



# FARBER EDUCATIONAL CAMPUS TEACHING & LEARNING UPDATE JUNE 2025

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

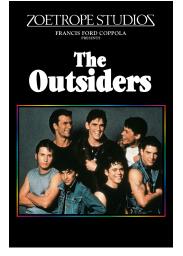
# PRINCIPAL'S PERSPECTIVE



The end of the school year often suggests multiple emotions and thoughts amongst students and staff. It could be and should be a time for celebration of success, reflection of learning and also looking ahead. As most of you have heard me say many times, this first year at Farber was a lived experience of learning, adapting, growing, reflecting, experimenting and rethinking. Year two promises to be very different in many ways. I am excited about what Farber students and staff can accomplish in 2025-2026. I am excited to see all of our programs expand and flourish at higher levels. Next year

holds many opportunities for new learning and new experiences. We will dive deep into **Kagan** and **Eduprotocols** as our classroom foundations, while continuing to pursue deeper learning through problem and project-based learning, civic engagement, career technical education and more. This place is not supposed to be a regular school and that is a good thing. As we reflect on this year and plan for the next, we all should be thinking about what we can add (our own individual +) to the student experience at Farber. We have an opportunity to rewrite the learning experience as long as we are not afraid and are willing to take risks and truly collaborate with one another.

# **KUDOS**



Big shout out to **Gina Vertson** who is organizing one of the first big Farber and Community events for the 2025-2026 school year. In Partnership with <u>The Stay</u> <u>Gold Foundation</u>, a special event around the book and film The Outsiders is coming to Farber and Fresno.

In 1980, Jo Ellen Misakian, a librarian at Lone Star School in Fresno, California, wrote to Francis Ford Coppola on behalf of her seventh and eighth grade students about adapting The Outsiders. When Coppola read the book, he was moved. And the rest is history. Gina was one of those Lone Star eighth graders.

And now, Gina is bringing much of the cast of the film to Fresno for a series of special events. On Friday, September 12th, cast members of the Outsiders will come to the Farber campus to meet students and staff before they do the same at Lone Star Elementary. On Saturday, September 13th, there will be a screening of the film open to the public at Royce Hall on the Fresno High School Campus. The cast will also be there for a VIP experience before the screening that will include book and poster signing, meet and greet and Q&A.

For General Admission tickets, please go to <u>An Evening with The Outsiders</u> and use the code **RUMBLE**. For VIP tickets, please visit <u>The Outsiders Return</u> <u>to Fresno</u>.



#### **KUDOS**



Congratulations to Online Art Teacher Tabitha Hernandez who was recently recognized by the **Fresno County Superintendent of Schools** as part of their first-ever **Terrific Teacher** Social Media Campaign. Students, parents and colleagues nominated teachers for making a meaningful impact on the lives of young people and their community. Congratulations Ms. Hernandez for making a difference with Farber students and beyond. Great job!!!



In the first year at Farber, we have seen a lot of great examples of implementing **SHIFT** (*Sustainability*, *Humanity*, *Innovation*, *Food* and *Technology*). One great example is the **Hydroponics Program** led by **Credit Attainment Science Teacher Jadrian Ejercito**. He and his students are addressing the

need to grow more healthy foods that are accessible to all. This really connects to all five tenets of **SHIFT**. Also, Civic Engagement projects addressed the aspects of SHIFT. English Teachers like **Cyndi Mello** have had her students write and do work around a variety of topics related to **SHIFT**. As you read about all of the fine work being done by Farber students and teachers in the pages below, see if you can look where **SHIFT** comes alive.



Students and Teachers have been actively engaged in **Civic Education and Civic Engagement** is a core foundation for the **Farber Educational Campus**. As teachers continue to grow their programs and partnerships, we hope to see more teachers and students addressing real world issues and problems in the form of projects that impact our community.

**51 Farbers Seniors** will be recognized at Graduation with the State Seal of Civic Engagement. Indeed, some juniors have already qualified next year. Meanwhile, **Farber is the 2nd highest State Seal Qualifier**  in the district second only to Edison. The following teachers had students qualify for the State Seal of Civic Engagement: **Elva Carlos, Dr. Della Caver, Jadrian Ejercito, Meliza Gonzalez, Jennifer Gross, Jonathan Hinojosa, Cyndi Mello, Mercedes Rodriguez** and **Robert Vega**.

