Graduation Rates Go Up

Fresno Unified’s four-year cohort graduation rate for the 2013-14 academic year improved to 79.3%, a 3.1% increase over the 2012-13 academic year, and just shy of state and federal rates. The district announced the improvement earlier this spring, based on data from the California Department of Education.

Four year graduation rates increased for significant subgroups in 2013-14, including Hispanic, Asian, and African-American. For example, Hispanic students’ graduation rates were 77.6%, a 6.1% increase over four years; Asian students’ graduation rates were 86.7%, a 5.7% increase over four years; and African-American students’ graduation rates were 73.1%, a 6.2% increase over four years.

Overall, Fresno Unified ranks first among 10 California Office to Reform Education (CORE) districts in the percentage gained in 2013-14. CORE’s goal is to improve college and career readiness and student achievement through coordinated work on Common Core State Standards implementation.

Scholarship Winners Overcome and Excel

The district awarded $57,000 in scholarships from the Fresno Unified Scholarship Fund to selected graduating seniors from all high schools this year, rewarding 42 students who have overcome significant obstacles on their journey to academic success. We share highlights of 12 recipients on these pages.

The scholarships are funded by contributions from Fresno Unified employees and the community, including supporters who attend the annual State of Education luncheon every fall. Fresno Unified Scholarship Fund recipients this year are:

Bullard High School: Ian Jakob Kaufman (more on Ian on page 9), Mariah Massey, Jael Rincon, Madissen Waterford, and Victoria Arviso Servin.

Cambridge High School: Alexander Ramirez (more on Alexander on page 13).

Design Science High School: Jasmine Lopez (more on Jasmine on page 12) and Casandra Gomez Alvarado.

DeWolf High School: Ryan R. Saleh (more on Ryan on page 4).

Duncan Polytechnical High School: Jennifer Lor (more on Jennifer on page 7) and Eliezer Aguilar.

Edison High School: Mercedes Cruz Sanchez (more on Mercedes on page 9), Diana Stephanie Garcia, Tesla Franco, Jessica Ventura, and Jessica Aguilar.

Fresno High School: Katherine Lor (more on Katherine on page 13), Tang Her, Karina Ochoa, Sarah Elizabeth

See SCHOLARSHIP WINNERS Continued on page 10
Fashion students at Roosevelt School of the Arts will showcase original designs in the “Roosevella” fashion show June 5, capping a week of special fashion activities.

“We are very excited to start this new ‘Roosevella’ tradition on campus,” said Johnny Paul Vera, a designer and alum of Roosevelt High now teaching in the school’s fashion design career pathway.

The revamped fashion design career pathway offers students A-G college entrance courses and access to internships and work experience through industry partnerships, including Paul Mitchell the School Fresno, Deborah L. McCoy and Macy’s.

The fashion design program’s 60 students have been working on the show since the beginning of the school year, starting with creating fashion designs that won numerous awards at the Big Fresno Fair in October.

“The show gives students the opportunity to put their skills into practice and allows them to exhibit their creations to a live audience,” Vera said.

Throughout the first week of June, students and staff will dress in different fashion styles to help promote the fashion show and win VIP tickets. On June 2, a pre-fashion show “members-only” event will showcase the program for district staff, administrators and community sponsors at Roosevelt’s fashion studio in East Hall 109.

“Roosevella” has grown into a school wide effort, including the selection of student models through auditions, the orchestra providing music, and culinary arts students catering the pre-event. Fashion show ticket proceeds will go toward supporting activities in the fashion design program. Refreshments and tickets for a drawing will be sold as well.
SUPERINTENDENT’S Message

(See Page 15 for Superintendent’s Message in Spanish and Hmong)

Focused on finishing the year strong, it’s important to remember the momentum that has been driving our efforts. We set our sights on reaching ambitious outcomes rooted in raising the bar for students, parents, teachers and staff, and we achieved success. Our Board of Education continued its track record of making sound investments that greatly improve the educational prospects of our youth.

Thanks to the continued support and commitment from the Fresno community through Measure K and Measure Q, we opened the doors to our newest state-of-the-art school, Rutherford B. Gaston Sr. Middle School. Modernization at McLane High School broke ground, adding new classrooms and updating areas of the campus. We began construction of Fresno Unified’s newest high school, set to open in August. Focused on innovation, creativity and entrepreneurship, this exciting new school will require students to start their own businesses before they graduate high school. Most recently we kicked off the Bullard High School Phase I Construction Project, which includes a two-story academic building with 24 classrooms. These construction projects are just a few around the district that impact student learning while re-energizing the neighborhoods they serve.

Once again, led by our Board of Education’s ongoing commitment, we continued our focus on early learning, providing opportunities to set our city’s youngest residents on the path to academic success. Our efforts were recently recognized as Fresno Unified was selected as one of only three school districts in California to receive a $500,000 grant from the David and Lucile Packard Foundation. This financial support allows us to strengthen the academic foundation for all students, increasing the probability that a child will stay in school and on target to graduate.

