



## FARBER EDUCATIONAL CAMPUS TEACHING & LEARNING UPDATE MARCH 2025

(Note: items that underlined and **highlighted in green** are live links)

### PRINCIPAL'S PERSPECTIVE



It's always a challenge to focus on a few things when it comes to Farber. There are lots of big ideas and unlimited potential. That being said, one of my recent challenges was the teacher version of **Diploma +**. Just like we want to challenge all students to add something to their skill sets and resume beyond the diploma, we are challenging staff to do the same. We have a multi-talented staff who could bring a diverse set of skills and experiences to their existing courses, but also develop new ones as well. Think about all of the things that are already putting Farber on the map. Our **CTE**

**Programs, Personal Finance, Hydroponics, Parenting, Farbers Market, Civic Engagement Projects** and many others are already experiencing lots of success. Our Public Services Pathway is adding a **Dispatch Emphasis** next year. We are working on being one of the first schools in the west coast to have a **Student Run Manufacturing Enterprise** where our students will be designing and creating products that are sold locally and beyond. We are going to continue to think differently and challenge one another to go BIG. Afterall, our students deserve that and more.

## KUDOS



Congratulations to CTE Logistics Instructor **Jonathan Hinojosa** for being named the high school or secondary teacher of the year **for the Fresno Unified** as part of **"Excellence in Education 2025" Awards**. Jonathan was selected for being instrumental in developing a new and unique CTE Program for the district, as well as for developing strong student relationships, collaborations with community

and industry partners and for his servant heart/mindset. Check out the [Video About His Nomination](#). Also, check out the [Highlights from the Excellence in Education](#). Jonathan was also recently named the **California new CTE Teacher of the Year by the ACTE** (Association for Career & Technical Education). He was recognized in Sacramento on March 4th at the Careers in Education Conference.



We are inviting all teachers and staff to get connected to **SHIFT**. Learn more about **SHIFT** [here](#). There are many ways for all of us to connect to **Sustainability, Humanity, Innovation, Food** and **Technology**. For example, our real world problems and challenges will be addressed in projects that connect in some way.

What does **SHIFT** look like in a classroom? Check out **Farber Online English Teacher Cyndi Mello** and her work of using Springboard and Padlet to incorporate SHIFT topics: [See Padlet Example Here](#). PW: 1234

It would be ideal if all teachers worked to connect to **SHIFT** in some capacity. Maybe it's a writing or research assignment based on the five elements of **SHIFT**. Maybe it's a reading assignment and reflection based on the five elements of **SHIFT**. We have the capacity to make **SHIFT** come alive if we all find a collective way to connect to it.





**Civic Engagement** is a core foundation for the **Farber Educational Campus**. Ideally, all students should have access to civic engagement projects. Indeed, many teachers are involved in work that does connect to civic engagement. One, we have a cohort that is working with the **Civic Education**

**Center** on civic engagement projects. But there are teachers also pursuing this work on their own or outside the Civic Ed. Center.

What are some of the teachers working on when collaborating with the Civic Ed. Center? First, they are introducing the students to the **Why of Civic Engagement** where they spend time in lessons, activities and discussions about democracy, our social contract, civic intelligence and more. Then, they are moving to project brainstorming and ultimately projects.

What are some of the projects that are already underway?

Students continue to pursue a variety of projects including but not limited to diverse topics such as water quality and access, food insecurity, social justice issues, gang prevention, racism, youth and police interactions & relationships and so many more.

**Independent Study Science Teacher David D'Morias** and his students are focusing on a project around Fresno police reform. They are currently gathering data from their student body, relevant adults, families, and educators related to Farber about their own personal opinions regarding the Fresno Police department. They are going to move slowly towards gathering testimonial data from Fresno PD soon. They are going to reach out to our community partners to gather support and information related to their project. One potential partner is Matias Bernal from the **Education and Leadership Foundation**.

Their ultimate goal for our target audience (being Farber students and their families) is to educate and inform them of their civil liberties and rights given by the U.S. Constitution and the California Constitution. We want to have our students armed with how to engage and interact with law enforcement for hopefully a positive outcome in all circumstances.

**Credit Attainment Women's Alliance Teacher Meliza Gonzalez** has her students working on three different projects. They are:

#### **Group #1: Community Service**

This group has 7 students, they found that many non-profits suffer from lack of volunteers but have a high need for them. So, they are working on creating a club on campus to take students to locations in need and are hoping to get admin approval for students to get credit for hours completed.

### **Group #2: Literacy with Elementary Students**

This group has 6 students. They discovered that literacy has declined in recent years and want to inspire elementary students to love to read again. They are hoping to create a Farber version of Barnes & Noble "Storytime" where elementary students come with parents to listen and read books. They are hoping to partner with the Farber Library for this recurring event.

### **Group #3: Teen Pregnancy**

This group has 3 students. They believe that there needs to be more awareness about teen pregnancy on campus. They are still working on ideas for the final project.

**Campus Culture Director and Leadership Teacher Elva Carlos** has her students working on several civic engagement projects including:

- A Student Bill of Rights with students Nacoriea Leslie and Alexis Lopez
- More BSU and LSU activities and events at Farber with Presley Hinojosa
- Recycling Campaign- Student Estrella Reynaga
- District bus transportation to Farber- the rest of the class

**Online Secondary English Teacher Cyndi Mello** is teaching her students how to send professional emails to community partners and local experts. See sample below:

## Boys & Girls Clubs of Fresno County Email

Due February 21, 2025 10:30 AM • Closes February 24, 2025 2:00 PM

Points

0 points possible

Instructions

### Extra Credit (20 Points) Assignment Instructions: Email Composition

#### Steps to Complete the Assignment

**1. Use Your District Email**

- If possible, log in to your district email account.

**2. Compose a New Email**

- Click on the option to create a new blank email.

**3. Enter the Recipient's Email Address**

- In the "To" line, type the email address of the person or organization you are trying to contact.

**4. Add Cc Recipients**

- Look to the right of the email address you entered for the options labeled Cc and Bcc.
- Click on the Cc option to open the Cc line.

**5. Include Your Teacher's Email**

- In the Cc line, type your teacher's email address: [cyndi.mello@fresnounified.org](mailto:cyndi.mello@fresnounified.org).

**6. Understand Cc and Bcc**

- Remember that Cc stands for "carbon copy." This means that the person in the Cc line will receive a copy of your email, and all recipients can see who else received it.
- Bcc stands for "blind carbon copy." If you use Bcc, the person you send it to will receive a copy, but other recipients will not see their email address.

**7. Write the Subject Line**

- In the subject line of your email, write: "Questions for a student project."

**8. Proofread Your Email**

- Before sending your email, ask someone else to read it for spelling errors or typos to ensure it is clear and professional.

**Credit Attainment Men's Alliance Teacher Robert Vega** has his students working on a project around healthy eating, as well as food insecurity. They are working with the **Central California Food Bank**. They have watched several documentary films including the movies Game Changers and Food Inc. They have done considerable research about food deserts, ultra-processed foods and food insecurity. They took a recent field trip to the Food Bank on Friday, March 14th and have also worked with Farber Kitchen Manager Oxnard Rivas.