# **FUSD DATA FOR 2024-2025**

- 1. Edison High School 102
- 2. Farber Educational Campus 51
- 3. Design Science HS 45
- 4. Bullard High School 33
- 5. Patino High School 25
- 6. Sunnyside High School 19
- 7. Hoover High School 18
- 8. McLane High School 7
- 9. Fresno High School 5
- 10. Duncan Polytechnical HS 3
- 11. Roosevelt High School 1

Farber also had four projects for the County Showcase at the Tower Theater May 6th. These included projects around **Loneliness and Social Isolation** (Caver), **Hydroponics and Sustainable Ag.** (Ejercito), **Early Literacy Program** (Gonzalez) and **Food Insecurity** (Vega). See more **Details From The Event** <u>Here</u>.







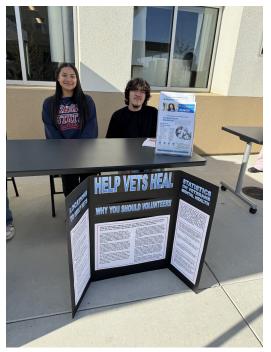
On Tuesday, May 6, Farber teachers participated in a Project Gallery Walk featuring the work of nine Farber Teachers and their Students. **Teachers Elva Carlos, Jeff Cook, David D'Morias, Meliza Gonzalez, Jennifer Gross, Jessica Herrera, Jonathan Hinojosa, Mercedes Rodriguez** and **Robert Vega** shared their project work from their students with the entire Farber Teaching Staff from all

three programs. Topics included **Food Insecurity, Veterans, Stray Animals, Student Hydration, Crime, Homelessness, Police Accountability, Farber Student Transportation, Student Bill of Rights, Lack of Affordable Housing, Domestic Violence, Racism, Mental Health, Gang Awareness, Early Literacy, Community Service, Teen Pregnancy, Kids Making Sense, Atmospheric Chemistry, Youth Park Ambassador** and more. An example of some of the best student products that were produced, Mercedes Rodriguez' students created a website about their crime and safety called the <u>Fresno</u> <u>Safe Streets Project</u>. This is a great example of students working together while conducting research, consulting experts, presenting their work and solutions publicly, offering resources and more. Another group of her students worked on Affordable Housing and Homelessness. Check out this great <u>Information & Resource Brochure</u> that students produced in both English and Spanish. These have been shared in print and online on and off campus. Watch the original <u>Canva Link Here</u>.



# **DEEPER LEARNING**

# **SCIENCE**



**Independent Studies Teacher Jennifer Gross** and her science students worked on several civic engagement projects this past semester. Three student groups in the Farber Independent Studies program proudly qualified for the prestigious State Seal of Engagement this year, each leading meaningful projects that benefit both campus and community. One team focused on stray animals, promoting responsible pet ownership and volunteerism. Their work will expand next year with the launch of a new Farber Pet Volunteering Club. A second group advocated for the mental well-being of veterans, raising awareness and encouraging peers to volunteer with local

veteran organizations. The third project addressed student wellness on campus by pushing for more hydration stations. Their efforts paid off—two new bottle-filling stations have already been installed, with more on the way. These students exemplify Farber's commitment to community engagement and real-world impact.





Science students participated in an enriching Social-Emotional Learning (SEL) program called **Wolf Lessons** for Human Lives from <u>Wolf</u> <u>Connection</u>, which culminated in an unforgettable field trip to the Wolf Sanctuary in Palmdale. After weeks of engaging with the program, students were thrilled to meet the wolves in person—especially those they had connected with during the lessons. Seeing their favorite wolves up close

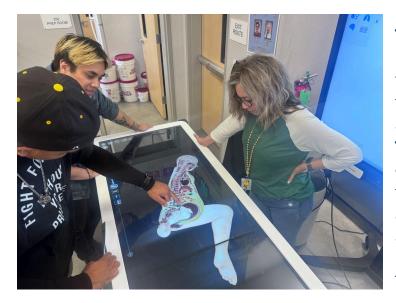
left students in awe and made for a powerful and memorable experience that deepened both their learning and emotional growth.