Students at 10 of our elementary schools began receiving 30 additional minutes of instructional time each day while their teachers gained additional professional learning and an approximate 10% salary increase. Next school year 20 more elementary schools will join this model for a total of 30 schools, allowing us to continue our focus on giving students more time with an effective teacher. As a district, that focus also involves connecting student learning with innovative hands-on experiences that drive critical thinking and inspire collaboration. Our new fifth grade Kids Invent! curriculum provided teachers and students with tools and resources supporting science, technology, engineering and math (STEM) learning. Next year, this creative partnership will expand to sixth grade aligning with our redesigned model for middle school students that provides arts and elective activities during the regular school day. These investments further support students as they pursue their Technical Education Linked Learning Pathways implemented just this year at every comprehensive high school. Collectively, these tools will better prepare our youth for college and career.

In April, we saw the rewards of hard work from both our students and their teachers as the 2013-14 graduation rates were released showing an increase of 3.1% and further raising the expectation for this year’s graduates. As you read through the pages of this month’s Building Futures, you can begin to understand the importance of better education and academic success plays in the life of a Fresno Unified graduate. Featured this month are a sampling of the stories of our Fresno Unified Scholarship recipients, who through their determination and resilience, found academic success. It is with great pride that we share their triumph, and reward them with more than $50,000 in post-secondary scholarships.

As we head into the summer months, I encourage all parents and guardians to explore educational options for your children to keep them on track. Studies show that just a half-hour set aside each day during the summer plays an active role in the loss of the knowledge and skills learned during the school year. Life events and financial challenges are things you can do, someone you can support, to help make education possible for more Fresnans. Ask your co-workers, employers, churches, associations, and friends if there are new and creative ways to encourage people in our community to pursue additional education or training. Many local businesses are involved currently in the Learn2Earn program and are sixth grade aligning with our redesigned model for opportunities for even more people to get involved.

Education is possible. It’s easier than you think. Find out how “It’s Possible” by calling (559) 230-4018 or online at Learn2EarnFresno.org.

See SUPT. MESSAGE Continued on page 15
Free Summer Meals Available for Fresno Children

Free summer lunch will be offered at more than 40 school sites this summer for youth ages 1 through 18 beginning June 15.

Fresno Unified is working to ensure that students maintain good nutrition, even during the summer months. Free meals will be available to all youth ages 1 through 18 at more than 40 locations throughout the city beginning June 15 or 16.

No registration, application or demonstration of financial need is required, but meals must be eaten on site. The meals

See SUMMER MEALS Continued on page 7

Jacqueline Andraca Salazar
Roosevelt High School
GPA: 4.14
College: Fresno State
Career goal: Pediatrician
Of note: Enjoys reading philosophy, detective novels, science fiction, adventure and fantasy; plays the flute
Instructor Dr. Gene Poole: “She has a refreshing self-motivation and has distinguished herself as a student-volunteer in the Surgical Department at Community Regional Medical Center.”

Ryan R. Saleh
DeWolf High School
GPA: 2.60
College: Fresno City College
Career goal: Police officer
Of note: Will be the first in his family to graduate from high school and attend college
Inspiration: “As a police officer I feel like I can help people in the community and give back at the same time.”
Teacher Betty Lee Gong: “Ryan demonstrated leadership and made a positive impact with other students at DeWolf and I have no doubt that this will continue at Fresno City College.”

Kimpreet Aulakh, MD
Rowena Murthy, MD
Wenjing Liu, MD, PhD
Ann Holmes, DO
Charles Hung, MD
Luis Martinez, MD

Caring for you and your family
Now accepting new patients, please call to schedule an appointment today!
Pre-Kindergarten Spaces Filling Fast, Parents Urged to Enroll Children

Is your 4-year-old enrolled in preschool?

Fresno Unified’s Early Learning Office is busy registering children who will turn 4 by December 2, 2015. Fresno Unified’s pre-kindergarten (preschool) program offers children a daily three-hour instructional program at more than 60 elementary school sites.

Children have an opportunity to play and learn the skills needed for success in traditional or transitional kindergarten in a supportive and language-rich environment with quality teachers.

Enrollment packets are available on the district’s website at www.fresnounified.org or at Fresno Unified’s Educational Resource Center at 850 N. Blackstone Ave. For enrollment questions or to make an appointment, call the early learning staff at (559) 457-3682 or (559) 457-3803.

Fresno Unified is committed to placing a greater focus on early learning by expanding the number of spaces available to Fresno children. Enrollment is on-going until all seats are filled.

Las Inscripciones para Pre-Kindergarten se Ocupan Rápidamente

¿Está su niño(a) de 4 años de edad inscrito(a) en preescolar?

La Oficina de Aprendizaje Temprano del Distrito Escolar de Fresno se encuentra muy ocupada inscribiendo a los niños que cumplieran 4 años para el 2 de diciembre de 2015. El programa de pre-kindergarten (prescolar) ofrece a los niños un programa de instrucción de tres horas al día en más de 60 escuelas primarias.

Los niños tienen la oportunidad de jugar y aprender las habilidades necesarias para el éxito en el el kinder-garten tradicional o transicional en un ambiente de apoyo y rico en lenguaje con maestras de calidad.

