> K-12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements.</p> <p>K-12 and postsecondary educational institutions collaborate on a local or regional basis to create transition agreements, guides, and plans for each CTE pathway.</p> <p>Articulation/dual credit agreements apply to all participating educational institutions.</p> <p>Formal agreements are developed that define participants, roles, activities, products, and timeline.</p>	<p>Transition guide showing secondary and postsecondary pathway courses for each pathway, industry-recognized certifications at each level, and degree and employment options.</p> <p>MOUs and other agreements between K-12 and postsecondary education that are updated annually.</p> <p>Secondary and postsecondary curriculum outlines showing coordinated curriculum/transitions.</p> <p>Other products from collaboration.</p>	<p>1. MOU v 2. MOU v 3. Articulation agreement 4. College c 5. Redwood 6. Course 7. Curricu 8. Writing S 9. Agendas 10. Humboldt 11. Office of I 12. CTE 13. meeting/s 14. Sharec 15. folders</p>

Attachment 1: High Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Tools/ Examples of Evidence	Evidence at
<p>5.A. Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils.</p> <p>Essential Element: Appropriate Use of Data and Continuous Improvement</p>	<p><input type="checkbox"/> There are no partnership agreements.</p> <p>An advisory committee has not been formed.</p>	<p><input type="checkbox"/> Agreements with partners are informal and verbal.</p> <p>An advisory committee is established representing a limited number of stakeholders and employers.</p>	<p><input checked="" type="checkbox"/> Most partnerships are solidified through written agreements, and some are made as verbal agreements.</p> <p>An advisory committee, composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents and students) meets at least twice a year to evaluate program progress and to engage in continuous improvement activities.</p>	<p><input type="checkbox"/> All partnerships are solidified through written agreements that detail the responsibilities and roles of each party.</p> <p>An advisory committee, composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents and students) meets regularly to address program progress and needs and opportunities for pupils.</p> <p>The advisory committee is integral to the operation of the CTE pathway(s).</p>	<p>MOUs, written agreements, contracts, description of verbal agreements.</p> <p>Copy of Advisory meeting minutes with a list of advisory committee members, the organization they represent, and their position in that organization.</p> <p>A narrative of the impact these partnerships and the advisory committee have had on the CTE program, faculty and students.</p>	<ol style="list-style-type: none"> 1. Written Support 2. Written In-Kind D 3. Advisory Committee 4. Redw Resource 5. North (Agricultural meeting r 6. Health Pathway 7. Humboldt Office of 8. K12SV partnersh 9. HCOE ar of the Re 10. Californ Agricultural Teachers Associati 11. agendas minutes 12. 9. Fernde 13. School D 14. Meeting I

Attachment 1: High Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Tools/ Examples of Evidence	Evidence at
<p>5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships, industry certifications, and WBL opportunities for industry to provide input to the CTE programs and curriculum.</p> <p>Essential Element: High-Quality, Integrated Curriculum and Instruction</p>	<p><input type="checkbox"/> Does not provide opportunities for pupils to gain access to pre-apprenticeships, internships, industry certifications, and WBL opportunities for industry to provide input to the CTE programs and curriculum.</p>	<p><input type="checkbox"/> Provides opportunities for some pupils to gain access to pre-apprenticeships, internships, industry certifications, and WBL opportunities for industry to provide input to the CTE programs and curriculum.</p> <p>There is little evidence of a link between course assignments opportunities and experiences provided.</p>	<p><input type="checkbox"/> Provides opportunities for many pupils to gain access to pre-apprenticeships, internships, industry certifications, and WBL opportunities for industry to provide input to the CTE programs and curriculum.</p> <p>There is a documented training plan and assignments are related to all WBL.</p> <p>There is ongoing communication between the K-12 institution and the business providing the WBL activities to ensure quality experiences for CTE pathway students and employers.</p>	<p><input checked="" type="checkbox"/> Provides opportunities for all pupils to gain access to pre-apprenticeships, internships, industry certifications, and WBL opportunities for industry to provide input to the CTE programs and curriculum.</p> <p>There is a documented training plan and assignments are related to all WBL.</p> <p>Industry partners and K-12 CTE pathway faculty collaborate on activities for students on all levels of the CTE pathway; knowledge and skill preparation needed for each WBL activity; assessment and documentation of student performance in the workplace; and orientation for workplace supervisors and students.</p>	<p>List of businesses providing WBL opportunities, the type of WBL provided, and the number of students participating in each opportunity.</p> <p>Student logs of WBL activities.</p> <p>Schedule of WBL for each grade level.</p> <p>Training plan for WBL at each grade level.</p> <p>Student WBL portfolios.</p> <p>Program and student assessments from WBL supervisors.</p>	<p>1. AET R agendas 2. WBL C agendas 3. Ag Inte Portfolios 4. HCOE Academy 5. Certific Boots c 6. Ground A 7. K12SW partnersh 8. Californ Advisory 9. Humbc Competiti 10. Redw Cattle Wc Ambassa 11. North Resource 12. HESI, Agricultr agendas minutes</p>

Attachment 1: High Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Tools/ Examples of Evidence	Evidence at
<p>6. Provides opportunities for pupils to participate in after school; extended day; and out-of-school internships, competitions, leadership development, CTSOs, and other WBL opportunities are not provided.</p> <p>Essential Element: Career Exploration and Student Supports</p>	<p><input type="checkbox"/> After school; extended day; and out-of-school internships, competitions, leadership development, CTSOs, and other WBL opportunities are not provided.</p>	<p><input type="checkbox"/> After school; extended day; and out-of-school internships, competitions, leadership development, CTSOs, and other WBL opportunities are provided to some students.</p> <p>These activities may be developed or supervised by the CTE pathway faculty.</p>	<p><input type="checkbox"/> After school; extended day; and out-of-school internships, competitions, leadership development, CTSOs, and other WBL opportunities are provided to most students.</p> <p>These activities are developed and supervised by the CTE pathway faculty.</p>	<p><input checked="" type="checkbox"/> After school; extended day; and out-of-school internships, competitions, leadership development, CTSOs, and other WBL opportunities are provided to all students.</p> <p>These activities are developed, supervised, and evaluated by the CTE pathway faculty.</p> <p>Students are made aware of these options when they enroll in the CTE pathway and are matched with the best time option, based on their career goals and scheduling needs.</p>	<p>Lists of students enrolled in CTSO programs.</p> <p>List of WBL programs offered to the CTE pathway students.</p> <p>List of after school, extended day, out-of-school programs offered to the students.</p> <p>List of competitions in which CTE pathway students participate</p>	<p>1. FFA R 2. AET R 3. CDE Registrati 4. Confer Registrati 5. Californ Associati 6. Criteria 7. Progra Activities 8. Teach Responsi 9. Teach cards</p>

Attachment 1: High Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Tools/ Examples of Evidence	Evidence at
<p>7.A. CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.</p> <p>Essential Element: Appropriate Use of Data and Continuous Improvement</p>	<p><input type="checkbox"/> There is no evidence that the CTE pathway is aligned with economic needs and labor market information.</p> <p>CTE pathway does not appear to lead to high-skill, high-wage, or high-demand occupations.</p>	<p><input type="checkbox"/> There is a general alignment of CTE pathway design, delivery, and outcomes and current and projected labor market needs.</p> <p>Evidence only identifies a need in the industry sector or general category of employment, but not for the specific CTE pathway.</p>	<p><input checked="" type="checkbox"/> There is a clear and specific alignment of CTE pathway (design, delivery, and outcomes) and current and projected regional labor market needs.</p> <p>Evidence provides a clear case for a current and projected local and regional labor market need for the CTE pathway.</p> <p>There is correlation between the specific high-skill, high-wage, or high-demand occupations which are the focus of the CTE pathway and the labor market information provided.</p>	<p><input type="checkbox"/> There is a clear alignment of the CTE pathway and current and projected regional labor market needs based on at least three sources of local and regional labor market information and projections providing a clear need for the specific CTE pathway.</p> <p>A projection of the number of students from this CTE pathway that will be qualified to enter high-skill, high-wage, or high-demand occupations in this field at entry and technical levels is provided.</p>	<p>K-12 Strong Workforce Deputy Sector Navigator reports</p> <p>Regional and local labor market reports from valid sources, correlated with CTE sequence of courses.</p> <p>Letters from industry and labor partners indicate how their participation in the CTE pathway will prepare and encourage future workers in this field.</p>	<p>1. Region Workforce Market Analysis 2. Humboldt Office of Workforce Development 3. Trades Roster 4. Humboldt Census</p>

Attachment 1: High Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Tools/ Examples of Evidence	Evidence at
<p>7.B. Is informed by the regional plan of the local Strong Workforce Program (SWP) Consortium</p> <p>Essential Element: Cross-System Alignment</p>	<p><input type="checkbox"/> The CTE pathways are not part of the local SWP consortium and does not collaborate or seek to align with the regional plan of the local (SWP)</p>	<p><input type="checkbox"/> The CTE pathways are aware of the regional plan of the local SWP Program Consortium.</p> <p>The CTE pathways are aligned with the SWP plan where it complements the CTEIG requirements.</p>	<p><input type="checkbox"/> The CTE pathways are involved in the regional SWP Consortium and is aware of the regional plan.</p> <p>The CTE pathways have developed a plan to address both CTEIG and SWP goals and desired outcomes.</p>	<p><input checked="" type="checkbox"/> The CTE pathways are involved in the development and implementation of the regional plan of the SWP Consortium.</p> <p>The CTE pathways are aligned with both CTEIG and SWP goals and desired outcomes.</p> <p>Funding from CTEIG, SWP, and other sources are braided to best apply and use funds for the improvement and expansion of CTE pathway.</p>	<p>Document identifying members of local SWP consortium members.</p> <p>Local SWP plan.</p> <p>CTE pathway plan with CTEIG and SWP goals and desired outcomes</p> <p>The successful integration and braiding of CTEIG, SWP, and other CTE initiatives' goals, activities, and funding sources can serve as a model for others.</p>	<p>1. SWP local 2. North Carolina Agricultural goals and 3. Humboldt Office of Professional SWF Program 4. Humboldt Office of Professional Trades and 5. Humboldt Office of Professional Career Pathways Agendas</p>

Attachment 1: High Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Tools/ Examples of Evidence	Evidence at
<p>8. Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree.</p> <p>Essential Element: High-Quality, Integrated Curriculum and Instruction</p>	<p><input type="checkbox"/> The CTE pathways are not aligned to industry credentialing.</p> <p>There is no support or guidance to assist students in pursuing postsecondary education, training, or employment.</p> <p>No data is collected to determine postsecondary choices or success.</p>	<p><input type="checkbox"/> Some CTE pathway students have the opportunity at receiving an industry credential that may or may not qualify them for entry-level employment.</p> <p>25 percent or more of the students in the capstone course(s) take the industry credential/certificate exam/ assessment, and at least 50 % of takers pass.</p> <p>Collects some CTE student survey data on postsecondary choices and success. Without any follow-up.</p>	<p><input checked="" type="checkbox"/> All students in the CTE pathway have the opportunity to achieve at least one capstone, industry-recognized certification that qualify students for entry-level employment.</p> <p>50 percent or more of the students in the capstone course(s) take the industry credential/certificate exam/ assessment, and at least 75 % of takers pass.</p> <p>Collects all CTE student survey data on postsecondary choices and success, and follows up with students for at least one year after high school to determine outcomes of program.</p>	<p><input type="checkbox"/> All students in CTE pathway have the opportunity to achieve at least one capstone, industry-recognized certification that qualifies students for entry-level employment.</p> <p>90 percent or more students in the capstone course(s) take the exam/ assessment and at least 90 % pass.</p> <p>The technical assessment is nationally benchmarked and includes a skills-based component.</p> <p>Certifications are industry-recognized and portable.</p> <p>Collects all CTE student survey data on postsecondary choices and success, follows up with students three years after high school to determine outcomes of program.</p>	<p>List of industry-recognized certifications available for students within the CTE pathway, number of students in capstone course(s), number of students taking exam/assessment, and number of students achieving certification.</p> <p>Description of organization providing exam(s), general content of exam(s), portability of certification.</p> <p>Type of employment opportunities for which each exam qualifies students.</p> <p>Student surveys for postsecondary education, training, or employment plans.</p>	<p>1. Certificate 2. AET R 3. CTE O</p>

Attachment 1: High Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Tools/ Examples of Evidence	Evidence at
<p>9.A. CTE courses are staffed by skilled teachers or faculty.</p> <p>Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning</p>	<p><input type="checkbox"/> There is no evidence that the CTE pathway has CTE credentialed teachers.</p>	<p><input type="checkbox"/> Some CTE pathway teachers have the correct CTE credential or Single Subject Credential without experience.</p> <p>Some faculty (college level) have met the Minimum Qualifications.</p>	<p><input checked="" type="checkbox"/> All CTE pathway teachers have the correct CTE credential or Single Subject Credential with industry experience and have completed some CTE professional development during the past three years.</p> <p>All faculty (college level) have met the Minimum Qualifications.</p>	<p><input type="checkbox"/> All CTE pathway teachers have the correct CTE credential or Single Subject Credential with industry experience and completed specific CTE professional development during each of the past three years.</p> <p>All faculty (college level) have met the Minimum Qualifications with additional industry experience completed within the last year.</p>	<p>List of CTE teachers and faculty including the credentials/ minimum qualifications and the type and date(s) of industry experience for each, and any professional development that was completed during the past three years.</p>	<p>1. Credentialed 2. Transcribed 3. Ongoing professional development</p>