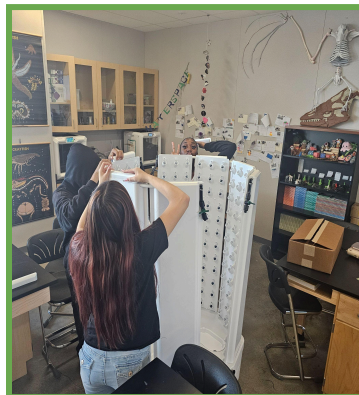
## HIGH QUALITY DEEPER LEARNING

### SCIENCE



**Credit Attainment Teacher Jadrian Ejercito** continues to expand the hydroponics program with his students. They recently received their first three Flex Farms and have them up and

running. They are currently in the classrooms of **Mr. Vega, Mr. Trevino and Mr. Ejercito**, as well as the **Student Union, Main Lobby** and **the Loft**. They have already been growing things like lettuce with their aeroponic system. But now they are also growing foods like *strawberries, tomatoes, cilantro, basil, flowers* and more. Their plans are to grow food for both the cafeteria and our monthly food pantry Farbers Market. Mr. Ejercito and three students - **Christian Marquez, Aiden Ramirez** and **Fatima Corona Magana** - also recently presented their work in Hydroponics to members of a local Rotary Group who invited them in order to learn more. There, they met a Soil Scientist who was very interested in their work and asked if he could be a guest speaker.

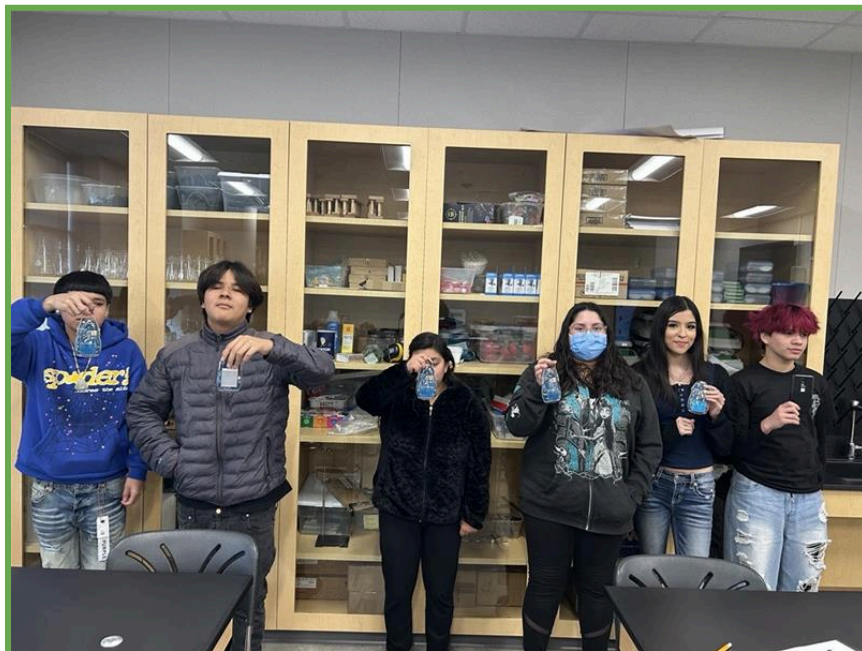


They are also working with the **Slade Lab at Fresno State** to track bird populations within the city of Fresno. Bird feeders have been installed in the olive tree area by the parking lot. They are also working on native plant installation..



Zoology students are learning about primitive groups of animals such as *sea sponges*, *jellyfish*, *coral* and *anemone*. Students just completed their dissection of sea anemone and sponges. Students are now researching the various types of diseases that result from infections of worms, and will create presentations to demonstrate their understanding. As next quarter begins, students will investigate coral bleaching as part of their mid-semester project. Specifically, students will research how [3D printing and other engineering methods are being used to help create new substrates and environments for coral to grow on](#). During this project, students will practice deconstructing scientific articles to help improve their research and information literacy skills. Also, check out this [YouTube Channel from Zoology Students](#).

Biology students are using the [Visible Body Software](#) to learn about cellular energetics (photosynthesis, cellular respiration and fermentation). Biology students are implementing their understanding of photosynthesis as part of their hydroponics learning. For cellular respiration, students will conduct an experiment to investigate the relationship between exercise intensity and carbon dioxide production. Additionally, we're bringing back the pizza lab from Cambridge! Students learn about the process of fermentation by making their own dough. Finally, biology students will begin using the [Mini One Systems](#) to investigate Valley Fever in Fresno County, as well as taking on the role of forensic scientist to exonerate suspects using molecular biology.



Two Farber Science Teachers - **David D'Morias** (Independent Studies) and **Roxanne Murietta** (Online) - are participating in [Kids Making Sense](#). In collaboration with [Sonoma Technology](#) and [Tree Fresno](#), this program offers a hands-on program that educators can

use to teach students how to measure and monitor air quality and weather, to interpret the data they collect, and to take action to reduce their exposure to air pollution in their schools and communities. Teachers are provided with a comprehensive science curriculum to passionate **STEM** and **NGSS** champions that empowers youth to create innovative solutions to solve air quality problems. As part of this program, teachers received free training on how to use the kits as well as support as you implement lessons in their classrooms. Additionally, students have the option to interact with an air quality scientist via Zoom or Google Meet. This unique feature allows them to interact with a scientist, get help with their project, or simply ask career or science questions! This work is made possible from a grant from the [California Air Resources Board](#).

They have been using their atmospheric quality testers AKA "sniffers" to test the air quality of our students' local neighborhoods and the Farber campus. This is part of the **Kid Making Sense** curriculum. We plan to upload the data and then use their mass aggregator data tool to compare the atmospheric conditions of various parts of the country! There's also a time-lapse function!



**The Farber Science Departments** are getting an exciting new piece of technology. Our new **Anatomage Table** is heading to Farber. This features real cadaveric content, ensuring the highest level of medical accuracy. This is the

most advanced real-human-based medical education system. This state-of-the-art platform offers digitized human cadavers and superior medical learning tools, transforming medical education and training. This is ideal for **Biology, Anatomy Physiology, Public Services, Medical, Health** and much more. You can read more about it here with this link [Anatomage Table](#). You can more as well on this YouTube video link [Anatomage Video](#).

## ENGLISH

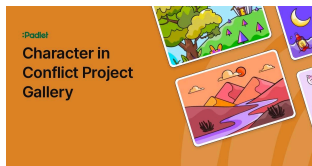
**Farber Online English Teacher Jessica Herrera** and her Sophomore English students took a deep dive into the inner conflicts of:

### **Argumentative Prompt**

Take a position on the question: *Is it common for powerful leaders to have flawed characters? Why? How might this affect the community?* Write an argument paragraph to support your position and explain how it relates to Okonkwo's character. Be sure to make your paragraph, "PEARLY" by:

- P – Stating your POINT in the first sentence with your position on flawed powerful leaders
- E - Providing EVIDENCE/ or EXAMPLE of your point that you know of
- A – ANALYZING how this type of leader might affect a community
- R – REPEATING any other pieces of EVIDENCE/ EXAMPLES and ANALYSIS you may have
- L – LINKING to the novel by reflecting on how this topic may help readers better understand Okonkwo's character

**Okonkwo** from **Chinua Achebe's Things Fall Apart**. They used symbolism and quotes to create a tribal mask Okonkwo might have worn to demonstrate both his strengths and weaknesses.



