State of Education Raises Money for Scholarships
The community raised nearly $25,000 for Fresno Unified scholarships at the district’s annual State of Education luncheon at the Fresno Hotel & Conference Center, with fundraising continuing throughout the year through the generosity of employee pledges.

More than 425 guests gathered Oct. 27 to help make higher education dreams come true for district students and to hear Superintendent Michael Hanson highlight the district’s accomplishments and goals for the future. Hanson expressed his appreciation to the many community partners who attended.

“We are trying to do some of the most complicated work in the city and we couldn’t do it without partners,” Hanson said.

Efforts are paying off in a variety of ways, including 6,288 fewer students suspended and 121 fewer students expelled. He noted the district’s $10 million investment in early learning, with preschools added to 13 more schools and an additional 53

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Hmong Refugee and Former Teacher Reconnect at Calwa Elementary
Twenty-five years ago, Hmong refugee Lia Moua arrived at Panatnikom refugee camp in Thailand, his final stop before immigrating to the United States. One of the teachers at the camp who helped prepare him for a vastly different life in America was known as “Teacher Tum.”

As fate would have it, Moua and the teacher -- whose real name is Lersak Pongluelert -- are together again, both working at Calwa Elementary School. Moua, 51, is a custodian and Pongluelert, 55, teaches fourth grade.

Seeing each other after all these years has been more than a happy coincidence, more than simply a time to look back on those difficult days in the refugee camp.

Pongluelert says it’s been highly satisfying to see -- first-hand -- that his work at the refugee camp made a difference.

“It confirms what I did in the past was correct, that I made the right decision to go work in the refugee camp,” Pongluelert said. “Lia’s success confirms that we were a bridge.”

Calwa Principal Angela Brunzell believes the two were meant to cross paths again.

Lersak Pongluelert, left, and Lia Moua are working together again at Calwa Elementary School, 25 years after they first met at a refugee camp in Thailand.

“IT is no coincidence that Lia works with Mr. Pongluelert now,” Brunzell said. “I believe it is to show Mr. Pongluelert the fruits of his labor, to remind him that his effort directly translates into the future of a young person.”

Moua said his life could have been much different had Pongluelert and other teachers at the Panatnikom camp not helped prepare him to transition from his homeland in the hills of Laos to the United States.

“We had just been farmers in Laos,” Moua said. “We were not farmers any more so they taught us how to apply for a job.”

Despite little formal education or grasp of English when he arrived in Fresno in 1989, Moua eventually was able to get a job with Fresno Unified, where he has worked since 2005. All

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Students with Sunnyside High School’s Video Production Academy worked well into the night to produce three televised football games for thousands of central San Joaquin Valley residents in October.

Sunnyside’s Video Production Academy (VPA) partnered with the Community Media Access Collaborative (CMAC) to produce the games, which appeared live on CMAC’s education channel, Comcast XFINITY channel 94, and also streamed online at cmac.tv, and appeared on AT&T U-Verse channel 99.

CMAC’s staff were on-site at Sunnyside High School’s stadium for technical support and guidance, but the brunt of the work was completed by a crew of 15 video students, led by instructor Kaitlan McQuone.

McQuone said Sunnyside’s Video Production Academy gives students the freedom to explore the use of video technology in various entertainment and industry sectors. Plus, they receive hands-on training in pre- and post-production jobs, current and emerging technologies, and the collaborative nature of the creative process.

“Our Video Production Academy exists to give students hands-on training in real-world, collaborative situations. This partnership with CMAC enables us to do just that,” McQuone said.

From working as field directors and stage managers to running replay and shooting the game, Sunnyside video students say the experience gained in class as well as in producing football games is invaluable.

“We are doing something that some people wait a lifetime to do,” said Essence Harris, a Sunnyside High senior who has been in the video program for three years. “We are 17 years old and running a live show and bringing it to people’s homes. It makes us feel really proud.”

Harris said she has no doubt her work in Sunnyside’s video program will help her with her aspirations to be a producer, director, or work in business marketing in the entertainment media.

“What I am doing now will help me get my foot into the industry’s door,” Essence said.

Sunnyside video student Gabbi Rodriguez said she has enjoyed participating in the program and her job running replays has given her an appreciation for what it takes to produce a sporting event.

“This can be very hard and complicated,” Gabbi said. “Now that I know what goes on behind the scenes, when I watch games at home, I know it takes a lot of work. A lot of people have to be on their ‘A’ game and you have to know the sport. To do this, you need to know how to work on a team.”

The experience that Video Production Academy students are gaining is exactly what CMAC is seeking to achieve.

“We’re excited to be working with Sunnyside’s video students,” says CMAC Executive Director Jerry Lee. “Not only do the kids get the great experience of working in a professional broadcast environment, but local audiences benefit from seeing these talented high school football teams on live television.”

Re-broadcast schedules and recordings will be available on-demand at cmac.tv. Support for the production was provided in part by a generous sponsorship from Fresno City College.

Students Make Holidays Brighter

With the arrival of cold weather and the holiday season, students and staff throughout the district are volunteering their time and collecting donations to make sure students in need have warm clothes to wear and that school families have enough to eat.

Efforts abound in every corner of the district; here are just a few examples of schools’ generosity:

At Sequoia Middle School, the Young Men’s Alliance and Young Women’s Alliance traveled with teachers Esmeralda Lara and Victor Ordunez on Oct. 6 to the Community Food Bank to sort food for families across the Central Valley. The students were so motivated by their experience they launched a food drive at their campus to provide at least 10 full Thanksgiving Day dinners for well deserving families in neighborhood surrounding the school.

Students set up collection boxes and posters throughout campus to involve
With the support of the Fresno community, during a single afternoon event, we were able to raise nearly $25,000 for the Fresno Unified Scholarship Fund. But our work isn’t done. We are working diligently to continue to increase the scholarship fund in hopes of supporting more of our youths’ dreams of post-secondary education.

In a district with more than 73,000 students, many living in concentrated poverty, we need to do more to provide post-secondary options for our youth. Without financial help from outside resources like the Fresno Unified Scholarship Fund, many of our deserving graduating seniors may miss the opportunity to accomplish more than what their economic surroundings dictate.

Receiving assistance through a financial scholarship provides many of our students their only opportunity to go to college, often making them the first in their family to pursue a post-secondary education. The Board of Education and I work each day to ensure our students have every available resource to succeed and become a contributing member of our community.

That support we provide doesn’t stop when they walk across the stage at graduation, we want their learning to continue.

That’s why the Fresno Unified Scholarship Fund is so important. It provides hardworking, deserving students the ability to make a difference in our world. By giving them financial support today, we are doing our part in changing the future of our great city.

This is the reason the Fresno Unified Scholarship Fund exists. Through our ability to give — even if just a little — we can dramatically change the lives of some of our most deserving students.

Another example of our strong commitment to preparing our students for graduation is our new Middle School Elective Ranking Tool. As a result of our Middle School Redesign effort, every middle school student is guaranteed enrollment in one or more elective course. Each middle school offers “A-G” approved foreign language courses, which can earn high school credit, as well as other elective courses in subject areas like music, art, leadership and career technical education (nursing, agriculture, automotive, etc.). These electives give students a first-hand glimpse into potential college and career choices they may choose to pursue later.

Students can now electronically rank their elective preferences from a computer in their classroom or computer lab, under the guidance of an academic counselor. Also, our system allows their choices to be viewable and modifiable by students and their parents through the ATLAS Student Portal.