Inspired by the impact of the program, their IS science teacher plans to continue using **Wolf Connection** next year, expanding it to include a hands-on, project-based science component that will further connect students with biology, animal behavior, and conservation.

Future IS Science Options will be offered next year, including a Project Based Learning Environmental Science class and the returning, always fun, Zoology class.

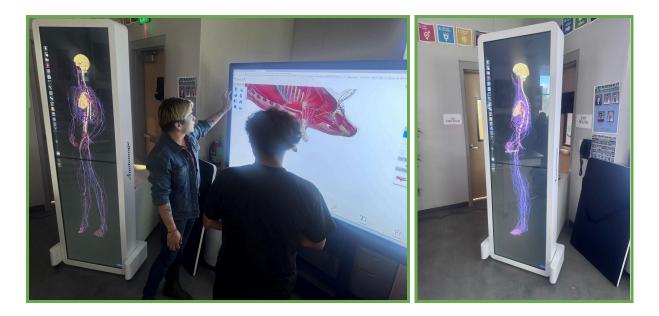






The Farber Science Department has received their new piece of technology that they have been anxiously awaiting - the Anatomage Table. This features real cadaveric content, ensuring the highest level of medical accuracy. This is the most advanced real-human-based medical education system. This state-of-the-art 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 and Health. It also has applications for Chemistry, Zoology and more.** You can read more about it here at <u>Anatomage Table.</u> You can also see this YouTube video link <u>Anatomage Video.</u>

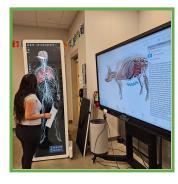


#### **Online Science Teacher Dexter Yang...**

This fourth quarter, students are engaging in a research project focused on finding solutions to ocean acidification. They will explore the chemical processes behind how excess carbon emissions are increasing the ocean's acidity and examine the harmful effects this has on marine life. Through their research, students will work to develop strategies that can help prevent further acidification and protect ocean ecosystems.

Student Jelena Govorgyan shared some of her exemplary work on this topic. First, check out her **Presentation Video** and her **PowerPoint Slide Show.** This is quality work in all areas. This includes great research and outstanding presentation skills.

**Credit Attainment Science Teacher Jadrian Ejercito** has been having his students do a variety of projects, investigations, and labs this 4th quarter. Here is a review of some of the highlights



#### Biology: Anatomy - Using the Anatomage Table and Fetal Pigs to Learn About Human Anatomy

- Students would normally dissect frogs to learn about anatomy. However, this time, they used a fetal pig and compared the anatomy of pigs with humans using our new Anatomage table. The table is capable of showcasing detailed 3D renderings of the human body and its organ systems. The table also offers a variety of

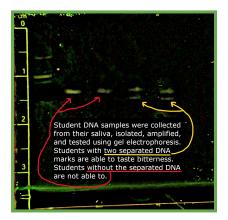
science experiments in chemistry, physics, biology, and earth/space science.



### Biology: Nervous System - Using Biotechnology to Visualize and Interact with our own Nervous Systems

- Students used technology to visualize, interact with, and learn about their nervous systems. Students used a portable

electroencephalography (EEG) device to visualize their brain activity. Students also used other tools from Backyard Brains to control a robotic arm and their other classmates!



#### Biology: Genetics and DNA Testing - Using Biotechnology to Test Our Own DNA:

- Students collected DNA samples from their saliva. They then used polymerase chain reaction (PCR) to amplify (make a billion copies) their DNA and run it through a gel electrophoresis to visualize their genes. In this case, students investigated whether they could taste a bitter compound called PTC. This same technology is used in forensic investigations to determine if a

suspect was truly at the scene of a crime. It can also be used to detect various diseases, like COVID and Valley Fever.