Los paquetes de inscripción están disponibles en la página de internet del distrito en www.fresnounified.org o en el Centro de Recursos del Distrito Escolar de Fresno localizado en el 850 N. Blackstone Ave. Para preguntas sobre inscripción o para hacer una cita, llame al personal de aprendizaje temprano al (559) 457-3682 o (559) 457-3803.

El compromiso del Distrito Unificado de Fresno es el de poner un mayor énfasis en el aprendizaje temprano mediante la ampliación del número de lugares disponibles para los niños de Fresno. Las inscripciones estarán abiertas hasta que se llenen todos los lugares.

Kev Cuv Npe Kawm Pre-Kindergarten Pus Sai Heev Li Ov

Koj tus menyuam muaj 4 xyoos paas tau cuv npe mus kawm preschool?

Menyuam yuav muaj caij nyoog mus kawm tau tej yam uas yuav pab tau rau nwg paub lossis txawj uu tau zoo thauam mus kawm Kindergarten txog kev hais lus nrog rau cov xib fbw uas muaj kev qhia zoo.


Hauv Paus Tsev Kawm Ntawv Fresno txiav txim siab cia muaj cov kev kawm thauam ntxov rau ntu tus menyuam nyob hauv zog Fresno no. Yuav muaj cuv npe mus txog thauam uas cov rooj puv tas lawm.

District Awarded $500,000 Grant for Youngest Learners

Fresno Unified was awarded a $500,000 grant, one of three California districts to receive funding from the David and Lucile Packard Foundation as part of the Starting Smart and Strong Initiative.

The initiative launched in the spring and aims to ensure all children are healthy and ready for kindergarten by improving the quality of adult-child interactions. The grant will allow the district to test and craft solutions that empower parents, caregivers, and teachers to prepare young children from conception to pre-kindergarten for success in school and to reach their full potential. During the first year of this 10-year initiative Fresno Unified will:

• Form a team with Early Head Start and Children’s Services Network to create training models for early childhood educators through the Packard Foundation Learning Lab.
• In collaboration with Exceptional Parents Unlimited, implement a developmental screener and create a range of tiered responses to the results of those screenings.
• Partner with Children’s Services Network and informal care givers to improve a continuum of learning and care for children birth to 5 years old as they move toward enrollment in Fresno Unified schools.
• Create a network of communication and collaboration within district programs and community partners for sharing the work of the initiative.
EMPLOYEE SPOTLIGHT

Webster Elementary School Teacher Puts Students and Families First

Lourdes Gonzalez, a fifth grade teacher at Webster Elementary School, was a recent finalist for an Excellence in Education teacher of the year award. She comes highly recommended by Principal Kelli Wilkins, who said that Gonzalez’s “whatever it takes” attitude has led her to be active in the school’s leadership team and school site council, change grade levels, mentor new teachers, and this year pilot the math adoption and participate in the Kids Invent! program. Students and families always come first for Gonzalez, Wilkins said: “She builds lasting relationships with students and families that often last through middle and high school years.”

How do you stay passionate and energized about teaching?

Seeing the students every morning waiting for me to pick them up in line with smiles on their faces gives me the energy daily to focus on what is most important, which is them. I get the energy daily as I see the growth academically and it makes me strive to do more to keep them engaged and prepare career ready graduates.

You have embraced changes, even difficult ones. What’s your secret?

Faith in God, love and passion in what I do daily. I have learned to embrace change and to teach students in ways that they will apply their learning in the real world. It is important to let my students see me as a role model and that despite struggles similar to what they may face or will face, I never gave up and if I can do it so can they!

Rufina Ayala, a bilingual instructional aide at Lowell Elementary School for 17 years, was a finalist for an Excellence in Education award in the classified category in February. She arrives early to work every morning to tutor students in English and math and tutors at recess and after school as well. Over the years, she has helped many students make significant strides in academic achievement.

“I believe that it really does take just one caring adult to make a difference in a child’s life, and to many students, she is that person,” said Juliana Bonilla, a former colleague of Ayala’s now working at Jefferson Elementary School.

How did you become a bilingual instructional aide?

I became a bilingual instructional aide because I was encouraged by a teacher. Since I was volunteering in her class she told me that I should do it officially so I applied and was hired by Fresno Unified.

What motivates you to help students, even when your duty day is completed?

What motivates me to help students is the need that I see in them to learn. I feel like I have a lot to offer and I’m happy to do it.

What is the toughest part of your job?

I really love my job and there is nothing tough about it. I love my job and I try my best on everything that I do.

What do you enjoy the most?

I love seeing my students learn and progress. I know that the work we do right now will prepare them for life and I enjoy being a part of that.

What do you want people to know about being a bilingual instructional aide?

I want people to know that bilingual instructional aides work hard and help support students who are having difficulty by supporting them in their primary language.

If you had to choose another career, what would it be?

If I could choose another career I would choose to become a classroom teacher because that was my childhood dream.

What’s one thing most people don’t know about you?

One thing that most people don’t know about me is that when I’m not at work, I spend most of my time helping and volunteering my time at church.
**Jennifer Lor**
Duncan Polytechnical High School  
GPA: 3.97
College: Fresno State  
Career goal: Business owner/entrepreneur  
Of note: President of Exlibri Book Club; award for business plan  
Inspiration: “I was up against all the other business students in my school and many of them had great ideas. Hearing my name announced [as a winner] changed something in me. Suddenly, this idea of becoming an entrepreneur didn’t seem so impossible anymore.”
Teacher librarian Mary Jo Meador: “Jennifer’s enthusiasm is contagious; other students are drawn to her as a natural leader.”