Attachment 1: High Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Tools/ Examples of Evidence	Evidence at
<p>9.B. Dedicates resources for professional development for CTE pathway teachers, including educator externships with industry.</p> <p>Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning</p>	<p><input type="checkbox"/> Resources are not dedicated for professional development of CTE pathway teachers.</p>	<p><input type="checkbox"/> CTE pathway teachers request resources to attend conferences and workshops that interest them.</p> <p>Externships are pursued upon request.</p>	<p><input type="checkbox"/> CTE pathway teachers request resources that are dedicated for CTE pathway teachers to attend specific CTE conferences and workshops each year.</p> <p>These events have strands or workshops specific to CTE curriculum and instruction and CTE pathway.</p> <p>CTE pathway and core teachers are encouraged to engage in educator externships during school breaks.</p>	<p><input checked="" type="checkbox"/> CTE pathway teachers request resources to maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.</p> <p>The CTE pathway team collaborates to determine their professional development needs each year and are allocated the resources to access appropriate training based on assessed needs.</p> <p>Most CTE pathway and core teachers engage in teacher externships.</p>	<p>Professional development needs assessment for CTE pathway teachers.</p> <p>List of events, classes and workshops that are important for CTE pathway teachers to access, and the number of CTE pathway teachers that attended.</p> <p>List of curricular or instructional products or changes that resulted from CTE professional development.</p> <p>List of teacher externships and outcomes.</p>	<p>1. Agenda: Conference Registrations: conference workshop by our CTE Teachers counselors administrators</p> <p>2. List of Teachers</p> <p>3. List of Teachers</p> <p>professionals</p> <p>Externships</p> <p>4. Chart of Responsi</p>

Attachment 1: High Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Tools/ Examples of Evidence	Evidence at
<p>10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.</p> <p>Essential Element: Equity</p> <p>Essential Element: Access</p>	<p><input type="checkbox"/> The institution has policies in place to ensure the learning environment is accessible to all students.</p>	<p><input type="checkbox"/> CTE pathway program offerings are promoted to all students through the recruitment and registration process.</p> <p>The program ensures accessibility through reasonable accommodations and modifications.</p>	<p><input type="checkbox"/> All students, including special populations are made aware of, encouraged to apply, and have full access to CTE pathway programs.</p> <p>CTE program utilizes multiple strategies to recruit, retain and support special populations.</p> <p>Promotional materials and curriculum welcome diversity and are delivered in a non-discriminatory manner.</p> <p>The program ensures accessibility through reasonable accommodations and modifications.</p>	<p><input checked="" type="checkbox"/> All students, including special populations are made aware of, encouraged to apply, and have full access to CTE pathway programs.</p> <p>CTE program utilizes multiple strategies to recruit, retain and support special populations, and works with families.</p> <p>Promotional materials present a broad range of career options; are translated into languages spoken by families in the school community; and highlight supports for special populations.</p> <p>Instruction and materials are accessible and differentiated to student needs.</p> <p>Appropriate adaptations, modifications, and supports are provided.</p>	<p>School and program equity and access policies.</p> <p>Promotional materials.</p> <p>Accommodations and modifications in place for special populations students.</p> <p>Strategies and supports provided that promote recruitment, retention, and success of special population students.</p>	<p>1. Course IEP/50 Minutes</p> <p>3. CTE planners and 4 year 5. retention percentage Incentive Check off</p> <p>6. AET R</p> <p>7. Roster meetings</p> <p>8. Attendance sheets for Conferen Activities</p>

Improvement in this area will focus on the certifications that students can gain access to. The CTE Coordinator/Agriculture Teachers will also work with the local TPP program to help place CTE students in appropriate WBL sites.

6. Provides opportunities for pupils to participate in after school; extended day; and out-of school internships, competitions, leadership development, career technical student organizations, and other WBL opportunities.

The FFA is extremely active in providing opportunities for students. Fundraising efforts are made to fund competitive activities, and students are constantly participating in activities related to their CTSOs. Students participate in leadership development activities at the local, region, state and national level. WBL opportunities exist for all students. Improvement in this area includes the expansion of the WBL opportunities through the communication and collaboration of the industry partners and other services on campus. This will be addressed by the CTE counselor and the CTE coordinator/Agriculture Teachers as well.

7.A. CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.

Local labor market data needs to be collected and provided to the advisory committees for input and direction on program needs. The CTE coordinator/agriculture teachers will work with the Workforce Development Board representative on the district advisory committee to collect and present that data. Once the data has been collected we will implement it into our curriculum.

7.B. Is informed by the regional plan of the local Strong Workforce Program (SWP) Consortium

The CTE Coordinator /Agriculture Teachers will attend workshops and informational meeting regarding the SWP consortium. In addition, the representative of the SWP on the advisory committee will be asked to include updates and reports at meetings.

8. Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree.

This is an area that will be investigated and is a known area for improvement. There are known difficulties in this area since industry certifications do not exist for Agriculture Science, and opportunities are limited with forklift certification due to age requirements. We currently have all students in food science classes earn their Serve Safe Food Handling Certificate. It is mandatory they pass it before working in the kitchen. All students have their certification with a refresher course for three years, and have opportunity to renew it again before they graduate to prepare them for an entry level position. The Agriculture Education department is currently working on a statewide initiative to address the certification in the area of Agriscience. Other sector certifications are being investigated as well.

9. A. CTE courses are staffed by skilled teachers or faculty.

We have worked hard to be sure we are achieving this goal. Our district has made it a priority to fund professional development for all teachers. All CTE staff hold the appropriate CTE credentials.

9.B. Dedicates resources for professional development for CTE pathway teachers, including educator externships with industry.

Our district has made it a priority to fund professional development for all teachers. Release time for teachers to participate in professional development is provided as well. All of our CTE teachers have numerous externships where they are getting hands on industry experience multiple times per year. We pride ourselves in having our teachers up to date on information, curriculum, special programs and opportunities for our students and implementing new techniques within our CTE courses.

10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.

Practices exist to recruit all students but are not necessarily evaluated to target special population students. The plan includes a review of current recruitment and retention policies and practices by the new CTE counselor. We currently have students of ALL populations in our school taking CTE courses and we are proud of that. Recruitment is something we are really focusing on for the K-12 district. We have met with all the teachers at the feeder school and we are working on another form of recruitment for our CTE programs as a whole at the high school level.

The last Program of Activities for Ferndale HS is very outdated, as such, one of my goals this summer with our new officer team is to update it in a whole new format. I have attached Kingsburg's, which I got off of the CATA website, as well as the National FFA template of how to do a correct POA. I know going into the new rules of funding, this will be something that is looked at more officially, and in the past years we have used our calendar, our schedules, our graduate followup, and many other things to be included in our POA. We also have all of CTEIG High Quality evaluations to add what our program offers. I would really like it in a complete document like Kingsburg FFA's.

Fall 2019					Spring 2020						
<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>

July 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8 Regional Officer Leadership Conference	9 Regional Officer Leadership Conference	10 Regional Officer Leadership Conference	11 Regional Officer Leadership Conference State Fair Junior Livestock Show	12 State Fair Junior Livestock Show	13 State Fair Junior Livestock Show
14 State Fair Junior Livestock Show	15 State Fair Junior Livestock Show	16	17 12:00 AM-3:00 AM HDN CATA Planning Meeting	18	19	20
21 State Fair Dairy Show National State Officer Summit	22 State Fair Dairy Show National State Officer Summit	23 State Fair Dairy Show National State Officer Summit	24 State Fair Dairy Show National State Officer Summit	25 National State Officer Summit	26	27
28	29	30	31			

Fall 2019				Spring 2020							
<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>

September 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 State Staff Meeting GLC-Bakersfield	4 State Staff Meeting GLC-Bakersfield	5 State Staff Meeting GLC-Bakersfield	6 State Staff Meeting GLC-Bakersfield	7
8	9 Ag Teacher Meeting	10 GLC-Lakeside GLC-Fresno	11 GLC-Fresno GLC-Calipatria	12 GLC-Menifee	13 GLC-Menifee	14 CR- Day at the Farm
15	16 Back to School BBQ	17	18 GLC-Lemoore	19 GLC-Lemoore	20 GLC-Lemoore North Coast COLC North Coast COLC	21 North Coast COLC North Coast COLC North Coast CATA Mtg.
22	23 State Exec,Advisory,Board Meeting	24 National Delegate Training GLC-Salinas	25 GLC-Salinas	26 GLC-Salinas Redwood Region Resource Rally	27 GLC-Salinas High School Rodeo	28 High School Rodeo
29 High School Rodeo	30					

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Fall 2019

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October 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Greenhand Conference GLC-Redding GLC-Lodi	2 GLC-Redding GLC-Lodi	3 GLC-Lodi	4 GLC-Lodi	5
6	7 Officer Meeting	8	9	10	11 CR Farm Tour	12
13	14	15	16	17 12:00 AM-1:00 AM October Chapter Meeting	18	19
20	21 Homecoming Week of Activities	22 Homecoming Week of Activities	23 Homecoming Week of Activities	24 Homecoming Week of Activities	25 Homecoming Week of Activities National Officer Candidate Interviews	26 Homecoming Week of Activities National Officer Candidate Interviews
27 National Officer Candidate Interviews	28 National Officer Candidate Interviews National Convention Delegate Trip	29 National Officer Candidate Interviews National Convention Delegate Trip	30 National Officer Candidate Interviews National Convention Delegate Trip National FFA Convention	31 National Officer Candidate Interviews National Convention Delegate Trip National FFA Convention		

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Fall 2019

Spring 2020

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November 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 National Officer Candidate Interviews National FFA Convention	2 National FFA Convention CA FFA Washington DC Trip
3 CA FFA Washington DC Trip	4 CA FFA Washington DC Trip Project Competition 6:00 PM November Officer Meeting	5 CA FFA Washington DC Trip	6 New Professional Institute	7 New Professional Institute	8	9 State Cotton Judging Contest
10	11	12	13 Opening & Closing Ceremonies	14	15 CATA Road Show & Regional Meeting	16 CATA Road Show & Regional Meeting Superior/North Coast Road Show
17	18	19	20	21 Thanksgiving Lunch	22	23
24	25	26	27	28	29 Mid-Winter Community College Mtg	30 Mid-Winter Community College Mtg

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Fall 2019

Spring 2020

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December 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 NAAE Conference	4 NAAE Conference	5 NAAE Conference	6 NAAE Conference	7 NAAE Conference Sectional Ag Teacher Christmas Party
8	9	10	11	12	13	14
15 State Officer Application Due	16 Officer Meeting and holiday party	17 HDN Sectional Bowling	18	19	20 Ice Skating volunteer with FFA	21
22	23	24	25	26	27	28
29	30	31				

Fall 2019			Spring 2020		
Jul	Aug	Sep	Oct	Nov	Dec
Jan	Feb	Mar	Apr	May	Jun

January 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6 State Staff Meeting Officer Meeting	7 State Staff Meeting	8 State Staff Meeting Advanced Leadership Conference	9 Advanced Leadership Conference State CATA Governing Board Student Teacher Conclave	10 Advanced Leadership Conference State CATA Governing Board Student Teacher Conclave MFE/ALA-Sacramento Gridley Welding Contest	11 Advanced Leadership Conference MFE/ALA-Sacramento Tokay Vine Pruning Contest
12	13	14	15	16	17 MFE/ALA-Redding	18 MFE/ALA-Redding
19	20	21	22	23	24 MFE/ALA-Monterey #1	25 MFE/ALA-Monterey #1
26 MFE/ALA-Monterey #2	27 MFE/ALA-Monterey #2	28 HDN Section State Degree Scoring	29 January FFA meeting	30	31 MFE/ALA-Ontario	

		Fall 2019					Spring 2020						
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
February 2020													
Sunday		Monday		Tuesday		Wednesday		Thursday		Friday		Saturday	
2	3	4		5		6		7		8		1	
	Supervising Teacher Institute	Supervising Teacher Institute State Officer Pre-Screen						MFE/ALA-Visalia #1		MFE/ALA-Visalia #1 College of the Redwoods Field Day Merced College Welding Contest		MFE/ALA-Ontario Arbuckle Field Day Winter State Finals	
9	10	11		12		13		14		15			
MFE/ALA-Visalia #2	MFE/ALA-Visalia #2 Nom Com Pre-Screening	World Ag Expo Tulare Farm Show		World Ag Expo Tulare Farm Show		World Ag Expo Tulare Farm Show		MFE/ALA-Modesto		MFE/ALA-Modesto			
16	17	18		19		20		21		22			
	State FFA Advisory Mtg State FFA Exec Mtg	FFA Week National FFA Week		National FFA Week		National FFA Week		National FFA Week Regional officer interviews		Regional officer interviews			
23	24	25		26		27		28		29			
	Ag Teacher Meeting	State Proficiency Scoring SLE State Proficiency Scoring SLE-Sacramento		SLE State Proficiency Scoring SLE-Sacramento		SLE State Proficiency Scoring SLE-Sacramento State Proficiency Scoring		SLE-Sacramento		Le Grand Field Day			

Fall 2019						Spring 2020					
<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>

