State of Ed Raises More than $27,000 for Scholarships

Fresno Unified welcomed more than 400 guests to the State of Education luncheon Oct. 26 and raised approximately $27,500 for student scholarships, with fundraising continuing throughout the year through the generosity of employee pledges.

Attendees included community, political, and business leaders, as well as staff, parents and students. All proceeds will go to the Fresno Unified Scholarship Fund, which has awarded scholarships to deserving Fresno Unified students since 2009. Last spring, the district awarded $57,000 in scholarships to 42 students, all of whom overcame significant obstacles on their way to academic success.

Guests gathered at the DoubleTree hotel downtown for the luncheon.

See STATE OF EDUCATION
Continued on page 11

New Instruments Music to Ears of High Schools

Throughout the fall, 166 instruments — $175,000 worth — began arriving at the district’s seven comprehensive high schools, delighting student musicians and music teachers.

The infusion of funds for new high school music instruments is part of a plan approved by the Fresno Unified Board of Education earlier this year to support the district’s Goal 2: All students will engage in arts, activities and athletics.

“Getting these new instruments was a huge thrill for our students,” said Megan Day, director of instrumental music for McLane High School. “It’s demonstrating to our students and families that Fresno Unified recognizes how important music and extracurricular activities are to student success.”

Music students and teachers have excitedly unpacked violins, violas, cellos, bows, basses, piccolos, flutes, baritone saxophones, alto saxophones, tenor saxophones, clarinets, bass clarinets, a bell kit, bells, glockenspiels, trumpets, trombones, sousaphones, horns, a euphonium, a vibraphone, flugelhorns, tubas, a marching mellophone, concert bass drums, snare drums, marimbas, concert toms, a 34” gong, microphones, a bass drum case, and keyboards.

The cost of instruments ranged from $98 for a microphone to $7,280 for a sousaphone.

Armed with an allocation of $25,000, each school has completed their ordering of student instruments, with band and orchestra teachers at each comprehensive high school collaborating to determine which instruments best suit the needs of their students and music programs.

Day said the new instruments have given new life to many instrumental sections, where instruments were too worn out to use. She said students are practicing harder, helping more, and striving for excellence.

Instruments will be used by students in orchestras, jazz bands, marching bands, concert bands, and choral groups at Bullard, Edison, Fresno, Sunnyside, State of Ed, and elsewhere.

See INSTRUMENTS
Continued on page 4
Friday Phil Celebrates 35 years Teaching, Entertaining Students

For many Fresno Unified students, a concert performed by the Friday Philharmonic Orchestra is their first experience hearing a live concert, and their introduction to classical music.

The tradition continues, with the Friday Phil celebrating its 35th year of educating and entertaining Fresno Unified elementary students. To mark the milestone, the Friday Phil performed at a Fresno Unified middle school for the first time in its history, with Ahwahnee Middle School selected for this special event on Oct. 23.

The Friday Phil is made up of current and retired Fresno Unified music teachers, retired Fresno State music educators, and other professional musicians. For more than three decades the group has provided a 30-minute concert at a different Fresno Unified elementary school every Friday. Many Friday Phil members also perform with the Fresno Philharmonic, Tulare County Symphony, and various local swing, jazz, and string ensembles.

The Friday Phil performs for more than 20,000 students each year, with concerts featuring a variety of styles and selections and a demonstration of instruments. Students learn about all genres of music and the role of music in everyday life, and gain a greater understanding of music as an integral part of all human societies, past and present.

“Most of our students don’t get a chance to hear the Fresno Philharmonic Orchestra so this has been a chance to bring an orchestra to them,” said music teacher Cynthia Tilghman, a Friday Phil member since the group started. “Upper grade music students even get a chance to conduct the orchestra when we play a march. They love that!”

Tilghman, who plays the clarinet, has taught music at a variety of schools over the years, and is currently teaching at Vinland and Lincoln elementary schools and Baird Middle School.

Tilghman said Friday Phil was launched in 1980 by Chuck Schroeder, music coordinator at the time, and was made up mainly of elementary music teachers.

The Friday Philharmonic Orchestra kicks off its 35th year with a concert at Centennial Elementary School District during the fall.
SUPERINTENDENT’S Message

Superintendent Invites Community to Join “I am Ready” Campaign

“I believe in you.” These four little words take mere seconds to say and convey such a powerful message. Unfortunately, they are words that many youth in our city don’t hear enough of, if at all. On Oct. 26 I was joined by more than 400 members of the community at Fresno Unified’s annual State of Education luncheon who proudly stood up to say just that they believe in Fresno Unified and our 73,000 students.

State of Education serves as our district’s largest fundraiser, this year raising more than $27,000 for our scholarship fund. This annual effort awarded college scholarships to more than 42 graduating seniors last year and we look forward to recognizing even more this spring.

The afternoon provided me the opportunity to share a number of district success stories with employees, community partners and city officials, successes that highlight the positive work going on in our district that can easily be overlooked or lost in the noise.

• More students are kindergarten ready
• More eighth grade students are completing math with a C or better -- 78.06%
• More ninth grade students enrolled in algebra -- 60.24%
• More ninth through twelfth grade students completing AP/IB courses
• More AP/IB exams taken
• More English learner students redesignated as fluent English learners
• More students engaged in Goal 2 activities -- 62.04%
• More ninth through twelfth grade students enrolled in CTE
• Increased four-year graduation rate -- 81.8%
• Reduced behaviors that lead to suspension

Message from Mayor Ashley Swearengin

Just recently, Fresno Unified School District held its annual State of Education luncheon, an event that not only features highlights of the district’s progress in the past year but also raises an impressive amount of money for the Fresno Unified Scholarship Fund.