**Lonnie Brown**
J.E. Young Academic Center  
GPA: 2.53
College: University of Miami  
Career goal: Helping homeless youth and families  
Of note: President of Exlibri Book Club; award for business plan  
Inspiration: “No one in my family has ever attended a university. I will be the first. But I’ve proven anything is possible, with beating my seizure disorder and conquering so many tough obstacles. I plan to keep proving every stereotype wrong. This is only the beginning of my story.”
Teacher William Larkin: “She is one of those students who make teaching a rewarding experience.”

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**SUMMER MEALS**
Continued from page 4

are generally served Monday through Friday from 10-11 a.m. For further information, call the Food Services Department at (559) 457-6250. The program is federally funded and administered by the USDA’s Office of Food and Nutrition Services. The district served nearly 200,000 meals last summer.

**Alimentos Gratuitos en el Verano Disponibles para los Niños de Fresno**

El Distrito Escolar Unificado de Fresno está trabajando para asegurarse que los estudiantes mantengan una buena nutrición, incluso durante los meses de verano. Alimentos gratuitos estarán disponibles para todos los jóvenes de 1 a 18 años en más de 40 lugares de la ciudad a partir del 15 de junio.

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District Staffer is Award Finalist

Guillermo Berumen, a community relations liaison for English Learner Services, has been selected as a finalist for Fresno County School Employee of the Year.

A panel of judges from the Fresno County Office of Education interviewed Berumen and some of his co-workers and district administrators earlier this spring. Officials will announce the county educators of the Year awards at a dinner Nov. 20.

Berumen moved forward to the Fresno County educator awards process after being named Fresno Unified’s Classified Employee of the Year in February. He has worked for the district since 1997.

In her letter of recommendation for Berumen, Assistant Superintendent Maria Maldonado said that Berumen was a “critical member of our team” and praised him for his “sense of servitude and duty.”

“His readiness to empower parents at each opportunity helps parents not only understand the educational process of students as English learners but understand the importance of participation in the academic life of their children.”

Board Sustainability Sub-Committee’s Message

Community Input Through LCAP Critical to District's Efforts

Every day, the Fresno Unified School District is responsible for educating more than 73,000 children. Many of them come to us with a variety of issues. Some live in poverty, have difficulties learning English, or have no home at all. It is our job to create the conditions for student success, identify any bottlenecks and address them, and work to educate those students. We can’t be successful without addressing all barriers to education, including the social-emotional well-being of our students. This is why the state’s Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP) are important to Fresno Unified.

One of the Board Sustainability Sub-Committee’s most significant roles is to engage the community in the Board of Education’s most important work. The LCAP, an important component of the LCFF, is one of the most critical ways that the community can engage in and support our efforts.

Management oversight of the district’s resources and operations is one of the board’s vital roles. Through your input in the LCAP process, your voice informs the board’s work. At the same time, the overall LCAP plan reflects the board’s most critical priorities on behalf of our students and schools sites.

Through the LCAP process, our staff has sought stakeholder feedback through a variety of community outreach events. The district currently has completed the process of gathering feedback through 37 regional workshops throughout the district. We appreciate stakeholder feedback because it informs our board to decide how the funds will be best spent to meet the needs of our students.

Last year through the LCAP process, the Board of Education was able to adopt a plan that enhances our students’ educational experience by making significant investments in a variety of areas throughout the district and the results have been impactful.

In early childhood education, 120 aides were placed at elementary schools to support our young students. A more targeted approach has been utilized to boost preschool enrollment, which is up a total of 413 students from last year. In addition, transitional kindergarten enrollment is also up 653 when compared to last year. These actions have helped kindergarten students scoring “ready to go” on school readiness assessments; increased actual instructional time by one to two years for students; and supported our objective to have all students reading at grade level by the third grade.

At our high schools, staff has been added to support teachers and students. Credit recovery is offered at all high schools. Ninth grade linked learning pathways are also offered at all high schools in an effort to connect students with career choices they might pursue. Our community day school has a new facility and expanded staff and supports. These actions have produced outcomes such as increased teacher collaboration time and participation in trainings; increased time for student interventions; exposure to options for college and career after school; and more academic and social emotional support for at-risk students.

The impact at our 10 Designated Schools has also been great. The Board of Education has added 30 minutes of time with an effective teacher for every student. We have increased teacher pay by 10% for this extra student time. In addition, those teachers have additional hours of professional development time. Last, one additional certificated staff member has been hired for each school. As a result, students will receive the equivalent of 18 days of additional instruction each year. In addition, students who begin with pre-K and continue through sixth grade will receive the equivalent of nearly two
additional school years of instruction by the time they reach middle school.