On another note, our ATLAS Parent Portal is one of the most important resources parents can use to stay on top of their child’s grades and assignments. In addition to logging into the Parent Portal, EduText, our mobile phone-based grading tools, is the most popular and convenient way to get daily updates of your child’s progress.

I urge every parent of a Fresno Unified student to sign up for EduText. It’s an invaluable resource that will help our students reach academic goals.

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**Message From The Mayor**

One of the most important discussions facing our community is the issue of water. Our very lives depend on access to a safe and reliable water supply. Five hundred thousand residents and tens of thousands of businesses -- small and large -- have no other source of water than the city of Fresno. Without an efficient and sufficient water system, our community fails.

Fresno’s groundwater supplies are dropping fast -- and that’s not just related to the current drought. Our groundwater levels have dropped 100 feet over the last 80 years mainly because we are overly reliant on groundwater for the majority of our water consumption. This can’t continue.

Compounding the situation is California’s new Groundwater Sustainability Act that states in no uncertain terms that water agencies like the city of Fresno must stop depleting their groundwater supply and begin recharging the unground aquifer immediately.

Fortunately, we have planned effectively and already have solutions ready that will help us stay in control of our water future. Fresno has been a leader in water conservation for decades and aggressive conservation is still the most economical and environmentally protective resource management tool available. Fresno residents have responded to the current drought by successfully reducing our water consumption by 25% since 2008. In addition, the city council has just approved a Water Conservation Act that will provide additional resources for citizens to further reduce the strain on our water supply.

The city of Fresno is also implementing a long-term plan to capture surface water from the Sierra Mountains and replenish our groundwater supplies. This plan will ensure that during normal and wet years, we are able to capture that mountain water and store it for use during dry years, ensuring a reliable water supply even during drought years.

We’ve already been paying for access to this water -- we just need to construct the pipelines and treatment facilities so we can actually use that surface water and put an end to our overreliance on groundwater. Our water plan will make that happen. And it needs to happen right away.

That plan is called “Recharge Fresno” and it includes the city’s concentrated effort to provide a transparent approach to the water system improvement debate. We’ve presented four public Water Reliability Community Forums, where hundreds of attendees have been briefed by water experts on the various challenges the city of Fresno faces and engaged in a public debate on the best way to secure Fresno’s water future. It’s the most open and accessible series of community discussions we’ve ever produced, with each forum televised live.

Based on the public feedback, we have presented a realistic plan to invest in Fresno’s water future that repairs, replaces and improves our infrastructure with a new rate plan that’s reasonable and fair. The good news is that water in Fresno will continue to be one of the best bargains around, sustaining quality of life and supporting our economy.

I welcome your comments during the public review period for the proposed water plan, and I look forward to finally providing our citizens with a long-term solution to Fresno’s water crisis. For more information, please visit our website at www.RechargeFresno.com.
Sunnyside Grows Ag Knowledge Through New Career Pathway

More than 180 ninth grade students are taking classes in the first-year Linked Learning pathway, which integrates academic courses like biology and English into the study of agriscience. Linked Learning combines strong academics, demanding technical education, and real-world experience to help students gain an advantage in high school, postsecondary education, and careers.

“You get to learn about agriculture and businesses involved. It’s much more than just learning about farming,” said student Isaac Cerda. “It’s a really nice experience to be here because you learn a lot.”

As the pathway develops into 10 through 12th grades, students will have the opportunity to take courses in agricultural science, agricultural technology and agricultural engineering/mechanics. As the courses are being developed for the future, A-G requirements, community college dual enrollment and Advanced Placement are all being considered in implementation. Additionally, relationships with local industry for work-based learning opportunities for career exploration are being developed.

The new career pathway at Sunnyside is among nine Linked Learning pathways offered at Fresno Unified high schools.

Off-campus projects this year for the Sunnyside ag pathway students included helping sixth grade students at Ayer Elementary School plant seeds and starter plants of cauliflower, broccoli, sweet peas and different types of lettuce on Oct. 22 using five redwood garden boxes built and donated by a local Orchard Supply store. The garden boxes are equipped with a drought friendly drip irrigation system. The donation totals $1,000 in materials for this project and a similar project at Greenberg Elementary School.

The collaboration with Ayer taught the Sunnyside students about project-based learning and exposed the younger students to the agriculture career pathway, plant science, and good nutrition, said career pathways coordinator Grady Lane.

Goals of the Agriscience & Technology Pathway include teaching students to evaluate ethical and unethical practices in local agriculture, demonstrate the ability to apply acquired knowledge and skills in expected and creative ways, and to demonstrate professional communications and collaboration.

In developing the program, the district developed and strengthened partnerships with the Jordan College of Agricultural Sciences and Technology and Fresno State’s Lyles College of Engineering, Reedley College’s Agricultural and Natural Resources Program, Fresno City College’s Sector Navigator, University of California at Davis and the USDA.

These partnerships allow for Sunnyside teachers to collaborate with professors on course development and for students to earn credit in Reedley College and Fresno City College courses while taking the classes at Sunnyside. The program also fosters summer internship opportunities and workshops with the USDA.

District Boosts Teaching Skills with $7.8 million Grant

Fresno Unified has landed $7.8 million in grant money to recruit, select and train highly effective teachers in science, technology, engineering and math education as part of a teacher residency program.

Fresno Unified is among 24 colleges and high-need school districts sharing a $35 million grant from this year’s Teacher Quality Partnership (TQP), a competitiveness President Obama announced in May.

The grant will help boost student academic achievement by improving the effectiveness of new teachers in the
PARENTS

District Offers Tips, Encourages Parents to Read at Home to Children

One of the best ways parents can help their young children do well in school and be successful later as adults is to read to them at home.

The district supports parents in this effort through a variety of ways, including through Parent University classes for parents of early learners and through parent workshops by teachers focused specifically on the incredible value of reading to children at home.

In Fresno Unified, with 86% of students living in concentrated poverty, many students enter school with a huge deficit in vocabulary. According to widely recognized research by Betty Hart and Todd R. Risley, by age 4 high-income children have heard 45 million words from their families, while low-income children have heard just 13 million words.

Parents Michael Alarcon and Veronica Guerra attended a reading workshop presented by their son’s preschool teacher, Debra Sharp, at Hamilton K-8 School earlier this school year. They came away with a new appreciation for the importance of reading to their son, Michael, at home every night.

“It helps him with his learning process,” Alarcon said.

Guerra said she learned tips about helping their son better understand what they are reading and how to keep him interested. She has also noticed how her son points out new words he has learned that week at school when they are reading at home.

“I think reading at home really helps him,” Guerra said.

When Sharp, their son’s teacher, holds reading-at-home workshops for her parents, her tips include:

• The more adults read to children, the larger their vocabulary grows and the more they will know about the world.
• Reading aloud lets parents be reading role models for their children.
• Reading aloud introduces the language of books, which is more descriptive than the language of daily conversations, TV and movies.
• Reading aloud gives children and adults something to talk about and supports the development of reading and writing skills.

Parents Michael Alarcon and Veronica Guerra read with their son, Michael, employing techniques they learned from Hamilton K-8 School preschool teacher Debra Sharp.

Reading Tips for Ages 0 to 5

Age 0-2:
• Read nursery and nonsense rhymes, play pat-a-cake and “this little piggy;” flip through brightly colored picture books of familiar objects and make up a story as you go along.
• Make reading a regular part of your baby’s routine; babies absorb far more from story time than most parents imagine.
• Encourage toddlers as they pretend to read or begin to recognize letters and numerals; make up silly rhymes, songs, or chains of words beginning with the same letter.