That’s not the only thing that was impressive -- there were amazing performances by a number of talented FUSD students and inspiring testimonials from young men and women who have overcome tremendous challenges to earn a good education in Fresno.

But the thing that really grabbed my attention was a book that was left on every chair at every table, a book that spoke directly to the effort the City of Fresno is currently undertaking to deal with the conditions of poverty that have hampered our city’s growth.

The book is called “Improving Equity and Access in Fresno,” a fascinating report on the partnership between Fresno Unified and the University of California, Merced to improve access to educational options that will ultimately lead to success in college or career. This initiative focuses on providing sufficient commitment, appropriate data, and the most efficient processes to direct action and attention where they are needed most. That is exactly the approach we are taking at City Hall to “Restore Fresno” and revitalize the neighborhoods where our children are the most vulnerable.

“Restore Fresno” is a compilation of the City of Fresno’s Fiscal Year 2016 initiatives to improve property values, living conditions, public safety and the overall quality of life in our older neighborhoods.

We, too, are directing attention and action where they are needed most, and the evidence shows that we’re already seeing positive changes in our neighborhoods as well as the job market -- the kind of results that experts all agree make significant progress in reversing the recent increase in poverty.

Programs and policy are a means to an end. It’s just as important to offer hope as it is help -- and that’s just as true in government as it is in education. It’s good to know both the City and its largest school district are working in concert to help our children and our families take control of their own destiny.

See SUPT. MESSAGE SPANISH AND HMONG
Continued on page 15
INSTRUMENTOS
Continued from page 1

Roosevelt, and Hoover high schools, as well as at McLane.

“This infusion of brand-new instru-
ments for all of our high schools
has been a great boost for music
programs,” said Catherine Aujero,
manager of visual and performing
arts for the district. “It’s exciting to be
able to provide our students and music
teachers the resources they need to
perform at the highest level.”

Nuevos Instrumentos son Música para los Oídos de las Escuelas Preparatorias

A través del otoño, 166 instrumentos –
con un valor de $175,000 – empezaron
da llegar a las siete escuelas prepara-
torias comprensivas del distrito,
deletanizando a los músicos estudiantes
y maestros de música.

La infusión de los fondos para los
nuevos instrumentos musicales para
las escuelas preparatorias es parte
de un plan aprobado por la Mesa
de Educación del Distrito Escolar
Unificado al principio de este año
para apoyar la Meta 2 del distrito: Todos
los estudiantes participaran en artes,
actividades y deportes.

“Obteniendo estos instrumentos fue
un gran regalo para nuestros estudi-
antes,” dijo Megan Day, directora(a)
de los instrumentos musicales de la
Escuela Preparatoria McLane. “Están
demuestraendo a nuestros estudiantes y a
las familias que el Distrito Escolar de
Fresno reconoce que tan importante la
música y actividades extracurriculares
son para el éxito estudiantil.”

Los estudiantes de música y los
maestros han desempeñado emoцио-
nadamente los violines, violas, violon-
chelos, arcos, bajos, flautines, flautas,
 saxofones baritones, saxofones altos,
 saxofones tenores, clarinetes, clarinetes
bajos, equipo de campanas, campanas,
carillones, trompetas, trombones, tuba
corta, cornos, bombardino, un vibrа-
fono, fiscorno, tubas, corno francés
para marcha, bombo de concierto, caja
de tambores, marimba, tamborines de
concierto, un Gong de 34”, microfо-
nos, estuche para bombo, y teclados.

El costo de los instrumentos oscila
entre los $98.00 por un micrófono a
$7,280 por una tuba corta.

Armadas con una asignación de
$25,000, cada cada escuela ha comple-
tado su orden de instrumentos para
estudiantes, con maestros de banda y
orquesta en cada escuela preparatoria
comprensiva contribuyendo para
determinar cuales instrumentos mejor
se acomodan a las necesidades de su
estudiantes y de los programas de
música.

Los instrumentos serán usados por
los estudiantes en orquestas, conjuntos
de jazz, banda de marcha, conciertos
de banda y grupos corales.

Esta infusión de los nuevos instrumen-
tos para todas nuestras preparatorias ha
sido un gran impulso para los progra-
mas de música.” Dijo Catherine Aujero,
supervisora de artes visuales y escénicas
del distrito. “Es muy emocionante
ser capaz de proporcionar a nuestros
estudiantes y maestros de música los
recursos que ellos necesitan para
desempeñarse a los más altos niveles.

Cov Twj Tshiab yog Suab Paj
Nruag rau Cov Tsev Kawn
Ntaww Theem Siab Tej Pob
Ntseg

Thawm plaws lub caij nplooj zeeg, 166
qhov twj – raug nqi li ntaww $175,000 –
pib tuaj txog hauv hauv paus tsev
kawn ntaww xya lub tsev kawn ntaww
theem siab, cov tub kawn ntaww suab
paj nruag thiab cov xib fwb suab paj
nruag txaws siab kawg li.

Cov nyiaj txiax sib xyaw rau tsev
kawn ntaww theem siab cov twj
suab paj nruag tshiab yog ib feem ntuaw
ib qho kev npaj taw pom zoo los ntaww
Fresno Hauv Paus Tsev Kawn Ntaww
Pawg Thajw Cov Kej Kawn Txuj Ci
thaum nxov lub xyo no los txhaww
pab hauv paus tsev kawn ntaww lub
Hom Phiaj 2: Txhua tus tub kawn
ntaww muaj feem txuam hauv kev ua
duab zoo nkaug, tej dej num uh thiab tej
kev ua ki las.

