

BUILDING futures

A Publication of the Fresno Unified School District

A C H I E V I N G O U R G R E A T E S T P O T E N T I A L

Fresno Unified Increases Social and Emotional Support for Students

Students in Fresno Unified have benefitted from a steady increase in social emotional and mental health staffing and resources over the past decade. That investment is expected to reach \$38 million in the coming school year.

Over that same time frame, the Department of Prevention and Intervention's staff has grown from 50 to 200, with most working in schools directly with students.

In the 2022-23 academic year, the district plans to add 10 additional clinical school social workers for students identified as in foster care or homeless; 30 Tier II child welfare specialists at the elementary and middle school level to provide social emotional, behavior, and attendance intervention; and increase contracted mental health counseling at comprehensive high schools.

To meet the needs of youngest learners, the district will add two additional behavior intervention specialists to provide intensive behavior supports for students in preschool through fourth grade.

Superintendent Bob Nelson and Rita Baharian, acting executive of the Department of Prevention and Intervention, outlined details about the district's social emotional investments during a news conference on April 6.

The board discussed the funding at its April 6 meeting and is expected to give final approval for the newest increased resources during voting on the district's overall budget in June.

"We know that social-emotional support is foundational to student success," Nelson said. "You have to have the right social-emotional wellness in order to be a vessel in which we can pour information, and you'll retain it as part of learning."

Baharian noted that the district had completed more than 1,000 suicide risk assessments so far this year, double that of the previous year. Fresno Unified joins districts across the country grappling with student mental health issues. The pandemic has exacerbated students' feelings of isolation, stress, and loss. Returning to school for some students has also contributed to anxiety.

Staff provides students with social-emotional learning instruction, helping to develop their skills to build healthy relationships, set and reach goals, express and manage their emotions, and make responsible and caring decisions.

The district measures the outcomes of social-emotional investments by looking at attendance, suspension and expulsion rates and continually monitors the annual results of climate and culture surveys that students, families, and staff complete.

Nelson said the district cannot do the work alone and that it needs to be a "community lift."



Jayleen Mercado, a Tier 2 child welfare and attendance specialist at Muir Elementary School, works with (clockwise from left) Michael Hensen, Elliot Joesph, Josiah Baity and Adam Perez-Beltran in a first grade social emotional skill building group. They are ending their time together with positive affirmation yoga. Mercado structured and decorated her office to be a calm and welcoming place and to feel like home away from home.

Steve's Scholars will be Honored for Academics and Community Service

Forty-three seniors from seven high schools have successfully completed academic, attendance and community service requirements and will be honored as Steve's Scholars on May 10 at Tehipite Middle School.

This will be the fifth cohort of Steve's Scholars, a scholarship program established by Francine and Murray Farber in 2012 to honor their son, who died unexpectedly in 2001 at age 42.

Their goal was to encourage students at Tehipite to strive for good grades and attendance, learn social responsibility through community service, and attend college.

The students will receive \$1,000 scholarships for each of their first two years of college.

To achieve a Steve's Scholar scholarship, students had to maintain at least a B average and at least 95% attendance in grades 7-12. They were also required to take California's college preparatory courses, known as A through G classes, and complete community service annually. The 43 recipients amassed 2,884 hours of community service with one student completing 1,253 hours.

Steve's Scholars is funded with \$1 million from the Farbers' son's estate, a gift to the Farbers from his widow. Steve Farber was an energetic Silicon Valley entrepreneur and investor. About a year after retiring, he was running unopposed for fire commissioner in a Washington town when he passed away.

With the original gift now invested by the Fresno-based Central Valley Community Foundation, the Farbers hope the Steve's Scholars program will support an even larger number of students for many years to come.

The Farbers launched Steve's Scholars to help "level the playing field" for Tehipite, where the average family annual income is among the lowest in the country.

An additional Tehipite Steve's Scholars fund set up by the Farbers and contributed to by family and friends has enabled them to provide special opportunities for students to experience the arts and the world outside Fresno. They have taken trips to colleges, toured the Museum of Tolerance in Los Angeles, and attended plays at the local Roger Rocka Dinner Theater. Special supporters of this fund include the Isnardi Foundation, Dr. John P. Slater, and Dr. Jackie Ryle.

Steve's Scholars 2022



Shouaka Cha

Bullard High School

College: Fresno City College

Career Goal: Nurse

Quote: "I am thankful for the Steve's Scholars program. It pushed me to move forward academically and this was a huge help to me."



Jorge Antonio Velazquez Cruz

Design Science Middle College High School

College: California Polytechnic State University, Pomona

Career Goal: International Business

Quote: "It is an honor to be a part of the amazing Steve's Scholars program. The Farbers have given me and many other minority students the chance to keep going in life and to succeed."



Yesenia Garcia Mauricio

Duncan Polytechnical High School

College: California State University, Fresno

Career Goal: Physician Assistant

Quote: "The Steve's Scholars program is an amazing opportunity that pushed me to keep my grades up and to focus on making good decisions."



Joshua Lozano

Duncan Polytechnical High School
College: California State University, Fresno
Career Goal: Artist

Quote: "Thank you for giving me the opportunity to be a part of the scholarship program. I was better as a result, working to qualify for the scholarship."



Jennifer Abigail Martinez

Duncan Polytechnical High School
College: California State University, Fresno
Career Goal: Orthopedic Surgeon

Quote: "The scholarship program helped me with anything I needed, including counseling support about how I was doing academically. Thank you very much for the opportunity."



Kevin Yahir Rios Ramirez

Duncan Polytechnical High School
College: California State University, Fresno
Career Goal: Business

Quote: "I didn't realize how serious college is and how the real world is for young adults. It's scary thinking about money management. Thanks to the Farber's for helping me to start thinking about these things."



Angela Sanchez Ramirez

Duncan Polytechnical High School
College: California State University, Fresno
Career Goal: Anesthesiologist

Quote: "The Steve's Scholars program has encouraged me to be more engaged in my community, giving me the opportunity to see the challenges that my community is facing. I'm grateful to have been a part of the program."



Jovanny Vasquez Sanchez

Duncan Polytechnical High School
College: Universal Technical Institute, Arizona
Career Goal: Diesel Mechanic

Quote: "Thank you to the Farbers for your support, kindness, and dedication to the Steve's Scholars program and providing me with a scholarship to pursue my career goals."



Tou Cheng Lor

J.E. Young Academic Center
College: Fresno City College
Career Goal: Auto Mechanic

Quote: "The Steve's Scholars program gave me the chance to meet and know a variety of classmates. Thank you for the scholarship."



Nicole G. Sanchez

J.E. Young Academic Center
College: Fresno Pacific University
Career Goal: Nurse

Quote: "Thank you for this wonderful scholarship opportunity. I remember the many lunch time activities held for Steve's Scholars during middle school."



Emiliano Vargas Chavarin

J.E. Young Academic Center
College: California State University, Fresno
Career Goal: Undecided

Quote: "The Steve's Scholars program was helpful in getting me ready for the real world."



Crystal Alvarez Garcia

McLane High School
College: Fresno City College
Career Goal: Nurse

Quote: “The thing I liked most about the Steve’s Scholars program was the fun educational field trips that were offered. The program encouraged me to become a hardworking and responsible person.”



Nereida Galvez Penaloza

McLane High School
College: California State University, Fresno
Career Goal: Business Marketing

Quote: The Steve’s Scholars program encouraged volunteer service, which helped me gain skills and experiences that I will be able to apply to future jobs. Thank you to the Farbers for their kindness and for supporting students financially to achieve their career goals.”



Serena Daphne Pen

McLane High School
College: Fresno City College
Career Goal: Healthcare

Quote: “The criteria to earn the scholarship is easy if you apply yourself. I appreciate the Farbers and the program.”



Liliana Elorza

Sunnyside High School
College: University of California, Irvine
Career Goal: Computer Science

Quote: “I liked how the Steve’s Scholars program encouraged me to do well in school and give back to my community. Thanks to the Farbers for this amazing scholarship opportunity.”



Trinity Elvalicia Rubio

Sunnyside High School
College: Fresno City College
Career Goal: Forensic Psychologist

Quote: “I am super grateful to have had the opportunity of the Steve’s Scholars program because it’s taught me to work hard in order to reach my goals. I have learned responsibility, time management, and how to serve my community.”



Sean Yang

Sunnyside High School
College: California State University, Fresno
Career Goal: Biological Science

Quote: “I liked how the Steve’s Scholars program motivates students to continue their education. Thank you for supporting us through these six years. You have encouraged many students to do better in school.”



Isaac Andrew Aleman

Roosevelt High School
College: California State University, Fresno
Career Goal: Biological Science

Quote: “Thank you for opening up the opportunity of the Steve’s Scholars scholarship.”



Celeste Alvarez

Roosevelt High School
College: California State University, Fresno
Career Goal: Criminology

Quote: “The Steve’s Scholars program helped me stay on track academically. Thank you for the opportunity to earn a scholarship.”



Lesley Hiromy Arreola

Roosevelt High School

College: California State University, Fresno

Career Goal: Nurse

Quote: “The Steve’s Scholars program provided students with a lot of help and with tutors, but also found us work in paid jobs, which helped boost our work experience in the real world.”