Social emotional support has also improved as a result of new funding resulting from LCFF and the LCAP process. Psychologists have been implementing a new system of targeted support. Each region has one individual dedicated to quality implementation of the Safe and Civil Plan. In the McLane High School region specifically, staff has been hired and trained to expand restorative efforts. Child welfare and attendance specialists and social emotional counselors have been hired, trained and deployed. These actions have resulted in creating a school culture that supports academic and social emotional growth for special education students. We are also supporting teachers in creating an environment where students feel safe and cared for. We are reducing suspensions and expulsions to keep students in class. Last, we are working more with families to overcome issues that keep students out of school.

English learners now have more support. Staff has been provided integrated professional learning into existing professional learning throughout the system. Each school now has an assigned staff member for English learner support. Expanded learning time for summer and after school programs is being implemented through the utilization of technology-based methods. The district has partnered with WestEd for some system wide trainings and intensive training for schools. These actions have increased levels of support for English language learners to help them acquire the language skills they need to be successful.

There is no question stakeholder feedback has played a critical role in providing important services to our students. There will be additional opportunities for public input by submitting written comments and attending public hearings at Board of Education meetings. The Board of Education encourages your engagement and input in our LCAP. This plan provides a way to directly support some of our most at risk students.

Ian Jakob Kaufman
Bullard High School
GPA: 4.24
College: Cal Poly SLO
Career goal: Computer and web developer
Of note: Speaks Thai, Lao and English
Inspiration: “Living a frugal lifestyle and rolling with the punches is what we have always done to live with a low income. I decided that my education was the main focus of my life, and I decided to spend more time learning.”
Counselor Janessa Durham: “Ian is naturally bright but also works incredibly hard to not only succeed in class but make his instructors proud of his effort.”

Mercedes Cruz Sanchez
Edison High School
GPA: 3.62
College: Hawaii Pacific University
Career goal: Optometry/ophthalmology
Of note: Advanced skills in computers; loves learning new languages
Inspiration: “My family has taught me that in order to achieve dreams you must be hardworking, responsible, professional, friendly, open-minded, creative and have a lot of perseverance. They are great examples of these qualities.”
Teacher Due Hoang: “Miss Cruz was a very well-organized, hardworking and dedicated individual who is willing to go above and beyond her responsibilities to get the job done right.”

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Common Core State Standards Foster Digital Literacy

The marriage of Common Core State Standards and digital literacy is a necessity for students growing up in a technologically advanced world.

Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. Rather than being a stand-alone set of standards, digital literacy is embedded throughout the Common Core State Standards.

For example Common Core anchor standard 6.6 requires the use of technology, including the Internet, to produce and publish writing and to interact and collaborate with others. These opportunities create a means to engage, motivate and empower students, which in turn helps to build a stronger and more vibrant community.

As defined by Fresno Unified’s Digital Literacy Scope and Sequence, students begin developing necessary computer literacy skills beginning in first grade and progressing until graduating from high school. Students are introduced to skills such as how to care for a tablet or laptop to creating a spreadsheet and manipulating data.

After students are instructed on a particular digital literacy topic, that skill is then reinforced consistently until mastery occurs naturally. By mastering specific technology skills students are then able to select the means by which they will encounter and process information.

All of these skills are required by the Common Core State Standards in English language arts, math, and science. To see an example of digital literacy in practice, view the model lesson videos on the web at vimeo.com/channels/873098.

Teachers across the district are assigning projects such as public service announcements, real world science experiments and math problems for students to meet the Common Core State Standards for subject matter content. And with that creation, comes an opportunity for students to practice, learn and apply technology skills.

Students are no longer just consumers, but creators in a digital age. The Common Core State Standards give students the opportunity to be career and college ready and to meet the challenges of an increasing complex world filled with exciting and emerging technologies.

So what does this mean to parents of Fresno Unified students and to the community at large? Parents should be seeing their students creating and understanding information rather than reciting facts about a particular event or topic. Students should be asking probing questions and grappling with abstract and multifaceted concepts.

As for the community, it can look forward to students solving real world problems, creating new jobs and businesses after college, and helping Fresno continue to be strong and vibrant.

SCHOLARSHIP WINNERS

Continued from page 1

Simko, and Linda Moua.

**Hoover High School:** Autumn Amerman (more on Autumn on page 1), Gabriela Santellano, Xixmena Carol Cuyuch, Ashleigh Marie Solis, and Scott Thompson.

**J.E. Young Academic Center:** Lonnie Brown (more on Lonnie on page 7).

**McLane High School:** Itzel Gastelum (more on Itzel on page 8), Tisa Vongphomsatry, Jennifer Cabrera, Rosalinda Torres Cantu, and Byanca Leyva.

**Roosevelt High School:** Jacqueline Andraca Salazar (more on Jacqueline on page 4), Reyna Venegas, Maysheng Yang, Maria D. Figueroa Alvarado, and Saul Pacheco.

**Sunnyside High School:** Fatima Ahumada (more on Fatima on page 14), Lanah Desumala, Monica Le, Sergio Hernandez, and Jordan Armani Zamarripa.
Classrooms at Fresno Unified’s newest high school will reflect the entrepreneurial and innovation focus of the school, featuring walls designed as whiteboards for writing ideas, and group tables where students project their work from laptops onto high-def video screens and sit in rolling chairs to encourage collaboration.