“Tau cov twj tshiab no yog ib qho uas
muaj kev zoo siab tsaj plaws rau peb
cov tub kawn ntaww,” Megan Day hais
li, thawj cov ntuaw paj suab paj nruag
rau McLane High School. “Nws qhia
tau rau peb cov tub kawn ntaww thiab
tesv yim neeg tias Fresno Hauv Paus
Tsev Kawn Ntaww lees paub tias suab
paj nruag thiab tej dej num kawn ib
cag ntxiv tseem ceeb naupi li cas rau
tub kawn ntaww kev kawn tau.”

Cov tub kawn ntaww thiab xib fwb
suab paj nruag zoo siab kawg nkaus los
thuav cov violins, violas, cellos, bows,
basses, piccolos, flutes, baritone sax-
phones, alto saxophones, tenor saxo-
phones, clarinets, bass clarinets, ib co
khom dai tsbw, tsbw, glockenspiels,
trumpets, trombones, sousaphones,
horns, euphonium, vibraphone, fulgel-
horns, tubas, marching mellophone,
concert bass drums, snare drums,
marimbas, concert toms, 34” Gong,
microphones, a bass drum case, thiab
keyboards.

Tus nqi ntaww cov twj no pib txij li
ntaww $98.00 rau iub lub microphone
txog $7,280 rau iub lub sousaphone.

Npaj ib qho kev faib ntuaw $25,000,
ten lwvb lub tsev kawn ntaww tau ua tiaw
laww qho kev qyuav tub kawn ntaww
cov twj, nrog rau cov xib fwb “band”
thiab “orchestra” hauv tej lwvb lub tsev
kawn ntaww theem siab ua hauj lwm
toom kes los txiav txiim siab seb cov
twj twg zoo tsaj plaws rau tej kev
xv tau ntaww laww cov tub kawn ntaww
thiab kev kawn suab paj nruag.

Cov twj yuav raug siv los ntaww cov
tub kawn ntaww hauv orchestras, jazz
bands, marching bands, concert bands,
thiab tej pawg choral.

“Qhov kev sib txuam ntaww cov twj
tshiab tshiab no rau peb txhua lub tsev
kawn ntaww theem siab yog ib qho
kev txhaww zoo kawn rau kev kawn
suab paj nruag.” Catherine Aujero hais
li, tus tswej ntaww kev los duab thiab
kev ua yeeb yam rau hauv paus tsev
kawn ntaww. “Nws qyov kev zio oob
tshaj plaws muaj peev xwm los npi
muaj tej kev pab li no rau peb cov tub
kawn ntaww thiab cov xib fwb suab
paj nruag lawv nsaw los ua yeeb yam
theem siab tsaj plaws.”
PARENTS

District Students Receiving Results from New Tests for First Time

The first set of results from the state’s new standardized tests were recently mailed home to students and families on a Student Score Report.

Students took the new computer-based tests, the California Assessment of Student Performance and Progress (CAASPP), last spring. Students all over California in grades 3 through 8 and 11 took these new tests, which replaced the former paper-based STAR tests.

Students participating in the CAASPP took the following tests:
• Grades 3 - 8, and 11 English language arts and mathematics (referred to as Smarter Balanced)
• Grades 5, 8, 10 Science
• Grade 11 Early Assessment Program (EAP)

This is the first year students will receive scores for English language arts and mathematics. The scoring scale for the new tests is too different from the former exams to make any comparisons between old scores and new. That’s why this year’s scores are better thought of as a starting point from which to measure academic achievement going forward.

Fresno Unified sees these tests as an academic checkup. Like class assignments and report cards, they are just one gauge of student progress.

Parents should contact their child’s teacher to discuss ways to support students on the road to college and career readiness. The test scores are not meant to discourage anyone, but to empower everyone -- students, parents, teachers, counselors, administrators, and the entire community -- as they work together to prepare students for the future.

To learn more about the test and how to understand a student’s individual Student Score Report, please visit www.fresnounified.org.

District Implementing Restorative Discipline Practices, Culture

Fresno Unified is part of a shift in education toward “restorative practices,” a school culture and discipline model emphasizing building, affirming and repairing valued relationships that are seen as central to learning.

District leaders say students are benefitting from the shift. For example, last year at McLane High School the students who participated in a restorative conference after a fight had no repeat fights.

“It’s an amazing outcome as typically when students fight, they are suspended and told to avoid each other, but the root of the conflict is never resolved,” said Rick Santos, vice principal at McLane High School. “The students would return to school after the suspension and the conflict remained -- even escalated.”

The behaviors leading to suspension and expulsion within the McLane region have also declined dramatically, said Ambra Dorsey, executive director of the Department of Prevention and Intervention.

The shift to restorative practices began with a May 2013 vote by the Fresno Unified Board of Education to adopt a resolution in support of restorative justice/practices. Students United to Create a Climate of Engagement, Support and Safety (SUCCESS) -- a youth advocacy group -- had rallied for the Fresno Unified Board of Education to adopt a resolution in support of restorative justice/practices.

The goal is to build the capacity of all staff members to use a restorative approach and to help the school culture/climate team build a restorative culture on campus.

Implementation is a transformational shift in school culture and discipline, moving away from many traditional approaches that were not achieving the desired outcomes for students socially, emotionally or academically. Research shows that punitive disciplinary measures are often overused and applied inconsistently.

School safety is critical, yet research has shown that overuse of suspension and expulsion actually makes schools less safe. These practices damage school connectedness -- one of the most powerful protective factors for young people, as they miss out on the opportunity to learn and benefit from

See RESTORATIVE JUSTICE

Continued on page 8
EMPLOYEE SPOTLIGHT

Tenaya Teacher Embraces the Energy of Middle School Students

English teacher David Harris, who has been at Tenaya Middle School since 2004, is known for his strong rapport with students, leadership role among teachers, and assistance to new teachers. Prior to Tenaya he taught for eight years at Bullard High School.