Itahi Citiali Arteaga Ramos

Roosevelt High School

College: California State University, Fresno

Career Goal: Psychologist

Quote: “I’m very grateful for the Steve’s Scholars scholarship opportunity because it motivated me to work hard at school. It provided me with a sense of community.”



Yasmin Margarita Avila

Roosevelt High School

College: University of California, Merced

Career Goal: Psychologist

Quote: “I love the support and encouragement that came with the Steve’s Scholars program. There was always help, positivity, and encouragement from the adults leading the program. Thanks to the Farber’s for the scholarship opportunity, which has helped me believe in myself and my ability to successfully reach my goals.”



Norma Ceja

Roosevelt High School

College: California State University, Fresno

Career Goal: Psychologist

Quote: “The Steve’s Scholars program kept me in contact with my middle school classmates throughout high school. Thank you for the scholarship opportunity.”



Manuel Jesus Echeverria

Roosevelt High School

College: Fresno City College

Career Goal: Artist

Quote: “The Steve’s Scholars program gave me the opportunity to meet new people. I appreciate the opportunity of being in the program.”



Jadin Pearl Galindo Romero

Roosevelt High School

College: Fresno City College

Career Goal: Veterinarian

Quote: “The Steve’s Scholars program encouraged participation in the community through volunteer service. I enjoyed the service opportunities and events I attended.”



Natalia Garcia Altamirano

Roosevelt High School

College: American River College

Career Goal: Mortician

Quote: “The Steve’s Scholars program provided me with new experiences through the volunteer community service projects I became involved in. I appreciate the scholarship.”



Lixzy Garcia Juarez

Roosevelt High School

College: California State University, Fresno

Career Goal: Healthcare

Quote: “I am very proud of my work on the Steve’s Scholars mosaic at Tehipite Middle School. Thank you to the Farbers for making the scholarship program available to me and to my classmates.”



Michelly Garcia

Roosevelt High School

College: California State University, Fresno

Career Goal: Psychologist

Quote: "I enjoyed the community service component of the Steve's Scholars program. I liked volunteering and meeting new people. I'm very grateful for this scholarship opportunity."



Ana Lilia Hipolito Ramirez

Roosevelt High School

College: Fresno City College

Career Goal: Pediatrician

Quote: "Being part of the Steve's Scholars program has given me the opportunity to participate in community service. The program provided help when I needed it. Thank you."



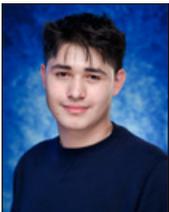
Vanesa Leon Nava

Roosevelt High School

College: Fresno City College

Career Goal: Forensic Scientist

Quote: "The Steve's Scholars program encouraged us to do our very best even in tough times. Thank you to the Farbers for giving students the opportunity to dream about our future and for giving us hope for a better future for ourselves and our families."



Alexis Ivan Lopez Barraza

Roosevelt High School

College: California State University, Fresno

Career Goal: Commercial Pilot

Quote: "The Steve's Scholars program motivated me to do better in school. Thank you for the opportunity to earn the scholarship. I appreciate it and am very grateful."



Diego Lopez Montes

Roosevelt High School

College: California State University, Fresno

Career Goal: Criminology

Quote: "I'm really thankful for the opportunity to work towards earning the Steve's Scholars scholarship. I really think it's been worth these six years of hard work."



Mykel McFadden

Roosevelt High School

College: Fresno City College

Career Goal: Business

Quote: "The Steve's Scholars program has been amazing and has helped me stay on track with my schoolwork. I loved the trips we took and the opportunities we had in the program."



Dayanara Guadalupe Moreno Nava

Roosevelt High School

College: California State University, Fresno

Career Goal: Nurse

Quote: "The Steve's Scholars program helped me realize that hard work does pay off. This scholarship is a privilege that I'm very proud to be a part of. Thank you to the Farbers for helping me and guiding me one step closer to my dreams."



Luz Mayra Ochoa

Roosevelt High School

College: California State University, Los Angeles

Career Goal: Artist

Quote: "The scholarship program provided me with many opportunities. Thank you for believing in me and supporting my future academic goals."



Alexis Ernesto Ortigoza Chavez

Roosevelt High School

College: California State University, Fresno

Career Goal: Attorney

Quote: "I liked that the scholarship program encouraged community service. It is an honor to qualify for the Steve's Scholars scholarship. Thank you."



Yesenia Pacheco Elorza

Roosevelt High School

College: University of California, San Diego

Career Goal: Nurse

Quote: "Steve's Scholars kept me connected to my peers throughout high school. Thank you for seeing our potential and investing in us through the Steve's Scholars program."



David Perez Bustamante

Roosevelt High School

College: California State University, Fresno

Career Goal: Business

Quote: "The Steve's Scholars program opened up opportunities for me. Thank you."



Peter Martin Ponce

Roosevelt High School

College: California State University, Fresno

Career Goal: Health Services

Quote: "Thank you for providing Tehipite students such a great scholarship opportunity. It's great to see classmates grow up and graduate as Steve's Scholars."



Casandra Ramirez Preciado

Roosevelt High School

College: Fresno City College

Career Goal: Health Services

Quote: "The Steve's Scholars program kept me motivated to earn good grades. Thank you for your generosity and helping out a lot of good kids."



Evelyn Rosales

Roosevelt High School

College: Fresno City College

Career Goal: Attorney

Quote: "I love that the Steve's Scholars program gave us many opportunities to meet new people and broaden our horizons. Thank you for giving me this scholarship opportunity to support my career goals."



Alejandro Tolentino Patricio

Roosevelt High School

College: California State University, Fresno

Career Goal: Undecided

Quote: "The Steve's Scholars program kept me on track and focused on my work. Thank you for the opportunity to work towards earning this scholarship."



Vanessa Vang

Roosevelt High School

College: California State University, Fresno

Career Goal: Psychologist

Quote: "I enjoyed the community service and volunteer component of the program. Thank you for the scholarship opportunity."



From left are Roosevelt High School Principal Michael Allen, Tehipite Middle School Principal Marilyn Lopez and Francine and Murray Farber at a Steve's Scholars lunch at Roosevelt on April 22. The Farbers, who launched Steve's Scholars in 2012, spoke to students from Tehipite and Roosevelt about their goals for the program. Starting in the seventh grade, students must complete academic, attendance and public service requirements to earn the Steve's Scholars scholarships in their senior year.

Expanded Summer Programs offer Academics, Enrichment, Fun

The 2022 Fresno Unified Summer Programs will begin for students on Tuesday, June 14, offering intervention, enrichment, and acceleration opportunities through Summer Academies, Special Education Extended School Year and Summer Camps.

Summer Academies are designed to support academic growth in literacy and/or math for elementary and middle school students. To serve more students, Summer Academy programs will be expanding in the summer of 2022 to include all elementary and middle schools.

Elementary and middle school Summer Academies will operate from June 14 through July 1. All Summer Academy programs will also have an after-school program each day to increase opportunities for students to engage in additional enrichment and academic supports.

For high school students, acceleration or credit attainment for graduation and/or A-G requirements will be offered at all comprehensive and alternative education school sites June 14 through July 15. Alternative education high schools will continue to offer credit attainment opportunities for students until the start of the 2022-23 school year in August.

Summer Academies at elementary and middle school sites will also include embedded programs for English language development reclassification; Hmong, Laos, and Khmer enrichment; and preschool.

The African American Academic Acceleration Department will also offer early kindergarten readiness programs, kindergarten through fourth grade literacy programs, fifth and sixth grade math programs, and sixth and seventh grade literacy programs at select school sites.

Special Education Extended School Year (ESY) will provide services based on a student's Individual Education Plan (IEP). ESY will operate from June 14 through July 13.

Summer Camps are designed to offer a variety of diverse enrichment opportunities and activities for students in July after Summer Academies conclude.

The district has expanded partnerships with community-based organizations through funding from the California Department of Education Expanded Learning Opportunities Program. This provides an opportunity for greater student access to meaningful supports and enrichment programs.

FUSD Summer Camps will be available to elementary, middle and high school students July 5 through July 29. Students will need to sign up for the camps, which typically run for a week. Students will experience immersive, highly engaging, hands-on experiences in programs that have been thematically designed in science, technology, engineering and math; arts and music; outdoor recreation; athletics; and college and career preparation.

The district will send information in English, Spanish and Hmong about the camps at the beginning of May to Fresno Unified students and families. The application window for Summer Camps will open on May 23 and close on June 3.

Students will be selected by lottery for individual camp programs if there are more applications than spaces available.

In collaboration with FUSD Nutrition Services, all summer programs (including Summer Camps) will be providing student meals for breakfast, lunch, and late afternoon, depending on the hours of operation.

Los Programas de Verano Ampliados Incluirán Apoyo Académico, Enriquecimiento y Más

Los Programas de Verano del Distrito Escolar Unificado de Fresno 2022 comenzarán para los estudiantes el martes 14 de junio y ofrecerán oportunidades de intervención, enriquecimiento y aceleración a través de Academias de Verano, Año Escolar Extendido de Educación Especial y Campamentos de Verano.

Las Academias de verano están diseñadas para apoyar el crecimiento académico en alfabetización y/o matemáticas para estudiantes de primaria y secundaria. Para atender a más estudiantes, los programas de la Academia de Verano se expandirán en el verano de 2022 para incluir todas las escuelas primarias y secundarias de todo el distrito.