The new high school is a part of $175 million in Measure Q projects completed or underway throughout the district following the community’s overwhelming support for the bond measure in November 2010. Measure Q projects are providing better teaching and learning environments, a boost to the local economy, and reinvestment in Fresno neighborhoods.

The new school is being built east of Fresno City College at Cambridge Avenue and Clark Street. It will open in August with specialized curriculum focused on building future entrepreneurs while fulfilling A-G college course requirements. Students will graduate having developed, pitched and started their own companies. The school is currently accepting applications from students entering the 10th grade in August.

“The features of the building and campus allow students to experience the environment of a real startup company in an academic setting,” said Principal Brett Taylor. “It’s an atmosphere that promotes innovation and creativity.”

The two-story school will feature eight standard classrooms and two incubator lab classrooms where students will create their own companies. The incubator labs will feature a video screen at each table for six so that students can project their work from laptops.

The school will also feature presentation space, a two-story atrium entry and abundant natural lighting.

All classrooms will have polished concrete floors and walls with Walltalker dry erase coverings that can be written on. Instead of desk seating in rows, students will be grouped at tables equipped with ample electronic outlets.

Some classrooms are designed as team-teaching rooms, oversized to accommodate multi-disciplined learning in English and social studies.

Because the campus cannot accommodate a gym or playing fields, students will take P.E. in a training room, learning fitness regimes they can follow their whole lives to stay healthy.

Other Measure Q projects around the district:

- Baird Middle School: New gym underway and new classroom building in design review.
- McLane High School: New classroom building underway and planned for August 2015 opening.
- Hoover High School: New competition pool complex, with features for swimmers with special needs, targeted for August 2015 completion.
- Heating/air conditioning system upgrades underway at several schools.

Fresno Unified’s newest high school will open in August with specialized curriculum focused on building future entrepreneurs while fulfilling A-G college course requirements. The school is accepting applications from students entering the 10th grade. Students should be on track for graduation upon completing their ninth grade year. For the inaugural class only, the school will accept students conditionally with the understanding that those behind in credits will make them up promptly.

Additional information: www.fresnonewschool.com. Questions: Principal Brett Taylor, (559) 248-7360, (brett.taylor@fresnounified.org) or Vice Principal Blair Eliason (blair.eliason@fresnounified.org).
Hearing, Vision and Speech Problems Can Affect Classroom Success

Last fall, a mobile vision clinic outside Gaston Middle School screened students for vision problems and provided free eyeglasses to those in need.

It was a partnership between Kaiser Permanente Fresno, the Buddhist Tzu Chi Medical Foundation and Fresno Unified School District and it filled a huge need in the district – making sure uninsured Gaston students could see properly.

A Kaiser Permanente Fresno ophthalmologist volunteered at the clinic. More than 50 students, who were prescreened and determined to have vision problems, received free eye exams and glasses. The program may be expanded in the future to other schools in the district.

As a pediatrician, I know the value in having preventive health screenings done early in a child’s development. Well-child checkups, dental exams and vision screenings can help identify potential problems in a child’s potential development problems before they reach school.

Good health is critical to academic success. Studies show that:

• Chronic diseases such as asthma, diabetes, obesity and tooth decay lead to 20 to 30% of students in California having higher absenteeism rates and lower school performance
• Children with poor oral health and poor general health are twice as likely to perform worse in school than healthier children.
• Active and well-nourished, healthy children have better attendance, are ready to learn and stay in school.

May was Better Speech and Hearing month – a good reminder to make sure your child is screened early for vision and hearing problems. Hearing difficulties can affect a child’s speech development. Early intervention is key to ensuring speech impediments aren’t hindering your child’s academic success.

Although all newborns are screened for hearing loss before they leave the hospital, hearing problems can develop as children get older. And a noisy classroom can be difficult for children who aren’t able to hear as well.

Children also develop their language skills from hearing. So poor hearing can lead to poor language skills and difficulty communicating in the classroom or with their peers. If you think your child is having difficulty hearing, make sure to get them tested prior to entering school.

Vision screenings can also prevent issues from developing once a child enters the classroom. Students who can’t see properly may have difficulty following classroom instructions. They may also experience headaches from straining their eyes or have a hard time concentrating.

Sometimes, it can be hard to detect a vision problem. Some children may think it’s normal to see things blurry or double. Children should have periodic vision screenings to prevent these types of issues.

Good oral health is also an important part of your child’s academic success.

Pain from cavities or other dental issues can make it hard for your child to focus in the classroom. Children also are more likely to be absent from school due to oral health issues.

Preventive cleanings, exams and X-rays are a good way to ensure your children’s teeth are in good condition and won’t cause them unnecessary pain in the classroom.

Early intervention and detection are key. Help your children succeed academically – and remain healthy and active throughout their school years – by making sure they receive their preventive health screenings.

For more information on preventive health screenings visit www.kp.org/fresno.

Jasmine Lopez
Design Science High School
GPA: 4.24
College: Undecided
Career goal: Electrical engineering and materials science

Of note: Will receive her high school diploma and an associate’s degree from Fresno City College in math with highest honors

Inspiration: “As I started taking math classes at Fresno City College, I discovered my interest in the process of evaluating problems, and began viewing them as satisfying challenges to be overcome.”