How did you come to choose teaching as a career?

I was influenced by my older sister, who was already a teacher. She encouraged me to be a teacher when I was in college, but I chose a different path out of college. As time went on I had a desire to get back into coaching, which I did in college. I saw teaching as a means to do so and just a few years after college a situation arose wherein I could go back to school and get my teaching credential, so I took advantage of it.

What is unique about teaching middle school students?

They have so much energy! I don't remember having so much energy when I was their age, but maybe we all did as well. Middle school students are themselves in the midst of so many changes and are moved by those changes to question what is happening around them. They passionately concern themselves with the "why" of things so a teacher must be ready to give them a valid reason for why they are learning what they are learning.

What do you enjoy the most about your job?

It sounds cliché, but making a difference, both short-term and long-term is the greatest reward. It makes me proud to see students perform and produce in the here and now, but I also take pleasure in talking to former students who comment on how they benefited from their experience at Tenaya or Bullard.

What is the most challenging?

The constant changes present the biggest challenges. The curriculum we present to students must be dynamic because our students are dynamic. It's a tremendous challenge to keep up with both.

Have you set some specific goals for your classes this year?

Yes, I'm giving greater attention to the specific progress students are making throughout the year with the goal of every student being prepared for high school next year. We are comparing certain assignments from different points of the school year to monitor the progress of students' reading comprehension and writing proficiency.

LVN who Helps with Shoe Project is Perfect Fit at Hidalgo

Brenda Jackson-Oliver, a licensed vocational nurse at Hidalgo Elementary School, plays a critical role in providing students at her school with new shoes through the Shoes That Fit program. She has worked in the district since 2008. Gail Williams, director of Health Services, said Jackson-Oliver "values every child."

“She cares deeply for all of the students she sees and does what she can to support them to be in school, in class, and participating in activities,” Williams said.

How did you come to be an LVN at Fresno Unified?

I was volunteering in my child’s classroom at Kratt Elementary when the principal at the time, Mrs. Bricker, offered me a noon-time assistant position. Then she sent me to HR when the LVN position opened up. I applied, interviewed and joined the team.

What do you enjoy the most about your job?

Helping the children and their families in any way possible.

What is the most difficult aspect of your job?

The restrictions of resources to help those in need.

Tell us about the shoes project at Hidalgo.

The program is called Nordstrom New Balance Holiday Giving Program.

What book are you recommending to others right now?

“The Double” by Jose Saramago. It's challenging, to say the least.
Students at Addicott Elementary School, which serves students with physical and mental challenges, have a fun day at the Big Fresno Fair Oct. 8.

Tioga Middle School teacher Moises Fagundes is surrounded by members of the Tioga band on Oct. 9.

Fresno and Hoover high school cheerleaders exchange greetings at the football game between the Warriors and the Patriots Oct. 9.

The League of Legends Club tournament at Sunnyside High School attracted 34 students Oct. 3.

It’s show time for Sequoia Middle School students during their theater arts elective Oct. 9.

Fresno Unified schools shared these photos of students participating in Goal 2 — arts, athletics and activities — via Fresno Unified’s social media by using the hashtag #FresnoGoal2. For the next edition of Building Futures (February 2016), share your best career technology education photos by using the hashtag #FresnoCTE.
In the world of education there are some walls that should be built.

The approach is inextricably tied to the philosophy of growth mindset -- the belief that it is in people’s nature and under their control to learn and become better through effort and practice. Growth mindset is a foundational component of restorative practices implementation, as it teaches students to embrace mistakes as learning opportunities.

A restorative approach should not be confused with permissiveness; in fact it involves both high expectations and levels of structure, as well as support, nurturing and engagement.

For example, restorative practices counselor Jill Blanks is leading the implementation of student-led community building circles. Students are taught to facilitate the circles with various groups of peers and eventually their entire class. The circles better meet students’ needs for belonging, significance and meaningful contribution. It has been such a positive and powerful approach that all 12 restorative practices counselors are now using it.

“In the past, when students were asked to solve a problem they would respond by saying, ‘Well, I told the teacher’ or ‘Huh?’ and it would be up to me to come up with a solution,” said Jenni Jones, a teacher at Hidalgo Elementary School. “I recognized that these solutions were sometimes not very effective. Now, by facilitating the circle process, I help students come up with their own solutions.”

In fact, important academic skills such as collaborative learning, critical thinking, problem-solving, and listening and speaking standards are all developed through engaging in restorative practices.

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RESTORATIVE JUSTICE
Continued from page 5

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Our income guidelines recently increased making it easier for families to qualify!
New Pool Reflects Bright Future for Hoover High School

Guests gathered in damp air under cumulus clouds at the edge of a mirrored blue pool on Oct. 1 to dedicate the Hoover Aquatics Center. This moment, at once celebratory and sacred, commemorated Hoover High School’s transition from the past to the future -- a future filled with access for every student and state-of-the-art facilities for trainings and competitions.

Faculty and student alumni climbed the steps into the newly covered stands and greeted each other with hugs, laughs, and stories from the past. It didn’t take much coaxing to get people to talk about how it was before the new Hoover Aquatics Center.

A special education teacher described the difficult maneuvers she used in the past to help her students in and out of the pool. It was tough work, but always worth the effort to see the joy of a student with restricted limb movement finally floating freely, defying gravity in the pool. A coach recounted water polo competitions where goalies would accidentally stand up, forgetting they were in the shallow end of the pool.

Stories abound like these that amplify the significance of the Hoover Aquatics Center for this community.