Las academias de verano de las escuelas primarias y secundarias operarán del 14 de junio al 1 de julio. Todos los programas de la academia de verano también tendrán un programa después de la escuela todos los días para aumentar las oportunidades para que los estudiantes participen en enriquecimiento adicional y apoyo académico.

Para los estudiantes de preparatoria, se ofrecerá aceleración o obtención de créditos para la graduación y/o los requisitos A-G en todas las escuelas de educación integral y alternativa del 14 de junio al 15 de julio. Las escuelas preparatorias de educación alternativa continuarán ofreciendo oportunidades de obtención de créditos para los estudiantes hasta el comienzo del año escolar 2022-23 en agosto.

Las academias de verano en las escuelas primarias y secundarias también incluirán programas integrados para la reclasificación del desarrollo del idioma inglés; Programas de Enriquecimiento Hmong, Laos y Khmer; y programas preescolares.

El Departamento de Aceleración Académica Afroamericana también ofrecerá programas de preparación para el kínder temprano, programas de alfabetización de kínder a cuarto grado, programas de matemáticas de quinto y sexto grado, y programas de alfabetización de sexto y séptimo grado en escuelas seleccionadas.

El Año Escolar Extendido de Educación Especial (ESY), por sus siglas en inglés) proporcionará servicios basados en el Plan de Educación Individual (IEP, por sus siglas en inglés) del estudiante. ESY operará del 14 de junio al 13 de julio.

Los Campamentos de Verano están diseñados para ofrecer una variedad de diversas oportunidades de enriquecimiento y actividades para los estudiantes al finalizar los programas de la Academia de Verano en junio.

El distrito ha ampliado las asociaciones con organizaciones comunitarias a través de fondos del Programa de Oportunidades de Aprendizaje Ampliadas del Departamento de Educación de California. Esto ha brindado una oportunidad única para brindar un mayor acceso gratuito a apoyos y enriquecimientos significativos para los estudiantes en julio.

Los campamentos de verano de FUSD estarán disponibles para estudiantes de primaria, secundaria y preparatoria del 5 al 29 de julio. Los estudiantes deberán inscribirse en los campamentos, que generalmente duran una semana. Los estudiantes experimentarán experiencias prácticas de inmersión, altamente atractivas en programas que han sido diseñados temáticamente en áreas de ciencia, tecnología, ingeniería y matemáticas; artes y música; recreación al aire libre; atletismo; y preparación universitaria y profesional.

El distrito enviará información en inglés, español y hmong sobre los campamentos a principios de mayo a los estudiantes y familias del Distrito Escolar Unificado de Fresno. La ventana de solicitud para los campamentos de verano se abrirá el 23 de mayo y se cerrará el 3 de junio. Los estudiantes serán seleccionados por sorteo para los programas de campamentos individuales si hay más solicitudes que espacios disponibles.

En colaboración con los Servicios de Nutrición de FUSD, todos los programas de verano (incluidos los campamentos de verano) proporcionarán comidas a los estudiantes para el desayuno, el almuerzo y la tarde, según el horario de atención.

Kev nthuav dav rau cov Kev Kawm Caij Ntuj Sov yuav muaj nrog Kev Txhawb Kev Kawm, Kev Txhim Kho thiab Ntau Ntxiv

Lub 2022 Fresno Unified Cov Kev Kawm Caij Ntuj Sov yuav pib rau cov tub ntxhais kawm hnuv Tuesday, Lub Rau Hli Tim 14, muab kev pab kom kawm tau ntawv, kev txhawb nqa, thiab hwj tsam kev kawm nrawm los ntawm cov kev kawm caij ntuj sov *Summer Academies, Special Education Extended School Year thiab cov Summer Camps.*

Summer Academies yog tsim los pab txhawb kev loj hlob ntawm kev nyeem ntawv thiab/lossis lej rau cov tub ntxhais kawm them pib (*elementary*) thiab them nrab (*middle school*). Txhawm rau kom cov tub ntxhais kawm ntau tus tau tuaj

kawm tau, cov Summer Academy kev kawm yuav nthuav dav kom muaj nyob tag nrho rau cov tsev kawm them qis thiab them nrab hauv hauv paus tsev kawm ntawv rau lub caij ntuj sov xyoo 2022.

Cov tsev kawm ntawv them pib thiab them nrab Lub Caij Ntuj Sov yuav pib lub Rau Hli Tim 14 txog rau Lub Xya Hli Tim 1. Txhua qhov kev kawm Summer Academy tseem yuav muaj kev kawm tom qab lawb ntawv txhua hnuv los txhawb ntxiv cov tub ntxhais kawm txoj kev txhawb siab thiab kev txhawb nqa kev kawm.

Rau cov tub ntxhais kawm them siab, kev kawm nrawm los sis kev muaj *credit* kom txaus rau kev kawm tiav thiab/los sis rau cov chav A-G, yuav muaj qhia rau ntawm txhua lub tsev kawm ntawv (cov tsev kawm ntawv uas txais txhua tus thiab lwm cov uas hu ua *alternative*) rau thaum Lub Rau Hli Tim 14 txog Lub Xya Hli Tim 15. Cov tsev kawm qib siab *alternative* tseem yuav muab sij hawm rau cov tub ntxhais kawm mus kawm kom tau *credit* kom txaus mus kom txog rov pib xyoo kawm ntawv tshiab 2022-23 thaum lub yim hli ntuj.

Kev kawm rau thaum lub caij ntuj sov Summer Academies ntawm cov them pib thiab them nrab kuj tseem muaj nrog cov kev pab cuam rau kev txhim kho lus Askiv rau kev hloov tawm; muaj kev qhia ntawv txhawb rau Hmoob, Nplog thiab Khmer; thiab cov menyuam yaus kawm ntxov/*preschool programs*.

Lub African American Academic Acceleration Department kuj tseem yuav muaj cov kev kawm ntxov npaj rau qib *kindergarten*, cov kev kawm nyeem ntawv/paub ntawv rau cov qib *kindergarten* txog qib plaub, kev kawm lej rau cov kawm qib tsib thiab qib rau, thiab ntawm ib cov tsev kawm ntawv uas raug xaiv los txhawb kev nyeem thaib kev paub ntawv rau cov kawm qib rau thiab xya.

Special Education Extended School Year (ESY) yuav muab cov kev pab cuam raws li tus menyuam kawm ntawv Txoj Kev Npaj Kev Kawm Rau Tus Kheej (Individual Education Plan -IEP). ESY yuav ua muaj qhib Lub Rau Hli Tim 14 txog Lub Xya Hli Tim 13.

Summer Camps yog tsim los muab ntau yam kev txhawb nqa thiab kev ua ub no rau cov tub ntxhais kawm thaum xaum ntawm Summer Academy cov kev pab cuam nyob rau lub Rau Hli.

Hauv paus tsev kawm ntawv tau nthuav kev koom tes nrog cov koom haum hauv zej zog ntawm kev pab nyiaj txiag los ntawm California Lub Tsev Haujlwm Saib Xyuas Kev Kawm Expanded Learning Opportunities Program. Qhov no yog ib lub sij hawm tshwj xeeb kom muaj kev txais tau rau kev pab dawb rau kev txhawb zog thiab txhawb nqa zoo rau cov tub ntxhais kawm thaum Lub Xya Hli ntuj.

FUSD Summer Camps yuav muaj rau cov tub ntxhais kawm them pib, them nrab thiab them siab thaum Lub Xya Hli Tim 5 txog Lub Xya Hli Tim 29. Cov tub ntxhais kawm yuav tsum tau sau npe rau cov kev kawm cov *camps*, uas feem ntau muaj kawm rau ib lub lim tiam. Cov tub ntxhais kawm yuav tau txais kev paub zoo, muaj kev koom tes zoo, xyaum ua hauj lwm hauv qhov program uas twb tau tsim los ntawm kev tshawb fawb/*science*, txuj ci tshiab/*technology*, tsim ub no/*engineer* thiab ua lej; kos duab thiab suab paj nruag; kev ua si sab nraum zoov; kis las; thiab kawm ntawv qib siab thiab kev npaj ua hauj lwm.

Hauv paus tsev kawm ntawv yuav xa cov ntaub ntawv ua lus Askiv, lus Mev thiab lus Hmoob hais txog cov *camps* mus rau Fresno Unified cov tub ntxhais kawm thiab tsev neeg pib lub Tsib Hlis. Daim ntawv thov/cuv npe yuav pib qhib txais rau cov Summer Camps thaum lub Tsib Hlis Tim 23 thiab yuav kaw rau lub Rau Hli Tim 3. Cov tub ntxhais kawm yuav raug xaiv los ntawm kev rho npe rau cov kev pab cuam yog tias muaj cov ntawv thov ntau dua li qhov muaj chaw txais.

Hauv kev koom tes nrog kev pab cuam noj qab haus huv FUSD Nutrition Services, tag nrho cov kev pab cuam caij ntuj sov (suav nrog Summer Camps) yuav muab puas tshais, su, thiab yav tav su, rau cov menyuam kawm ntawv noj, nyob ntawm cov sij hawm ua haujlwm.



Students work on a project during a summer camp focused on science, technology, engineering, arts and math at Vang Pao Elementary School in 2021. The district is planning for a full array of summer classes to boost academics and provide enrichment in the coming summer.