College liaison Tressa Overstreet: “She is a force to be reckoned with, although I am not certain she knows it as of yet. Jasmine Lopez will flourish wherever she is given the chance to fly.”

CNA Program at Fresno Adult School Offers Variety of Career Options

Fresno Adult School offers a certified nursing assistant program that prepares students for a variety of jobs in the healthcare field and can launch students on the path to becoming a nurse.

With CNA certification, students learn healthcare skills that can make them attractive candidates for jobs ranging from physical therapy aide, to medical lab assistant, to coding specialist.

For students looking for an entry level job with potential for advancement, health care offers a wide variety of positions. Valerie Simpson, a vice principal at Fresno Adult School, said a CNA program is a great place to begin.

See ADULT SCHOOL Continued on page 13

CNA students at Fresno Adult School
Vanessa Gonzales, left, and Luscela Escoto practice obtaining patient information while Stephanie Gutierrez-Cortez videotapes their technique to be used later for critiques.
The CNA program is part of Fresno Adult School’s Patient Care Pathway. Fresno Adult School offers several other career pathway programs as well as classes for students learning English and a variety of community interest courses.

A substantial number of students pursue their licensed vocational nurse (LVN) certification after completing the CNA program, and then move on to registered nursing. Fresno Adult School has LVN to RN bridge programs that help students gain entry to the RN programs at Fresno City College and the Madera Community College Center without having to go through the lottery system.

Earleesa Daniel worked as a CNA for two years after completing the Fresno Adult School program and is now pursuing LVN certification on her way to becoming a registered nurse.

“I challenged myself and I’m getting it done,” Daniel said.

Sydney Aguirre, also now in the LVN program, said instructors take a personal interest in each student: “They believe in you.”

Katherine Lor
Fresno High School
GPA: 4.24
College: Fresno State
Career goal: Pediatric oncologist
Of note: Multiple awards for academics, volleyball and badminton
Inspiration: “Going through this experience opened my eyes to the harsh reality of life, but also sparked a light in me that made me realize that I wanted to become a person that could help children with cancer like my sister.”

Teacher R. Kevin Ochs: “I know of few other students who possess the drive, character and leadership qualities that Katherine does.”

Alexander Ramirez
Cambridge High School
GPA: 3.5
College: Fresno City College
Career goals: Auto mechanic; doctor
Of note: Returned to school in the 10th grade with only 14 credits but took night school, Saturday school and extra classes to catch up
Inspiration: “I wanted to prove people wrong. I wanted to prove to them that I could do anything I set my mind to.”

Teacher Joe Trevino: “Alex has developed into a fine young man who is not only ready for the next stage of his academic career but will also excel at it.”
For the last two years the Fresno Unified Student Advisory Board has been working on the Human Element project. The Human Element is a student run kindess campaign driven by one common idea: We are all human. Over these past two years we have taken this idea to many elementary schools and social events.

This movement is growing quickly and is gaining attention by school districts all around California and soon, the nation. (In March, a group of students presented the Human Element at the National School Boards Association convention in Nashville.) We hope other schools districts take the Human Element and present it to their schools, so this little idea of ours can become a nationwide initiative.

But we are still continuing our efforts to make the Human Element big in Fresno. At Roosevelt, we have the Talented Tenth club that connects with the wonderful arts program our school offers. The Talented Tenth is a performing arts youth leadership organization that gives back to the community by performing at assemblies and mentoring students at middle and elementary schools. All the performers have a story. They find a way to share their story using the arts, whether it’s singing, dancing, rapping, or speaking. Their message empowers everyone who listens to it. Only about 10% of the world uses their talent to improve the world, and they are part of that percent.

As I finish out my last semester at Roosevelt High and look back at my freshman year, I have truly seen a change on our campus. I know this change will continue and this change will help everyone on our campus be connected as one, as a family. Everyone wants to be remembered at their school for at least one thing, and yes, I do too. I want to be remembered as the girl who wanted to make this campus very much like a family, and in doing so encourage all students to find their voice and get involved. Once we know everyone’s story we can then go on and change the world.

I’m extremely thankful for all the support campus culture director Néstor Cerda, our staff, and our students at Roosevelt have given me to continue my efforts to make Roosevelt a family and a safe place. Like we all say “Once a Rough Rider, always a Rough Rider!”

### Important Dates

- **Last day of school:** June 11, 2015
- **First day of school 2015/16:** Aug. 17, 2015

### Here’s a healthy, seasonal dish to help you thrive

**Roasted Asparagus with Feta**
Makes 6 servings

- 2 bunches medium asparagus, trimmed
- 2 tablespoons olive oil
- ½ teaspoon salt
- ¼ teaspoon freshly ground pepper
- ½ cup feta cheese, crumbled (even the lower-fat version works well)

Preheat oven to 500 degrees. Toss the asparagus with the olive oil, salt, and pepper in a shallow baking dish. Arrange it in a single layer. Roast for 8 to 10 minutes, shaking the pan halfway through, or until tender when pierced with a fork. Serve hot, sprinkled with the feta.