After formalities, remarks, and acknowledgements, cheers went up with the splash of Fresno County Special Olympics swimmers breaking the stillness of the water. Josie Ortega, a Special Olympics athlete for Fresno County, used the mobile aquatic chair to ease carefully into the pool, then swam a solo lap to the sound of applause and cheers. Elementary and middle school students also took turns swimming laps, experiencing the reality of an extraordinary promise -- in a few short years, this would be their pool, too.

The significance of this pool has not gone unnoticed by many in this community. The Fresno Unified Board of Education asked the community to help name the pool, and hundreds of suggestions were submitted. The new pool name will be unveiled within a few months.

The Hoover Aquatics Center is 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.

District Formally Dedicates Patiño School of Entrepreneurship

Fresno Unified celebrated the opening of the Phillip J. Patiño School of Entrepreneurship with a dedication ceremony that included Patiño family members and guests from the business community, as well as students, teachers and district leaders.

With the first half of the school year nearly complete for the brand-new Patiño School of Entrepreneurship, students are immersed in learning real-world business skills through the traditional course subjects of math, English, social studies, and science. At the same time, they are acquiring the academic, entrepreneurial and technological skills they will need for college and career.

At an Oct. 12 dedication ceremony, Bitwise Industries chief executive officer Jake Soberal emphasized to the students the uniqueness of their opportunities.

“You are sitting in a moment where there is absolutely no inferiority to your experience as compared to any place in the world when it comes to starting a business, founding a company and being sort of the guide of your own life, the guide of your existence,” Soberal said.

Soberal’s company -- a Fresno tech hub -- is among several community partners from business, higher education and job development working closely with the school.

The dedication was an opportunity to show off the campus, students and staff and honor the school’s namesake, Phillip J. Patiño, who died in 2012. The district unveiled a plaque with Mr. Patiño’s picture on it, with family members on hand.

Patiño was a teacher and administrator who worked at Hoover, Bullard and McLane high schools; Hamilton, Kings Canyon and Sequoia middle schools; and Webster and Calwa elementary schools before his retirement in 1991.
PATHWAY SPOTLIGHT: Education Pathways at High Schools Give Students Head Start on Teaching Careers

Hundreds of high school students in Fresno Unified are getting a jump-start on teaching careers through teacher/education pathways offered at several campuses.

The pathways expose students to careers in education by offering real-world learning opportunities through meaningful work-based experiences, including internships and employment and/or school-based enterprises, such as cross-age P.E. tutoring.

At the same time, the teacher/education pathways are part of the district’s pipeline for developing its own teachers, with career technical education staff working with the Teacher Development and Human Resources departments. For example, the district offered paid internships to approximately 40 students last summer to work as paraprofessionals at summer school. Fresno Unified teacher Maiv Thao discovered her love for teaching as a high school student at Duncan Polytechnical High School taking education pathway courses.

“Having that opportunity to just be inside the classroom and work alongside a teacher during high school was phenomenal,” Thao said. “Working with young kids at such an early age solidified my dream of becoming a teacher myself.”

After graduating from Duncan in 1999, Fresno State awarded Thao a Teaching Fellowship scholarship and she earned her bachelor’s degree in three years. She was a Fresno Unified classroom teacher for seven years before joining the district’s Teacher Development team, working with aspiring educators in the high schools’ education pathways and Para Academy Program.

“I just feel like it’s an opportunity to recruit from within, to grow our own teachers who reflect the diversity of our students and who understand our students and where they come from and what they have overcome,” Thao said.

Education pathways launched at Roosevelt and McLane high schools in 2014-15 each have about 250 freshmen and sophomores. The Teacher Academy at Sunnyside High School began several years ago, offering courses in education and child development. As part of the program, students work with Sunnyside feeder schools in classrooms. Duncan also has a Teacher Academy with juniors and seniors, but is phasing out the program as other pathways continue to grow.

Fresno Unified offers 17 Linked Learning pathways, as well as other career pathway courses, as the district continues to bolster efforts to prepare students for the real world of work and make learning relevant.
Community members who want to participate in discussions about supporting students at Fresno Unified schools can do so by attending one of nine workshops scheduled December through February.

Fresno Unified School District invites parents, teachers, staff, students and administrators to attend a Local Control Accountability Plan (LCAP) workshop. The workshops will include an update on how Fresno Unified students are doing academically, types of programs and services offered, and time for feedback on how future funding should be spent. Opinions offered at the workshops will help the Fresno Unified Board of Education determine how funds will be best spent to meet the needs of students.

The workshops are generally provided during the evening. Babysitting, light food, and translation services will be provided.

### Schedule of workshops

<table>
<thead>
<tr>
<th>High School Preparatoria</th>
<th>Date</th>
<th>Time</th>
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</tr>
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<td>2/2/2016</td>
<td>5:30pm</td>
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<tr>
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<td>Sunnyside</td>
<td>12/17/2015</td>
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<td>Cafeteria</td>
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</table>

Keynote speaker was Superintendent Michael Hanson, who shared news of the district’s progress and stressed his appreciation for all those who partner with Fresno Unified to support students.

He talked at length about the numerous obstacles many of the district’s students face. He said the only solution is to fight “concentrated poverty with concentrated education, coupled with strategic, deep partnerships.”

Despite the hurdles Fresno Unified students face, Hanson called out a number of accomplishments, including more students are kindergarten ready; more eighth grade students are completing math with a C or better (78.06%); more ninth grade students are enrolled in algebra (60.24%); more ninth through 12th grade students are completing AP/IB courses and more AP/IB exams are taken; more English learner students have been redesignated; more students are engaged in Goal 2 activities (62.04%); the four-year graduation rate has increased to 81.81%; the behaviors that lead to suspensions are reduced and expulsions are down; and more graduates are completing A-G requirements.