Students then posted their masks on the following Padlet called the **Character in Conflict Project Gallery**. Then, students took their understanding of Okonkwo and used it to help them respond to the prompt.

**Online English Teacher Cyndi Mello** and her Senior English students have been using AI ART to Check for Understanding of a poem and a selected work of nonfiction. **Check Out The Padlet Here** and use 1234 for the Password.

Her seniors also recently had a discussion about their **ERWC** (Expository Reading and Writing Curriculum) regarding the **Juvenile Justice** module. Their prompt was **"Should 11-Year Olds Be Charged with Adult Crimes?"** They were challenged to post their opinions in either the "In favor" section or the "Against" section depending on their views. Students were also asked to explain their responses and comment on the responses of their peers. Again, **Check Out Their Padlet Discussion Here**. The Password again is 1234.



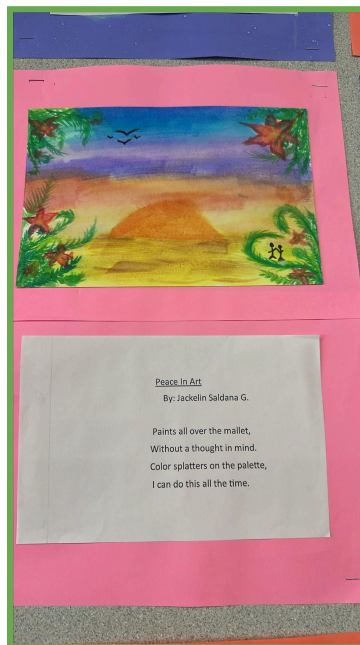
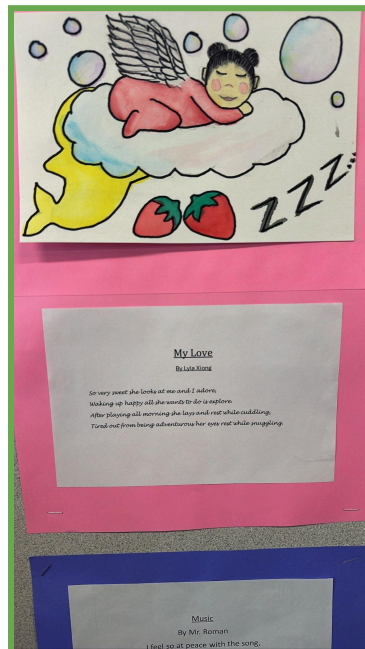
**Credit Attainment English Teacher Kara Marquez** had her students do a project and presentation around the idea of what it's like to Live On Minimum Wage. It was part of her larger unit of Affording the American Dream. Check out a couple of student work samples here:

### Student PowerPoint

### Student PowerPoint #2



**Independent Study Teacher Gina Vertson** and **Substitute Teacher Tai Roush-Gomez** had students learn how to write Quatrain Poems that are based on students' personal lives and their various interests. See some of the student work here.





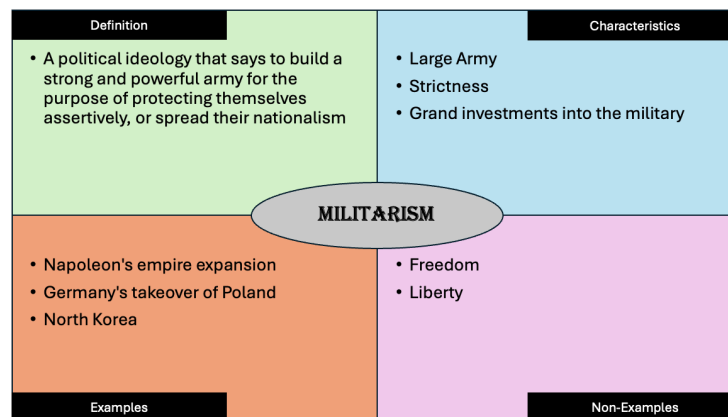
## SOCIAL SCIENCE

**Credit Attainment World History Teacher Meliza Gonzalez** recently assigned her students a project about Totalitarianism. In an attempt to get students to understand Totalitarianism on a broader scale, she created a project where students take what they learned about Stalin, Hitler, and Mussolini and use it in a creative manner. Pretending they have seized the power of America, they must include details to a foreign journalist on how they accomplished their coup! You can see the [Assignment Here](#).

**Credit Attainment US History Teacher Robert Vega** has been working with Instructional Coach Tony Fiori on [DBQ](#) (Document-Based Questions) in Clever. Mr. Vega is excited about it and says that “It's nice because the work that students do is saved as they go, and students who need make-up work can access it from outside the classroom.”

**Online Social Science Teacher Phillip Gladden** has dived deep into [EduProtocols](#). These are instructional lesson frames that are designed to engage students in learning through critical thinking, collaboration, communication, and creativity. EduProtocols can be used with any subject, any grade level Kindergarten through adult.

First, he shared an example of the [Frayer Model](#) he used with students. He said “he used this model when giving a reading assignment, and the students may need to define terms or words to understand the reading better.” Sometimes, he gives them the words, but often, he gives them one term or word and gives instructions to scan the reading for two more words that they are unsure they understand. He stays at 3 words.



- They define the word then give some
- Characteristics, e.g., looking at things. Making notes
- Examples Lewis and Clark
- Non-examples allow them to consider the limits of a term.  
While Thomas Jefferson purchased Louisiana, that is different from exploring it. or going to your local Target once a week.

Then, he shared an example of **The 8 PARTS of Speech and Sentence Parts Template.**



This is a great way to start a new topic. For Example, he used a picture of soldiers in a trench during World War I. He had the students take about 3 minutes to look at the picture. Then, he instructed them to consider what objects are in the picture and what actions the still picture may suggest. The following slide uses parts of speech to look closer and consider things that were missed by their first look. They describe the picture and think about why the picture was taken. Finally, they consider what can be learned from it. It gets the students interested and invested in what can be learned in this topic.

Then, Phillip explored the **Fast & Curious** protocols. He gives them a daily quiz of 5 to 10 multiple choice questions similar to what they will encounter on the Unit Test. They get the same 5 questions for a week. Then he adds 5 more for the following week. Once they have seen all 15 questions, he reviews the quizzes, picks the 10 most missed, and repeats each day until the test. Their tests have 15 multiple choice questions and one essay question. He gives

them three possible essay questions in their folder, one of which will be on the test. The 3 questions cover the most important topics covered. So, by preparing for all three questions, they are reviewing the material.

Then, he used the [Archetype FourSquare Square Eduprotocol](#).

- Students consider a person that we are studying, for example, Sacagawea.
- The students are given 5 different archetypes and descriptions of what they are based on characters from movies, literature, etc.
- They choose one of the archetypes that fits the person.
- Then, they need to present the evidence for their choice.
- They will give a modern example to this archetype; it can be someone they know or from fiction.

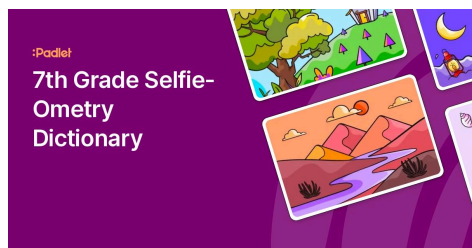


Mr. Gladden also shared these Student PowerPoint Examples using Eduprotocols:

## [8 Parts Trench Warfare](#)    [Archetypes 8.2](#)

### [World War 1 Using The Frayer Model](#)

## MATH



**Online Math Teacher Katreena Baker** and her 7<sup>th</sup> grade students have begun tiptoeing into our Geometry units this week, and students worked on the Selfie-Ometry Project. Students had to choose 10 vocabulary words from a list of approx. 40 words, and research the mathematical

definitions of the words. They had to find examples of those words in the real world, and take selfies with their objects. Lastly, students shared their photos with each other on a shared Padlet.