Visit our Fresno Medical Center Farmers Market
7300 N. Fresno St., Wednesdays, 8 a.m.–1:30 p.m.

kp.org/fresno

[Thrive](https://www.fresnounified.org)
SUPT. MESSAGE Continued from page 3

Enfocados en terminar fuerte el año, es importante recordar el impulso que se ha dado a nuestros esfuerzos. Nos pusimos metas en alcanzar resultados ambiciosos arraigados en elevar el nivel de los estudiantes, padres, maestros y personal y hemos logrado el éxito. Nuestra Mesa de Educación continuó su línea de hacer bue-

Mensaje del SUPERINTENDENTE

Gracias al continuo apoyo y compromiso de la comunidad de Fresno a través de la Medida K y la Medida Q, fue que abrimos de dos pisos con 24 aulas. Estos proyectos, de arquitectura y diseño, se han convertido en una señal de que seguimos adelante. Los estudiantes en 10 de nuestras escuelas primarias comenzarán a recibir 30 minutos adicionales de tiempo de instrucción cada día, mientras que sus maestros ganarán capacitación en el aprendizaje profesional y un 10% de aumento salarial adicional apropiado. El escaso 24 escuelas primarias más se unirán a este modelo para servir un total de 30 escuelas, lo que nos permite continuar nuestro enfoque en dar a los estudiantes más tiempo con un maestro (a) efectivo(a). Como Distrito, este enfoque implica también conectar el apren-

ING the summer, or a few hours per week, can help students close learning gaps and perform at higher levels during the upcoming school year.

Energizado por los logros de este año, me comprometo a mantener el impulso de cu-

Para que los niños sean listos para la escuela a partir de 2030, los que estamos en el 2015-16, tenemos que trabajar duro como ambos, nuestros estudiantes y sus maestros al tiempo que se anunciaron que las tasas de graduación 2013/14 se incre-

En abril, vimos las recompensas del trabajo duro de ambos, nuestros estudiantes y sus maestros al tiempo que se anunciaron que las tasas de graduación 2013/14 se incre-

Seguir con el aprendizaje temprano, proporcionando oportunidades para poner a los residentes más jóvenes de nuestra ciudad en el camino hacia el éxito educativo. Nuestro esfuerzo fue reciente-

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Continuamos con los crecientes montos en el fondo de los proyectos, como el de Construcción de la Escuela Preparatoria Bullard, que incluye un edificio académico de dos pisos con 24 aulas. Estos proyectos de construcción son tan sólo algunos en todo el distrito que impactan el aprendizaje de los estudiantes mientras reenergizan los vecindarios que sirven.

Una vez más, liderados por el compromiso continuo la Mesa de Educación, seguim-

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Healthy Minute

Preventive Care & Immunizations

How healthy you’ll be in coming years can be predicted by your number of risk factors for disease. Having one risk factor doesn’t necessarily doom you to poor health, but your odds increase dramatically when several risks are combined. For example, high cholesterol increases the likelihood of developing heart disease. People who smoke, have high cholesterol and high blood pressure dramatically increase their risk for heart attack.

Your disease risk is determined by factors that fall into these three categories: 1) Medical indicators, 2) Lifestyle behaviors, and 3) Environmental conditions. No matter how many years you’ve practiced bad habits and no matter your age, you can make a fresh start and improve your health.

- Information from Claremont EAP Personal Advantage.

$0 Preventive Health Services Available to You & Your Family

Your health is your most important gift and your most important asset. The Joint Health Management Board (JHMB) is committed to making sure you have resources and information to stay healthy and take the steps necessary to protect your most valuable resource.

Under the Affordable Care Act, there are numerous annual screenings, immunizations, and counseling services that you can receive for free – as long as the services are delivered by a network provider. That means no deductible, no copay, and no coinsurance.

These free preventive care services include annual physical exams, eye exams, family planning counseling, hearing exams, immunizations, prenatal care exams, STD prevention counseling, TB tests, well-women and well-child exams, and much more. For more information, visit JHMBHealthConnect.com/preventive-care-services.

Know Your Numbers

Did you know that eligible Fresno Unified School District employees and dependents can receive a $25 Visa gift card each year they complete a wellness screening? The wellness screenings are free and available annually for employees with district medical insurance, covered spouses, domestic partners, dependents age 18+, early retirees, and Medicare-eligible retirees. The confidential wellness screening includes body composition testing (height, weight, % body fat), a blood pressure check, blood glucose screening, and cholesterol screening.

July Screenings
- July 7 | 7 - 9:30 AM
- July 9 | 5 - 7 PM
- July 21 | 7 - 10 AM

August Screenings
- August 4 | 5-7 PM
- August 6 | 7-9 AM

For more information and to pre-register for a wellness screening, visit www.JHMBHealthConnect.com/events.

A Great Gift for Your Grad!

Computer Loans as low as 3% APR*

- Payments as low as $20 per month
- Loan amount between $500 and $2,500
- Convenient payment options
- Great for college

**Special rate effective 5/1/15 - 9/30/15. Rates are subject to change without notice. Must qualify for membership. Payment example: a 60-month loan at 3% APR would have an estimated monthly payment of $17.97 per $1,000 borrowed.

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