### Zoology: Dissections - Grasshoppers, Fetal Pigs, Sharks and Snakes

- Students wrap up the school year with various dissections to reinforce their understanding of the animals we learned about this year. Students who did not want to participate were able to observe or conduct a digital version of the dissections.

#### Civic Engagement: Students Hailey Martinez and Christian Marquez

showcased their work on using hydroponics as a way to help with food insecurity in the Central Valley. They also made a short video on how to make a budget-friendly hydroponic system (video linked below).







Finally, **Science Teachers David D'Morias** (IS) and **Roxann Murietta** (Online) have completed their year-long project - <u>Kids Making Sense</u> - 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. Students were able to use atmospheric quality testers AKA "sniffers" to test the air quality of our students' local neighborhoods and the Farber campus. Also, students were able to interact with an air

quality scientist via Zoom or Google Meet. This unique feature allowed 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 <u>California Air Resources Board</u>.

Mr. D'Morias said that the Kids Making Sense Atmospheric Chemistry Unit was probably the most engaging unit for his students all year. He said it provided his students a springboard into very useful and important conversations regarding economic and social disparities of our community.

"Using the feature of discussing not only the science with the atmospheric chemist, but also engaging in quality conversations with a professional field leader on those disparities in Fresno was incredibly helpful for our students to understand the importance of our local air quality and how it impacts the life quality of all living organisms in our community," said David.



# **ENGLISH**

**Online Teacher Cyndi Mello** challenged her students to write editorials and used **SHIFT** (*Sustainability, Humanity, Innovation, Food and Technology*) as the starting point. They could choose a topic based on SHIFT.

Here are some great examples of student work that include persuasive writing, data and more.

#### **Affordable Housing Crisis**

#### **Climate Change Wildfires**

#### Affordable Housing and Homelessness Solutions

**Online English Teacher Paochoua Xiong** worked with her 9th graders on reading, analyzing and exploring *Romeo and Juliet*, widely regarded as one of William Shakespeare's most iconic and enduring works. In preparation for this challenging text—written in Early Modern English—she and her students dedicated time to exploring the life and times of Shakespeare, and the historical and cultural context of the Elizabethan Era. To support students' understanding, they also examined several of Shakespeare's literary techniques and stylistic elements, including dramatic irony, soliloquy, the Shakespearean sonnet, symbolism, and imagery. As a culminating project, students will pick from one of these choices to demonstrate their comprehension of the play.



# End of the Unit Project (Choose 1)

# **Collaborative**:

Students work together in pairs and small groups to rehearse performances of a soliloquy from Romeo and Juliet.

# Interpretive:

Students compare different filmed scenes of Romeo and Juliet and analyze each for their effectiveness.

# **Productive:**

Students complete graphic organizers that require them to paraphrase and "translate" Shakespearean verse into their own words.









**Ms. Xiong** and her 9th Graders also concluded their novel study of **To Kill a Mockingbird**, a timeless work set in the 1930s—a period marked by widespread poverty and the entrenched injustices of the Jim Crow Era, during which segregation was legally enforced to oppress Black Americans.

Following our reading and analysis of the novel, students engaged in a creative

project that allowed them to showcase their understanding in a unique and imaginative way. Each student designed a cereal box inspired by the novel's themes and characters. They crafted a cereal name connected to the book's content, created an interactive game on the back that reflected key plot elements, and completed additional activities to design the remaining sides—choosing from a menu of eight options. The final products were not only visually engaging but also deeply insightful. Students demonstrated thoughtful interpretations and a profound grasp of the novel's central message: the enduring power of love, empathy, and tolerance in the face of prejudice and injustice.



Her 8<sup>th</sup> graders have been studying the Holocaust and they are realizing that it can be profoundly unsettling. However, it is essential for deepening our collective understanding of one of the darkest chapters in human history. In this unit, students will engage with narratives—both fictional and factual—that give voice to those who endured and resisted the horrors of the Holocaust. These individuals responded to immense cruelty with acts of courage, compassion, and resilience. The core texts included excerpts from *Night*, a memoir by Elie Wiesel; *Terrible Things* by Eve Bunting; and selections from *The Boy in the Striped Pajamas* and *The Diary of Anne Frank*. Through these works, students explored themes of hope, humanity and moral responsibility.