Superintendent's Message

Let the Spring Celebrations Begin

Hello #FUSDFamily! We're getting into one of my favorite times of year – times that are full of celebrations as we start the last several weeks of the school year! There are so many opportunities for celebration this month, and we are preparing to kick off an amazing graduation season! [Check out the graduation schedule here](#). In this month's edition you'll also find exciting news about our summer academies and over 40 options for free summer camps in July! [Take a look at those opportunities here](#) and make sure to register between May 23 and June 3 to secure your students' spot(s)!

I want to focus this month's message on our ongoing budget presentations, specifically the amazing work our teams have been doing to increase our social emotional supports and other critical improvements across our system. Mental health supports and social emotional learning for our students is a top priority of ours and sadly we know that suicide is the second leading cause of death nationally for students ages 10-14, which has only been amplified by the pandemic. We've been investing heavily in more mental health supports and social emotional learning for years now – knowing the importance of these social emotional foundations to a student's success.

Over the last decade the budget for the Department of Prevention and Intervention (DPI) has grown from just \$5 million to a projected \$38 million for the 22/23 school year. Staffing has grown over that time from about 50 to over 200, with most of those staff located at our school sites working directly with our students every single day. These investments and supports are all thanks to the direction and support of our board of education being committed to making mental health a priority.

The first priority of DPI is [providing high-quality mental health and social emotional supports directly to our students](#). You see this come to life through our direct staff at sites every day, and innovations like our on-call mental health response team that responds to threats of harm to self or others by students 24/7. The next priority is doubling down on our preventative efforts. You'll see in DPI's budget presentation that our team is proposing to implement a universal, district-wide K-12 social emotional curriculum and discipline guidelines. Third, we are committed to continuing our professional learning across all different staffing areas of the district. Our most intentional focus of this continued social emotional professional learning is focused on staff who are interacting with our students everyday – bus drivers, noon-time assistants, teachers, and more.

This is all in addition to other projects and work we do, including providing supports and access to our families through our Family Wellness Hub and our partnership with [CareSolace](#) – both of which aim to connect parents and families with the services they need as adults. I'm so proud of our teams and grateful to our board of education for continuing to make mental health and social emotional learning a top priority for our students and families. We know our students truly realize their greatest potential when their mental health and social emotional learning are prioritized.

Take a look at one of my [Friday Messages](#) from last month, which highlights even more of our important investments this year to help our students reach their goals and succeed. Don't forget to follow us on [Facebook](#), [Twitter](#), [Instagram](#) and [LinkedIn](#) to see daily highlights of amazing work happening across the district as we highlight every school campus and every department throughout the school year. Thank you #FUSDFamily!

Que Comiencen Las Celebraciones De Primavera

Hola #FUSDFamily! Estamos entrando en una de mis épocas favoritas del año: ¡épocas llenas de celebraciones al comenzar las últimas semanas del año escolar! ¡Hay tantas oportunidades para celebrar este mes y nos estamos preparando para comenzar una increíble temporada de graduación! (Consulta el calendario de graduación aquí). [Check out the graduation schedule here](#) ¡En la edición de este mes también encontrara noticias emocionantes sobre nuestras academias de verano y más de 40 opciones para campamentos de verano gratuitos en julio! (Echa un vistazo a esas oportunidades aquí) [Take a look at those opportunities here](#); y asegúrese de inscribirse entre el 23 de mayo y el 3 de junio para asegurar el lugar de su(s) estudiante(s)!

Quiero centrar el mensaje de este mes en nuestras presentaciones presupuestarias en curso, específicamente en el increíble trabajo que han estado haciendo nuestros equipos para aumentar nuestros apoyos socioemocionales y otras mejoras críticas en todo nuestro sistema. Los apoyos a la salud mental y el aprendizaje socioemocional para nuestros estudiantes es una de nuestras principales prioridades y, lamentablemente, sabemos que el suicidio es la segunda causa principal de muerte a nivel nacional para los estudiantes de 10 a 14 años de edad, que solo se ha visto amplificada por la pandemia. Hemos estado invirtiendo mucho en más apoyos de salud mental y aprendizaje socioemocional durante años, sabiendo la importancia de estos fundamentos socioemocionales para el éxito de un estudiante.

Durante la última década, el presupuesto del Departamento de Prevención e Intervención (DPI) ha aumentado de solo \$5 millones a \$38 millones proyectados para el año escolar 22/23. El personal ha crecido durante ese tiempo de alrededor de 50 a más de 200, con la mayoría de ese personal ubicado en nuestras escuelas trabajando directamente con nuestros estudiantes todos los días. Estas inversiones y apoyos son gracias a la dirección y el apoyo de nuestra Mesa de Educación comprometida con hacer de la salud mental una prioridad.

La primera prioridad de DPI es [proporcionar apoyo socioemocional y de salud mental de alta calidad directamente a nuestros estudiantes](#). Se ve que esto cobra vida a través de nuestro personal directo en los sitios todos los días, e innovaciones como nuestro equipo de respuesta de salud mental de guardia que responde a las amenazas de daño a sí mismo o a otros por parte de los estudiantes las 24 horas del día, los 7 días de la semana. La siguiente prioridad es duplicar nuestros esfuerzos preventivos. Verán en la presentación del presupuesto del DPI que nuestro equipo propone implementar un plan de estudios socioemocional y pautas disciplinarias universales para K-12 en todo el distrito. Tercero, estamos comprometidos a continuar nuestro aprendizaje profesional en todas las diferentes áreas de personal del distrito. Nuestro enfoque más intencional de este aprendizaje profesional socioemocional continuo se centra en el personal que interactúa con nuestros estudiantes todos los días: conductores de autobuses, asistentes del mediodía, maestros y más.

Todo esto se suma a otros proyectos y trabajos que hacemos, que incluyen brindar apoyo y acceso a nuestras familias a través de nuestro Family Wellness Hub (Centro de Bienestar Familiar) y nuestra asociación con [CareSolace](#) – ambos tienen como objetivo conectar a los padres y las familias con los servicios que necesitan como adultos. Estoy muy orgulloso de nuestros equipos y agradecido con nuestra Mesa de Educación por continuar haciendo de la salud mental y el aprendizaje socioemocional una prioridad principal para nuestros estudiantes y familias. Sabemos que nuestros estudiantes realmente alcanzan su mayor potencial cuando se prioriza su salud mental y su aprendizaje socioemocional.

Echa un vistazo a uno de mis ([Mensajes de viernes](#)) [Friday Messages](#) del mes pasado, que destaca aún más nuestras importantes inversiones este año para ayudar a nuestros estudiantes a alcanzar sus metas y tener éxito. No olvides seguirnos en [Facebook](#), [Twitter](#), [Instagram](#) y [LinkedIn](#) para ver los aspectos destacados diarios del increíble trabajo que se lleva a cabo en todo el distrito a medida que destacamos cada campo escolar y cada departamento durante el año escolar. Gracias #FUSDFamily!

Los Peb Koom Kev Lom Zem Rau Lub Caij Paj Thawg Tshiab

Nyob zoo #FUSDFamily! Peb tab tom nkag mus rau hauv ib lub sij hawm uas kuv nyiam tshaj plaws ntawm lub xyoo – yog lub sij hawm uas muaj kev lom zem thiab peb pib kawm rau ntawm plaub tsib lub lim tiam kawg ntawm xyoo kawm ntawv! Muaj ntau lub cib fim los ua kev zoo siab rau lub hli no, thiab peb tab tom pib npaj rau lub caij kawm tiav uas zoo heev! [Saib lub sijhawm lav ntawv ntawm no](#). Hauv lub hli no koj tseem yuav pom cov xov xwm zoo siab txog peb lub caij ntuj sov kev kawm thiab ntau dua 40 qhov kev kawm dawb rau lub caij ntuj sov (summer camps) hauv Lub Xya Hli! [Mus saib cov cib fim ntawm no](#) thiab nco ntsoov sau npe thaum lub Tsib Hlis Tim 23 thiab Lub Rau Hli Tim 3 kom tau ib qhov chaw rau koj cov tub ntxhais kawm!

Kuv xav tsom rau lub hli no cov lus hais txog peb cov kev nthuav qhia nyiaj txiag ua muaj ua ntu zus los, tshwj xeeb tshaj yog cov hauj lwm zoo kawg nkaus uas peb pab pawg tau ua los txhawb ntiv rau peb kev sib raug zoo siab ntsws thiab lwm yam kev txhim kho tseem ceeb hauv peb lub cev. Kev txhawb nqa rau kev puas siab puas ntsws thiab kawm txog kev sib raug zoo siab ntsws rau peb cov tub ntxhais kawm yog qhov tseem ceeb tshaj plaws ntawm peb thiab tu siab peb paub tias kev tua tus kheej yog qhov ua rau tuag thib ob hauv teb chaws rau cov tub ntxhais kawm hnuv nyoog 10-14 xyoos, uas tsuas yog muaj ntau los ntawm kev muaj kab mob sib kis. Peb tau nqis peev ntau rau kev txhawb nqa kev puas siab puas ntsws thiab kawm kev sib raug zoo siab ntsws ntau xyoo los txog tam sim no – kev paub txog qhov tseem ceeb ntawm cov kev sib raug zoo siab ntsws rau cov tub ntxhais txoj kev kawm tau zoo.