Hauv Paus Tsev Kawm Ntawv Fresno caw cov niam txiv, xib fwb, neeg ua haujywm, menyuam kawm ntawv, cov thawj coj tsev kawm ntawv tuaj koom qhov Local Control Accountability Plan (LCAP) cov rooj cob qhia. Cov rooj cob qhia no yuav muaj qhia txog Fresno cov menyuam kawm ntawv kawm tau zo li cas., muaj kev pab lis cas, muab pab li cas thiaj txais yuav.
Sunnyside High School Boxer is Big Hit at Russian Tournament

Marc Castro, a junior at Sunnyside High School and world champion junior bantam weight boxer, trains with his dad, Tony Castro.

Sunnyside High School’s Marc Castro is a world champion junior boxer aiming for the Olympics and a professional career in the ring, but is also a 3.78 GPA student and plans to pursue a college degree.

As part of Team USA, he brought home the bantam weight gold medal from St. Petersburg, Russia in September, only the second American ever to win a gold medal at the Junior World Boxing Championships. In January, he travels to Reno to compete at the Junior Open and Youth National Championships.

Despite Marc’s rigorous training and extensive travel for boxing, his Sunnyside teachers say his grades are high and he is an exemplary student. He is part of the AVID academy and is taking two AP courses.

“Marc is an exceptional student,” said Sunnyside Vice Principal Pablo Jimenez. “Even though he sometimes trains before and after school and has been gone for weeks at a time during training and representing our country, he always keeps up with his school work.”

Marc said the time and intensity required for boxing has paid off in other areas of his life.

“The discipline of boxing has helped me shape my life, help me know what I want in life,” Marc said.

Marc began boxing at age 4, trained by his father, Tony Castro. He won his first national tournament when he was 12. His toughest experience, however, was traveling overseas for the first time to Russia, to box in front of a partisan crowd in Sibur Arena.

On hearing about Marc’s victory, Jimenez said: “I was truly amazed and filled with school, city, state, and national pride.”

Marc said it’s been fun to share his success with his peers and teachers at Sunnyside. He had some advice for young people: “Find out what you want in life. Always focus on school, and find things you would enjoy.”

Marc’s twin sister, Esmeralda, is also driven in her own way, with plans to graduate early and dive into college work. His mother, Lorena Camacho, is a bilingual paraprofessional at Ewing Elementary School.

Infusing Art into Early Learning: Preschool and Picasso Pair Perfectly

Who is Claude Monet?

Ask a prekindergarten student in Fresno Unified and they can probably tell you. Weaving visual arts into the standard prekindergarten curriculum has been the norm in prekindergarten classrooms since 2012.

Throughout the school year, 24 pieces of artwork from well-known artists such as Monet, Vincent Van Gogh, Pablo Picasso, Paul Klee, Diego Rivera and Frida Kahlo are featured and integrated into the literacy and math curriculum. A variety of children’s texts and books connected to curriculum provide students an opportunity to learn about the artist and their work.

Students experience a variety of art mediums, from paint to pastels to cut-paper collage, creating their own works inspired by the artistic styles of the artist featured. The visual arts program is process-based and not focused on the end product. Teachers lay the groundwork for learning and then encourage students to explore, make their own meaning, and create their own original art.

Many researchers have concluded that integrating the arts for young children can contribute to student achievement and later success in life.

“Teachers attribute an explosion of language and literacy skills in their 3- to 4-year-old students to the visual arts curriculum. It has created a true community of learners where the arts are inclusive and provide a language common to all,” said Julie Montali, an early learning manager.

Preschool teachers Renee White and Maria Rodriguez at Ewing Elementary School, who have implemented the program for the last three years, concur.

“Art has enhanced our classroom tremendously,” White said. “Children are building vocabulary, self-confidence and social skills by sharing their own art with peers. I hear students using words like tint, shade and horizon. I observe students noticing the lines, colors, and shapes used in works of art by very famous, real people.”

In addition to increased academic language, literacy skills, and student engagement, the visual arts program promotes positive connections between home and school. At the end of each unit, some teachers put on an art showcase and invite parents to become part of the learning. And the art students bring home is a catalyst for parent-student conversations.
Manchester GATE Named National Blue Ribbon School

Manchester GATE Elementary School has been named a 2015 National Blue Ribbon School, one of just 29 schools in California and among 335 from around the country selected. Manchester GATE and the other California schools selected were recognized as Exemplary High Performing Schools and were required to be performing in the top 15% of schools statewide as measured by state assessments. Manchester also received the honor in 2001 and 2009.


Tehiptite Middle School Receives Donations

Tehiptite Middle School received two donations that will support the school’s staff and students. Comcast Foundation donated $5,445.76 to the student body in appreciation for helping make the 14th annual Comcast Cares Day on April 25 a huge success. The event brings together members of the community and Comcast employees to clean schools, landscape public gardens, stock food banks, and provide other services to improve communities. In addition, Temple University donated $700 for use by Tehiptite teachers for the staff’s 100% participation in a survey on Innovative Professional Learning (IPL).

McLane Student Studies at Stanford over Summer

Unlike most students who were able to relax during their summer break, McLane High School senior Spenscer Williams participated in a five-week science and medical enrichment program at Stanford University. The acclaimed Stanford Medical Youth Science Program (SYMSP) is a highly competitive program that receives an average of 400 applications from high school students nationwide. Spenscer was among only 24 are selected. SYMSP provides participants with the opportunity to enroll in science and medical research courses taught by Stanford professors. Participants also have the opportunity to intern alongside physicians at Stanford University Medical Center and are required to volunteer at the local YMCA.