Here are three examples of student work, as well and below is the link to their Padlet Dictionary:

 [Selfiometry PT 2 \(2\) 1.pptx](#)

 [Selfiometry PT 2 \(1\) 1.pptx](#)

 [Selfiometry PT 2 1.pptx](#)

[Padlet Dictionary](#)



**Online Math Teacher Derek Komaki** shared some amazing recent student success. One of his 11th Graders - Kimberley Rayas - displayed her **STEM project** at the annual [Pi Day Run](#) at Woodward Park and won first place! Check out the photos below. Great job and congrats to Kimberley and thank you Mr. Komaki for sharing.



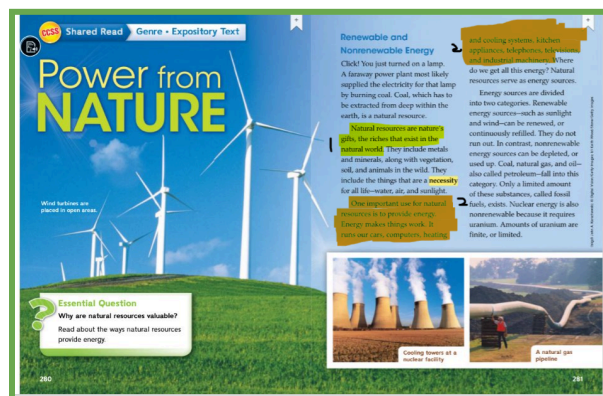


## PHYSICAL EDUCATION

**Online Physical Education Teacher Regina Cervantes** has been working with her PE students on their State Physical Fitness Testing during the month of March. Farber is excited to see our online and in-person students perform the test to the best of their ability. 5th Grade through 10th Grade are testing in March.

## ELEMENTARY ONLINE

**Farber Fifth Grade Online Teacher Anthony Tafolla** shared some recent student work. See some examples from ELA, Social Science, Math and Science.



Highlight the text evidence to support each answer.

Questions:	Answers:(written responses need to be in complete sentences)
What is a natural resource and why are they valuable? Explain.	A natural resources are nature gifts and are some of the most riches that exist in the nature world.
What are the ways that natural resources are valuable?	Natural resources are valuable because they can provide energy which can start things and make them work well.
What is the author's opinion about energy? Support your answer with evidence from the text.	The vqaihor's opinion is that natural resources are nature's gifts. Thy are the richest in the world and include metals, minerals, vegetable soil, andanials.
What are <b>some</b> challenges we face with natural energy?	Some challenges we face with natural energy is that they, not only run out but can pollute the environment.

## American Indians and Their Land

*How did American Indians adapt to different environments in North America?*

### Introduction

In this lesson, you will learn about the first people to live in North America. You will find out where they came from and the places that they settled in.

The descendants of these people are the American Indians. Most American Indians tell stories that explain where their ancestors came from. These stories have been passed down for many years. This lesson includes an example of one of these stories.

Many scientists believe that these early people first moved from another region. They came from the continent of Asia to North and South America, traveling into many parts of the American continents over hundreds of years.

These early people settled in different locations around the Americas. You will read about the various places in which American Indians lived and see why they had different ways of life. By staying in the same regions for many years, tribes became very skilled at living off the land. The American Indian man in this image made his clothes and gear from things found around him.

There were different environments on this continent that the first Americans settled in. You will learn about four kinds of environments and why each environment presented different challenges to the American Indians and how tribes found ways to overcome these problems. As an example, you will take a close look at the Inuit (IN-oo-IT) tribe in the ice fields of the Arctic. Why might this environment be challenging to live in?



Social Studies  
Vocabulary  
adaptation  
environment  
kiva  
migration  
natural resource  
origin story



### Questions

- Where did the first people in North America originally come from?
  - Europe
  - Africa
  - Asia**
  - Australia
- How did American Indians pass down their history?
  - By writing books
  - By telling stories**
  - By making maps
  - By recording videos
- Why did different American Indian tribes have different ways of life?
  - They lived in different environments**
  - They all spoke different languages
  - They moved frequently and never settled
  - They did not know how to survive in new places
- What does the image of the American Indian man in the lesson show?
  - How they built houses from bricks
  - How they used natural resources to make clothes and tools**
  - How they traveled across the ocean
  - How they cooked food over a fire
- Why might living in the Arctic be challenging for the Inuit tribe?
  - The land is very dry and has little water
  - The weather is extremely cold and icy**
  - There are many dangerous animals
  - It is difficult to find enough food in the forests

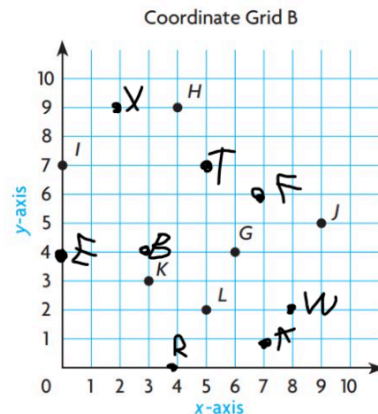
Use Coordinate Grid B to write an ordered pair for the given point.

- G (6, 4)
- X (0, 7)
- K (3, 3)

- H (4, 9)
- J (9, 5)
- L (5, 2)

Plot and label the points on Coordinate Grid B.

- W(8, 2)
- E(0, 4)
- X(2, 9)
- B(3, 4)
- R(4, 0)
- F(7, 6)
- T(5, 7)
- A(7, 1)



YOU DO



## ENGAGE

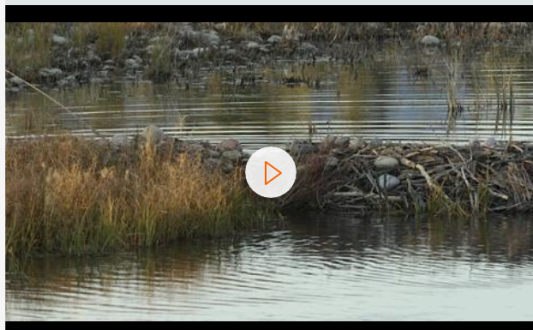
# How Do Organisms Change Their Ecosystems?

## Organisms' Effects

All living things interact with the living and nonliving parts of their ecosystems. When living things interact with different components of their ecosystems and environments, they cause different kinds of effects.

### Beaverling Away!

Watch this video to discover more about how beavers build dams.



24-25 Tafolla A: 01 GRADE 5-66bX

Flores, Sofia

Search

Select All to Print

Flores, Sofia

Living things interact with other living things to meet their needs. They also interact with nonliving things such as air, water, and nutrients.

January 27 2025, 1:45pm

View on Page

Flores, Sofia

are substances that provide nourishment for life.