Kaum xyoo dhau los, pob nyiaj siv rau qhov chaw Hauj lwm Saib Xyuas Kev Tiv Thaiv thiab Kev Pab (DPI) tau nce ntawm \$5 lab mus rau \$38 lab rau xyoo kawm ntawv 22/23. Cov neeg ua hauj lwm tau nce ntawm li 50 leej mus rau li 200 leej, uas feem ntau cov neeg ua hauj lwm no yuav pab peb cov tub ntxhais kawm txhua hnuv rau tom tsev kawm ntawv. Cov kev nqis peev thiab kev txhawb nqa no yog ua tsaug rau cov kev taw qhia thiab kev txhawb nqa ntawm peb Pawg Thawj Saib Xyuas Kev Kawm tau pom zoo tias txoj kev noj qab nyob zoo ntawm lub hlwb yog ib qho tseem ceeb.

Qhov tseem ceeb thib ib ntawm DPI yog [Muab cov kev txhawb nqa zoo kev noj qab nyob zoo ntawm lub hlwb thib kev sib raug zoo siab ntsws uas pab ncaj qha rau peb cov tub ntxhais kawm](#). Koj pom qhov no tshwm sim los ntawm peb cov neeg ua hauj lwm ntawm tsev kawm ntawv txhua hnuv, thiab kev tsim kho tshiab zoo li peb pab pawg neeg saib xyuas kev noj qab haus huv hauv lub hlwb uas tau pab txoj rau kev hem ntawm uas kom tus kheej raug mob los sis lwm tus los ntawm cov tub ntxhais kawm 24/7. Qhov tseem ceeb tom ntej yog sib zog ob npaug rau ntawm peb cov kev tiv thaiv. Koj yuav pom

hauv DPI qhov kev nthuav qhia txog nyiaj uas peb pab neeg tab tom thov los siv pab rau txhua tus, thooob plaws hauv cheeb tsam K-12 cov ntaub ntawv qhia kev sib raug zoo siab ntsws thiab kev qhuab qhia. Qhov thib peb, peb tau cog lus tias yuav muaj kawm kev tshaj lij ntxiv rau cov neeg ua hauj lwm txhua qhov chaw hauv hauv paus tsev kawm ntawv. Qhov peb xav tau tshaj plaws ntawm qhov kev kawm txuas ntxiv txog kev sib raug zoo siab ntsws yog tsum rau cov neeg ua hauj lwm uas muaj kev pab cuam tshuam nrog peb cov tub ntxhais kawm txhua hnub - cov neeg tsav tsheb npav, cov pab cuam thaum tav su, cov kws qhia ntawv, thiab lwm tus.

Qhov no yog tag nrho ntxiv rau lwm cov hauj lwm thiab kev ua hauj lwm uas peb ua nrog kev txhawb nqa thiab muaj kev pab rau peb tsev neeg los ntawm peb lub Family Wellness Hub thiab [CareSolace](#) – ob qho chaw no lub hom phiaj yog los txuas cov niam txiv thiab tsev neeg mus rau cov kev pab cuam rau cov neeg laus uas xav tau kev pab. Kuv zoo siab heev rau peb pab pawg thiab ua tsaug rau peb cov Thawj Coj Saib Xyuas Kev Kawm tau txuas ntxiv ua kom muaj kev noj qab nyob zoo ntawm lub hlwb thiab kawm kev sib raug zoo siab ntsws yog qhov tseem ceeb tshaj plaws rau peb cov tub ntxhais kawm thiab tsev neeg. Peb paub tias peb cov tub ntxhais kawm paub txog lawv lub peev xwm zoo tshaj plaws thaum lawv muaj kev noj qab nyob zoo ntawm lub hlwb thiab kev sib raug zoo siab ntsws yog qhov tseem ceeb.

Mus saib kuv qho [Cov lus hnub Friday](#) ntawm lub hli dhau los uas qhia txog ntau yam tseem ceeb ntawm peb cov kev nqis peev tseem ceeb xyoo no los pab peb cov tub ntxhais kawm ncau cuag lawv lub hom phiaj thiab ua tiav. Tsis txhob hnob qab mus raws peb hauv [Facebook](#), [Twitter](#), [Instagram](#) thiab [LinkedIn](#) kom pom cov ntsiab lus tseem ceeb txhua hnub ntawm kev ua hauj lwm zoo kawg nkaus tshwm sim thooob plaws hauv cheeb tsam thaum peb hais txog txhua lub tsev kawm ntawv thiab txhua qhov chaw hauj lwm Saib lub sijhawm lav ntawv ntawm no rau lub xyoo kawm ntawv. Ua tsaug #FUSDFamily!



Robert G. Nelson, Ed.D.
Superintendent

Message from Prodigy Healthcare Inc.

District Partners with Prodigy to Provide Free Substance Abuse Counseling

Prodigy Healthcare Inc. is pleased to continue its partnership with Fresno Unified to provide substance abuse counseling in the school environment. Prodigy is one of the community-based organizations partnering with the district to serve the mental and physical health needs of students.

Prodigy's mission is to provide comprehensive services to help young adults and their families to achieve and maintain a healthy, productive lifestyle with evidence-based programming.

Traditionally, many substance abuse problems go unaddressed in adolescents who don't demonstrate serious problems or criminal behavior in relation to their alcohol and/or drug use. Prodigy's methodology provides an avenue for these students and their families to receive early, age-appropriate treatment and intervention.

Through our partnership with the district, identified school sites are assigned a Prodigy counselor who will report to their school site regularly. Counselors work closely alongside school and district administrators to identify counseling needs for students.

Once a Fresno Unified student has been identified as having a counseling need, they'll meet with their Prodigy counselor for one-on-one guidance and support. Sessions will incorporate services such as Motivational Interviewing, Psychoeducation,

Trauma Informed Treatment, Cognitive Behavioral Therapy, and Relapse Prevention.

Prodigy's services are provided at no cost to the school district, students, or their families, making this critical service to the school community highly accessible. Many of Prodigy's partner districts observe a decrease in substance use amongst students along with an increase in credit completion and graduation rates.

The impact of these outcomes can't be understated, and we look forward to seeing their influence on Fresno Unified campuses.

District Breaks Ground for New Alternative Education Complex

Construction will be underway soon for an exciting new campus focused on alternative education programs.

The district hosted a groundbreaking ceremony on April 28 for the Francine and Murray Farber Educational Campus at Ventura Avenue and 10th Street. The Farbers are advocates for Fresno Unified students, supporting scholarships, arts initiatives and other programs.

The 12.8-acre campus, expected to open in August of 2023, is designed to meet the needs of more than 1,200 students.

The site was formerly a juvenile hall operated by Fresno County.

"There really is nothing better than knocking down the juvenile hall facility and building the Farber education center," said Superintendent Bob Nelson. "We've reimagined this campus."

The campus will provide a central location for the district's alternative education schools: Cambridge High School, J.E. Young Academic Center and eLearn Academy, the district's online learning school for transitional kindergarten through 12th grade.

The district's Educational Resource Center will also be part of the campus, where students in transitional kindergarten through 12th grade can receive help in transitioning to alternative education. Alternative education schools provide more personalized education options for students in need of a flexible schedule.

Key features of the campus include:

- Personalized learning
- Technology integration
- Flexible schedules (AM and PM options)
- Career technical education courses and certifications (engineering, business and technology)
- Dual enrollment and enrichment courses
- Career readiness
- Academic and social emotional supports
- Credit attainment supports
- Service learning/project-based learning

Students will have access to a student union for meals and gathering, and space will be available for community engagement events. The campus will have an exercise gym, and space for student leaders to meet as well as gallery space for student exhibits.

Morning, afternoon and evening classes will be offered to accommodate students' schedules. The combined campus will focus on several career pathways, including engineering, with an emphasis on logistics and distribution, robotics and manufacturing mechanics; business, with an emphasis on social entrepreneurship, accounting and event management and hospitality; and technology, with an emphasis on information technology systems, coding and cyber security.

Existing buildings on the property will be remodeled to house the Early Learning, Prevention and Intervention, Special Education and Professional Learning departments, currently located throughout the district.



District and community leaders gather on April 28 to break ground on the Francine and Murray Farber Educational Campus at Ventura Avenue and 10th Street. From left are Operational Services Chief Executive Alex Belanger, police Chief Jerry Dyer, the Farbers, board clerk Veva Islas, Superintendent Bob Nelson, board members Valerie Davis, Claudia Cazares and Keshia Thomas (and grandson) and Michele Cantwell-Copher, assistant superintendent for the Fresno County Superintendent of Schools.

Design Science New Home Under Construction at City College

Construction is underway on a new home on the Fresno City College campus for Fresno Unified’s Design Science Middle College High School.

Fresno Unified officials joined Fresno City College leaders on April 21 for a groundbreaking ceremony for the college’s new science building, which will house Design Science. Fresno Unified contributed \$5 million to the \$87 million project.

The 87,000 square foot building, near Weldon and Blackstone avenues, will include four classrooms for Design Science, office space and a reception area. The project is expected to be completed in mid-2024, with students moving in in the fall of 2024.

“It is already exciting to be part of Fresno City College’s campus, and now to be part of the new science building is thrilling to our school,” said Principal Florida Cheung. “Our Design Science students are not only high school students, but they are also Rams too. This building will enable us to include more students in the program, where they are able to access the amazing college learning, resources, and facilities this campus continually offers to our community.”