Gaston Principal Wins Educator Award

Felicia Quarles-Treadwell, principal at Gaston Middle School, was named educator of the month for October for her commitment to improving technology at the school. Efforts include teachers receiving training for use and implementation of stereoscopic 3D content. The award was presented by Educators of America, a non-profit organization connecting teachers with the training and technology needed to increase student achievement.

Cooper Student Wins Prestigious Scholar Award

Cooper Academy eighth grade student Vanessa Flores-Renderos has been selected as a Jack Kent Cooke Scholar following a seven-month application process. Vanessa was among 1,900 applicants across the country, with only 70 students selected. This is a prestigious scholars program that will provide her with a wide range of opportunities to accelerate her opportunities for post-secondary success.

Fresno Unified Psychologist Wins State Award

Fresno Unified school psychologist Tim Conway received statewide recognition Oct. 16 with the Region III Nadine M. Lambert Outstanding School Psychologist award, given by the Central Valley Affiliate of the California Association of School Psychologists.

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

I love Mexican food and try to eat it any chance I can.

If you were not an LVN, what career would you choose?

Daycare or something similar. I imagine my retirement years will involve volunteering with children in some capacity.

What is your dream vacation?

Being with family and friends on a beach.

EMPLOYEE SPOTLIGHT

Continued from page 6

through Shoes That Fit. We are very thankful that our children will be recipients of free shoes. This year, 75 of our children will get new shoes before the winter break. The children were chosen by Hidalgo staff, their feet were measured and sized, forms were filled out and then were submitted by Sept. 11.

What is the reaction of the students when they receive new shoes?

It is so hard to express the light of joy on their faces at the gift of new shoes. It is a sight I will always remember. Some of students are wearing shoes held together with staples, rubber bands or duct tape.

I understand you have had no absences from work for three years. How did you achieve that?

I am dedicated to the staff and children in the district.

What do you strive to do when you are assisting students?

Establish trust so the children understand my only goal is to help them any way I can. From simple teaching, first aid, ice packs or referral for family assistance, we try to use whatever resources that are available.

What is something most people do not know about LVNs?

We work to assist the RNs to carry out doctor’s orders, administer first aid, input immunizations, charting, and so much more and then explain on a daily basis that we are unable to administer medications without a doctor’s order to parents. We are the first and sometimes the only contact with medical staff that the students see unless something needs more medical evaluation.

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

I love Mexican food and try to eat it any chance I can.

If you were not an LVN, what career would you choose?

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What is your dream vacation?

Being with family and friends on a beach.
Cambridge High School Student Leader Encourages Kindness Campaign

By Roy Correa
Cambridge High School
ASB President

Fresno Unified’s Student Advisory Board (SAB) continues to highlight the Human Element kindness campaign not only by creating videos, but also by spreading the word within our community.

On Oct. 8, students from each high school attended a training lead by Phil Boyte of Learning for Living/Breaking Down the Walls. The training showed students how to share their stories in a creative way. Students were given three topics to talk about when they share their story: challenge, choice, and outcome. In the coming months, students will focus on sharing their stories to inform and inspire others, first with middle schools in the district and then with the community. During an SAB meeting, students began to brainstorm on ideas on how to spread the Human Element within the community. DeWolf indicated sportsmanship during games. If something happens to a student, we should all support because we are all family. Another idea presented at the meeting was for students to get out into the community and host neighborhood events. Also, informing neighborhoods surrounding our high schools regarding different activities happening at the school and encouraging them to attend.

SAB students also want to involve the media in spreading the Human Element message. The main idea is to encourage the media to highlight the positive, not only the negative. Our local schools are doing their best to spread kindness and having the media involved will help spread kindness throughout Fresno.

At Cambridge High School, we are continuing to work hard to spread the Human Element on campus, including organizing a Kindness Week every month featuring daily activities for students. Whether it is giving a smiley sticker to each student or having students give each other compliments, we are encouraging our students to be kind with one another.

This year, Cambridge was inspired by last year’s SAB Human Element video created for the No Bull Challenge, and is currently working on making our own anti-bully video. Possible video themes we are looking into is how social media contributes to bullying, addressing the bully mindset, and don’t be a bystander and stand up against bullying.

Cambridge is doing its best to encourage kindness, respect, and self-discipline. We want to change the perspective of how the community sees Cambridge. We don’t want to be labeled as a bad school because we are a continuation high school. We want to be seen just like any other high school, with students who want to graduate.

Fresno Unified Offers New Teachers Professional Learning Workshops

Fresno Unified is emphasizing professional learning opportunities for new hires to the district.

With the hiring of almost 300 new teachers this school year, the need to provide support and training is paramount. Beginning in 2014, Fresno Unified began offering monthly Saturday workshops for new hires to attend. In addition, New Teacher Conferences have been offered at the beginning of each semester.

“These workshops and conferences give our new and aspiring teachers the opportunity to grow as professionals and take their new learning back to their sites and accountable communities,” stated Teacher Development Manager Traci Taylor.

The professional learning targets not only newly hired teachers but aspiring teachers in Fresno Unified’s teacher pipeline programs, including paraprofessionals, student teachers, interns, and members of Fresno Unified’s Transition to Teaching and Teacher Residency Programs.

The 2015-16 workshops and conferences have provided numerous topics for new and aspiring teachers to choose from, including differentiating classroom instruction, engagement and classroom management strategies, working with English learners and ATLAS gradebook support. In addition, sessions have been designed to support new teachers working in special education classrooms. Each month Teacher Development is training over 200 new and aspiring teachers at the Saturday workshops.