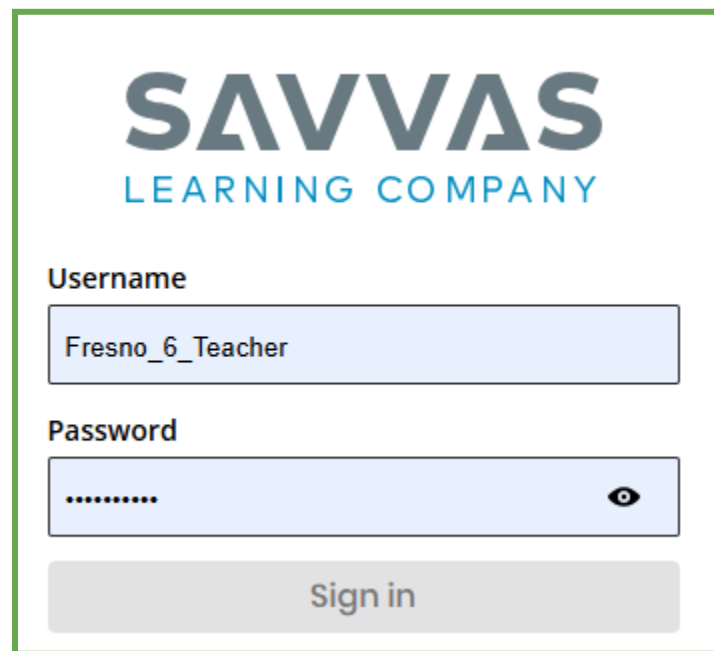
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Flores, Sofia

An environment is made up of all the living and nonliving things that surround and affect an organism.

**Online 6th Grade Teacher Patty Morrison** had her students comparing and selecting from two Social Studies adoptions. They have been working on reviewing the 2 curriculums being considered for adoption. The students participated in both curricula while completing forms for the district on the pros and cons of each. They were able to articulate why they liked one over the other. They continue to use their favorite (TCI) whole class as they love how the content is delivered. Check out the [Content Here](#) and see the login info below.



**SAVVAS**  
LEARNING COMPANY

**Username**  
Fresno\_6\_Teacher

**Password**  
.....

Sign in

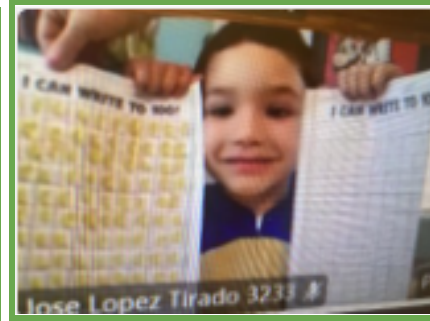
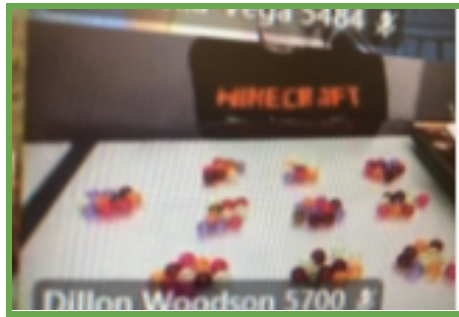
**Online 1st Grader Traci Grubb** made February an exciting month. The month was packed with holidays, events, great literature, art and social studies. Here is a glimpse into this festive month at Farber Online 1st Grade:



### **100<sup>th</sup> Day of School**

They celebrated our 100<sup>th</sup> day of school by counting 100 small items. They decided to make piles of 10's in order to carefully count 100 items. Next, they placed the small objects on a counting sheet to visualize 100 objects and finally, they wrote to 100.

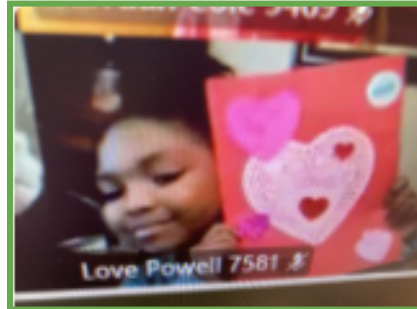
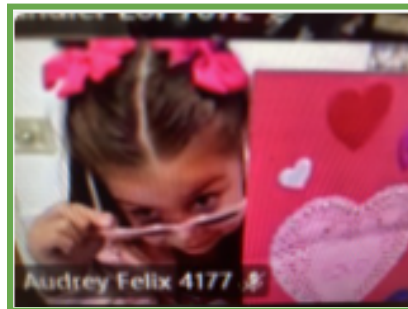




## Valentine Art

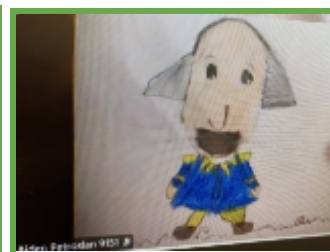
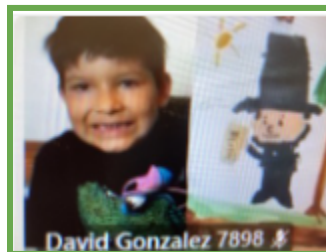
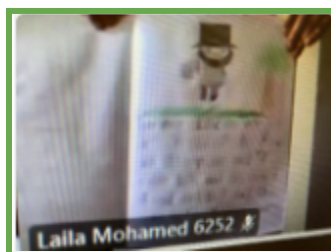


Valentine's Day is exciting in First Grade. So, we took advantage of the fun literature. Students also got to practice new found writing skills to make Valentines for family and friends.



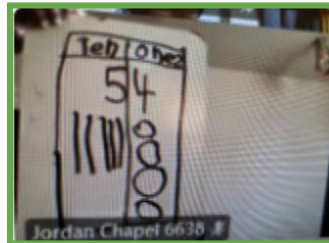
## Presidents' Day

We read about Abraham Lincoln and George Washington during February. We gathered details about the two presidents and then wrote about them in our journals. We drew Lincoln and Washington with help from Art for Kids Hub!



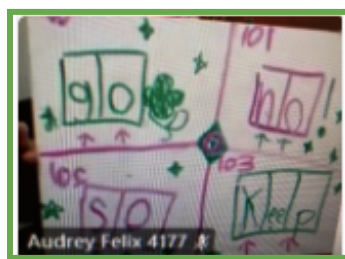
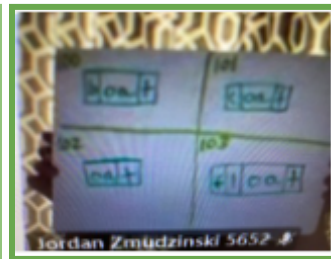
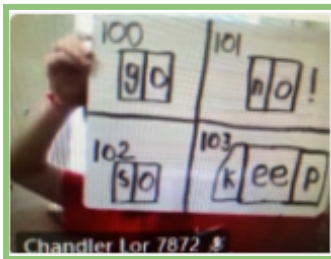
## Place Value

We worked in our Go Math Books as well as practiced building numbers on our whiteboards.



## Word Work

We're learning different vowel teams and different ways to make the long vowel sounds in February. February was a busy, productive, and fun month!