Ages 3-5:
• Play a guessing game about your child’s favorite words. What letter does “p-p-p-pirate” start with? When the child guesses correctly, see how many words you can come up with together that start with the same letter.
• Take advantage of your child’s interest in talking by writing a book together. Start out with something simple, like describing a fun day at a park or visiting friends. Staple a few pieces of paper together, and write out one or two of your child’s sentences on each page. Then, read the story back and let your child illustrate it.
• As you read a story, have your child participate by asking what they think will happen next, or what other way the book could have ended.
• When at the park or beach or snow, take turns writing letters in the dirt, sand or snow with your fingers.
• Try to interest your child in nonfiction books on their favorite topics.
Chris Hawkins: Tioga Teacher Brings History to Life

Chris Hawkins is a teacher at Tioga Middle School named Teacher of the Year 2014 by the San Joaquin Valley Council for the Social Studies.

What was your path to teaching?
I have always been sort of a lover of the history of the Middle Ages and the Renaissance. I spent a couple of years in my younger days as a Renaissance peasant performer. My original goal was to be a historian, but I found that my ability to relate to teens drew me into the teaching profession.

What was your reaction to being named the San Joaquin Valley Council for the Social Studies Middle School Teacher of the Year?
I’m actually still in a bit of shock over this. I know that I’m a good (not great) teacher, but I had no idea that my kooky teaching practices would get me an award.

You have a reputation for making history come alive for your students. Give some examples.
I do something called BFTP (blast from the past) at the end of each culture or major event in the Middle Ages. In it, I come in to class as a fictional character and give a scenario in which the students must finish the story. In the past I did it alone in my room, but this year it has been on the stage with all seventh grade history classes of each period.

If you could go back in time to any period in history, what period would it be and why?
I would really love to be in England 1588 just a few weeks after the Battle of Gravelines (Spanish Armada) to meet my ancestor in victory, Sir John Hawkins.

How do you get kids interested in history?
Some of the stories that are in world history need to come to life. Teaching with passion, using short video clips to give visuals, and bringing characters and situations to life are some of the things I do to get through to them.

What is the hardest part of your job?
Grading! Without a doubt, grades are the toughest part for me. So many will be able to vocalize answers and throw out ideas, but that often doesn’t translate well to paper. There have been kids who got low grades even though I knew that they knew the subject matter. Totally heart breaking.

What’s one thing most people don’t know about you?
I do happen to be a big fan of painting miniatures. I have a few hundred in my collection with about 400 more ready to paint.

Wilma Hashimoto: New Assistant Superintendent Oversees Early Learning

Wilma Hashimoto began in August as the district’s new assistant superintendent for early learning, bringing 25 years of experience -- much of it with young learners -- to the district. She brings a passion for the district’s youngest learners as Fresno Unified continues to expand its preschool offerings and better prepare students for a successful start in kindergarten.

What is your main focus as assistant superintendent for early learning?
I will be working with administrators and staff to increase access to and improve quality in early learning programs. This will increase the number of children ready for kindergarten, reading on grade level by third grade, and the high school graduation rate. I will also be collaborating with internal and external partners to create innovative systems that promote horizontal and vertical articulation within the educational system and a wide cross sector of community partners.

What difference is the district’s early learning expansion making?
Data is now being collected to indicate that early learning programs prepare more children for kindergarten and beyond. The programs meet the needs of the child and family by providing community resources to the families and encourage the parents to interact and be engaged with the child. Our youngest students are given opportunities to not only develop academic skills but social emotional skills. Most importantly, prevention and early intervention can be provided.

What is the one thing you wish all parents knew about early learning?
It is critical that parents interact and engage with a child from birth by talking, reading or singing with their children to increase the child’s brain development.

What is the hardest part of your job?
The most challenging aspect of my job would be to inform the community that our pre-K programs are at no cost to the families for children turning 4 by Dec. 2. In the past, the program was based on income; however, due to the commitment of the Fresno Unified School District board to early learning, the district is covering the expenses to ensure all 4-year-olds in our district have the opportunity of participating in a high quality early learning program.

What’s one thing most people don’t know about you?
I have a business administration degree from the University of Southern California and was the corporate auditor for Gottschalk’s, Inc. prior to discovering my passion in education.
Quality Early Learning Programs Increase Opportunities for Fresno Children

Elementary School preschool class, with teacher Julia Corley in the background.

Grades and Attendance Information Just a Text Away

Technology evolves daily, encouraging users to stay on their toes and up to date with the latest tools. Fresno Unified is no different as the district is constantly improving its technology infrastructure and creating new opportunities to enhance academic success.

The district’s EduText technology tool, first launched last spring, provides parents/guardians a daily grade and attendance update via cell phone. Updates provide a live snapshot of a student’s cumulative grades and attendance that day delivering parents/guardians an accurate account of their child’s academic progress.

EduText further engages parents and provides opportunity for healthy conversations around academic improvement, productive student habits and celebrating academic success. Additionally, parents/guardians can go deeper into the details of their student’s academic progress by using the ATLAS parent portal. The portal can be found under the parent tab at www.fresnounified.org.

New this school year, registration for EduText can be done from a cell phone. The first step for parents is to locate their EduText parent PIN on their child’s progress report, report card, the ATLAS parent portal or through the school office. Text that parent PIN to 28527 (ATLAS). For families with multiple Fresno Unified students, they will need to text 28527 (ATLAS) separately for each EduText parent PIN.

Activation is immediate; updates will begin the following school day. Additional subscribers can be added using the same process. The district encourages parents to be cautious when giving out their unique parent PIN as it does provide the user access to student information.

EduText is a valuable tool allowing parents/guardians to engage in their child’s academic progress, seek teacher assistance when needed, and help students stay on track to graduate. A number of EduText resources are available on the district’s website, including a video and helpful tips for talking to students about grades. To learn more about signing up for EduText please visit: http://www.fresnounified.org/families/Pages/edutext.aspx.

Fresno Unified’s early learning programs have increased opportunities for the city’s youngest learners. Since 2012, more than 1,200 seats have opened up for children between the ages of 3 and 5 thanks to the high priority placed on early learning by the district’s Board of Education.

Currently, any child turning 4 by Dec. 2 can enroll in pre-kindergarten (preschool) at most elementary school sites.

Research indicates that quality early learning programs support success in kindergarten and beyond. In Fresno Unified, all pre-kindergarten teachers are specialists in the field of child development and are trained in research-based curriculums aligned with the California Department of Education’s Preschool Curriculum and Foundations.

Learning activities focus on developing the whole child: physical, cognitive, and social-emotional. The classroom environment is safe and offers developmentally appropriate activities for children to play, learn and achieve. Structured routines provide space for children to interact with teachers and their peers. Children receive a variety of stimuli and engage in literacy, math, science, art, music, movement and dramatic play experiences.

Pre-kindergarten programs in Fresno Unified are free to all children. Classes are available in the morning, afternoon, or full day. Enrollment is on-going until all seats are filled. To enroll or learn more about the early learning programs, contact the early learning staff at (559) 457-3682 or (559) 457-3803.

Required documentation for enrollment:
- Birth certificate for student (student must be 4 on or before Dec. 2, 2014)
- Birth certificate for siblings
- Proof of income
- Proof of address
- Immunization record
- Medical examination/physical

Enrollment location:
Department of Early Learning
2348 Mariposa St., Fresno, CA 93721.
Office hours: 8 a.m.-4 p.m.

Are you pregnant or have children under 5? You may qualify for WIC!