March 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Star Farmer Interview Tours	3 Star Farmer Interview Tours	4 Star Farmer Interview Tours	5 Star Farmer Interview Tours	6 UC Davis Field Day UC Davis Parli-Pro Contest	7 UC Davis Field Day UC Davis CDE Field Day West Hills College Field Day
8	9 HDN Sectional Speaking Contest	10	11	12	13	14 Chico State Field Day Chico State CDE Field Day Merced College CDE Field Day
15	16 COVID-19 SIP BEGINS	17 COVID-19 SIP BEGINS	18 COVID-19 SIP BEGINS	19 COVID-19 SIP BEGINS	20 COVID-19 SIP BEGINS Spring Regional Meeting	21 COVID-19 SIP BEGINS Spring Regional Meeting MJC CDE Field Day NC Spring FFA Mtg/State Degree NC Spring CATA Mtg Los Banos/Pacheco Farm Power Contest
22 COVID-19 SIP BEGINS	23 COVID-19 SIP BEGINS	24 COVID-19 SIP BEGINS	25 COVID-19 SIP BEGINS	26 COVID-19 SIP BEGINS	27 COVID-19 SIP BEGINS	28 COVID-19 SIP BEGINS Merced-EI Capitan Small Engines Contest Gridley Field Day
29 COVID-19 SIP BEGINS	30 COVID-19 SIP BEGINS	31 COVID-19 SIP BEGINS				

Fall 2019				Spring 2020							
<u>Jul</u>	Aug	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>

April 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 COVID-19 SIP BEGINS	2 COVID-19 SIP BEGINS	3 COVID-19 SIP BEGINS	4 COVID-19 SIP BEGINS Merced-EI Capitan Ag Mechanics Contest CRC Field Day & Ag Sales State Finals Clovis Vet Science Contest
5 COVID-19 SIP BEGINS	6 COVID-19 SIP BEGINS	7 COVID-19 SIP BEGINS	8 COVID-19 SIP BEGINS	9 COVID-19 SIP BEGINS	10 COVID-19 SIP BEGINS Madera-Liberty Vet Science Contest	11 COVID-19 SIP BEGINS
12 COVID-19 SIP BEGINS	13 COVID-19 SIP BEGINS	14 COVID-19 SIP BEGINS	15 COVID-19 SIP BEGINS	16 COVID-19 SIP BEGINS	17 COVID-19 SIP BEGINS	18 COVID-19 SIP BEGINS Fresno Field Day Fresno State Field Day
19 COVID-19 SIP BEGINS	20 COVID-19 SIP BEGINS	21 COVID-19 SIP BEGINS	22 COVID-19 SIP BEGINS State Speaking Finals	23 COVID-19 SIP BEGINS State FFA Conference State Parli-Pro Finals State FFA Leadership Conference	24 COVID-19 SIP BEGINS State FFA Conference State FFA Leadership Conference	25 State FFA Conference State FFA Leadership Conference
26 State FFA Conference State FFA Leadership Conference	27	28	29	30		

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May 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2 State Judging Finals Cal Poly - State Finals
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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June 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Ag Teacher Meeting State Staff Meeting	2 State Staff Meeting	3 State Staff Meeting	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 CATA - State Conference	23 CATA - State Conference	24 CATA - State Conference	25 CATA - State Conference	26	27
28	29	30				



Ferndale FFA

Chapter Officer Application

2020-2021

Name: _____

Phone Number: _____ GPA: _____

Year in School: _____ Age: _____

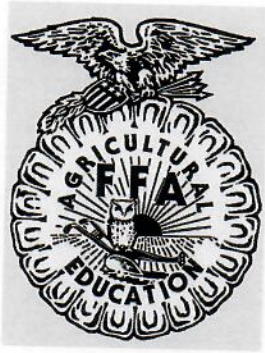
1st Choice Office: _____ 2nd Choice Office: _____

(Officer Options: Sectional Officer, President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Historian, School Board Representative, SAE Coordinator)

Please answer the following questions in detail:

1. Why would you like to serve as a Ferndale FFA Officer?

2. List the top five FFA activities that you have been involved in this year or in past years.



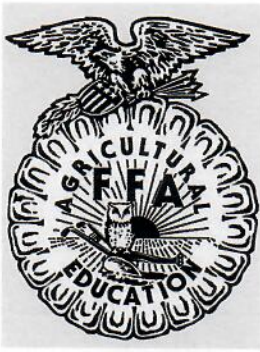
Ferndale FFA Chapter Officer Application 2020-2021

3. List all extra curricular activities that you participate in (**do not include FFA**).

4. List three words that best describe you.

5. What qualities do you have to offer Ferndale FFA as a chapter officer?

6. What goals do you have for the Ferndale FFA Chapter next year? (What changes/improvements would you like to see?)



Ferndale FFA

Chapter Officer Application

2020-2021

Serving as a Ferndale FFA Chapter Officer is a wonderful experience that carries with it a tremendous amount of responsibility throughout the year. If elected as a chapter officer, you will be required to attend the following activities:

- ¶ Summer Officer Retreat (late July or early August)
- ¶ Chapter Officer Leadership Conference (weekend in September)
- ¶ Weekly Officer Meetings
- ¶ Chapter Meetings and Activities
- ¶ Annual Awards Banquet

If I am elected to a chapter office, I agree to attend the activities listed above as well as serve as a true leader and role model for members of Kingsburg FFA.

Student Signature

Date

I have read the statement above and understand the commitment that will be required of my son/daughter if he/she is elected as a Kingsburg FFA Chapter Officer. I support my child's decision to run for this position and agree to support them if elected.



Ferndale FFA
Chapter Officer Application
2020-2021

Dear FFA Parents and Volunteers,

As the FFA Travel season comes up in full swing, I would like for you all to have the updated schedule of events for the next couple of months. Not all students will be going to all contests or on all trips. I have put the teams that will be expected to attend the contests on the schedule. If you know you have a conflict with the schedule, please have your son or daughter let me know before the February break so we can make changes to our plans. Thanks!

The current practice schedule is as follows:

Mondays:

Times TBD on a weekly basis until after basketball season is over - Novice Parli-Pro Practice (Noga's room)

Tuesdays:

3:20-5:00pm- Farm Power at Giacomini Dairy with coach Chris Rye

Wednesdays:

2:30-5:00pm- Speaking Individuals (Creed, Impromptu, Extemp, Job Interview) in classroom with Mrs. Noga

2:30-5:30pm- Ag Mechanics in shop with Mr. Nunes

Thursdays:

3:30pm- 5:30pm- Dairy Cattle (all practice locations vary depending on the week, as we will be going to different dairy farms in Ferndale/Fernbridge area) with Mrs. Alexandre

7th per- 4:30pm- Livestock Judging in ag room and various locations with Mrs. Noga

7:30am- Parli pro practice in ag room with Mrs. Noga

Friday:

3:30-5:00 Farm Power at Giacomini Dairy with coach Chris Rye

Travel Schedule:

February

2nd- *(leaving on Feb 1st) Arbuckle Field Day*

Accommodations:

Granzella Inn

391 6th street Williams

Teams attending:

Creed, Job Interview, Ag Mech, Farm Power

23-24th - Regional Officer Interviews

Location: Ukiah High School

Students attending:

Brianna, Dominic, Mariella

23rd- All paperwork and \$225.00 due for all State FFA Convention Participants due. (checks can be made out to Ferndale FFA, as we go through our club account for registration)

March

2-3 *UC Davis Field Day*

Teams attending: Parli Pro-Leaving on March 1st after school
Farm Power, Ag Mechanics, Livestock, Dairy Cattle, Creed

9-10th, *Chico State Field Day*

Teams attending:

Livestock, Farm Power, Ag Mechanics

12TH HUMBOLDT DEL NORTE SECTIONAL SPEAKING FINALS
CREED, NOVICE PARLI PRO, JOB INTERVIEW, IMPROMPTU, EXTEMP

23-24TH SPRING REGIONAL MEETING & REGIONAL CONTESTS
ALL CONSTESTANTS WHO MAKE IT TO THE REGIONAL LEVEL WILL BE COMPETING
(CREED, NOVICE PARLI PRO, JOB INTERVIEW, IMPROMPTU, EXTEMP WHO PLACE
IN THE TOP 4 IN REGIONS)

Why do cows wear bells?.....Because their horns don't work.
What do you get when you cross a rooster and a cow?Cockadoodlemoo!
What do you call a sleeping bull?.....A bull-dozer.
Why can't cows drive boats?.....Because they can't steer their udder.

During a regular year, this would be the biggest time for recruitment for our 8th graders, as well as our new students and current students. We always go to the Junior High and give presentations of our classes, we have our "AGTRAVAGANZA DAYS" which ALL the K-8th grade students come to our ag department to learn about 14 different types of agriculture and agriculture careers over the course of two days. It is an awesome way for our students to teach the younger children about agriculture as well as advertise for our department and our FFA programs. We also have an additional day where the 8th graders come to our gym and every department sets up booths to advertise their programs and course offerings. The Ag Leadership class is in charge of the planning of all of those events with their committee members, so they were very busy.

Unfortunately, we are having to do a different kind of recruitment this year. We are using social media, facebook, instagram, our school website, emails, and we even put out an 8th grade postcard made by our Officer team. We also blasted videos made by my Ag leadership class, and will continue to do so over the next month.

We also put out a google survey to all our incoming students, as well as incoming 8th graders to fill out so we could see where their interests in ag classes were. We have a pretty great turn out with class numbers, although we will be losing a period of shop this year due to budget cuts and layoff notices. Although one of our other ag teachers is now going to be full time instead of part time, so technically we gained 1 period and re-scheduled another ag teacher. Our school is so small, that many years we fluctuate by just a few and it changes the master schedule. We have a great class of incoming freshmen, with the majority of them taking ag bio and introduction to agriculture, so it looks very promising for the future. We are just losing a large senior class, so we have to recognize that as a change in potential numbers for next year.





Ferndale FFA welcomes you; Ferndale High School Class of 2024!

We hope that you chose to take an agriculture class and become involved in our FFA program. The classes offered to you are: Agriculture Biology (science credit), Introduction to Agriculture, Introduction to Agriculture Mechanics, and Farm to Table.

Be sure to follow us on Facebook and Instagram:

Facebook: FerndaleFFA

Instagram: ferndale_ca_ffa

We are so excited to meet you!
Mrs. Alexandre, Mr. O'Day, and Mrs. Noga

Yours Truly **Shutterfly.**
exclusively for shutterfly.com

We have many scrapbooks in our history collection, but this year we are doing a digital scrapbook and we will publish it so our chapter has a copy for our archives, and also students will have the opportunity to purchase one of their FFA memories over the past few years. This year is missing quite a few events of our regular years FFA schedule, so sadly it won't be the same as most years. Instead we will focus on the past few years collectively so the seniors will be excited to see their memories. Our Historian is working on this now so we can have it by the middle of June when we deliver our Seniors all their recognition with their goodie baskets. I have attached a few of our photos from our officer team. We started getting professional portraits about 6 years ago. We have them on canvas up in our ag room year round and we also get the team their individual and group photos in print for their own collection of memories. I would also consider our FaceBook page even better than a scrapbook. We publish every single photo and event on it as well as how everyone did. So for the past 7 years, I would say our FB page is much more informational than a students scrapbook as far as a play by play of exactly what our chapter is up to and how our students have been involved in the community and FFA events. Don't get me wrong, I love the old traditional scrapbook, but they are so incredibly time consuming and if your Historian doesn't put a ton of time in, it ends up being incomplete and sort of a fail for the chapter. I would rather have a digital version that is complete and includes everything than a cute one with only a few events and pictures.

Summer Activity Schedule

June

6th Weigh Day

12th Graduation 7:00pm

16-20th Redwood Acres Fair

21-26 CATA Conference

July

12th Weigh Day

15th Humboldt DN Section CATA meeting @ Noga's planning Retreat

Aug

3-6 HDN Section FFA Officer Retreat

8th Weigh Day

15th Meet with officers

16th Meet with Showteam for Fair Decorations

24th-30th Humboldt County Fair

24-30 Teacher Inservice Days

31st- First Day of School

Ferndale FFA Students Showing at the Fair:

Sheep:

LilyBeth- we need to find
Bri Rimmey: (redwood acres)
Garrett Christiansen

Goats:

Korey Wayman

Beef:

Malela Fulton (Steer purchased 10/31/19): Redwood & Humboldt
Korey Wayman (Steer purchased 08/10/19)
Colson Renner (Purchased 10/2019)
Alexandra Puga (Purchased 9/1/19)
Taner Zanone (Purchased 9/1/19)
Spencer Chapman (owner of calf)
Sydney Smith
DJ Albee
Emmitt Albee
Kyla Albee
Bri Rimmey (redwood acres and Humboldt same steer)
Lillian Chase-Rocha
Tia Henriksen
Trevor Christiansen

Dairy:

Baylee Johnston-Boldrini
Lexi Miranda
Kyler Radelfinger
Bri Rimmey (redwood and Humboldt)

Hogs:

Korey Wayman
Sydney Smith
TJ Coleman

Small Animals:
Arianna Williams

Veggies
Alyssa
Gabby

CTEIG Application Part II Narrative Ferndale Unified School District

General Overview:

The CTE Pathways at Ferndale High School include Agriculture Mechanics, Agriculture Science, Floral Design, Food Science and Business and finance. Each of the sectors are staffed by high quality CTE teachers who hold the appropriate credentials.