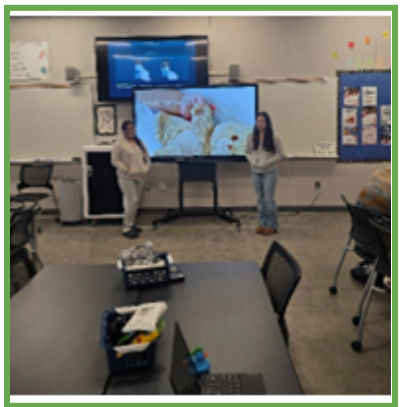
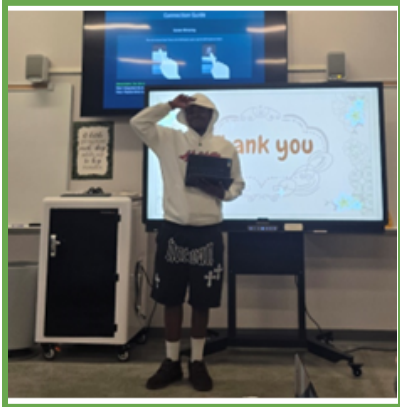


FARBER EDUCATIONAL CAMPUS

## ELECTIVES

# Parenting+

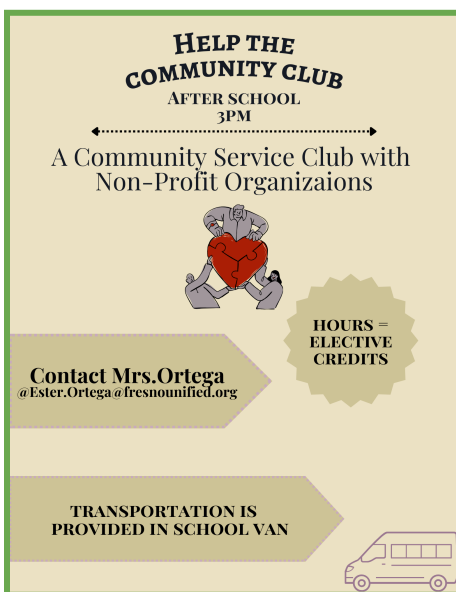
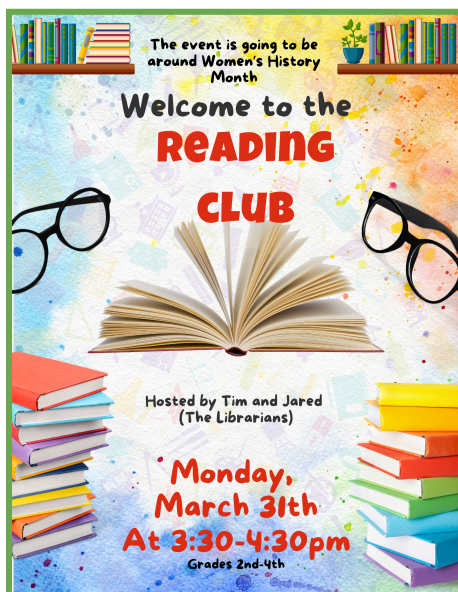
Students in **Esther Ortega's Parenting** class have been focusing on creating and presenting key topics related to baby development and growth. Their presentations emphasized the importance of self-education and support in raising healthy, happy babies. Through these presentations, students shared their firsthand knowledge, offering a relatable and realistic perspective on navigating the challenges of baby development and growth while juggling the responsibilities of young adulthood. The following are some of the topics they presented: Infant milestones, Infant to Toddler Behavior, SIDS and prevention, the Side Effects of Infant Screen Time, Co-parenting and Baby Proofing the House .





**Credit Attainment Women's Alliance Teacher Meliza Gonzalez** continues to have her students work on one of their long-term projects known as Artivism. The students have been working alongside one of our partners - the **Youth Leadership Institute** - as part of the The Fresno Youth Artivism Program. This is funded by the City of Fresno and is part of the **Measure P Expanded Access to Arts and Culture Fund** administered by yet another of our partners in **Fresno Arts Council**. The program runs for 8 months and focuses on six key justice platforms: **Education, Health, Economic, Environmental, Racial** and **Gender Justice**. Throughout this school year, youth participants will explore each of these platforms in-depth, learning about their histories and connecting them to art and advocacy efforts. In the final two months, participants will create their own artwork and celebrate in community.

These students are also deep into their **Civic Engagement Projects** (referenced earlier in this document). They are preparing for presentations to Farber staff and others. They are producing posters for their various events and programs they are creating.





## ART

**Online Art Teacher Tabitha Herndandez** and her students have been working on a variety of art projects. Recently, they did a PBL Culture Project and you can see their work on Canva [Here](#). Also, they have been using Canva in a variety of different ways to produce art. Check out some of the work [Here](#).

## PERSONAL FINANCE



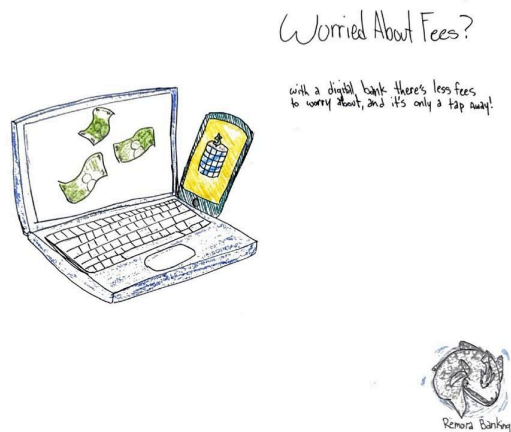
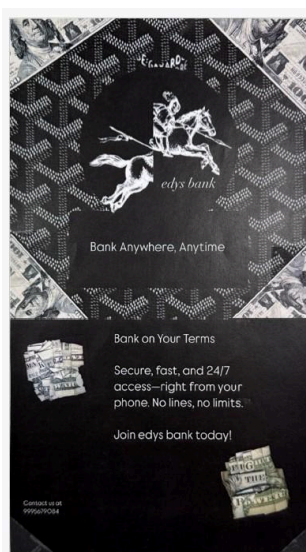
On Wednesday, March 5th, Farber Seniors participated in the [Wise Up Financial Literacy Program](#) presented by the Educational Employees Credit Union and hosted by **Farber Personal Finance Teacher Kongmia Her**.

Students learned about banking, financial planning, take-home pay, careers and how life events/choices can impact their finances. There were many eye-opening moments as the students traveled to the different stations discovering how many things can help or hinder their finances. Students were having strong, meaningful conversations with one other as well as were asking questions to both EECU and Farber Staff Members. One student commented that he was very thankful for the information because it helped him plan for when he completes high school and moves out on his own. Another commented that the workshop helped reinforce what he was learning in his Personal Finance class.





**Personal Finance Teacher Kongmia Her** also had a recent unit on banking. Students learned about the different types of banks, variety of bank accounts, bank fees, and advantages/disadvantages of banks. They concluded the unit with a bank ad project. Students became marketing directors for one of the three bank types; Traditional Bank, Credit Union Banks, or Online Banks, and then created an ad for the selected bank focusing on one or more key feature offerings. Students were able to manually create the ad by hand or create it using technology. Students did some really fine work and you can see samples here.