Our no-cost services include:
- Healthy foods
- Nutrition information
- Breastfeeding support
- Referrals to other health and social services

(559) 263-1150

No appointments or referrals necessary! Migrants welcome to apply

Fresno EOC is an equal opportunity provider.

www.FresnoEOC.org/WIC
Fresno EOC is an equal opportunity provider.

Five locations to serve you
Downtown Fulton Mall
Shields & First
Kings Canyon & Willow
Ashlan & West
Monday-Friday 8:00 AM to 6:00 PM
Saturday/extended hours vary by location

www.FresnoUnified.org | PREPARING CAREER READY GRADUATES |
Seven Elementary, Middle Schools Rewarded with $25,000 for Improvement

Fresno Unified, along with six other California school districts, recently received a renewal of the No Child Left Behind (NCLB) waiver. The waiver, which was first granted in July 2013, was unprecedented -- no other school districts in the country had ever been granted a waiver independently of their state.

The waiver outlines multiple measures that the seven participating school districts will utilize and be accountable for when recognizing academic success. Previously with NCLB, success or failure was based solely on a single state assessment.

Participating districts now have multiple opportunities to impact student learning, specific to the needs of every student on campus. With real-time data measured in the five key areas of academic performance, academic growth, academic retention and completion, social emotional indicators and culture and climate measures, school sites can create and update school improvement plans that better align to their current need areas.

This work goes beyond teaching a child math or science and centers around educating the whole child. When looking at academic performance and academic growth the waiver looks at more than course performance and asks questions like:

- How are students doing in areas like reading comprehension and math facts?
- What advanced placement classes and assessments has a student been through?

Beyond the single standards test of the past, how is this student performing overall academically?

Academic completion looks at the progress made by a student and a school site. How have graduation rates improved, are more students meeting A-G requirements, and is there growth in the day to day course performance?

As the district continues to develop college and career ready graduates, that success must include student retention and persistence. Students need to learn they must be in class so they can stay on track to graduate. This component of the waiver makes the district and its more than 100 schools sites accountable for keeping students engaged and learning, reducing dropout rates.

Fresno Unified has invested in a number of initiatives to help further inspire and engage student learning, including middle school redesign, music, arts, athletics and early learning.

In addition to looking at attendance and student discipline factors, the federal waiver takes into consideration non-cognitive skills and growth in the areas of student social-emotional indicators.

Non-cognitive skills are those skills that cannot objectively be measured by an assessment, such as interpersonal skills, persistence, communication skills, social awareness, and self-management. With the waiver’s focus on educating the whole child, these key social-emotional indicators help provide a well-rounded perspective of a student’s overall progress.

The final area evaluated as part of the federal waiver is school climate and culture and takes into consideration feedback from various stakeholders as well as Special Education Identification and English Language Learner re-designation rates. Annually Fresno Unified administers the School Climate Survey (SCS) to students, staff and parents to measure their perceptions of safety, conditions of learning environment, teacher-student relationships, parent-school engagement, and student engagement in school.

This school year, the district will include additional measures in the student survey that will highlight non-cognitive skills for grades 5-12. Fresno Unified plans on distributing surveys beginning in late February and hopes parents, staff and students will provide their feedback. With their voice and participation, the district can continue its strategic efforts dedicated to developing the whole child and preparing students for college and career.

More than 425 guests gather for the State of Education luncheon Oct. 27, raising nearly $25,000 for scholarships.

Federal Waiver Supports District Goals in Educating the Whole Child

Seven district elementary and middle schools were recognized in November as Reward Schools for their improvement on state test scores during a Rewards Schools presentation Nov. 3. The students are back right, left to right, Betsua Andrade, Mary Helm, and Rhiana Romero; top row, left to right, Chassidy Soto, Brenda Juarez Salgado, Liliana Guzman, Valeria Salazar-Gonzalez, Maria Perez, Joseph Calderon, Desiree Rubio, Lily Yang, and Tina Yang; and front row, left to right, Elisa Martinez, Yao Saechao, Brandon Calles, and Benjamin Pantoja.
Adult School Offers Free Citizenship Classes

The Fresno Adult School partners with San Joaquin College of Law to provide comprehensive citizenship and naturalization services free of charge.

Participants must be able to provide proof of Lawful Permanent Residency (green card, etc.) to join the program. Adult School teachers will provide all support necessary to successfully pass the United States test for citizenship.

Each student will be paired with one of the district’s partners at San Joaquin College of Law for help with completing paperwork, other aspects of the process, and with waivers if needed.

All classes are ongoing through Dec. 22 and will start up again after winter break on Jan. 13.

La Escuela de Adultos

Ofrece Clases de Ciudadanía Gratuitas

La Escuela de Adultos de Fresno en asociación con el San Joaquin College of Law, proveerá servicios compulsivos de ciudadanía y naturalización sin costo alguno.

Los participantes deben de proveer prueba de Residencia Legal Permante (green card, etc.), para participar en el programa. Los maestros de la Escuela de Adultos proveerán todo el apoyo necesario para que pasen exitosamente el examen de ciudadanía de los Estados Unidos.

Cada estudiante se reunirá con uno de los socios del distrito del San Joaquin College of Law para ayudarlos a completar los documentos, para tratar otros aspectos del proceso y para tramitar una exención si es necesario.

Todas las clases serán hasta el 22 de diciembre y reiniciarán nuevamente después de las vacaciones de invierno el 13 de enero.

<table>
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<tr>
<th>Citizenship Test Prep Class sites</th>
<th>Days</th>
<th>Times</th>
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<tr>
<td>Fresno Adult School</td>
<td>Tuesdays and Thursday</td>
<td>10:40 a.m.–12:30 p.m.</td>
<td>2500 Stanislaus St. (93721)</td>
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<td>Sunnyvale High School</td>
<td>Mondays and Wednesdays</td>
<td>5:30-7:30 p.m.</td>
<td>1019 Peach Ave. (93612)</td>
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<td>Fresno County Library</td>
<td>Sundays</td>
<td>1-4:30 p.m.</td>
<td>2420 Mariposa St. (93721)</td>
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<tr>
<td>La Luz del Mundo Church</td>
<td>Sundays</td>
<td>1-4:30 p.m.</td>
<td>3731 N. Cedar Ave. (93726)</td>
</tr>
<tr>
<td>Gurdwara Center</td>
<td>Sundays</td>
<td>1-5 p.m.</td>
<td>4827 N. Parkway Drive (93722)</td>
</tr>
</tbody>
</table>

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Young Men’s Alliance and Young Women’s Alliance students help at the Community Food Bank. Pictured are, back row from left, Men’s Alliance facilitator Rick Perez Jr., Abel Cecilio, Vincent Cruz, Efrain Salmeron, and Alliance teacher Victor Ordunez and front row from left, Rafael Martinez, Jasmine Lopez, Yvette Aguilar, Karie Mendoza, Alissa Zambrano, and Sheng Thao.

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The entire student body. Teachers also helped by donating turkeys.

At King Elementary School, transitional kindergarten teacher Monica Baker continues her tradition of coordinating donation drives for students at King for the winter. She works with People’s Church and St. Anthony’s Church in gathering shoes and jackets, organizing a Christmas toy drive, and providing bullying prevention shirts for all students.

At Kratt Elementary School, students held a “Fill a Bucket for Poverello House” event as part of the school’s Basic Necessities Drive during Red Ribbon Week in late October, aligning with the theme for the year, “Have You Filled a Bucket Today?”