Areas of improvement focus and funding include:

- The addition of a .4 time CTE counselor

- Improvements of industry standard equipment and CTE facilities

- Support for students and teachers involved with CTSO activities

The addition of the .4 counselor will assist in providing services to students in the CTE programs specifically. They will also assist with addressing several of the areas of improvement as listed more specifically below. Upgrades in equipment and CTE facilities are needed to continue to offer high quality industry standard programs. Release time, travel funding, and transportation is also needed to continue to support the CTSO activities. Below is a more specific description of the improvement plan addressed by standard.

1.A. Offers high quality CTE curriculum and instruction that are aligned to the CTE Model Curriculum Standards.

FHS will utilize department meetings and inservice days to review the standards and course syllabus documents. Curriculum flow charts exist in all pathways and will be used as a guide our course offerings. The counselor, CTE teachers and administration will assist in these activities.

1.B. Offers CTE pathway(s) that provide a coherent sequence of courses, are reported in CALPADS as CTE, and enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school.

The Advisory committees will review and provide input on the CTE pathway direction that is developing. We will also utilize workforce data to determine the best sequence of courses and focus for this pathway. The change in direction to reflect current workforce needs has already been determined for the Building and Construction Trades pathway in correlation to our Agriculture Mechanics Pathway.

2. Provides career exploration and guidance opportunities for all pathway learners.

Currently we have a counselor on campus .6 time. If we receive the necessary funds to increase our counselor an additional .4 time, we would have her full attention on CTE course counseling including more time for employment and career related opportunities. This would be a huge benefit to our students as we have all students in a CTE pathway. In addition, the use of career websites will be included in the professional development service for teachers.

3.A. Provides support services for students, including counseling.

The addition of a .4 CTE counselor will increase the effectiveness of this standard.

3.B. Student leadership development is embedded into career pathway teaching and learning.

The Agriculture program utilizes the FFA CTSO and has a very active and successful chapter. There is a long history of involvement at the local, section, region and state level. It is also embedded in the grading policy and syllabus. Currently, every CTE student has the opportunity to participate. There is a portion of their grade that is attached to their participation, although there is always room for improvement to increase the number of very active participants.

4. Provides for system alignment, coherence and articulation, including ongoing and structural and regional or local partnerships with postsecondary education institutions, documented through formal written agreements.

The plan for focus in this area includes continued discussions on how to improve and increase dual enrollment opportunities in all sectors. Additional collaboration in the area of curriculum review, articulation, and program offerings will be investigated and organized by the CTE teachers and the addition of a CTE counselor.

5. 5.A. Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils.

The area lacking in this standard is the formalization of agreements. The CTE Coordinator/ Agriculture Teachers as well as the addition of the CTE counseling position will work to provide some direction in the connection with industry sectors and their partners in regards to written formal agreements. We will utilize the existing pathway agreements as examples for other pathways.

5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships, industry certifications, and WBL opportunities for industry to provide input to the career technical education programs and curriculum.

Ferndale High School – Agriculture Department

Graduating Senior Information Sheet

CONTACT INFORMATION:

Full Name:
Permanent Mailing Address:
City, State, Zip:
Home Phone:
Cell Phone:
e-mail address:

PLANS FOR NEXT YEAR:

Name of College Attending:	
Major:	
Military Service? Yes/No	Branch:
Working Full Time? Yes/No	Place:

STATUS OF SAE PROJECT:

Book #1	Total Net Current/Operating Income (pg 12, line 7)	
Book #2	Total Net Current/Operating Income (pg 12, line 7)	
Book #3	Total Net Current/Operating Income (pg 12, line 7)	
Book #4	Total Net Current/Operating Income (pg 12, line 7)	
Book #5	Total Net Current/Operating Income (pg 12, line 7)	

Grand Total: \$ _____

* Potential American FFA Degree recipients, please complete the checklist on the reverse side of this page.

CA Ferndale FFA Graduate Follow up Survey

* Required

1. What is your name (names if you had another in HS)?

2. What year did you graduate Ferndale High School? *

3. Who was/were your agriculture teachers?

4. What ag classes were you in?

Check all that apply.

	Column 1
Ag Mechanics	<input type="checkbox"/>
Farm to Table/Foods	<input type="checkbox"/>
Floral Design	<input type="checkbox"/>
Ag Business	<input type="checkbox"/>
Rural Recreation	<input type="checkbox"/>
Ag Biology	<input type="checkbox"/>
Ag Chemistry	<input type="checkbox"/>
Advanced Agriculture	<input type="checkbox"/>
Ag Intern	<input type="checkbox"/>
Animal Science	<input type="checkbox"/>
Plant Science	<input type="checkbox"/>
Introduction to Agriculture	<input type="checkbox"/>
Agriculture Leadership	<input type="checkbox"/>
Ag Economics/Government	<input type="checkbox"/>

5. Were you an officer in FFA? If so, which office/s did you serve as?

6. Did you earn your State FFA Degree?

Mark only one oval.

☐ Yes!

☐ No

7. Did you earn your American FFA Degree?

Mark only one oval.

☐ Yes

☐ No

8. Did you serve in the military? If yes, which branch?

9. Did you go to college? If so which school(s)?

10. Did you earn a degree or certificate of any kind after high school? If yes, please list

11. Have you ever had a job in agriculture, since graduating high school? If yes, please give a short discription of what or where you worked

12. What is your profession currently, or if retired, what was your profession previously?

13. Did you ever attend the State FFA Conference with Ferndale FFA? If yes, which years and where was it located?

14. Where do you live now?

15. If you have any other stories, information to provide the Ferndale FFA about any history or specific events you remember , we would love to have you share them here! Thank you for taking the time for our survey! We are excited to see the results of our alumni and past FFA members!

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Google Forms

Welcome,
Theresa Noga



CALIFORNIA AGRICULTURAL EDUCATION

EXPLORE
Agricultural Education

PARTICIPATE
Students & Members

TEACH
Teachers & Advisors

SUPPORT
Alumni & Parents

GIVE
Sponsors & Donors

California Ag Ed Online

Dashboard

Post Graduate Follow-Up








	Home
	Account Settings
	Account Balance State Balance: \$0.00 Region Balance: \$50.00
	Student Roster Set Student Access Code
	FFA Membership
	Post Graduate Data
	Event Registration
	CDE Field Days Registration
	Livestock Insurance
	State Ag Ed Data Reports

Students by Graduation Year (15 Students) 2016

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


Save Changes

Name	FFA ID	Grad Year	Years in Ag	Grad Status
Samwell, Allison	600518714	2016	3	Two Year College - Ag Major
Cook, Chayse	600518712	2016	4	Employed - Fulltime - Ag Job
Coutts, Bailey	600566609	2016	4	Two Year College - Ag Major
Luna, Lauren	600518596	2016	4	Two Year College - Ag Major
McBride, Kendall	600518699	2016	6	Two Year College - Ag Major
Millsap, Kodi	600710350	2016	6	Four Year College - Ag Major
Ors, Tommy	600518605	2016	4	Two Year College - Ag Major
Parker, Carson	600518604	2016	4	Employed - Fulltime - Ag Job
Pryor, Morgan	600897032	2016	4	Two Year College - Ag Major
Richardson, Sarah	600518602	2016	6	Four Year College - Ag Major

	State Course Summary				
	Application Center				
	Directory				
	Order Paper Record Books				
	Go to My FFA.org Account				
	Go to My AET Account				
	Go to Degree/Application Manager				

Name	FFA ID	Grad Year	Years in Ag	Grad Status
<u>Roche, Cassidy</u>	600518601	2016	4	Two Year College - Non-Ag Major
<u>Schoenhofer, Austin</u>	600897039	2016	3	Two Year College - Ag Major
<u>Studervant, Coleman</u>	600897043	2016	3	Employed - Fulltime - Ag Job
<u>Taylor, Makayla</u>	600722818	2016	4	Two Year College - Non-Ag Major
<u>Vanderpool, Tyler</u>	600710351	2016	4	Two Year College - Ag Major

3304



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BY PROMOTING YOUR BUSINESS HERE!



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Our Mission

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

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| Give

Website powered by: [Wieghat Graphics, Inc.](#)

<https://docs.google.com/forms/d/1osjVj9aJ97Lj80aS82vCXOJa3WRjhLr93gJOHDRAROM/edit#responses>

[illegible]

[illegible]

Instructor	Pathway	Course Title	Number of students in class
Theresa Noga	Agriscience	Sustainable Agriculture Biology	24
Theresa Noga	Agriscience	Introduction to agriculture	10
Theresa Noga	CTE/AG	Farm to Table	29
Theresa Noga	CTE/AG	Agriculture Leadership	11
Theresa Noga	CTE/non ag	Art	16
Theresa Noga	CTE/AG	Agriculture Internship	3
Kay Becker	Financial Management	Financial Management	38
Kay Becker	Financial Management	Financial Literacy	55
Kay Becker	AVID	AVID	13
Alexa Alexandre	Ornamental Horticulture	Floral Design	12
Alexa Alexandre	Agriculture Business	Agriculture Business	14
Alexa Alexandre	Agriscience	Chemistry and Agriscience	15
Justin Nunes	Architectural Design	Architectural Design	11
Justin Nunes	Agriculture Mechanics	Agriculture Fabrication and Construction	44
Justin Nunes	Agriculture Mechanics	Advanced Ag Fabrication and Construction	8
Justin Nunes	Agriculture Mechanics	Agriculture Welding	15
Justin Nunes	Agriculture Mechanics	Advanced Ag Mechanics	7
			325
Total number of students enrolled in CTE course sections			

[illegible]

[illegible]

[illegible]

Ferndale FFA Advisory Committee Minutes:

May 10, 2019

Meeting called to order at 6:30pm.

Members in attendance: Joseph Alexandre, Jim & Susan Regli, Mary Ann Renner, Mandy Lankila, Sharon Richardson, Ginger Sarvinski, Kaitlyn and Chris Rye, Silas Sarvinski

Teachers in attendance: Theresa Noga, Alexa Alexandre and Justin Nunes

Old Business:

1. National Convention

New Business

1. Changes are happening again in the agriculture department- Mr. Nunes has given his resignation from Ferndale High School, we are in the process of hiring an Agriculture Mechanics Teacher to fill his spot.
2. NEW SUBURBAN!!! The new suburban has arrived and we are so so excited! This was acquired through the NCAP grant.
5. Advisory Committee Recommendations: update facilities to be able to house more animals for potential project kids, larger garden, and improve metal shop. We have added a small animal unit: Rabbits, guinea pigs!

Repeat of Goals:

1. Rebuild the Agriculture Mechanics reputation, redo shop and continue to maintain Mr. Baggotts standards.
2. Connect the Kitchen more with the importance of nutrition, especially in regards to Ferndale athletes.
3. Focus on American Degrees, recognize students for their hard work!
4. Create more alumni connections.
5. More involvement with 3 teachers (judging teams, parli-pro, more community ties, job shadows): all will help students develop living careers.

6. State Conference was a hit! We took 29 students to State FFA Convention in Anaheim, it was a long trip but we so enjoyed it! Competed in State Parli-Pro finals, state speaking finals.
7. Dairy Cattle: Dairy Cattle Team went on to compete in San Luis Obispo: this is the best our Dairy Cattle team has done in years!
8. Funding update: New doors, roof, and remodel of our Agriculture shop! Remodel in process for our greenhouse, cement slab was poured for new raised beds! Mrs. Noga received a foods grant to put in a walk in fridge to continue the success of the Farm to Table Program.
9. American Degrees: We had 2 students submit American Degrees for the 2019 National Convention. Dustin Nickols, Lindsay Luster!

Meeting Adjourned: 7:45pm

Ferndale High School Agriculture Department

Mrs. Noga

tbugffa@aol.com

707-834-4762

Student Expectations and Rules

- Be seated when the bell rings. Failure to do so will result in a tardy. Any tardy and unexcused absence will result in points deducted from participation grade.
- Bring all materials (Agriculture binder, paper, pen and pencil) to class every day.
- To receive credit, place your name on all papers that are to be turned in.
- NO cell phones or headphones are allowed in the classroom!
- No personal grooming during class time.
- The teacher excuses class, not the bell.
- If a student is absent it is his/her responsibility to obtain make-up work.
- Respect yourself and others.

Grading Procedures

Grades are determined based upon points earned in the following areas: Daily Participation, Class Activities, FFA and Supervised Agricultural Experience.

Daily Participation (Approximately 40%)

-Class participation, attendance and behavior

Class Activities (Approximately 40%)

-Assignments, homework, class projects, quizzes and exams

FFA (Approximately 10%)

The FFA is a national organization whose mission is to make "a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education." By enrolling in an agriculture course you have automatically become a member of the organization. Throughout the school year there will be numerous opportunities to participate in FFA activities both during and after school. Through the FFA students develop skills in leadership, public speaking, hands-on agricultural as well as social skills. To earn this portion of the grade every student must attend at least four FFA activities per quarter.

Supervised Agricultural Experience (Approximately 10%)

The Supervised Agricultural Experience, or SAE, is a student project **related to agriculture**. SAE projects are completed outside of class and are valuable tools in teaching work ethic and responsibility. They can also lead to awards and recognition in the FFA, scholarships and future employment. SAE projects can be of three general types:

1. Ownership- this is a project that the student owns. Examples include raising livestock, small animals (chickens, rabbits) or a vegetable garden.
2. Non-ownership- this is a project that the student works with but does not own.
3. Work Experience- Any job (paid or unpaid) related to agriculture. Examples include working for a local agriculture business, mowing lawns, tending to a garden or completing home improvements.

Communication

I'm looking forward to a great year! If you have any questions please do not hesitate to call.