Design Science is one of Fresno Unified’s specialty high schools, offering concurrent enrollment in Fresno City College classes and the possibility of earning an associate degree along with a high school diploma.

Design Science, with approximately 260 students, has a 100% graduation rate and was named a California Distinguished School in 2019 by the California Department of Education. For the past six years, 100% of seniors applied for college and were accepted by at least one college or university. Many students are the first in their families to attend college.

When Design Science opened in 2005, its first home was in temporary buildings east of Blackstone on Cambridge Avenue. In 2019, the school moved into renovated temporary space on the college campus in the Business Education Building until the science building could be built.



Fresno Unified, Fresno City College and State Center Community College District (SCCCD) leaders gather April 21 to break ground for a new science building at the college, which will house Design Science Middle College High School. From left are interim Fresno City College President Dr. Marlon Hall, college Vice President Deborah J. Ikeda, Fresno Unified Superintendent Bob Nelson, SCCCDC trustees Danielle Parra and Magdalena Gomez, SCCCDC Chancellor Dr. Carole Goldsmith, and Fresno Unified trustee Claudia Cazares.

Duncan Cadets March 14 Miles to Honor World War II POWs

Twenty-eight Air Force Junior ROTC cadets from Duncan Polytechnical High School marched more than 14 miles in memory of the soldiers who died during the forced Bataan Death March during World War II 80 years ago.

The cadets started their march on March 20 at 6:30 a.m. at Clovis Veterans Memorial District, finishing at 1:20 p.m. at the same location. Along the way, students paid respect to veterans who died in the War on Terror by stopping at the 9/11 memorial site at Buchanan High School.

During a $\frac{3}{4}$ mile stretch, students walked in silence as a way of focusing on the purpose of their march.

“This march allowed the students to feel a sliver of the pain and hardships that the U.S. military faced during their forced march as POWs and gave them a better hands-on, real-life experience that tied together the classroom portion of the learning experience,” said retired TSgt. Michael Frank.

The cadets earned a Bataan Memorial Death March award ribbon.

It’s been an exciting spring for the Duncan cadets. On April 2, they won the Central Valley Field Meet for the first time. With the win, Duncan’s squad became the first Air Force Junior ROTC program to be named champions in the meet’s 27-year history.

“We can now say that in 2022 we have the best cadet athletes in the Valley, which includes Army, Marines, Navy and other Air Force schools,” said Sam Vandiver, AF Senior Aerospace Instructor and JROTC teacher at Duncan.

The meet, hosted by The Marine Corps JROTC at Selma High School, measured the fitness and sports skills of Valley JROTC squads. Events included a Marine-style confidence course, track, tug of war, military dodgeball, ultimate Frisbee, calisthenics contest and team leadership boards (similar to cross-country skiing on grass).

Vandiver credited Frank with helping the cadets achieve the top fitness ranking. Frank has a fitness training background from his time in the Air Force Security Forces.

Two of the district’s other high school JROTC squads excelled as well, with the McLane High School Army boys team winning the military dodgeball title and the Fresno High School Army girls team finishing second in dodgeball.

The Duncan team is also the Central California JROTC Drill Champions, determined by most Color Guard, Armed and Unarmed drill team victories throughout the year. This is the third overall No. 1 drill title in the past four years for Duncan.



Duncan Polytechnical High School’s Air Force Junior ROTC squad is the first Air Force JROTC program to win the Central Valley Field Meet, which measures fitness and sports skills of cadets. The meet was April 2.



A group of 28 cadets from the Air Force Junior ROTC at Duncan Polytechnical High School marched 14 miles earlier this spring in remembrance of the Bataan Death March.

Middle School Techies Compete in Tournament



Tehipite Middle School's team celebrates at the 15th annual Middle School Tournament of Technology on April 23 at Hoover High School. Tehipite placed second in Division 2. It had been nearly three years since students had been able to compete in person in events like robotics, video production and coding.

Gaston Students Envision Changes for Southwest Neighborhood

Gaston Middle School students presented ideas on transforming their neighborhood at an April 4 showcase, with suggestions ranging from a Costco, to a sports park to coffee shops.

Students explained their models and digital presentations to visitors, sharing their vision for an improved community.

The students were challenged to showcase what they want their neighborhood to look and feel like, and what experiences they value. Suggestions also included a homeless shelter, community center and a stadium for Edison High School and the proposed West Fresno Campus of Fresno City College.

The California Avenue Neighborhood (CAN) Student Design Challenge Showcase was part of the CAN Choice Neighborhood project, a two-year initiative from [Fresno Housing](#).

The project led residents in a comprehensive neighborhood transformation planning effort to reinvest in the people, housing and neighborhoods in a small area of Southwest Fresno. To engage the younger generation, Fresno Housing partnered with Gaston students in a six-week challenge to come up with core neighborhood and community design elements.

“This event really allowed our students to shine. I was really proud to see how they stepped up to the occasion by coming up with some truly great ideas that the city could use in improving our neighborhood of 93706,” said Principal Courtney

Curtis.

Speakers at the showcase included Fresno Unified board members Valerie Davis and Keshia Thomas, board clerk Veva Islas and Fresno Unified Chief of Staff Ambra O'Connor.

The "Space Explorers" team of Jerry Alvarez, Luis Gomez-Garcia, Yovani Diego and Marcus Reed was the winning group, with each student on the team receiving \$100.

For video, go to vimeo.com/fresnounified/gastondesignchallenge



Chief Engagement and External Officer Wendy McCulley looks over Gaston Middle School eighth grader Esmeralda Jimenez Contreras' bowling alley plans. Gaston students worked in teams to create designs of how they would like their neighborhood to improve.

Rutherford Gaston Mural Unveiled at Namesake School



From left, Superintendent Bob Nelson, board member Valerie Davis, former Gaston Middle School principal Felicia Quarles-Treadwell (now a director in Human Resources), board member Keshia Thomas, Summer Gaston-Gehris (principal at King Elementary School), Everett Gaston, Gaston Principal Courtney Curtis, Gail Gaston, Steve Gonzalez (former Gaston principal), Congressman Jim Costa, instructional superintendent Kali Isom, Fresno Deputy Mayor Matthew Grundy and muralist [Jason Esquivel](#) pose with the new Gaston mural. The mural was unveiled April 22 to honor the late Rutherford B. Gaston Sr., who was Fresno Unified's first African American principal and a community leader. The school opened in August 2014, two years after the passing of Mr. Gaston. The mural is part of a focus in recent years to ensure students know who their school was named for and what he accomplished, and that the opening of Gaston marked the return of a neighborhood middle school in southwest Fresno after more than 35 years.

Students Expand Creativity and Knowledge Through Visual Arts

Students' talents were on full display with art shows at the M Street Arts Complex and Gazebo Gardens as well as Project Smile photo murals at Sunnyside High School.



Maria Sanchez, left, and Kimberly Sanchez paste a photo mural on columns. They were among about 100 students who spent over six hours pasting the posters around campus on April 2. The photo murals will be up through the rest of the school year.

For video, go to vimeo.com/fresnounified/projectsmile



Fresno High School junior Danely Ruiz, right, and her mother, Clara Maldonado, stand in front of Danely's artwork that was included in an April 7 exhibit at Gazebo Gardens nursery. Fresno High [International Baccalaureate](#) literature students exhibited art and writing that highlighted stories of struggle and transformation, including how the pandemic affected students' lives. "Carrying Stories, The Power of the Butterfly Metaphor" is an interdisciplinary project led by English literature and Spanish literature teachers Marina Santos, Emily Walker-Keller and Christiham Garcia-Torres, and teacher on special assignment Marc Patterson. The exhibit included Spanish and English stories and collage artwork with one-shot enamel paint on 2-by-2-foot wood panels.

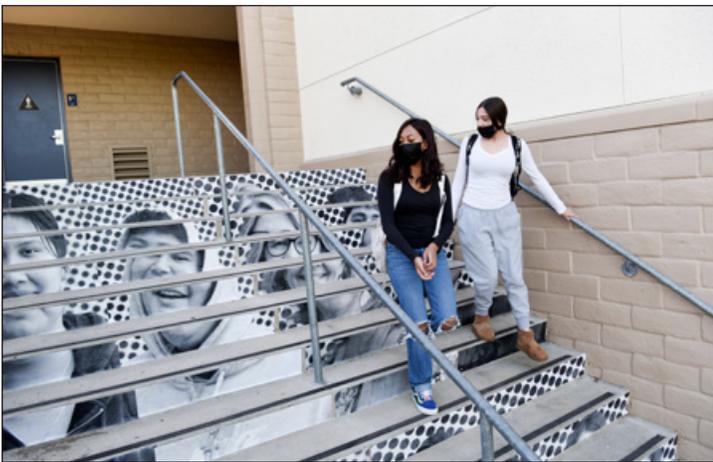
For video, go to vimeo.com/fresnounified/carryingstories



Sunnyside student Maria Rocco works on her painting prior to the ArtHop show on April 7 at the M Street Arts Complex. The painting was part of students' medium and large-scale portraits of members of local farming families.



Sunnyside High junior Ledesma Ulises' photo was part of the Sunnyside region's exhibit at ArtHop. Students of all ages from the region collaborated on a creative project highlighting local family farms. The culmination exhibit was "Fruits of Their Labor: Stories of Those Who Grow."