Families donated non-perishable food, new pairs of socks, new blankets, and hygiene products such as toothpaste, toothbrushes and shampoo.

At Terronez Middle School, students continue the school’s long-time tradition of collecting canned food and money for the Community Food Bank in November and December. In 2012 Terronez was honored by the Food Bank for the Hands Across the Valley Volunteer of the Year Award, receiving a letter from the White House and a President’s Volunteer Service Award.

At Powers-Ginsburg Elementary School, leadership students solicited donations for a food drive throughout November, with each grade level assigned suggested items to donate. Food baskets were created and distributed to Powers-Ginsburg families in need prior to Thanksgiving.

At Holland Elementary School, a group of 20 fourth through sixth grade students in the Helping Hearts Club sent letters and birthday cards to specific soldiers to be added to care packages sent by Operation Gratitude. For Thanksgiving, club members held a school wide canned food drive. Club members visited each classroom to explain the food drive and encouraged students to bring food items.

At Webster Elementary School, families will gather toys for students in need at Greenberg Elementary School through the Toys 4 Tots program.
seven of his children are in college or college graduates.

Moua is among the more than 200,000 Hmong who fled Laos as refugees following the fall of Saigon to Communists in 1975. Because of the Hmong’s alliance with American military in the U.S.-led war in Laos, most of the refugees resettled in the United States, many in Fresno.

Moua’s father was a soldier, trained in manning large artillery. He survived the war and also immigrated to the U.S. but many of Moua’s family did not make it out. Communist soldiers shot Moua’s uncle as he watched.

Pongluelert’s journey to the Panatikom camp was far different from Moua’s. He was well educated growing up in Thailand, becoming a teacher. He taught English and cultural and work orientation to Southeast Asian refugees prior to settling in the U.S. Pongluelert’s specialty was job training.

He said that teachers were discouraged from asking the refugees about war and prior hardships, but sometimes their students wanted to talk about what they had suffered.

“Sometimes the refugees would explode. They couldn’t carry it anymore,” Pongluelert said. “You spend time with those who are from the war and you feel their misery.”

Fast-forward to the summer of 2013. Moua moves from Baird Middle School to Calwa Elementary and meets Pongluelert, realizing that he is “Teacher Tum” from the camp. He searches through a photo album, finding two group pictures from the school at the refugee camp. Though more than two decades have passed, he recognizes Pongluelert.

He shows the photos to Pongluelert and says, “I was your student.”

Moua was able to tell Pongluelert that his work all those years ago “had changed Hmong refugees’ lives a lot.”

Moua passed on the importance of education to his children. His four oldest are graduates of the University of California campuses at Davis, Berkeley, and Riverside and California State University, Fresno, while his three youngest all attend Fresno State. Pongluelert arrived in the United States in 1994 after marrying a U.S. citizen, a U.S. Embassy employee he met while working in the camp. He came to Fresno to work at the Refugee Resource Center before getting his teaching credential and becoming a teacher for Fresno Unified. He has taught at Calwa Elementary for 17 years.

Brunzell, Calwa principal, is not surprised that Pongluelert helped changed Moua’s future. Her own son is in his fourth-grade class this year: “Mr. Pongluelert has motivated him to be a learner like I never knew possible.”

“I believe there are no accidents in life. I believe everyone has a purpose in life and it is my belief that Mr. Pongluelert’s purpose is to teach.”

Xib Fwb thiab Neeg Tawg Rog Rov Sib Ntsib Dua

Nees na kuaam tsib xyooos duaw los hawn, neeg thoj nam Hmoob Lia Moua tau los txog hauv yeeg thoj nam Panatnikom nyob rau hauv Thaib Teb, nws qhov chaw theem zaum kawg ua neeg tsiv teb tsaws chaw mus rau Mes Kas Teb. Ib tug ntawm cov xib Fwb hauv yeeg thoj nam uas tau paub npaj nws mus ua ib lub neeg txawv heev nyob rau Mes Kas Teb raug paub tau tam li “Xib Fwb Tum.”

Tam li kev muaj hmoo hmoo kawg, Moua thiab tus xib Fwb – uas nws lub npe tiag hu ua Lersak Pongluelert – tau rov ua ke dua ib zaug txivx, ob leeg puav leeej ua hauv lwm hauv Tsev Kawm Ntawv Theem Qis Calwa. Moua, 51, yoog neeg tu vaj tse thiab Pongluelert, 55, yoog xib Fwb qhia qhia plaub.

Kev rov sib pom tam qab ntev niaj ntaw xyooos duaw mus lwm no tau yoog ib qho loj tsaij ib qho qhox txheej zoom siab cia li lam tshwm sim muaj los, loj tsaij qhov tsuas yog ib lub sij hawn tau rov nwa xib Fwb hauv neeg toem nyem nyob hauv yeeg thoj nam.

Pongluelert hais tias nws yob ig ib qho kev txaas siab kawg nkaus tau pom – kiaj ntawm qhov muag – tias nws tes hauj lwm ua hauv yeeg thoj nam tau ua rau muaj ib qho kev txawv txaav.

“Nws tau ua tim khawv tias qhov kuv ua yav tag los tau yog hawn, tias kuiv tau muab qhov kev txaiw txim siab yog mus ua hauj lwm hauv lub yeeg thoj nam,” Pongluelert hais. “Lia qhov kev vam meej tau ua tim khawv tias peb tau yog ib tug choj hla hauv chaw lawm tiag.”

Calwa Tus Thawj Xib Fwb Angela Brunzell ntseeg tias nkawv ob
Continued on page 10

nws tuaj txog hauv Fresno xyoo 1989, thauv kawg Moua kuj muaj peev xwm tau ib txoj hauv lwu jm hauv Fresno Cheeb Tsam Chaw Kwam Ntawv, uas nws tau ua hauv lwm rau txj xyoo 2005 los. Tag nrho nws xya leej me nyuam puav leej kwam college los yam kawg tiaw college lawm.

Moua yog ib tug natwm coob tsjaih 200,000 tug Hmoob uas tau khaiv tawm Los Tsuas Teb tam li neeg thoj nam lawv liag thauv Saigon poob rau Koos Sam xyo xyoo 1975. Yeeb vim Hmoob txoj kev npuab nrog peeb zeej Mes Kas rau npluvag ros Mes Kas Teb ntau thawj ujau hauv Los Tsuas Teb, feem ntau ntsam coev neeg thoj nam tau tuaj ua lub neej tshiab rau hauv Mes Kas Teb, coob leej nyob rau hauv Fresno.

Moua txiv tau ua ib tug tub peeb zeeg, raug cob qhia rau kev tua phom loj. Nws tau dim npluvag roog thiaj lib tau kyiub tsiv ntsam chaw thauv rau Mes Kas Teb tib yam nkauj, tab sis coob leej ntawm Moua tsev ntau khaiv thoj nam isis dhau. Tub peeb zeej Koos Sam tau tua Moua tus txiv txnaxaw rau nws ntsia ntsoov.


Pongluerlert txoj kev tuaj mus rau hauv yeex thoj nam Panatnikom txawv deb heev ntawm Moua li. Nws tau loj hlob tau kawm txjoo zau hauv Thaib Teb, tau raus ib tug xib fwb. Nws tau qhia txev kawm ntauw theem siab tau peb xyoox, ces mam mus ua hauv lwm xyoo 1989 rau lub Chaw Sib Pab Ua Dej Num uas qhia As Kiv, kev ua neej, thiaj kev ua hauv lwv rau cov neeg thoj nam Es Xias Qab Teb Hnub Tuaj ua ntej mus ua neej tshiab rau Mes Kas Teb. Pongluerlert txoj kev txawv ua tubhj xeeb yeog kev cob qhia kev ua deej num.