Sincerely,
Mrs. Noga



**Ferndale Unified School District
Agriculture Department**
1231 Main Street
Ferndale, CA 95536
(707) 786-5900

To: Board of Trustees Ferndale Unified School District
From: Theresa Noga, Alexa Alexandre & Justin Nunes
Date: May 1, 2018

We have prepared this list to assure you that the integrity of our comprehensive agriculture program depends on the commitment of additional time and energy put forth by our agriculture teachers.

We understand that with the growth of the department from 1 teacher for many years, to the addition of another three years ago, to the accumulation of the shop/ROP turning into a full time agriculture mechanics program; there is a large change in cost to the district. Although we understand the change is new and different, it has also been at a significant benefit to the district.

Our shop program now not only produces wonderful shop projects as well as a huge skill set for the students, the implementation of the Future Farmers of America program to the students from the shop has been more than significant. Students are acquiring leadership skills and competing in competitions throughout the state in Agriculture Mechanics and welding. Students are applying for awards in which they have won and been recognized at all levels for their projects in agriculture mechanics. The comprehensive program put forth by Mr. Nunes has changed not only the curriculum, but the interest and the lives of many students.

When we added the part-time agriculture position three years ago, it was with much purpose. Mrs. Alexandre was originally hired to teach three additional agriculture classes in order to add the fine art class "floral design", the math elective "agriculture business" and to teach which ever revolving elective that was needed. Since the addition of Mrs. Alexandre we now have a full floral curriculum as well as the opportunity for growth in our agriculture department. Mrs. Alexandre also helps students get jobs in agriculture as well as gives them the much needed time to assist them with college scholarships and applications. In addition, she is in charge of the recordbook and proficiency applications for the Ferndale FFA members which is a vital tool in keeping our records of students' projects and activities up to date with the state and national record system. This is a time consuming project in order to be done properly and with the addition of her position three years ago, that has taken a much needed weight off of Mrs. Noga's shoulders.

Since the addition of two agriculture teachers, many things have changed for the better. Mrs. Noga has been able to establish funding sources for our district in the amount of nearly \$500,000.00 to benefit our school. This is funding that has provided the necessary tools, equipment, infrastructure, some salaries, travel opportunities for students, and endless leadership opportunities. This has also played a key role in creating our food science/food service program on campus. Mrs. Noga shops for the school wide lunch program every single Monday at 6:00am before school. She also prepares all of the menus with the assistance of the foods classes. She provides students with the opportunity to learn how to purchase, prepare, cook and feed their

entire student body. They are an invested part of the foods program and it shows by the percentage of lunches being consumed every single day on the Ferndale High School campus. It started with the idea of having a salad bar on campus and it has morphed into an entire comprehensive teaching and learning opportunity with students doing the planning, labor and and the complete clean up of the commercial kitchen. It's unique and really awesome when you see the kids take their duties and responsibilities and really want to excel at their positions. This has also provided agriculture classes for all types of kids. Our school has evolved into a comprehensive program, offering 4 different complete pathways in agriculture. This allows students to discover which types of classes they are interested in, and what they will either want to major in college, or possibly make a career out of. All of our classes provide the knowledge and experiences to make a student more accountable, show them the opportunity that awaits them and gives them "real life" experiences. We are so proud of what we can give to our students to provide them with the tools to become successful contributors of the society and positive members of the Ferndale community.

We know the funding sources of the past have changed as well. With the loss of ROP money, came the gain of CTEIG money. We have kept up with the ever changing models the state has put forth for our teachers to accommodate to. We have addressed all of the issues with the grants requirements with having successful CTE programs by having CTSO's with our comprehensive FFA program while keeping with the high standards set forth by the Agriculture Education three ring model.

We all know what this job entails to be successful teachers and FFA advisors. We have built a leadership team of three teachers who care greatly about our program comprehensively. We share common goals in having successful students in and outside of the classroom. We thrive in providing them guidance when making life decisions, and our support is seen in ALL aspect of ALL of our students lives. We don't just teach our subject area, we are genuinely interested in the whole person each one of our students are.

The following is a list of all days that our Agriculture Teachers work outside of the normal school day/teaching contract.

Jan 18th-20th	Made For Excellence Conference	(3 days)
Jan. 30	Record Book Scoring	(5 Hours)
Jan	Proficiency and Record book Work	(22 hours)
Feb. 4	Arbuckle Field Day	(2 Days)
Feb 7th	Project comp banquet	(3 hours)
Feb. 18	North Coast Region Officer Screening	(10 Hours)
Feb. 25	College of the Redwoods	(8 Hours)
Feb. 27	CATA Planning Meeting	(5 Hours)
March 3-4	UC Davis Field Day	(2 Days)
March 13	Sectional FFA Speaking Contest	(8 Hours)
March 24-25	Regional CATA Meeting	(2 Days)
April 3rd	Shopping for Drive Thru Dinner	(4 hours)
April 4th	Drive Thru Dinner	(5 hours)
April 18-26th	State FFA Convention- Fresno	(6 Days)

April 30	Officer Meeting	(3 hours)
May 5-7	State FFA Judging Finals—San Luis Obispo	(3 Days)
May 14th	Officer Elections	(3 hours)
May 31st	FFA Banquet	(4 hours)
June 20-23	Redwood Acres Fair	(30 hours)
June 18-20	NCAP Conference	(3 Days)
June 24-29	CATA Summer Conference	(5 Days)
July 5,12,26,	Sheep Showmanship Practice	(8 hours)
July 21	Fair Weigh Day	(9 Hours)
July 30	School Farm Workday	(7 Hours)
August 1	CATA Planning Meeting	(6 Hours)
August 3	Ferndale FFA Officer Training	(8 Hours)
August 9,11	Sheep Showmanship Practice	(4 Hours)
August 15-17	Chapter Officer Leadership Conference	(3 Days)
August 23-28	Humboldt County Fair	(6 Days)
September 12	Back to School BBQ (FFA puts on)	(5 Hours)
September 23-24	North Coast Region COLC	(2 Days)
Oct. 19-28	National FFA Convention	(9 Days)
November 4-5	Regional CATA Meeting	(2 Days)
November 9:	Opening Closing Contest	(4 Hours)
November 15	Sectional FFA Bowling	(4 Hours)
Dec. 3	CATA Meeting	(6 Hours)
Dec 8	Officer Meeting	(3 hours)
Dec 17th	Chapter Ice Skating	(4 hours)

Total: 48 Extra Days (approx 14 hours per day)
178 Outside of Class-time Hours
Average with proposed \$10,000 = \$11.75 per hour

Additional General Meeting Times: That occur outside of class time

1. Chapter FFA Officer Monthly Meetings: 2 hours each meeting
2. Chapter FFA General Meeting Monthly: Between 1-3 hours
3. Judging Team Practices: 6 Hours a week, starting in January
4. Applications: State Degree, Proficiency, State Recognition: Hours depend on Students.
5. FFA Banquet

Professional Development for 2019-2020

December 2018: State Leadership Conference, Wonder Valley, Ca Participant
Jan 2019 HDN Section CATA meeting/inservice
Feb 2019 Regional Officer Interviews/ Regional Proficiency Scoring
March 2019 Regional CATA Meeting, Treasurer
April 2019 State Final Impromptu Speaking Judge,
Judge of CATA best 2-3 person department
June 2019 Teacher of Excellence Recipient,
State CATA Conference,
NC Region CATA Meeting, Treasurer
Sept 2019 NCR Fall Meeting, Secretary
October 2019 Judge for National Chapter Awards, Indianapolis, IN
Honorary American Degree Recipient for California
November 2019 NCR and Superior Region Road Show
NCR Meeting, Secretary
Jan 2020 State Leadership Conference, Wonder Valley, Ca participant and stand in for
Executive Committee for NCR
March 2020 Judge of Teacher of Excellence Awards for 2020
March 2020 NCR CATA Virtual Meeting Secretary
April 2020 Submitted entries for virtual idea show for NCR 2020

**GENERAL INFORMATION
TEACHER OF EXCELLENCE APPLICATION**

- I. In order to qualify for the Teacher of Excellence award, the applicant must have:
1. Taught a minimum of ten years in a secondary school or community college agricultural education program, or a combination thereof;
 2. Been a paid member of the California Agricultural Teachers' Association for at least ten years;
 3. Held at least one CATA sectional, regional, or state office.
 4. Be a current paid member of the CATA by the fall regional meeting of the year nominated.
- II. To be evaluated, applicant must complete the application and mail it, postmarked by February 15, to:
- Executive Director
California Agricultural Teachers' Association
P.O. Box 186
Galt, CA 95632-0186
- III. This application form is the only one that will be accepted for consideration for the Teacher of Excellence award.
- IV. No part of this application shall be omitted. All sections must be completed.
- V. **No additions, other than those called for in the application, will be considered. Only pages 2 and 3 and two references will be used for the scoring process.**
- VI. All applications MUST be accompanied by two letters of recommendation and or references of applicant's qualifications as an agricultural teacher. These letters must be written by an administrator, school board member, agricultural teacher, teacher educator, or regional supervisor.
- VII. All applications must be typed in 12 pt. font. Either outline form or narrative is acceptable.
- VIII. Each applicant must include the following with their application - a separate statement of 150 words or less about themselves and three to five photographs (must be submitted electronically or on USB flash drive) for presentation purposes at the CATA awards banquet. Please save and label each picture as a separate file (i.e. John Smith Headshot, John Smith with CDE team, John Smith and family, etc.). This information will not be seen by the members of the scoring committee.

**CALIFORNIA AGRICULTURAL TEACHERS' ASSN.
TEACHER OF EXCELLENCE SUMMARY SHEET**

(NON-SCORING SECTION: Information from this sheet may be used for introductory purposes for Teacher of Excellence recipients. Only this page may be used for summary.)

NAME: Theresa Noga

ADDRESS: PO Box 5183 Arcata, CA 95518

REGION: North Coast Region

SCHOOL: Ferndale High School

DATE OF BIRTH: 1/29/1981

BIRTH PLACE: Richmond, California

SPOUSE'S NAME: Jeff Noga

WHERE YOU MET HER/HIM:
Eureka High School

CHILDREN'S NAMES & AGES: Justin 8 years old, Katy 5 years old

DEGREE(S) OBTAINED	SCHOOL(S)	DATES
Bachelors of Science Single Subject in Agriculture	California Polytechnic State University Chico State University/Humboldt State	1999-2003 2006

SCHOOL(S) WHERE YOU'VE TAUGHT	DATES
Arcata High School	2006-2009
Ferndale High School	2009-Current

MILITARY SERVICE, IF ANY	DATES
N/A	

ADDITIONAL PROFESSIONAL EXPERIENCE (i.e. FARMING, OTHER OCCUPATIONS):

Lifeguard/Swim Instructor Summers @ College of the Redwoods	1996-2002
Milker, Feeder, Calf Feeder on the Cal Poly Dairy	1999-2001
Ice Cream Maker, Cold Stone Creamery	2001-2002
Deli Manager, Catering Server, Templeton Market & Deli	2002-2003
Coder for City Ambulance	2003-2006

COMMENTS (TEACHING PHILOSOPHY, HOBBIES, ETC.):

“Teaching has nothing to do with perfection, and everything to do with growth”
–Unknown.

I truly believe that every student has a story, and every single student is worth all the time and effort it requires to get them to see the potential in themselves that I see when they enter my room. I truly love my students, and I love going to work every single day. I know that if I am willing to put in the effort for them, even in the most difficult of situations, eventually they will reciprocate. It is important to teach them knowledge and skills, although my favorite thing to see them learn is how to be a well rounded, honest, kind, productive contributor to our society. If nothing else, I hope to instill in them the same appreciation for agriculture that my high school agriculture Mrs. Sandy Lovfald instilled in me.

My hobbies include a small hobby farm with 10 head of beef cattle, 4 breeding ewes, 5 rabbits, 4 dogs, 3 cats, chickens, and a leopard gecko. I love watching my kids show at the local fairs, and watching them grow as little showmen. I enjoy attending my daughter's ballet classes and recitals, and watching my son run cross-country, play baseball, basketball, soccer, and attend wrestling meets. I also enjoy cooking, crafting, sewing, catering events, party planning, and designing homes for my husband's construction company. I love traveling and spending time at our lake house on Trinity Lake. I enjoy barbeques out on our patio boat and watching my kids fish for bass. I enjoy hunting (when we see something), fishing (when we catch something) and spending time at our local beaches. I love going to the movies and eating at my favorite sushi restaurant.