## **STUDENT LEADERSHIP**

Last month, **Campus Culture Directors and Leadership Teachers Elva Carlos** and **Jackie DeLaCruz** took six students to the **Civic Education Forum** in **Sacramento**. They were part of the 50 students that attended statewide. The summit focused on allowing young leaders from across California to share unique perspectives, engage in meaningful dialogue, and drive impactful change. The students who attended were:

**Nacoriea Leslie and Alexis Lopez** from Independent study

**Ceselia Diaz, Jelena Gevorgyan and Rashel Vasquez Torres** from Online

**Athena Vallejo Fernandez** from Credit Attainment

The students gained a better understanding of Civic Engagement through workshops and leadership training. The students learned more about the **State Seal of Civic Engagement, American Civic Values**, and strategies to foster civic participation. They also participated in a student panel that focused on "**How to Engage Young People in Advocacy Efforts**". The panel discussed and addressed issues they felt were affecting our youth today. In groups, students focused on a specific issue and collaborated on solutions addressing those issues. The panel then shared their solutions to the entire summit. The students also had an opportunity to advocate a Civic Engagement Bill to our state legislators that promoted Civic Engagement to primary grades (K-8) since it currently only occurs in high school.

**Jackie DeLaCruz** and seven students recently participated in the **Women in Engineering Day** at **FCC**. Students participated in a conference focused on encouraging young women to pursue STEM-related careers. Our students joined with over 70 other female students from other FUSD high schools who participated in hands-on workshops and demonstrations to introduce them to different engineering fields. The workshops were based on applying the engineering design process to address given challenges.



## **CAREER TECHNICAL EDUCATION**



### **Jeff Cook's Multimedia & Video Production**

students have been working hard and creating some great content. Recently, they produced a video as part of the district's **Health & Safety** efforts to educate students about issues around

**Teen Dating** and **Stranger Danger Awareness**. Check out the [Video Here](#).

**Vanessa Ramirez** was a recent guest speaker. She worked for **Telemundo** as an anchor and reporter. Currently, she works for Fresno Unified in the Safety Department after working in the Communications Department. She discussed the importance of professionalism, communication, collaboration, good decision-making and more.

Up to 35 students will be traveling to Hollywood for a Field Trip to the [Warner Bros. Studio Tour](#) on Friday, April 11th.

Students are also preparing for their final 4th quarter work where they have a final project that includes the following choices:

- Producing a Music Video with Album Cover Art and a Promotional Commercial
- A Documentary Film Trailer and a Radio Promotional Spot
- Create a website with photography where they choose from four types of photography and choose 15 photos. They create a video montage of the photos along with music they have created.

All of these will be required to have the presentation component.

You may notice that student photography is starting to be displayed on campus. Look for the locations on campus where you see canvas prints that have been displayed and are marked with **Farber Student Photography**.



Students also recently worked on a Magazine Cover Project. See the great student work below:



You can see this and more work from the Multimedia & Video Productions classes at the [Farber YouTube Channel](#).





**Logistics Instructor Jonathan Hinojosa** has been busy this 3rd quarter on a variety of projects.

They have two ongoing projects with the Central California Food Bank. The Monthly Full Choice Food Pantry - Farbers Market - continues to go well. February was a record pantry with over 240 families being served.



They also continue to support the Elementary Backpack Program. The classes receive the food, do inventory, fulfill orders and support delivery back to the schools.

Check out the recent [Story on ABC 30](#) about the program and what the students are doing.

- Sigma Six Certifications - 80% of all students passed the White Belt or initial certification.
- March is certification month. Students will be expected to get to Yellow Belt and some will pursue opportunities for Green Belt. Also lift certifications such as the scissor lift, forklifts, aisle reach and more.
- OSHA Certifications - all are OSHA 10 Certified. One student is working on his OSHA 30 certification.
- Six Students have been forklift certified and more are pursuing the certifications.
- Advisory Meeting on March 10th.
- Periods 5&6 will be designing their own Logistics Company - holding and moving products, five means of transportation. Students will present on May 2nd with industry partners.
- Periods 3&4 are all about training. They are all designing their own training program company with industry certifications.
- On May 2nd, the program is hosting an Industry Showcase where students are presenting to industry partners, as well as going through job interviews with multiple industry partners - these include Amazon, Lynons Magnus, Central California Food Bank, The Gap, Pape, Total Industries and others.



**New CTE Public Services Instructor Daniel Brown** has been working hard this quarter on getting his students prepared for a variety of skills mastery and career opportunities. Some of the learning activities this quarter have included the following:

- Curriculum this quarter has been geared toward healthcare, anatomy and physiology. Specifically Cardiovascular, Respiratory and Musculoskeletal Systems.

We are currently transferring over to Military careers.

- At the beginning of every class, we learn about daily current events.
- Completed Stop the Bleed Training.
- Completed Online Courses for HIPPA and Bloodborne Pathogens.
- Participated in an Interactive Webinar exploring roles in Respiratory Therapy, Physician Assistant, and Surgical Tech.
- Currently Working on Army Career research presentations.
- Had both Army and Navy recruiters present to the class, and we are looking forward to the Air Force coming to present in the near future.

Some of the Public Services students also attended the **Growing Health Leaders Youth Conference at California Health Sciences University** on Wednesday, March 12th.



**Cyber Security Teacher Peter Fortuna** and his students continue to work on their civic engagement projects along with ongoing efforts like **Seniors Helping Seniors** where students are supporting residents at the [Vineyards California](#)

[Armenian Home](#). Students have been both visiting the residents there as well as hosting them at Farber.





The library has been working and moving forward with supporting teachers and students. Students and staff are reading more and more. **Sora** checkouts for the year have Farber ranked 10th in the entire school district. Farber can do better, but this is an incredible start to the first year combined. The physical book checkouts are increasing as well. They noticed a significant increase in January checkouts to the tune of **63% more checkouts than we had in November and December** (when we finally got the shelves up).

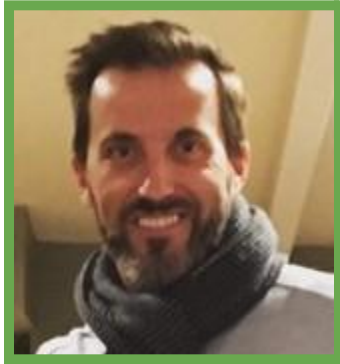
They also were welcomed into Mr. Vega's class to talk to them about how to access and use the **Gale Databases** for research. Mr. Graveline is looking forward to going back and guiding them some more as the inquiry process continues. He would love to support even more teachers and their classes with this kind of learning and other areas of study. So please reach out to the library for support. They are here to help.

The library just had our second **Epic Book Showdown**. They had people read **Long Way Down** by **Jason Reynolds**. The participation could have been higher and they are working to improve the level of engagement. In March, in support of **Women's Appreciation Month**, they will be reading **Hidden Figures** by **Margot Lee Shetterly**. And in May, they will have the book **We are Not Free** by **Traci Chee** for **Asian American Pacific Islander Heritage Month** (fantastic book if you have not read the historical fiction account of the Japanese internment camps in the US after the attack on Pearl Harbor). They are also brainstorming ideas for more potential events for this year and in the years to come.

Finally, one may have noticed there is some new unfinished furniture. They expect that to be done soon, and we will have the library looking very different. Eventually, the library will have the flexibility to move some tables around, have more bookshelves, **a podcast station, a dedicated makerspace for the 3-D Printers** and more. Things are changing and it's been exciting for the library to serve Farber students and staff.



## INSTRUCTIONAL COACH



When we talk about teaching and learning, let's not forget that we have a very qualified, professional and adaptive instructional coach on campus in **Mr. Tony Fiori**. Tony's primary role involves observing classes to offer constructive feedback and suggestions for teachers to improve literacy instruction, student engagement and classroom management.