Nws hais tisais cov xib fwb yeej tisais kham nug cov neeg thoj nam txox kev ua tsiv ua rob thiab tej kev txom nym nam ntej, tab sis muaj qee zauu lawm cov lub kawm ntauw tau xav tham txoj kev nyuaj lawv tau tiv dhau.

“Muaj qee zaum cov neeg thoj nam yuav hais lus nphua taws npleev. Lawv tisais muaj peev xwm theu tuau nws ntxiv lawm,” Pongluerlert hais. “Koj sij sij lawv nyob nrog cov uas khaiv los ntauw kev uas tsiv ua rob los ces koo pab lawv txj kev nyuaj siab.”

Mus ceev roog jawm lawm tom tejt rau thauum caj ntiu qhia 2013, Moua toua tawm hauv Tsev Kwam Ntawv Theem Nrab Baird mus rau hauv Tsev Kwam Ntawv Theem Qis Calwa thiau tau ntsib Pongluerlert, pom tau tiax nws yog “Xib Fwb Tum” tuaj tim yeex thoj nam tuaj. Nws tau hshaw nhiaiv thoob plaws ib phau duab, pom ob daim duab yeex ua pawg los hauv lub tsev kawm ntauw hauv yeex thoj nam. Txaawm tiax ntsa tau nku saj hauv siaw kawm xyoo tau dhaub mus lawm, nws tseem cim tau Pongluerlert.

Nws nthuav qhia cov duab rau Pongluerlert thiaj hais, “Kuv tau uo kuj tu jab kwam ntauw.”

Moua muaj peev xwm qhia tau rau Pongluerlert tias nws tes hauv lwv uam hauv tag nhro tej xyoo ntauw “tau hloob neeg thoj nam Hmoob lub neej tuaj heev.”

Moua tau qhia txog qhov tseev ceeb ntauw kev kwam txjox rau nws cov me nyuam. Nws plaub tug me nyuam hauv tau yuav neeg thoj rau kwam ntauw cov daim kwam ntauw University of California nyob rau Davis, Berkeley, thiaiv Riverside thiaiv California State University, Fresno, hos nws peb tug me nyuam yau tseem saim sim kwam hauv Fresno State.

Pongluerlert taua txog hauv Mes Kas Teb xyoo 1994 tom qab yuav ib tug pej xeem Mes Kas, ib tug neeg ua hauv hauv rau Thauv Mes Kas, thiaj thauum ua hauv hauv yeex thoj nam. Nws tau los hauv Fresno los ua hauv lwv rau lub Chaw Muab Kev Pab Neeg Thoq Nam ua ntej tau txais nws daim ntauw pov thawj qhia ntauw thiaj raus ib tug xib fwb rau Fresno Cheeb Tsam Chaw Kwam Ntawv. Nws txb qhia ntauw hauv Tsev Kwam Ntawv Theem Qis Calwa tau 17 xyoo lawm.

Brunzell, Calwa tus thawj xib fwb, yeex tsis ceeb tisais Pongluerlert taua bob hloov Moua lub neej ton tejt. Nws tus kheej tus tub kiai tau yuav hauv nws chaw kawm qip plaub xyoo no: “Yawg Pongluerlert taua rau nws kub siab los ua ib tug neeg kwam uas kus tsis tau paub dua tas tau tau li ntauw.”

“Kuv ntauq tisais nws tsis muaj tej xwm txhec ejia cia lam tshwm sim hauv sim neej. Kuv ntauq tisais txhau leej muaj ib qo kev txbw txwm ua kom tau hauv sim neej thiaj nws yog kuv qhov kev ntauq tisais Yawg Pongluerlert qhov kev txbob txwm ua kom tau yog los qhia ntauw.”

Refugiado y Maestro se Reconectan

Hace veinticinco años el refugiado de origen Hmong Lia Moua llegó al campo de refugiados Panatnikom en Tailandia, su parada final antes de emigrar a los Estados Unidos. Uno de los maestros en el campo de refugiados quien lo ayudó a prepararlo para una vida muy diferente en América fue conocido como el “Maestro Tum.”

Como si el destino lo hubiera querido, Moua y el maestro -- cuyo nombre real es Lersak Pongluerlert -- están juntos otra vez, ambos trabajando en la Escuela Primaria Calwa. Moua, 51, es un conserje y Pongluerlert, 55, enseña cuarto grado.

Volviéndose a ver el uno al otro después de todos esos años, ha sido más que una feliz coincidencia, más que una simple oportunidad de mirar el pasado en esos días difíciles en el campo de refugiados. Pongluerlert dice que es altamente satisfactorio ver -- de primera mano -- que su trabajo en el campo de refugiados hizo la diferencia.

“No es coincidencia que Lia trabaje con el Sr. Pongluerlert ahora,” dijo Brunzell. “Creo que es para mostrar al Sr. Pongluerlert los frutos de su trabajo y también para recordarle que su esfuerzo se traduce directamente en beneficio del futuro de una joven persona.”

Moua dijo que su vida hubiera sido muy diferente si Pongluerlert y otros maestros en el campo Panatnikom no lo hubiera ayudado a prepararlo para la transición de su tierra natal en los cerros de Laos a los Estados Unidos.

“Nosotros solo éramos agricultores en Laos,” dijo Moua. “Nosotros dejamos de

See CALWA Continued on page 16
Kaiser Doctor: Fresno High Students Jump for Health

By Jesus Rodriguez, MD
Physician at Kaiser Permanente Fresno

It was all fun and games inside the Fresno High School gymnasium recently as hundreds of students battled in jump rope competitions throughout the day.

There were Double-Dutch competitions, timed races and other games and activities, all using jump ropes at the Oct. 29 event. It was a day of fun for the students, but more than that, it was a chance for them to learn about the importance of cardiovascular exercise.

Kaiser Permanente Fresno partnered with the American Heart Association on the Jump Rope for Heart campaign to encourage students to exercise at least 60 minutes a day and establish life-long health habits.

I had the privilege of kicking off the event and speaking to the students about how jumping rope and other forms of exercise can play a part in keeping their hearts healthy. Studies show that jumping rope is a good form of cardiovascular exercise, burns a lot of calories in a short amount of time and strengthens the upper and lower body. It can be just as effective as running in burning calories and strengthening muscles.

As a Kaiser Permanente Fresno physician, I stress to my patients the importance exercise can play in reducing their risk of cardiovascular disease. Physical inactivity is a major risk factor for developing coronary artery disease. It also increases the risk of stroke, diabetes, high blood pressure and other chronic conditions.

I shared with the students the importance exercise plays in my life. I play soccer, run and ride a bike. I’ve competed in marathons and triathlons, and encourage my own children to stay active as well.

But exercise doesn’t just have to be running, walking or riding a bike. The jump rope day at Fresno High was a chance to show the students that there are various ways you can stay active. Even something as simple as jumping rope can be a good form of cardiovascular exercise.

Kaiser Permanente Fresno donated 300 jump ropes to Fresno High School that can be used in PE classes. PE teacher Jamie Prieto said the ropes will get a lot of use as the current set is old and many are missing handles.

Finding ways to make exercise fun -- like the jump rope competitions -- is a good way to engage children and keep their interest. Even a simple game of tag is an excellent way to get kids running and their hearts pumping. When children play games, they often don’t realize they are exercising.