I. PROFESSIONAL ACTIVITIES: describe and/or list your participation in local teacher organization activities and CATA activities:

North Coast CATA Regional Treasurer	Current-2018
North Coast CATA Regional Reporter	2017-2018
Humboldt Del Norte CATA Numerous Offices	Current-2007
CTE Coordinator, Ferndale High School	Current
Grant Writer, Ferndale Unified School District	Current
Food Program Coordinator, Ferndale High School	Current
CATA Mentoring Conference Attendee	2019
CATA Leadership Conference Attendee	2018
Humboldt Del Norte Section National Convention Coordinator	Current- 2013
CATA Conference and Convention Participant	2006-2018
CATA Agri-skills Participant	2006-2018
CATA Roadshow/Regional Meetings Participant	2006-2018

II. STUDENT ACCOMPLISHMENTS: list the accomplishments of your students:

2018- State Secretary, Genevieve Regli, Ferndale FFA Chapter
2018- State Extemporaneous Speaking 4th, Dominic Regli, Ferndale FFA Chapter
2017- North Coast Region President, Genevieve Regli, Ferndale FFA Chapter
2017- State Creed Speaking 2nd place, Dominic Regli, Ferndale FFA Chapter
2017- State Extemp Speaking 3rd place, Genevieve Regli, Ferndale FFA Chapter
2016- North Coast Region Secretary, Genevieve Regli, Ferndale FFA Chapter
2016- State Extemporaneous Speaking 6th place, Genevieve Regli, Ferndale FFA
2016- National Proficiency Finalist Forestry, Kendall McBride, Ferndale FFA Chapter
2014- North Coast Region President, Anna Gomes, Ferndale FFA Chapter
2014- National Proficiency Finalist Ag Sales, Anna Gomes, Ferndale FFA Chapter
2013- North Coast Region Secretary, Anna Gomes, Ferndale FFA Chapter
2012- North Coast Region President, Kyle Lutz, Ferndale FFA Chapter
2011- North Coast Region President, Abbigail Titus, Ferndale FFA Chapter
2010- North Coast Region Secretary, Abbigail Titus, Ferndale FFA Chapter
2010- North Coast Region President, Kerilynn Ambrosini, Ferndale FFA Chapter
2009- North Coast Region VP HDN Section, Kendall Warren, Arcata FFA Chapter
2009- North Coast Region VP at Large, Garrett Wallis, Arcata FFA Chapter
2008- North Coast Region VP at Large, Jeff Mason, Arcata FFA Chapter
2008- State Proficiency Winner, Diversified Livestock, Environmental Science, Jeff Mason, Arcata FFA Chapter
2007- North Coast Region President, Amanda Hill, Arcata FFA Chapter
2006- North Coast Region VP at large, Amanda Hill, Arcata FFA Chapter
2006- North Coast Region President, Sienna Fry, Arcata FFA Chapter

III. COMMUNITY INVOLVEMENT: describe your involvement in civic, community, and farm organizations:

As a member of the community in which I live, Arcata, California, I am extremely active in attending and helping with community events. For my son's school, I cook for 500 for their big Gala fundraiser in March. My favorite social activity is to attend, sponsor, or

donate to many local charities in our county. Many of our community's foundations and organizations have fundraising dinners with auctions. As a business owner as well as an agriculture teacher, I feel it is our responsibility to attend and support as many of these as we can each year. I am a member of our community's neighborhood watch program, which essentially meets on occasion and corresponds via email to keep all the neighbors in our community informed and feeling safe. I am also a member of the Humboldt Cattlewomen's Chapter, and I support their dinner, various fundraisers and their Beef Ambassador Program. Every year since 2000, I have been a supporter, sponsor and advocate for the District 1 Dairy Princess dinner and competition.

I am a member of the Junior Livestock Auction Committee for the Humboldt County Fair, where we meet quarterly and do basic tasks needed each year for the livestock area of the Humboldt County Fair and vote on recommendations for future projects..

I am a member of the Eureka Son's of Italy, where my parents are heavily involved with the local chapter and I assist with any of the dinners where I am in need.

In the Ferndale Community in which I teach in, I am extremely involved in anything the community asks of myself or my program. We frequently are asked to help out at the community center and get the room ready for events such as memorial services, weddings, fundraiser dinners etc. I provide my catering services to many events with myself and my students after hours, and many times do the flowers as well with my teaching partner Alexa Alexandre. I also help our ag mechanics teacher Justin Nunes with shop projects for the community. We are often asked to assist in planning functions in our community, as we have a good relationship with our local community and I have been in the area all my life.

TEACHER OF EXCELLENCE SUMMARY SHEET - Page 3

- IV. INSTRUCTIONAL PROGRAM: describe your program, outstanding features and/or major strengths of your instructional program (may include new or innovative instructional techniques, activities, programs, developed, etc.):

As an agriculture teacher, we are expected to wear many hats. At our small school which has 154 students, I was the only agriculture teacher for 6 years. I have had 6 preps for the past 13 years. I have never taught more than one of the same class each year. It forces me to come up with creative ways of teaching, as well as learning how to utilize your time wisely. I am constantly learning new technology, new teaching tools, new equipment, new course curriculum and more efficient ways of doing things to benefit my entire program. Our school didn't even have WIFI 4 years ago. Our agriculture department purchased the first set of laptops on our high school's campus 4 years ago. A tiny town and a tiny "old" school; or so we used to be. In the past 4 years, we have added 2 more agriculture teachers, and now are a tiny school with 94% of our students in one or more agriculture classes.

Five years ago, when our Home Economics teacher retired, I was asked to teach the "foods" class as part of my instructional day. I started with a 1954's home economic room with hand me down ovens and 2 old Kenmore refrigerators. It was exactly what you would picture a home economics classroom from the 50's to look like, even with the red and white cabinets and the black and white floors. I was very excited about the opportunity, although I knew we needed change. I saw a need in our school lunch program, as the students on free and reduced lunch received their lunches in a brown paper bag from the elementary school kitchen everyday. There has never been a kitchen or cafeteria on our high school campus before. Only 7 students were taking advantage of the lunch program, although many more qualified. When I asked the students why they thought more people didn't take advantage of free lunch, they replied "the food isn't that great, it's like for little kids, and it's kind of embarrassing to get your lunch in the office,

it's like everyone thinks you're poor or something." That hurt my heart, and made me think that there is definitely a group of kids that were not feeling supported or included at our school. So, I came up with a plan. I knew that our tiny school didn't have extra money, but I also knew that if I found the funding, that they wouldn't say no to my crazy plans. So I wrote a grant with the help of Sandy Dale. We received \$50,000.00 which made a HUGE dent in funding the transformation of the 1950's home economics room to a certified commercial kitchen. We do not have any type of facilities people at our school, therefore I was 100% responsible for the entire project. Thank goodness I do bids for my husband's construction company, and I know all the sub-contractors in the area, because I definitely had to utilize my resources. With the help of many local businesses, and writing a second grant for \$95,000.00, we have an incredibly awesome commercial kitchen! From that project, three years ago I also started a "farm to table" class, which is now 2 full class periods. In that class, our students completely prepare and cook the meal for the school lunch program every single day. We currently average about 65-80 students per day eating school lunch. For that program, I shop for all the food for the week every Monday morning at 5:30am and bring it to the school. In addition, I am in charge of all of the permits, food safety and handling, menus, and teaching the students extremely hands on how to pick out, prepare and cook all of the menu items. We are like a short order cook for 65 every single day, and we only have 55 minutes to do it. We also do all of the cleanup for the entire commercial kitchen. We do not have custodians; the students and I are completely in charge of making sure every single day the duties are accomplished. We work as a team, and the students work on an incentive program. For all of my students, they are taught exactly how it is going to be like when they get a real job. They understand being timely, working efficiently, doing the job correctly the first time (or they will be asked to do it again), working in a partnership or a team, and how to earn your way to an "A". I am very proud of that entire program, as it has made for a very successful program on all ends. It is now "cool" to eat school lunch and nobody is ever singled out as being on free and reduced lunch, honestly, students could care less about who is, instead they are just happy to have a fresh, delicious and nutritious lunch every day, with pride in ownership since they prepared it.

- V. OTHER PERTINENT INFORMATION: briefly describe any other information which you feel qualifies you as a Teacher of Excellence:

I think I am a very opportunistic person. When I see an opportunity, I don't ever see boundaries or barriers, I see the end goal, the big picture and potential success. At our school, there are a lot of potential barriers, although the opportunity is endless. The motto is pretty much if you can find the funding and you are willing to put in the work required, you can do anything. Therefore, over the past 5 years, I have written countless grants and provided our district with over \$800,000.00 in funding. Now that may not sound like a lot compared to other districts, but for a school with 154 students, it has made quite a large impact. With these funds we have completely remodeled our agriculture classrooms, remodeled our ag mechanics shop, put \$160,000.00 into new shop equipment, remodeled a commercial kitchen, sent hundreds of students to leadership conferences and college visits, purchased 3 new vehicles, 1 new livestock trailer, 3 small barns, remodeled a greenhouse, participated in countless professional development, went on countless ag industry tours, and funded extended contracts for our teachers. You don't have to have a lot of money to be happy, but we all know that in the education system, funding equals opportunity and I feel that we have provided countless opportunities to our students and the future of our agriculture department. I'm also extremely proud of our ag department. We went from 1 to 2 teachers three years ago, and added an additional position 2 years ago. We are a very close department of three. We sincerely love each other and care about each other as individuals as well as as team members. I wouldn't want to go through this experience with anyone else. I am very proud to come from the Humboldt Del Norte Section. As a student at Eureka High 20 years ago, I had the most incredible experience in their agriculture department. With the leadership I learned in that program, I was given the confidence to become an agriculture teacher (even though I did it "non traditionally"). I didn't go to Cal Poly with the intent of being an agriculture teacher my freshmen year. I graduated with a degree in dairy science and had no intention of being a high school agriculture teacher. It was three years after graduation and moving home that I received a call from the ag teachers in my section who were on their way home from CATA conference. They said "Hey, we really think you would be a great ag teacher! There's a position available at Arcata High School, and we think you should apply!" I guess they know how "opportunistic" I could be. The rest is history..... I was hired as an intern in a single person department, and I learned from the best! With the continuous support of the teachers in the Humboldt Del Norte Section, and the North Coast Region, here I am 13 years later. And I love my job every single day.



Ferndale Union High School District
Agriculture Department
1231 Main Street
Ferndale, CA 95536
(707) 786-5900

To: Board of Trustees
Ferndale Union High School District

From: Theresa Noga, Alexa Alexandre, Kelly O'Day
Agriculture Department

Date: August 8, 2019

Re: Request for Approval of Overnight Trips

The Ferndale High School Agriculture Department is requesting board approval of overnight trips that have been added to the statewide Ag Education calendar.

Ferndale FFA plans on coaching multiple spring judging teams including Agriculture Mechanics, Best Informed Greenhand (BIG), Dairy Cattle, and Parliamentary Procedure. We would like to be able to take students to the following contests that would be overnight trips due to the travel distance involved:

January 24-25th: Made for Excellence Conference, Monterey, CA
February 1-2nd: Arbuckle Field Day, Arbuckle, CA
February 11-13th: World Ag Expo, Tulare, CA
February 25-28th: Sacramento Leadership Experience
March 5-7th: UC Davis Field Day, Davis, CA
March 13-15th: Chico State Field Day, Chico, CA
March 20-21st: Regional Speaking/Regional Meeting, Sonoma
April 17-19th: Fresno State Field Day, Fresno, CA
April 22-26th: State FFA Conference, Anaheim, CA
May 1-3rd: Cal Poly State Finals, San Luis Obispo, CA

We will be transporting students in our department vehicles. Chaperones for these trips will be Theresa Noga, Alexa Alexandre, and Kelly O'Day.

If you have any questions or concerns, please contact Alexa Alexandre by cell phone 619-787-3729. Thank you!

 Open with Google Docs

Last Name	First Name	Email	School	Paid
Region: North Coast Region			Section: HUM	
Alexandre	Alexa	aalexandre@ferndalek12.org	Ferndale UHS	<input checked="" type="checkbox"/>
Chamberlain	Jessica	jchamberlain@delnorte.k12.ca.us	Del Norte HS	<input checked="" type="checkbox"/>
Dale	Sandra	sdale@fahsdistrict.net	Fortuna UHS	<input checked="" type="checkbox"/>
Kleiner	Lindsey	lkleiner@fahsdistrict.net	Fortuna UHS	<input checked="" type="checkbox"/>
Lovfald	Hannah	hlovfald@fahsdistrict.net	Fortuna UHS	<input checked="" type="checkbox"/>
Lovfald	Sandra	lovfalds@eureka-cityschools.org lovfalds@suddenlink.net	Eureka HS	<input checked="" type="checkbox"/>
Müller	Kelly	kmiller@nohuk12.ca.us	Arcata UHS	<input type="checkbox"/>
Noga	Theresa	tnoga@ferndalek12.org tbugffa@aol.com	Ferndale UHS	<input checked="" type="checkbox"/>
O'Day	Kelly	kopatriek95@gmail.com	Ferndale UHS	<input type="checkbox"/>
Parker Payne	Robyn	rparker@delnorte.k12.ca.us	Del Norte HS	<input checked="" type="checkbox"/>
Rulofson	Franz	franz-rulofson@redwoods.edu	College of the Redwoods	<input type="checkbox"/>
Sarvinski	Alissa	alissasarv@gmail.com sarvinskia@eureka-cityschools.org	Eureka HS	<input checked="" type="checkbox"/>
Sarvinski	Silas	silas-sarvinski@redwoods.edu	College of the Redwoods	<input type="checkbox"/>
Shamp	Kyle	shampster14@hotmail.com shampk@eureka-cityschools.org	Eureka HS	<input checked="" type="checkbox"/>
Van Duzer	Hannah	hvanduzer@nohuk12.ca.us	Mc Kinleyville HS	<input checked="" type="checkbox"/>
Count:		15		
Paid:		11		

Advanced Leadership Conference

Wednesday, January 15, 2020 (Dress Business Casual)

4:00 pm to 5:00 pm – Registration (Sycamore)

4:30 pm to 5:30 pm – CATA Executive Committee Meeting

- Review agenda for CATA Governing Board
- Golden Slate Article Schedule
- Talking Points for Spring Regional Meetings
- New Teacher Orientation

6:00 pm – Dinner

7:15 pm to 7:30 pm – Introductions – Setting the Stage (Sycamore)