Mr. Fiori and the instructional team at Farber continue to work on building collaborative classrooms that prioritize student voice and student engagement. Here are some things that Mr. Fiori has observed recently:

Mr. Cook (multimedia) working with his students on **Collaborative Structures**. These structures place students in the middle of the learning and promote collaborative conversations that stimulate and promote thinking. Some of the structures we have worked on have been the use of a *fishbowl*, *carousel brainstorm*, and *four corners*. All of these strategies for engagement also promote structured movement in the class (students getting up out of their desks and circulating, rotating and collaborating)



*(Photos of the Carousel Brainstorm from Mr. Cook's Multimedia Class)*

**The DBQ (Document Based Question)** online literacy program used by our Social Science and ELA teachers has continued to build. **Mr. Vega** has begun implementing this with fidelity in his US History classes. Most recently, his DBQ is focused on the guiding question of "*What was Harriet Tubman's most significant achievement?*" Students analyze primary and secondary source documents using a digital platform while preparing to write an evidence-based writing piece to the guiding question.

Tony has also been working with **Mr. Phillip Gladden**, our online World/US History teacher, on the use of **Eduprotocols** in the classroom. EduProtocols are instructional lesson frames that are designed to engage students in learning through critical thinking, collaboration, communication, and creativity. Mr. Gladden's classes have benefited from the use of specific Eduprotocols like **CyberSandwich** and **Hero's Journey**.

Instructional work has continued with some Farber teachers to provide strategies to improve classroom culture. This work has focused around creating effective structures during the beginning and end of the class period. These structures create consistency for students and provide those teachers with regular opportunities for formative assessment.

As a former AVID teacher and AVID Coordinator at Sunnyside High School (National Demo School for AVID), Tony can support teachers with a variety of AVID strategies for any classroom (Collaborative Study Groups, Philosophical Chairs, Socratic Seminar, Focused Note-Taking, etc.).

## **PROFESSIONAL LEARNING**



At the recent Buyback Day on Monday, March 10, Farber teachers met and worked with **Jon Corippo** - a teacher, author and internationally known presenter/facilitator. Jon introduced them to his instructional frames known as **EduProtocols**. He shared lots of digital tools including, but not limited to **Gimkit**, **Snorkl**, **Diffit**, **Curipod**, **Learning Genie**, **99 Math**, **Blooket** and **Wordwall**. Feedback was very positive and lots of teachers are requesting for Jon to return to Farber for future professional learning.

"I thought that it was great, and I was very interested in what Jon shared with us," said

**Online Math Teacher Pauline Cagle**. "I have been looking for different tools that I could use in my classes to increase the level of engagement.

“The learning from this buyback brings the fun back to learning,” said **Independent Study Teacher Katrain Floyd Gonzales**. “The tools presented deliver immediate improvement to student achievement, are relevant, and create excitement in the classroom.

**Credit Attainment English Teacher Ryan Williams** indicated that vocabulary instruction is usually dry and boring for most, especially the teacher. But he said that **Gimkit** allowed students to grow while getting practice and constant feedback. “Failing multiple times and then trying again until something works provides a learning experience,” said Ryan. “These experiences collectively contribute to grasping new strategies on how to learn and on the lower level, DOK1, vocabulary.”

**Independent Study Teacher Shaun Brown** had one word about the day....“USEFUL.”

**Credit Attainment CTE Teacher Jonathan Hinojosa** said, “Make your classroom go BOOM!”

**Online Social Science Teacher Phillip Gladden** said “Jon presented several really interesting AI tools that I did not know about at all.”

## COUNSELING



**Farber Counseling** has been busy as usual with lots of student interactions, support and events. Recently, they hosted the Senior Meeting that included the following activities:

- Credits and current grad status (Review of Transcripts)
- Review of Senior Handbook
- Senior Sunset, Prom, Grad Nite
- Graduation practice
- Graduation ceremony
- Senior Contract

**Counseling has hosted two academic award celebrations this year.** The first one was in Q2 for Q1 grades/results. This one was a delivery of award certificates and a sweet treat to students in their classroom to recognize them in front of their peers. The criteria we used for all programs are below. For Online students, award certificates were sent to them via postal mail. There was also a raffle drawing for all students who received an award. As for the second award celebration, that was done in Q3 for Q2/Sem2 grades/results. This award celebration was done outside in the quad where students were released early to come pick up their certificate, a Farber shirt, a cupcake, and the opportunity to take a picture with their awards (for CA and IS students). Online Learning students did the same but after school hours, where many brought their families with them. The same criteria was used.

## **WELLNESS CENTER**



**Julie Reyna** and the entire team in the **Wellness Center** have been very busy. Here are some key highlights they would like to share with all staff in order to support our students as best as possible:

- The Wellness Center is closed during lunch time and is available for students who have appointments only.
- Teachers will receive emails from CSSW about students who may need breaks to self-regulate and can use the Wellness Ctr. to do so.
- If students are asking to come to the Wellness Center to meet with their CSSW, teachers can call the Wellness Center's Office Assistant (37178) for support.
- If students are experiencing a crisis (self-harm, suicidal/homicidal ideation), please contact the Wellness Center immediately and follow up with a referral if needed. If no one is available, please contact an administrator.
- Students who are experiencing attendance issues can be referred to the Child Welfare and Attendance (CWA) team for support.
- When staff identify students that may need check-ins and support, please utilize our referral process and provide as much information as possible. If it is a high-risk situation, please contact a CSSW or administrator immediately.
- Students/guardians can self-refer for services. QR Code and Link is provided below.



**Staff Referral QR Code and Link**



<https://forms.office.com/r/Yr6ey7mFWy>

**Student/Family Referral QR Code and Link**



<https://forms.office.com/r/RbLWTdwxdh>



**FARBER EDUCATIONAL CAMPUS**

## **ASIAN CLUB**



On February 15, the **Farber Asian Club**, with two vans full of students, set out early in the morning from Farber to the Dublin BART station. From there, they boarded the train to San Francisco's Chinatown to experience the Chinese New Year celebration.

Excitement filled the air as they arrived in Dublin around 8 a.m. and caught the BART to Powell Station in downtown San Francisco. Unexpectedly, their visit coincided with the NBA All-Star Weekend. As they walked past Union Square on the way to Chinatown, **Independent Study Teacher Kongmia Her** had the opportunity to shoot some hoops at an NBA promotional event set up in the square. The group also witnessed a K-pop group filming a music video, adding to the lively atmosphere.

Later, everyone enjoyed a delicious dim sum snack at a park before heading to the highlight of their trip: a guided tour at the Chinese Historical Society of America Museum. The featured exhibit - ***We Are Bruce Lee: Under the Sky, One Family*** - provided a powerful and inspiring look at Bruce Lee's life and his struggles against racism in America.

After this cultural experience, the group split into smaller teams to explore the sights, sounds, and aromas of the Chinese Lunar New Year street celebrations. They also had the chance to prepare for the upcoming New Year's Parade. As the streets of San Francisco began closing for the parade, the group made its way to the underground BART station. While waiting for the train back to Dublin, they were treated to the beautiful sounds of a live saxophone musician on the train platform. They didn't arrive back in Fresno until after 10 p.m., exhausted but thrilled after an incredible day of cultural exploration and celebration!