Students check out photo murals on April 4 at Sunnyside High. Photography students from Sunnyside surprised fellow students and staff with Project Smile, 268 black and white 3-by-4-foot portrait posters covering columns, quad walls, and the face of each staircase. Students in teacher Tamela Ryatt's classes took photos of students and staff against a black and white backdrop to promote happiness on their campus.

Student Spotlight

Sequoia Eighth-Grader Demonstrates Resiliency and Excellence

Merary Vazquez-Medel has been through much hardship in her 14 years, but she is a straight-A student at Sequoia Middle School, involved in clubs and advanced band, a compassionate friend and already making plans for college and a career.

Merary lost both of her parents when she was in the fourth grade, a traumatic experience that she continues to struggle with. She was placed with foster parents, who she credits with encouraging her and twin brother Christian to strive for success.

“She just seems so positive. She comes to school with a smile every day,” said Claudia Rojas, an education specialist at Sequoia. “She looks for answers. She’s always asking questions. A lot of kids are afraid to show what they don’t know.”

Merary could not choose a favorite class, saying: “I like all my classes.”

Over the years at Wilson and Calwa elementary schools and now at Sequoia, she said many teachers had a part in instilling a love of learning. She described them as “helpful, kind and sweet.”

“They inspired me,” she said. “I’m very grateful for my teachers.”

Because of the support she has had over the years, she plans to pursue a career as a social worker. Rojas said Merary is already compassionate and empathetic.

“Merary genuinely cares about people,” Rojas said. “She exemplifies all around good character and someone who continues to grow through adversity.”

Rojas said Merary is already researching colleges, asking for additional information beyond what Sequoia provides students during college and career awareness learning. Rojas said Merary’s interest in college information is unusual for an eighth grader.

When asked why she is already focused on higher education, Merary said not having her parents has made her realize that she needs to take responsibility for her future.



Merary Vazquez-Medel is an eighth grader at Sequoia Middle School who has overcome adversity to earn all A's and a bright future.

Fresno Unified School District Important Dates

May 4 and 18 FUSD Board Meetings

May 30 Memorial Day Holiday

June 10 Last Day of School

August 15 First Day of 2022-23 School Year

Linked Learning Spotlight

Roosevelt Public Service Students Track Down FBI Career Info

Students in Roosevelt High School's [Public Service Pathway](#) had the opportunity to learn what it takes to work for the FBI.

The FBI held a day-long seminar at Roosevelt on March 31, providing a comprehensive look into today's Federal Bureau of Investigation for 32 students. Presentation topics for students included cybercrimes, the special agent physical fitness test, transnational organized crime, human trafficking, cyber safety and civil rights.

The FBI's special agent bomb technician and members of the SWAT and Evidence Response Team also shared their experiences with students. Students engaged in hands-on learning with agents, including gathering evidence and handling equipment.

The final session, "What it Takes to Work for the FBI," provided information about careers in the FBI. The program concluded with a graduation ceremony for participating students.

The FBI approached Fresno Unified about bringing the program to the district. Juniors and seniors from Roosevelt filled out an application, including why they wanted to attend.

For video, go to vimeo.com/fresnounified/fbiatrousevelt



From left, Roosevelt High School juniors Lizbeth Perez, Johanna Garcia and Aaliyah Mendez try out FBI equipment during a March 31 seminar on careers in the FBI.

High School Career Pathway Students Succeeding in All Directions

It's been a great spring for career technical education students, who have participated in a variety of activities or are preparing for events. Activities include:

Fresno High Film Festival: This annual event showcases the work of students in the Warrior Entertainment media pathway. Warrior Entertainment consists of five different media classes instructed by Mahon Brown, Evie Bocanegra and Marco Tovar. The festival is May 3 at 6 p.m. at the Royce Hall auditorium. Tickets are \$2. Winners will be chosen in five film categories and special awards given to Warrior Entertainment students. Fresno High alum Kopi Sotiropulos will emcee the event, and local businesses have donated prizes. The competition is open to all Fresno High students.

Edison High School's ETxtravaganza: This first-time event, held on April 8, was a showcase for students from throughout the Edison region to perform, exhibit projects, and present accomplishments. The event had a circus theme, including food, games and prizes. Edison's career pathways – Green Academy, BioMed, Computer Science, and Engineering – provided interactive experiences for attendees, and various clubs and student groups offered music and dance entertainment. Academic departments presented projects and student work from the school year.

Duncan Polytechnical High School medical pathway students: Four Duncan students in HOSA, an international organization for students interested in careers in health, swept the top four places in Nursing Assisting at the state competition in Long Beach March 23-25. They now head to the national competition in Nashville June 22-25. Students are in the Medical Academy of Science and Health. The students are Jesse Rojas, Leslie Lopez, Isabella Jimenez and Leslie Romero.



From left, Leslie Lopez, Jesse Rojas, Leslie Romero and Isabella Jimenez from Duncan Polytechnical High School's Medical Academy of Science and Health took the top four spots in Medical Assisting at a state competition.

District Department of Prevention and Intervention Wins National Mentoring Award

The Department of Prevention and Intervention received an “Influencing Systems – Education” mentoring award and was recognized in New York on April 28.

Fresno Unified was one of five recipients nationwide and the only school district to win a National Amplify Award, given by [MENTOR](#). The district was selected because of its early and ongoing dedication to systemically scaling relationship-based supports across the district.

Fresno Unified's programs serve more than 4,000 kindergarten through 12th grade students annually through one-on-one, group, virtual and peer mentoring programs. The district partners with community members, staff, and students to bring students dynamic mentoring experiences.

Even during the pandemic, high school juniors and seniors virtually mentored middle school students, connecting more than 750 times a year and completing nearly 500 activities together.

“At Fresno Unified, we were able to build a program from serving 256 students 13 years ago to now serving more than 4,000 students,” said Darrin Person, mentoring coordinator for the district. “This is because of investments our district made in mentoring, and it's with ongoing support that we will continue to amplify mentoring in the state of California and serve as a model for other districts.”

MENTOR honored individuals, organizations, school districts, and corporations from across the nation with a variety of awards that exemplify the diversity, breadth, and depth of today's mentoring movement.

Person, Chief of Staff Ambra O'Connor and Deputy Superintendent Misty Her traveled to New York to accept the award.

Employee Spotlight

Workability Specialist Helps Students Learn Real-World Skills

Mai Yia Vang is a work-place specialist in the Special Education Department, helping students at Edison, Roosevelt and Sunnyside high schools find job opportunities. Through her efforts, students gain work experience and learn a variety of real-world skills. Edison teacher Cheng Stao Yang said about Vang: “She has dedicated herself to serving these students to the fullest, in hopes each and every single one of them have the needed skills to sustain self-sufficiency and build self-advocacy as young adult citizens.” Vang has worked for the district for 23 years, 11 of those in the Workability Program. She was selected as an Excellence in Education finalist in February.

What path led you to this career? Serving students is what got me into the district. I started as an aide in the classroom, then became an assistant in the front office, which led into assisting a guidance counselor. Though my title had always been to provide support for teachers, office managers and counselors, the tasks given to me were in service to students. As anyone

who works at a site can attest to, all site staff wear many hats. Regardless of the job description on our application, we will adhere to and prioritize students' needs over all other administrative duties. Over the years, I fell in love with helping students even when it was something as trivial as getting them a Band-aid. When the opportunity to be more exclusive to students' needs became available, I jumped on it, thus justifying where I am today.

What do you enjoy the most about your job? Teachers tend to discuss how happy they are when they see a student's light bulb turn on during sophisticated lessons. I too have similar experiences with the students I serve. Though most students I work with have a difficult time solving linear equations and/or constructing a research paper in MLA format, I see their strength and growth with hands-on work. I think many of my students have been given the narrative that they are dependent of teachers' guidance and parental supervision due to the challenges they were born with. With the Workability Program, they get to see their own growth from independent practices and though the paycheck is quite an incentive, it is the knowing that they did this on their own that is most rewarding. When I see their big grins while holding onto a paycheck that says, "I earned this on my own" it warms my heart and soul. That is what I like most about my job.

What is the most challenging part of your job? There are various challenges in my work ranging from student acceptance due to grades/attendance to parents refusing their children an opportunity to be independent because they lack knowledge of the program. However, my biggest challenge is the inability to serve my students (all my students) to the fullest of my potential because I am spread out too thinly across three major regions: Sunnyside, Edison and Roosevelt. Students in SPED programs have IEPs that discuss accommodations and areas needing growth, which often means they need constant reminders and guidance. Since I am not at one site for consecutive days, I cannot efficiently serve students. For example, I'm at Roosevelt only on Thursdays, which means if I request documents from a student, I won't be able to follow up with said student until next week. Sometimes I would have to leave one site to follow up, which then causes the students at that site to not have access to me.

What kind of jobs do you help your students get? Part of my job is not to just find students an available job. It is far more than that. As the workability technician, I need to use the intake packet to analyze what the students' strengths, weaknesses and area of interests are. From there, I will find jobsites that cater to their strengths and interests. Never would I place a student in a jobsite that they are not interested in or have no strength in. As much as I want students to learn, I also want them to find success that can build self-esteem and courage. So, if a student is more reserved, I will place him/her in jobs that require less interaction, such as maintenance or shelf-stocking. If they display a high level of communication, I will place them in retail sites where they may interact with customers. It all depends on the data collected from the intake packet.