- Schedule
- Goals of the Conference
- CATA Officer Report President – Erin Gorter

7:30 pm to 9:00 pm - Dane White – *Do it for the Culture*

Thursday, January 16, 2020 (Dress Business Casual)

7:30 am to 8:45 am – Breakfast

8:00am – 8:50 am – CATA Governing Board Meeting

- Consent Agenda items
 - Budget Update
 - Membership Status/Goal
 - Curricular Code Changes
- Ideas for Professional Development Sessions
- Representative for Fairs and Expositions for CDFA

9:00 am – CATA Officer Report – Secondary Chair Sarah Herdell / Operations Division Chair Travis Cardoso

9:10 am – 9:50 am – Book Synthesis - *“Leadership and Self-Deception”* Getting Out of the Box – Rosemary Cummings and Kevin Woodard

10:00 am to noon – *Microphone Manners* – Dr. Flores and Dr. Sabol Cal Poly San Luis Obispo

Noon to 1:00 p.m. – Lunch

1:00 pm – CATA Officer Report – Secretary – Shay Williams-Hopper / President Elect Rosemary Cummings

1:10 pm to 2:30 pm – Analysis of Gallup’s CliftonStrengths assessment

2:45 pm CATA Officer Report – Post-Secondary Chair – Kim Pitigliano

Advanced Leadership Conference

2:55 to 3:50 pm - Conflict Resolution – Jackie Jones CDE and Shay Williams-Hopper CDE

4:00 pm to 4:45 pm – CATA Governing Board report meeting (open to all attendees)

State Reports

- California Department of Education - Chuck Parker
- Post-Secondary – Nancy Gutierrez

CATA Reports

- NAAE National Convention Report – Erin Gorter
- Executive Director Report– Matt Patton

4:45 pm to 6:15 pm – CATA Governing Board Business meeting

- Conference Theme
- Conference Keynoter/Thursday Speaker
- Marketing/Promo Items
- Goal Setting

6:15 pm to 7:15 pm – Dinner

7:25 pm CATA Officer Report – Past President Clay Freeman and Treasurer Kevin Woodard

7:35 pm 8:30 pm – Campfire – **Story Time “My Best Day as an Ag Teacher”** two minute speech

Friday, January 17, 2020 (*Dress warm, depending on weather we could be outside.*)

7:00 am to 8:00 am – Breakfast

8:00 am to 9:50 am – Team Building

- Requires cooperation and team work from each member of the group.

10:15 – 11:00 Conference Synthesis – Dr. Erin Gorter

11:00 – Conference Concludes

To be really honest, our agriculture department has been more than blessed over the past 6 years with grant funding which has turned our program around completely. I write all our grants for our district, and over the past 5 years we have received over 1.2 million dollars in funding. That's a lot of money for a small school like ours. I really don't have too much on my wish list materialistically.

If I could have anything for my department, it would be an additional classroom. My teaching partners and I are always teaching in several rooms on campus, and if they funding sources would allow I would have built a building separte just for the agriculture department so we didn't have to move around all the time. We have a classroom in the shop, and another ag room, but there are 3 of us, so I would love for each of us to have our own spaces. But all in all, Alexa and are work very well together and we share spaces, so we make it work. Also if I could have anything, it would be more time in the day. We just can't get all of the work done, it never ends, but I guess that's what makes our jobs so great! We are constantly learning, and doing something new. We never stop, and it's constantly changing. I just wish I was able to accomplish more each day.

45 - Ferndale Unified

Budget Summary Report - Detail (From: 7/1/2019 To: 6/30/2020)

Fu	Rs	Y	Goal	Func	Obj	Sch	Mgmt	Revised Budget	Current Activity	Activity Year To Date	% Activity	Pre/Encumbered Pended Activity	UnEncumbered Balance	% Remaining
Fund 01 GENERAL FUND														
Resource 3550 VOC ED-VOC&APPL SECNDRY & AD														
Expenditure														
Object 4310 MATERIALS & SUPPLIES														
01	3550	0	1110	2140	4310	401	0000	4,866.00	-	-	-	-	4,866.00	1.0
01	3550	0	3800	1000	4310	401	0000	2,079.00	-	-	-	-	2,079.00	1.0
Total Object 4310 MATERIALS & SUPPLIES								6,945.00	-	-	-	-	6,945.00	
Total Expenditure								6,945.00	-	-	-	-	6,945.00	
Total Resource 3550 VOC ED-VOC&APPL SECN								6,945.00	-	-	-	-	6,945.00	
Resource 6387 CAREER TECH ED INCENTIVE GRAN														
Expenditure														
Object 1100 TEACHERS SALARIES - REGULAR														
01	6387	0	3800	1000	1100	401	0000	24,000.00	18,400.96	18,400.96	0.8	-	5,599.04	0.2
01	6387	0	3800	1000	1100	401	0201	7,130.00	5,992.18	5,992.18	0.8	-	1,137.82	0.2
Total Object 1100 TEACHERS SALARIES - REGI								31,130.00	24,393.14	24,393.14	-	-	6,736.86	
Object 3101 STRS - CERTIFICATED								3,909.00	3,146.56	3,146.56	0.8	-	762.44	0.2
01	6387	0	3800	1000	3101	401	0000	3,909.00	3,146.56	3,146.56	0.8	-	762.44	
Total Object 3101 STRS - CERTIFICATED								3,909.00	3,146.56	3,146.56	0.8	-	762.44	
Object 3201 PERS - CERTIFICATED														
01	6387	0	3800	1000	3201	401	0201	1,476.00	1,181.77	1,181.77	0.8	-	294.23	0.2
Total Object 3201 PERS - CERTIFICATED								1,476.00	1,181.77	1,181.77	0.8	-	294.23	
Object 3311 SOCIAL SECURITY-CERTIFICATED														
01	6387	0	3800	1000	3311	401	0201	442.00	371.52	371.52	0.8	-	70.48	0.2
Total Object 3311 SOCIAL SECURITY-CERTIFIC								442.00	371.52	371.52	0.8	-	70.48	
Object 3331 MEDICARE-CERTIFICATED														
01	6387	0	3800	1000	3331	401	0000	348.00	254.58	254.58	0.7	-	93.42	0.3
01	6387	0	3800	1000	3331	401	0201	103.00	86.88	86.88	0.8	-	16.12	0.2
Total Object 3331 MEDICARE-CERTIFICATED								451.00	341.46	341.46	0.8	-	109.54	
Object 3411 HEALTH & WELFARE BENEFITS-CRT														
01	6387	0	3800	1000	3411	401	0201	2,321.00	1,451.34	1,451.34	0.6	-	869.66	0.4
Total Object 3411 HEALTH & WELFARE BENEFIT								2,321.00	1,451.34	1,451.34	0.6	-	869.66	
Object 3501 ST UNEMPLOYMENT INS-CERTIF														
01	6387	0	3800	1000	3501	401	0000	12.00	8.80	8.80	0.7	-	3.20	0.3
01	6387	0	3800	1000	3501	401	0201	4.00	3.04	3.04	0.8	-	0.96	0.2
Total Object 3501 ST UNEMPLOYMENT INS-CEF								16.00	11.84	11.84	0.8	-	4.16	
Object 3601 WORKER'S COMP-CERTIFICATED														
01	6387	0	3800	1000	3601	401	0000	450.00	330.08	330.08	0.7	-	119.92	0.3
01	6387	0	3800	1000	3601	401	0201	140.00	112.65	112.65	0.8	-	27.35	0.2
Total Object 3601 WORKER'S COMP-CERTIFICA								590.00	442.73	442.73	0.8	-	147.27	
Object 4310 MATERIALS & SUPPLIES														
01	6387	0	3800	1000	4310	401	0000	24,043.00	14,000.99	14,000.99	0.6	8,140.68	1,901.33	0.1
Total Object 4310 MATERIALS & SUPPLIES								24,043.00	14,000.99	14,000.99	0.6	8,140.68	1,901.33	
Object 4364 GASOLINE														
01	6387	0	3800	1000	4364	401	0000	1,196.00	-	-	-	-	1,196.00	1.0
Total Object 4364 GASOLINE								1,196.00	-	-	-	-	1,196.00	
Object 4400 EQUIPMENT														
01	6387	0	3800	1000	4400	401	0000	24,500.00	4,500.00	4,500.00	0.2	17,490.22	2,509.78	0.1
Total Object 4400 EQUIPMENT								24,500.00	4,500.00	4,500.00	0.2	17,490.22	2,509.78	
Object 4445 COMPUTERS														
01	6387	0	3800	1000	4445	401	0000	3,500.00	746.74	746.74	0.2	2,682.23	71.03	0.0
Total Object 4445 COMPUTERS								3,500.00	746.74	746.74	0.2	2,682.23	71.03	
Object 4453 OTHER TECHNOLOGY														
01	6387	0	3800	1000	4453	401	0000	600.00	567.84	567.84	0.9	-	32.16	0.1
Total Object 4453 OTHER TECHNOLOGY								600.00	567.84	567.84	0.9	-	32.16	
Object 5207 REGISTRATION FEES														
01	6387	0	3800	1000	5207	401	0000	1,828.00	6,078.00	6,078.00	3.3	(4,250.00)	-	-
Total Object 5207 REGISTRATION FEES								1,828.00	6,078.00	6,078.00	3.3	(4,250.00)	-	
Object 5210 TRAVEL & CONFERENCES														
01	6387	0	3800	1000	5210	401	0000	5,371.00	2,404.49	2,404.49	0.4	-	2,966.51	0.6
Total Object 5210 TRAVEL & CONFERENCES								5,371.00	2,404.49	2,404.49	0.4	-	2,966.51	
Object 5800 CONTRACTED SERVICES														
01	6387	0	3800	1000	5800	000	0000	155,354.00	8,240.14	8,240.14	0.1	-	147,113.86	0.9
01	6387	0	3800	1000	5800	401	0000	122,150.00	34,460.38	34,460.38	0.3	-	87,689.62	0.7
Total Object 5800 CONTRACTED SERVICES								277,504.00	42,700.52	42,700.52	0.3	-	234,803.48	
Total Expenditure								378,877.00	102,338.94	102,338.94	-	-	252,474.93	
Total Resource 6387 CAREER TECH ED INCENT								378,877.00	102,338.94	102,338.94	-	-	252,474.93	
Resource 7010 AGRICULTURAL VOCATIONAL ED														
Expenditure														
Object 4310 MATERIALS & SUPPLIES														

01 7010 0 3800 1000 4310 401 0000	24,425.00	2,478.99	2,478.99	0.1	-	21,946.01	0.9
Total Object 4310 MATERIALS & SUPPLIES	24,425.00	2,478.99	2,478.99		-	21,946.01	
Object 4364 GASOLINE					-		
01 7010 0 3800 1000 4364 401 0000	2,500.00	656.02	656.02	0.3	-	1,843.98	0.7
Total Object 4364 GASOLINE	2,500.00	656.02	656.02		-	1,843.98	
Object 4365 DIESEL					-		
01 7010 0 3800 1000 4365 401 0000	100.00	-	-	-	-	100.00	1.0
Total Object 4365 DIESEL	100.00	-	-		-	100.00	
Object 4389 REPAIR PARTS-EQUIPMENT					-		
01 7010 0 3800 1000 4389 401 0000	61.00	-	-	-	-	61.00	1.0
Total Object 4389 REPAIR PARTS-EQUIPMENT	61.00	-	-		-	61.00	
Object 5207 REGISTRATION FEES					-		
01 7010 0 3800 1000 5207 401 0000	7,361.00	869.85	869.85	0.1	-	6,491.15	0.9
Total Object 5207 REGISTRATION FEES	7,361.00	869.85	869.85		-	6,491.15	
Object 5210 TRAVEL & CONFERENCES					-		
01 7010 0 3800 1000 5210 401 0000	13,905.00	4,334.71	4,334.71	0.3	-	9,570.29	0.7
Total Object 5210 TRAVEL & CONFERENCES	13,905.00	4,334.71	4,334.71		-	9,570.29	
Object 5633 REPAIRS-VEHICLES					-		
01 7010 0 3800 3600 5633 000 0000	236.00	54.60	54.60	0.2	-	181.40	0.8
Total Object 5633 REPAIRS-VEHICLES	236.00	54.60	54.60		-	181.40	
Object 5635 REPAIRS-EQUIPMENT					-		
01 7010 0 3800 1000 5635 401 0000	100.00	-	-	-	-	100.00	1.0
Total Object 5635 REPAIRS-EQUIPMENT	100.00	-	-		-	100.00	
Total Expenditure	48,688.00	8,394.17	8,394.17		-	40,293.83	
Total Resource 7010 AGRICULTURAL VOCATIO	48,688.00	8,394.17	8,394.17		-	40,293.83	
Total Fund 01 GENERAL FUND	434,510.00	110,733.11	110,733.11		-	40,293.83	
					24,063.13	299,713.76	

Budget Process

Ferndale High School is a very unique place. When I was hired 11 years ago, my budget was whatever was in my agriculture incentive grant, which was usually around \$7,000.00 and whatever I wanted to fundraise for went into our FFA Account. I took that as a challenge my first couple of years. We were in dire need for a new ag vehicle, but at the time our board was very unsupportive of spending any money, even our own fundraising done by the students. It took me two years to convince the board to allow us to spend our own \$20,000.00 in which we fundraised for a new van. After many meetings with advisory committee members and board members and myself, we were finally able to purchase a van. We were ecstatic.