Some other creative forms of exercise for children include:

- Hula-hooping
- Relay races
- Backyard obstacle courses
- A game of kickball, handball or basketball
- Ultimate Frisbee

For more information or tips on how to encourage your children to exercise visit www.kp.org/fresno.

CDC Recommends Flu-Fighting Measures

With the onset of the winter months comes the threat of flu and other viruses that can keep students from coming to school, missing valuable learning time. The Center for Disease Control and Prevention recommends a three-step approach to fighting the flu:

- Get vaccinated for the flu every year.
- If you do get the flu, prescription antiviral drugs are available to treat the illness.
- Take preventative actions.

Those preventative actions include avoiding close contact with sick people, and if you do get sick, staying home at least 24 hours after the fever is gone. Limit contact with others while you are ill, cover your mouth and nose with a tissue when you sneeze or cough, and wash your hands often with soap and water or if not available, an alcohol-based hand rub.

Avoid touching your eyes, nose and mouth and clean and disinfect surfaces and objects that may be contaminated with germs.

Dr. Karen Dahl, pediatric infectious disease specialist at Children’s Hospital Central California, recommends the flu vaccine for everyone over 6 months of age and stressed the importance of preventing the flu.

“The most vulnerable people are the elderly and young children,” Dahl said. “Influenza is a serious illness. It is not just a cold. Approximately 100 children die every year from influenza-related illnesses. Last year, 74 children were hospitalized at Children’s Hospital Central California for influenza.”
**District Dives into New Pool Construction at Hoover**

A new $5.5 million pool complex is under construction at Hoover High School that will not only provide a high-quality venue for competitive aquatics, but will feature access for users with special needs that will be unmatched in the Valley.

Hoover’s new 35-meter pool is expected to be completed for the fall of 2015 to accommodate competitive swimming, diving and water polo, as well as teaching and community use. Features designed for those with special needs include an extended three-meter ramp allowing mobile devices to roll directly into the pool, flexible classroom space, and changing and restroom facilities with a higher level of accessibility.

“We are excited about our new aquatics complex that will provide access for so many students, as well as the changes campus wide that have meant additional, brand-new classroom space for our students and staff. We can’t wait for the opening of the pool complex in fall 2015,” said Principal Rebecca Wheeler.

The Hoover pool project is part of $200 million in Measure Q projects completed or underway throughout the district following the community’s overwhelming support for the bond measure in November 2010.

The Fresno Unified Board of Education approved the Hoover pool project at its Oct. 15 meeting. As part of the long-range master plan for Hoover, the pool is being moved out of the quad area to the north end of the campus to create space for an administration building in the future at that primary campus location. The new location previously housed 17 aging portable classrooms; however, those portables were replaced with the new Measure Q-funded classroom building near the First Street/Barstow Avenue corner of the campus. The existing pool, opened in 1963, will be available for use until the new pool is complete.

**Mike’s Bikes Launches at Tehipite**

Francine and Murray Farber kicked off the third year of the Steve’s Scholars program earlier this year with a special assembly at Tehipite Middle School, announcing a new incentive for students. Through Mike’s Bikes, all students at Tehipite will have an opportunity to win a new bike at the end of the school year if their attendance rate is 95% or above. Names of students meeting the attendance requirement will be placed in a lottery, with a seventh- and eighth-grade winner drawn. The incentive is named for Mike Farber, a son of the Farbers’ who passed away. Rubber Soul Bicycles will donate the two bikes and winners will also get a helmet and bike lock donated by Fresno Schwinn.

**Students Attend Leadership Conference**

Middle and high school students from throughout the district attended the California Association of Directors of Activities (CADA) Student Leadership Conference Oct. 24 in Hanford. Students learned from motivational speakers, media presentations and workshops. Fresno Unified’s Student Advisory Board presented two workshops on the Human Element kindness campaign.

**Tenaya Teacher Participates in Honor Flight**

Debbie Wilson, a teacher at Tenaya Middle School, traveled in October with the fifth Central Valley Honor Flight, serving as the companion to 92-year-old World War II Army veteran Kenneth Lowe from Ripon. The Honor Flight program provides free trips to Washington, D.C. for veterans of World War II, an effort to make sure these elderly veterans have the opportunity to see the various war memorials.

Wilson’s students at Tenaya also had the privilege of meeting World War II Army veteran Dick Christianson in October.

**Sunnyside and Roosevelt Principals Honored**

Tim Liles, principal at Sunnyside High School, and Bryan Wells, principal at Roosevelt High School, were among eight community leaders honored Nov. 12 at the third annual Trailblazers for Prosperity awards luncheon at the Fresno Fairgrounds, hosted by the Southeast Fresno Community Economic Development Association. Both received Leadership Excellence Awards. Superintendent Michael Hanson was a keynote speaker.

**Tenaya Principal Presents at National Conference**

Tenaya Middle School Principal Lisa Harrington traveled to Washington, D.C. Sept. 28-30 to present research on pre-service teaching programs at the Teacher Education Council of State Colleges and Universities fall conference. Harrington’s research is part of the doctoral work she is doing at California State University, Fresno. As part of the presentation, Tenaya’s media production teacher, Annette Simmons, created a video responding to the statement, “What I expect from my teachers.” Harrington said she was thrilled to showcase Tenaya students being candid about what they expect from their teachers.

**Balderas Seeking Former Staff**

Balderas Elementary School is seeking all Balderas staff alumni, 1991-2014, to let them know about an alumni ceramics event on Monday, Jan. 26 at 4 p.m. at Balderas. All alumni staff members will be guided by artist Ritsuko Miyazaki as they create a monument to the empowering and nurturing environment at Balderas. This project was made possible by an FCOE Art Spark Grant. Contact Melissa Copland, TSA at Balderas, with contact information or questions: (559) 253-6420 or Room 28.
The process of becoming a Fresno Unified board representative started off with becoming a part of my school, a Highlander. Because I was already committed to planning and contributing to events and activities, I was more than proud to accept a position on the Student Advisory Board (SAB), where I could then talk about districtwide goals and observations.

My involvement with school has also brought me to my position as a student teller with the Union Bank on the McLane campus, where I am the Union Bank’s marketing officer involved in advertising and creating school-wide public relations with customers. Although my education is my top priority, I am also the student body vice president at McLane.

With the arrival of fall, Fresno Unified schools have launched “Fun in Fall” activities to levels beyond measure. Schools have been busy with football games and homecoming activities, with school clubs busy with fundraising and expressing their goals and providing information.

“I am excited about what this training will mean for our students,” said Superintendent Michael Hanson. “Through this grant, we will be able to accelerate our work improving how we teach students in STEM areas, and encourage students to pursue careers in these fields.”

Over the next five years, 300 teachers will be trained through the new residency program, giving them the opportunity for an initial certification and master’s degree within 18 months. Each resident teacher will receive a stipend of $12,000 to help with college or living expenses for the program. In return, residents commit to teach in Fresno Unified’s highest need schools for three years. Tremendous support is provided to maximize residents’ success through one-to-one mentors and co-teaching experiences in the classroom.

The district is partnering with the Kremen School of Education and Human Development at California State University, Fresno on the residency program, building on the district’s Transition 2 Teaching program and a STEM teacher pilot project funded by the S.D. Bechtel, Jr. Foundation.

“I am excited about what this training will mean for our students,” said Superintendent Michael Hanson. “Through this grant, we will be able to accelerate our work improving how we teach students in STEM areas, and encourage students to pursue careers in these fields.”