For more information about the Aspiring Programs offered by Fresno Unified, please visit Human Resources at http://www.fresnounified.org/dept/hr/Webpages/default.aspx.
人都或甚至一个。它将带走所有的人保持这个动量的势头。

下月开始，您将开始看到和听到来自我们Fresno联合家庭成员的Fresno联合学校，以及作为较大的Fresno社区中的一员，准备好站起来当一个部分这个重要努力的贡献者。追求这个毕业里程碑将带走每一个单独的一位，就是为什么Fresno联合是推出的一个新的运动叫做“我是准备好。”作为 superintendent，我请求你加入。成为这个部分的积极的对话者，邀请，达到一个学生中你认为需要一点额外的帮助，阅读你自己的小的和确保你的学生在每天，每天而且保持在目标，以毕业——成为这百分之百的。你准备好吗？

**SUPT. MESSAGE**

**Continued from page 3**

Fresno está lanzando una nueva campaña llamada “Estoy listo.” Como superinten- dente, les pido que se nos unan. Siendo parte de la conversación positiva, como voluntario, contactándolo a un estudiante que conozcan que necesita un poco de ayuda o orientación, dé la su atención, asegúrese que sus estudiantes asistan a la escuela diariamente y que continúen enfoquados en la graduación – y sean parte de la meta del 100%. ¿Están listos?

**Thawj Coj Tsev Kawm Ntawv Cov Lus Tshaj Tawm**

Tug Thawj Coj Tsev Kawm Ntaww Caw Zej Zos Los Koom Qhov Kev Sib Tw “Kuv Npaj Tau Lawm”

“Kuv ntseg rau koi.” Plaub lo los no siv sjihawm me me los hais xwb thiam sis muija zog hee li. Yog ib cov las uas muija coob leej ntau tus txhais hius hlau peb lub los zov los nso isxs txhaw. Yog li ntnaw lub Kauam Hli Hnub Tim 26, kuv koom rong rau Cov neeg zej los coob tshaj 400 tus tham rau ntnaw Haus Paus Tsev Kawm Ntaww Fresno pluaus no sij Tham Tham Xyoos Kev Kawm Ntaww Ib Xyoos Muaj Ib Zuag uas uas rau sawv daws sawv los hais tias lawv ntsseg Fresno Cov Tsev Kawm Ntaww thiab peb 73,000 tus menyuam kawm ntnaw.

Qhov kev tham txog kev kawm ntnaw no yeg pab peb lub hauz paus tsev kawm ntnaw qhov kev nraiv njaiy loj tshaj, xyoo no peb njaiy hauv ntau njaiy los 27,000 rau peb qhov qyaj rau cov lub ntxhais kawm ntnaw tus yuav mus qib siab. Qhov njaiy peb txhua xyoo nraiv no pab tshiav coob thaj 426 tus txhais ntnaw kawm ntnaw tsq qab kauk ob mus kawm qib siab xyoo los los no thiab peb teex yuav muab lub rau ib cov ntxiv thaum lub jai njooj noos hlaav no.

Ntawm ntnaw lub rau siibtham no 3 ciau muija cib fim los qhia ntai yam zor xaih sim ntawm peb cov tsev kawm ntnaw rau cov neeg uas haujlvw, cov neeg zej zos thiab cov thawj cob cij nraiv hauv zos no. Cov kev uas tau zor uas peb uas tshiav sim nyob hauv peb cov tsev kawm ntnaw uas teex yuav cij thiab lej ntau.

Muaj ntaw ntau rau hauv ntau uas neeg ntau tshaj.

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Muaj ntaw ntau rau hauv ntau uas neeg ntau tshaj.

Muaj ntaw ntau rau hauv ntau uas neeg ntau tshaj.
Healthy Minute

A Guide to Holiday Survival

The WellPATH Employee Wellness Program would like to wish all Fresno Unified employees and their families a safe and healthy holiday season.

Take a Healthy Minute to review several great reminders on how you can spend less time stressing during the holidays and more time enjoying the things in life that matter most to you. Experience the joy of this often stressful time of year by practicing a few of the following stress management techniques.

Create Your Own Traditions
The holidays are directly connected to the traditions of the past. When those traditions are also connected to painful or troubling memories, it’s time to create healthy traditions of your own. Think of new events you can participate in on your own or invite new people to join you in an old tradition. Make a point to keep your new traditions alive each year, and they will start to add happy memories to your holiday spirit.

Keep Your Life in Focus
It can be easy to focus on what you don’t have, and not what you do have, during the holidays. Make a point to celebrate the good things in your life. Contact your friends and remind them of how much you value their friendship and support. Another great way to remind yourself of how fortunate you are is to volunteer at a local charity or food kitchen to help others and give back to your community.

Ask for Others to Chip In
Just because you are hosting the holiday event does not mean everyone else gets to sit back and do nothing. Remember, the true meaning of holidays often comes down to sharing the holiday experience with the ones you love and feeling thankful and blessed. Welcome everyone to share his or her favorite recipe or bring a game that helps unite everyone. Getting together on a holiday because of tradition is one thing, but joining families and creating new memories and traditions will bring you closer and make the time you spend together more meaningful.

Be a Participant
Sometimes what you need are good friends around you. Look for opportunities to get involved in holiday activities that get you out having fun with friends and family. Attend parties, invite friends to local activities, or even take a trip to some regional events. A little holiday spirit can go a long way.

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Stress techniques provided by Life Advantages - Author Delvina Miremadi ©2013 www.claremonteap/personaladvantage.com

WellPATH seeks to foster a healthy work environment and engage Fresno Unified School District employees in their health and well-being. Participation in program activities is open to active employees, spouses, domestic partners, dependent children age 18+, early retirees, and retirees covered under the District’s health benefit plan.

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Spring Semester @FresnoCity

Spring Semester starts January 11
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