Well things have really come full circle. I asked our superintendent if I could start writing grants for our ag department. He said yes, probably thinking I wouldn't know what I was doing honestly. They didn't pay me anything for doing it. With a huge jump start from the North Coast Ag Partners getting a huge grant in which our department benefited from over \$240,000.00 in spending on new vehicles, student travel, all new curriculum in agriscience with all the best lab equipment, and of course ALL the help of Sandy Dale on my first two big grants, I was on a roll. They told me if I earned it for my department then my department could spend the funding based on the grants guidelines and pretty much to my discretion. After getting the first few grants, I got the hang of it and began going to all the grant funding meetings for our area, region and to many for the state level. Many times it was all superintendents in the room, and me. At times I felt inferior, or like I didn't belong to be there, then I started finding out my success rates compared to other programs and I finally felt like I had earned to be there just as they had.

Fast forward to today. I work very closely with our CFO, Denisse Grinsell on our campus and I have a great working relationship with my Superintendent, Beth Anderson. We are a very small school, in a very small district. I'm a big proponent of being a team player, so I don't just write grants for myself and my own programs. I have written for our elementary school to get more than \$40,000.00 in kitchen equipment for their foods program, as well as \$200,000.00 for our schools' foods program. I have also helped other teachers write their own grants for technology, and equipment for their own programs. We just added a new CTE Health Pathway in which I wrote to receive the funding for that program on our campus.

So all in all, our budget process is that in which if you earn it, or find it, you get to spend it. My current budget for this year is sitting at \$230,000.00 between CTEIG, AIG, Perkins, and K12SWF. In order to spend this money, our department meets, we make a plan with our advisory committee, and our CTE advisory committee and we collaborate ideas. Then we bring those to our superintendent and she determines if we need board approval for the purchases and then we either purchase it or go to the board for approval prior to purchase. All items over \$5000.00 have to have a capital outlay form and have to go on our inventory list of depreciable property. Our list is kept in the office with the auditable information system.

We have a district credit card in the office and for small purchases, our CFO orders whatever we need using our account so she can track every purchase through our budget process in her computer system. We have numerous codes for purchasing for each one of our funding sources. She also attends many training sessions with me so we are always on the same page knowing the grants rules and guidelines when it comes to spending grant funds. A big part of my job in my prep period is reporting for different grant funding sources. It is time consuming, but our department would not be where it is today without the assistance of those funds. We now have 3 ag teachers, and 3 other additional CTE teachers.

We have a separate FFA account with our ASB accountant and the students are in charge of that account. Their fundraising money goes into that account and they get to vote how to spend it. Any large purchases have to be approved by the advisor and the treasurer and voted on by the delegation.

Over the past 5 years, with the help of Sandy Dale, I have written grants worth over 1.2 million dollars to our district. That makes me proud, as well as very happy that our own CTE and Ag department budget feels healthy and prosperous going into this recession. Also, it makes us rely on our community less, which in a small town where our dairy industry is suffering currently, it means a lot. Our locals would do anything to support our program, so I am very glad that right now we are not in the position to need anything from them. It's like allowing them to support other programs, or not feel any pressure to donate any items, or money to our program at this time due to the grant funding. I know it won't always be there, therefore I never rely on it for our regular budget items, but it is sure nice to have and spend according to the grant guidelines and provide our students with amazing opportunities that they never would have had if the grant funding wasn't available in the last years.

Department Chair Duties:

Well I'll be honest, this has never been in writing before this. I would say that my duties include the following:

FFA Advisor to the Ag Leadership Team

Write Grants

Report for Grants

Submit all approval to state, region, local spending

Provide leadership to my fellow agriculture Teachers

Provide guidance and leadership for all my new CTE teachers in other pathways

Attend many meetings for all funding resources

Know expectations and limitations for our department

Keep a budget of funding sources

Vehicle maintenance

Approval of spending for department

Keep records for department

Attend all CATA meetings for the section, region and state

Be a liaison for the department to the rest of the staff and administration

Recruit new teachers

Be in charge of CTE student teachers/interns

Communicate with all department members regularly

Listen and be helpful in finding solutions for department needs

Be a positive team player amongst all our teaching staff

Work closely with our CFO on a daily basis

Work closely with our Technology director on all computer issues for the department

Teach a full load, with 5 different preps (small school problems), be flexible and always think of our department as a whole over my personal best interest

Ferndale High School Agriculture Department 2019-2020 Chart of Responsibilities

DEPARTMENT- GENERAL	NOGA	ALEXANDRE	O'DAY
Department Chair	X		
Department Calendar		X	
Coordinating Dept Meetings & Minutes	X	X	
8th Grade Recruitment	X	X	X
8th Grade EXIT interviews	X	X	X
Record Book Scoring	X	X	X
Agriculture Advisory Committee	X	X	X
Sectional CATA Meetings	X	X	X
Regional CATA Meetings	X	X	X
CATA Summer Conference	X	X	X
Student Data Sheets	X	X	X
FFA Roster/ R2 Reports	X	X	X

DEPARTMENT- CURRICULUM	NOGA	ALEXANDRE	O'DAY
Introduction to Agriculture	X		
Agriculture Sustainable Biology	X		
Farm to Table	X		
Ag Soil Chemistry		X	
Ag Intern	X		
Agriculture Leadership (Zero Period)	X		
Floral		X	
Agriculture Business		X	
Mechanics/Woodshop (Intro, Intermediate & Advanced Ag Mechanics)			X
Advanced Agriculture Sciences	X		
ASB- Student Government		X	

FAIRS AND SHOWS	NOGA	ALEXANDRE	O'DAY
Humboldt County Fair	X	X	X
Redwood Acres Fair	X	X	X

SAE PROGRAM	NOGA	ALEXANDRE	O'DAY
Beef Cattle	X		
Goats		X	
Plants/Landscapes		X	
Sheep	X		
Swine	X		
Work Experience	X		
Dairy Cattle		X	

Ag Mechanics Projects			X
Poultry and Rabbits			X

FFA- GENERAL

	NOGA	ALEXANDRE	O'DAY
Advisor- Chapter Officers	X	X	X
HCOE Showcase (Ag Mech)			X
Update Chapter Program of Work		X	
Sectional/Regional Officers	X	X	
Meetings			
September	X	X	X
October	X	X	X
November	X	X	X
January/Degree Ceremony	X	X	X
February	X	X	X
March	X	X	X
April	X	X	X
May/Awards Banquet	X	X	X
Chapter Awards Banquet			
Banquet Decorations	X	X	X
Banquet Meal	X		
Banquet Program		X	
Banquet Script	X	X	
Banquet Awards – General			X
Banquet Awards – Ag Mechanics			X
Banquet Slideshow – General	X		
Banquet Slideshow – Senior Tribute	X		
Banquet Slideshow – Retiring Officers	X	X	
Greenhand Conference	X	X	
Made For Excellence Conference	X	X	X
Advanced Leadership Academy	X	X	X
Sacramento Leadership Experience	X		
COLC (Chapter Officer Leadership Conf.)	X		X
California State Leadership Conference	X	X	X
National FFA Convention (Every Other Year)	X	X	X

FFA- COMPETITIVE ACTIVITIES

	NOGA	ALEXANDRE	O'DAY
Floral Design Team		X	
B.I.G. (sectional contest)	X		
Cooperative Marketing (sectional contest)		X	
Creed	X		
Food Science Team	X		

Dairy Products	X		
Ag Mechanics Team			X
Job Interview		X	
Opening/Closing	X	X	
Impromptu Public Speaking		X	
Prepared Pubic Speaking	X		
Parli Pro	X		
Extemp/Creed	X		
Other			X
Dairy Cattle Team		X	

FFA- FUNDRAISING	NOGA	ALEXANDRE	O'DAY
Candy/Jerkey Sales	X	X	
Tri-tip Dinners (fall & spring)	X	X	X
Dessert Auction at banquet	X	X	
Concessions for FFA	X	X	
Booster Dinner Fundraiser	X	X	X

FFA- COMMUNITY SERVICE	NOGA	ALEXANDRE	O'DAY
Service Learning Projects	X		
Fire Victims	X	X	
Logging Conference	X		
Community Dinners	X		

FFA- APPLICATIONS	NOGA	ALEXANDRE	O'DAY
Greenhand FFA Degree		X	
Chapter FFA Degree		X	
State FFA Degree	X	X	
American FFA Degree		X	
Proficiency Awards	X	X	
Scholarships	X	X	

DEPARTMENT FINANCE	NOGA	ALEXANDRE	O'DAY
District Budget	X	X	X
Agriculture Incentive Grant	X		
Perkins	X		
FFA Funds	X		
Floral Account		X	
Agriculture Mechanics Account			X
CTE Incentive grant	X		
NCAAP Grant	X		
Food Class	X		

DEPARTMENT FACILITIES	NOGA	ALEXANDRE	O'DAY
Agriculture Mechanics Shop			X
Wood Shop			X
General Agriculture Classroom Room 10	X	X	
Second Ag Classroom Room 7	X	X	
Foods Room	X		
Farm	X	X	X
Farm during the Summer		X	
Greenhouse	X	X	
Vehicle & Equipment Maintenance	X		X
Transportation Requests		X	

Substitute Documents:

I am very fortunate in the fact that our school is very small and we have a small list of local substitute teachers. In my first 7 years as a teacher at Ferndale, I had one wonderful woman who was my substitute every single time I was out. She was a staple to our school and every student for 15 years knew her well. It was like she worked at our school full time, and she knew us all so well that she could sub my classes with just a few text messages. She always knew what we were doing and she loved subbing for my ag classes, so I always got her. She helped me substantially when I went on maternity with my two children and was a huge help for our chapter activities for years when I was a single person department.

In the past three years, we now have another sub who loves my classes. My class schedule is very diverse, so I think some subs are intimidated by it, but I now have 2 woman who love it, and they do a great job. If it is a planned absence, I always get my students started on whatever the lesson is going to be when I'm absent. Then they just need to continue on with the project when I'm gone and it doesn't force the sub to have to know a lot about the subject matter, since very few subs are into agriculture topics. If it is an unplanned absence, I do my best to get my sub plans into the office before 7:30am the day of so they have alternate assignments to do with me being gone. As a last resort, I have a bunch of agriculture DVD's and leadership movies that can be shown and the students are required to write a 1 page summary of the movie or 20 fun facts if its a documentary. We also have a stack of FFA New Horizon magazines that they can read and do an article review from if they can't get technology to work, but like I said before, we have subs that know us, our students and our rooms very well so that is usually not an issue. I also always include my phone number so the sub can call me if they have any questions.

A program completor at Ferndale High School is a 4 year ag student. Although they can be a 3 or 4 year student if they went to another school for part of the high school career. They complete at least 1 pathway, and have a working SAE project, community service hours and have been involved in at least 10 chapter or above chapter level activities in the past 4 years. They are recognized by blue and gold cords or sashes at graduation, and if they also obtained their State FFA Degree, they get to wear a gold medallion around their neck. It is a huge honor, and the kids really look forward to earning that recognition. We have our biggest class of 4 year program completers this year, 26 students who are 4 year ag students. That's pretty impressive out of a graduating class of 37 students. We are so sad that we can't properly honor them due to COVID-19, but we are doing everything in our power to make it special for them. They are still receiving their cords and medallions and big yard signs recognizing them as program completers. We are going to go around and deliver to all the students' homes so they all get special attention. We will take pictures with each student so we can recognize them on social media outlets.

We are currently not articulated with our community college. We were for years, and they now have different programs and new professors which are not all aligned to our science standards. We are working on new classes which can be taught using dual enrollment rather than articulation agreements because very few students ever received any college credit for being articulated whereas students who take dually enrolled courses get college credit on their transcripts. It is currently in progress in our entire region, and it has been quite a challenge for many high school ag departments. Many community colleges actually want to work with high school students and teachers and we have watched many neighboring schools suffer from the disagreements they have had with various college professors that don't want to work with them.

Personal Reimbursements & Expenses

At the beginning of my career, this was a big weakness of mine. I spent thousands of my own money and very rarely got reimbursed for things. The process to get reimbursed was such a hassle that many times I would never get reimbursed at all. When I started at Ferndale, they made it clear that I could get reimbursed for FFA purchases very quickly, as the district office is our only office and there are only 3 staff members in the entire office so things get processed in a very timely manner opposed to my previous school where you would wait up to 6 weeks to get paid back for something. I also learned about gas cards, district debit and credit cards, and how to get purchased orders in a timely manner as well. It is very simple in our small school to make purchases through the office and it's also easy to get reimbursed. One thing I have never been good about getting reimbursed for is per-diem. "Meal money". I never ask for meal reimbursement. I guess I've always felt like I would be eating either way, whether it be when I'm traveling with FFA, or traveling for fun. When we go to National or State FFA Convention, I might turn in my receipts but other than that, I am not good about that. I think I have that mentality from my early days as a teacher when our department was very short on funds and I wouldn't want the students to have to do additional fundraising for me to be reimbursed. I wanted to leave the year with a healthy account balance and I wouldn't have any AIG money left. I know if I would have asked, the school would have taken it out of the budget somewhere, as they support our travel and professional development greatly, but I simply never asked. I know as a teacher I need to be better about that because we always end up spending our own money on classroom things and students' goodies all the time without thinking about it. Our reimbursement form is very basic and asks for receipts, your name and where the reimbursement should be coming from (what department fund code). A check is put in my box usually within two days. Small school bliss I guess.