– Superintendent Michael Hanson
SuPT. Message

Continued from page 3

It's great to be able to share our positive stories with you, and to be able to detail the wonderful things that are happening here in Fresno. In the spirit of giving, here at Fresno Unified, our mission is to provide each student with the gift of knowledge. It's the gift that keeps on giving. Granted, we have a lot of work ahead of us, but with a dedicated community of parents and guardians, students, teachers and staff, the sky is the limit for the students of Fresno Unified.

I hope your holiday season is full of cheer, memorable experiences and most of all, giving. It's been documented that giving makes one feel just as good, if not better, than receiving. So, my charge to you is to continue the goodwill, and give with love in everything you do. You’ll be making not only your city, but the world, a better place, and I guarantee you will feel so much better, if not better, than receiving. So, my charge to you is to continue the goodwill, and give with love in everything you do.

Mensage del SUPERINTENDENTE

Cada año durante esta temporada, me esforzo por la importancia de ir más allá y pasar más tiempo con los seres queridos. La temporada de días festivos es una época de relajación, reflexión, rejuvenecimiento y recordación con aquellos cercanos a nosotros.

Sin embargo es tiempo también de dar y conforme el 2014 se acerca a su fin, los motivo a que den lo más que puedan. Sin embargo es tiempo también de dar y conforme el 2014 se acerca a su fin, los motivo a que den lo más que puedan. Sin embargo es tiempo también de dar y conforme el 2014 se acerca a su fin, los motivo a que den lo más que puedan.

Es una época de reflexión. Dar se presenta en formas diferentes. Dar puede ser menos afortunados.

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Es una época de reflexión. Dar se presenta en formas diferentes. Dar puede ser menos afortunados.

Por otro lado, nuestro Portal de ATLAS para Padres es uno de los recursos más importantes que los padres pueden usar para estar al día en las clasificaciones y en las tareas de sus hijos. Adicionalmente al acceso en el Portal de ATLAS para Padres, tenemos Edu Text, nuestro instrumento de reportes de mensajes con base en los teléfonos celulares, es la forma más popular y conveniente de obtener actualizaciones diarias del progreso de sus niños.

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En un distrito de más de 73,000 estudiantes muchos viviendo en pobreza concentrada, necesitamos hacer más para brindar opciones para los jóvenes de una educación superior. Sin la ayuda financiera de las fuentes externas como el fondo de becas del Distrito Unificado de Fresno, muchos de nuestros estudiantes más meritorios pueden perder la oportunidad de lograr más de lo que sus alrededores económicos se los permita.

Recibiendo asistencia a través de becas económicas provoca a muchos de nuestros estudiantes su única oportunidad de asistir a una universidad, frecuentemente, siendo ellos los primeros de sus familias en aspirar a una educación superior. La Mesa de Educación y Yo trabajamos diariamente para asegurar que nuestros estudiantes tengan acceso a cada recurso disponible para tener éxito y convertirse en un miembro contribuyente de nuestra comunidad.

Así que, la razón por la cual el Fondo de Becas de Distrito Unificado de Fresno existe. A través de nuestra buena voluntad de dar - aun cuando es un poco - podemos cambiar drásticamente las vidas de algunos de nuestros estudiantes que más se lo merecen.

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Así que, la razón por la cual el Fondo de Becas de Distrito Unificado de Fresno existe. A través de nuestra buena voluntad de dar - aun cuando es un poco - podemos cambiar drásticamente las vidas de algunos de nuestros estudiantes que más se lo merecen.

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ser agricultores y ellos nos enseñaron a como solicitar para un trabajo.”

A pesar de la poca educación o el inglés limitado cuando llegaron a Fresno en 1989, Moua eventualmente fue capaz de obtener un trabajo en el Distrito Escolar de Fresno, donde ha trabajado desde el 2005. Todos, los siete de sus hijos están en la universidad o se graduaron de la universidad,

Moua está dentro de los mas de 200,000 Hmong que huyeron de Laos como refugiados siguiendo la caída de Saigón ante los Comunistas en 1975. Debido a la alianza de los Hmong con los militares Americanos en la guerra encabezada por los Estados Unidos en Laos, muchos de los refugiados se restablecieron en los Estados Unidos y muchos de ellos en Fresno.

El padre de Moua fue un soldado, entrenado en manejar artillería de alto calibre. Sobrevivió a la guerra y también emigró a los Estados Unidos pero muchos de los familiares de Moua no lograron salir. Los soldados comunistas le dispararon a un tío de Moua mientras que él miraba.

Moua y su familia huyó con rumbo a Tailandia cruzando el Rio Mekong, viviendo en tres diferentes campos de refugiados. En el último campo en 1989, preparó la transición para vivir en los Estados Unidos. Para entonces ya casado y con hijos, vivían con otras dos familias en un cuarto de 30x40 pies. La escuela donde conoció a Pongluelert tenía un techo de lámina y paredes de bambú.

El viaje de Pongluelert al campo Panatikom fue muy diferente al de Moua. Recibió buna educación mientras creció en Tailandia, convirtiéndose en maestro. Enseñó en preparatoria por tres años, después, en 1984 trabajó para el Consorcio, en el cual enseñó inglés y cultura y trabajó orientando a los refugiados de Sureste Asiático antes de restablecerse en los Estados Unidos. La especialidad de Pongluelert fue la capacitación laboral.

Elle dijo que a los maestros se les pedía que evitaran preguntar a los refugiados acerca de la guerra y sobre los sufrimientos pasados, pero algunas veces sus estudiantes querían hablar acerca de lo que ellos habían sufrido.

“Algunas veces los refugiados se desahogan. No podían aguantar ya mas,” Pongluelert dijo. “Cuando pasas tiempo con aquellos que vienen de la guerra se puede sentir su miseria.”

Adelantándose al verano del 2013. Moua se cambió de la Escuela Secundaria Baird a la Primaria Calwa y se encontró con Pongluelert, dándose cuenta que él era el “Maestro Tum” del campo de refugiados. Él buscó en un álbum fotográfico, encontrando dos fotografías del grupo de la escuela en el campo de refugiados. Aunque han pasado mas de dos décadas, él reconoció a Pongluelert.

Él le mostró las fotos a Pongluelert y dijo, “Yo fui tu estudiante.”

Moua le pudo decir a Pongluelert que su trabajo todos esos años “cambió mucho la vida de los refugiados Hmong” Moua transmitió la importancia de la educación a sus hijos. Sus cuatro mayores se graduaron de a Universidad de California de los campus de Davis, Berkeley y Riverside y también de la Universidad Estatal de California en Fresno, mientras sus tres menores todos asisten a la Universidad de Fresno.

Pongluelert llegó a los Estados Unidos en 1994 después de casarse con una ciudadana de los Estados Unidos empleada de la embajada de los Estados Unidos que él conoció mientras trabajaba en el campo de refugiados. Vino a Fresno para trabajar en el Centro de Recursos para Refugiados antes de obtener su credencial para enseñar y convertirse en un maestro para el Distrito Escolar de Fresno. Él ha enseñado en la Escuela Primaria Calwa por 17 años.

Brunzell, la directora de Calwa no se sorprende de que Pongluelert haya ayudado a cambiar el futuro de Moua. Su propio hijo está en su clase en el cuarto grado este año: “El señor Pongluelert lo ha motivado a ser un aprendiz de una forma como no pensé que fuera posible.”

“Creo que no hay accidentes en la vida. Creo que todos tienen un propósito en la vida y es mi creencia personal que el propósito del Sr. Pongluelert es el de enseñar.”

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