What effect does having a job have on your students? As mentioned before, the best effect on these students attaining employment is the feeling of independence and success. Many of these students live their childhood years under strict guidance due to their situation/disability so when they can achieve something independently, it's equivalent to a feeling of adulthood. With this, we hope to instill in them the courage and experience needed to be upstanding, self-sufficient citizens of the community.

How do you help your students obtain and be successful at jobs? A whole lot of work, data collection and collaboration. More than anything, I rely on the feedback from employers, teachers, case managers and personal observations. I always ensure there is a direct communication line between me and the employers so we can determine what the students' strengths and areas needing growth are. From here, I can work with the student to hone his/her skills as needed. Teachers and case managers help me find ways to ensure a student is still performing well academically. Though some may not graduate, I want to ensure they have as much education as they can while I still have power to do so before they exit high school. I also meet with parents to discuss students' success and areas needing growth so we can work together to help student efficiently. So, a collaborative effort between all stake holders is how my students obtain success.

Name one thing most people don't know about you. I'm transparent so there isn't much for people to not know about me. However, beyond work, I also volunteer for community-based organizations serving Hmong youths in culture preservation.

What do you like to do when you are not working? For me to serve my students well, I must always be in a state of self-fulfillment. To accomplish that, most of my free time is spent with my family. Whether it be hiking, fishing or exploring, as long as it is with my family, I am content. This way I come to work fulfilled and with plenty of love to share with my students.

If you could pursue any other career, what would it be? At one point, I wanted to continue my schooling and get an M.S. in pupil personnel services so I may be in a better position to guide students. The idea is still being juggled in my mind and may or may not come to fruition. However, whichever career I choose to pursue, it would still be in public service.

What is your dream vacation? My parents and I are refugees from Southeast Asia. The children here in America are blessed with such amazing educators and programs and yet still struggle in the fight against poverty. I hope to one day travel overseas to these remote Southeast Asian villages that have no access to education so I can volunteer with locals to share ideas on how to improve the lifestyle of children born in poverty. Of course, in the meantime, I hope the natives can also share the beauty of their country that would usually be omitted from tourist attractions. This way, I get to explore while being of service to children.



Employee Spotlight

Yosemite Middle School Teacher Inspires Students and Colleagues

Jessica Cisneros excels in teaching dual language immersion students at Yosemite Middle School and is also a leader among her fellow teachers to help students achieve. She is passionate about her students and reaches out frequently to parents. Yosemite Principal Nicole Horn said about Cisneros: "Her strength in instruction, leadership, energy and enthusiasm are contagious for both students and staff. She is able to meet any challenge that she comes across and be successful." Cisneros has spent her career in Fresno Unified at Yosemite, starting in the spring of 2017. She was selected as a Fresno Unified Excellence in Education finalist in February.

What made you decide to be a teacher? My parents having only completed grade school did not have the experience of higher education...and could not help me get into college because they had not gone through the process themselves. The main reason I am teacher now is because as a high school student, I was guided by my high school teachers into getting a higher education. As a teacher, I now come with the idea that most students in the classroom have educational gaps because their parents, like mine, do not have the experience or knowledge to pass down to them. My goal as a teacher is to teach my students what options they have after finishing school.

What do you enjoy the most about your job? I enjoy working with students, teaching them how to assess their own success. That is for me the purpose of education -- to empower students with the means they need to create their own success. Being a teacher means you are there to help students understand what resources they can use, and how to use those resources. The resources are there to help them become successful outside of school. I enjoy working with students that come from different backgrounds, making them diverse in their own way.

What is the most difficult part of your job? My students do not understand the purpose of school, given that school does not relate to their lives at home. For example, how can my students relate to the unit about ancient Rome, unless I find a way to connect it to today? Some colleagues view school as a way for students to learn how to become working members of the society. This means that students learn how to sit down quietly, learn how to follow directions, and do what they are told. This however, I believe, takes away the uniqueness, creativity, and culture of each student. In teaching students, there should be a way for them to learn how to function in each cultural setting.

What do you enjoy the most about middle school students? There is nothing like teaching middle school students. My students tend to freely show their emotions, whether that is sharing with you about their school day or questioning the purpose of your lesson. Middle school students are not afraid to question what you are teaching them. They want to know "the why" they need to learn the material you are teaching them. This makes me try even harder to make sure my students understand the why behind every lesson. My students are the main reason why I came to school every day, just to see what types of questions I will get to experience that day.

What are some of your strategies for making history interesting for students? History itself does not really interest

students, which is why I make the effort to make it as relatable to them as possible. It takes a lot of thinking outside the box and many interesting short videos to keep them interested. One project the students over the years have enjoyed is when they get to compare a knight with a samurai, arguing which one would win in a dual. This keeps students engaged as they try to prove their warrior will win. Projects like this get students to interact with the material without overwhelming them.

If you could choose another career, what would it be? For some reason I as a kid I either wanted to be a teacher or a train conductor. I figured I would get to explore the world in a comfort of a train.

What is your dream vacation? I have always wanted to see the northern lights as I would enjoy looking at all the different coloring in the night sky.

Name one thing most people don't know about you. In college, I was in the theater club called T.O.R.T.I.L.L.A., where we would perform plays at Fresno State and local schools. It was a great time that I enjoyed being part of.



Fresno Unified District Roundup

McLane Teacher is Educator of the Week

Joshua Busch, a special education and history teacher and the girls softball coach at McLane High School, was honored as a KSEE 24 Educator of the Week. Busch was surprised recently in his classroom with a \$124 check to G.W. School Supply.

[Joshua Busch Educator of the Week News Story](#)

Edison Honored for Completion of Financial Aid Applications

Edison High School is among the 24 high schools in the state with the highest financial aid application completion rates and was honored virtually April 20 in the Race to Submit ceremony. The ceremony was part of the California College Affordability Summit. The California Student Aid Commission has certified that 86.89% of Edison students completed the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CDAA).

Trustees are Honored by Fresno City Council

Fresno Unified board member Valerie Davis and board clerk Veva Islas were honored by the Fresno City Council on March 29. Trustee Davis was selected by councilmember Luis Chavez as the Woman of the Year for District 5. Board clerk Islas was among those honored as District 3 Women of the Year for leading the COVID-19 Equity Project, selected by councilmember Miguel Arias.

Fresno High School Students Host Unity Rally

Fresno High School students from various clubs joined together on April 6 to host a Unity Rally during lunch. The event included students reading poetry and chanting and entertainment from folklorico and the Ukulele Club. Involved organizations included Social Justice Club, Black Student Union, AV Club - Warrior Entertainment, Asian Club, Kindness Club and leadership students.

eLearn Academy Celebrates use of Student Cameras

To entice more students to show their faces during class at eLearn Academy, eighth grade history teacher Shawn Smith said he would shave off all of his hair if enough students turned their cameras on. After three weeks, students had met his challenge, and the school celebrated together and got to see Smith go bald on the last day of Quarter 3.

Fresno Unified School District

Board

Elizabeth Jonasson Rosas

Area 2

President

elizabeth.jonasson.rosas@fresnounified.org

Liaison: Brandalyn Hastings

brandalyn.hastings@fresnounified.org

Veva Islas

Area 4

Clerk

veva.islas@fresnounified.org

Liaison: Maria Sandoval

maria.sandoval@fresnounified.org

Claudia Cazares

Area 6

Claudia.Cazares@fresnounified.org

Liaison: McKenzie Rivera

mckenzie.rivera@fresnounified.org

Valerie Davis

Area 3

valerie.davis@fresnounified.org

Andy Levine

Area 5

andy.levine@fresnounified.org

Major Terry Slatik USMC (Retired)

Area 7

terry.slatik@fresnounified.org

Liaison: Michelle Asadoorian

michelle.asadoorian@fresnounified.org

Keshia Thomas

Area 1

keshia.thomas@fresnounified.org

Liaison: Joseline Virrey

joseline.virrey@fresnounified.org

Administration

Robert G. Nelson, Ed.D.

Superintendent

Misty Her

Deputy Superintendent

Santino Danisi

Chief Financial Officer

Nikki Henry

Chief Information Officer

David Chavez

Chief Human Resources/Labor Relations Officer

Tami Lundberg
Chief Technology Officer

Wendy McCulley
Chief Engagement and External Officer

Natasha Baker
Chief Academic Officer

Lindsay Sanders
Chief Equity and Access

Paul Idsvoog
Chief Operations Officer

Building Futures

Tony Bernard
Media Technician

Anne Ellis
Community Relations Officer

Bryce Marshall
Media Production Specialist

Keith Rybaczyk
Media Production Specialist

Building Futures is a monthly publication of Fresno Unified School District prepared by the Communications Office. To place an ad, contact (559) 457-3733 or email Communications@FresnoUnified.org.

Non-Discrimination Policy: Fresno Unified School District does not harass, intimidate, or discriminate on the basis of race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity or expression or genetic information, mental or physical disability, sex, sexual orientation, marital, pregnancy or parental status, military veteran status, or any other basis protected by law or regulation, in its educational program(s) or employment (BP 0410). For the full policy, a list of compliance officers, and Title IX information, go to www.fresnounified.org.