In addition to literary analysis, students reflected on lessons from the past to inspire action in the present. As a culminating project, they worked on raising awareness and advocating for change on a significant national or global issue—empowering them to be thoughtful, compassionate citizens of the world. **Credit Attainment English Teacher Ryan Williams** has been having his students work on an interesting project around local neighborhood clean-up and beautification. They have been doing research and working to identify what are the most pressing needs in Fresno. Although students struggle a bit on developing the priorities, Mr. Williams shared a list of 10 Fresno areas that need extra care. Students chose an area of interest and then began developing ways to improve things such as removing litter, planting trees, reducing pollution, improving the local environment and or creating community pride.

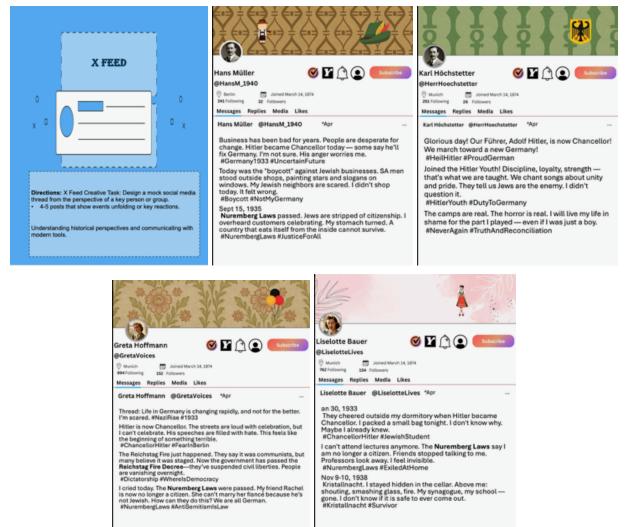


The list of 10 areas in need for "Neighborhood Clean-up and Beautification" are Belmont Neighborhood, Fresno High Neighborhood (Echo & Weldon Corridor), Tower District, Shields & West Area, Roosevelt High School Vicinity, Lions Skate Park Area, Airport District, Southeast Fresno, Webster Elementary Area, and the Van Ness & Weldon Pocket Park. **Junior Estrella Reynaga** shared this **PowerPoint On A Community Garden**. **Junior Aiden Rivas** shared this **PowerPoint on Neighborhood Cleanup and Trash Removal**.

**Credit Attainment English Teacher Dr. Della Caver** and her 10th graders worked extensively on Cultural Identity. They wrote narrative essays that communicate a cultural perspective. Dr. Caver's seniors did some reading and research about "*What's Next? Thinking About Life After High School.*" As they did this work, they had assignments around Hidden Intellectualism, Sample Cover Letters and FAQ Guides for College/Work/Military.

#### SOCIAL SCIENCE

**Online Social Science Teacher Phillip Gladden** has had his Modern World History students studying World War II. HIs students have been using Social Media posts as a way to recreate the voices of those in Germany at the time of the Holocaust.



#### WHAT IF?

Directions: "What II?" Historical Scenario Creative Task: Write an alternate history version based on the question below.

What if Aberham Lincoln had not been Assassinated? (Think about his plan for Reconstruction)

Can be written as a creative story or made into a timeline

If Abraham Lincoln had not been assaisanited, m Reconstruction plan of gradually integrating Southern states into agression and booling how White Southerness prominent in the Confederacy. As it was, the Radical Republicane oppose President Lincoln's approach because they were advocating for harsher pursishment and the restabilishment of a greater feder presence and intervention in the South. New Southern stat legislatures would not have been able to pass restrictive "Blac Codes" which hericitives of mass restrictive "Blac Codes" which here initiately would not have been devicing their labe and entiated in the military would not have been devicing their labe and entiated in the military would not have been deviced restrictive the right to vote or have their exit rights protected. President Lincoln black Southerners. President Jonson's Reconstruction plan black Southerners. President Jonson's Reconstruction plan black Boutherners. President Jonson's Reconstruction plan black black und have been unlikely to have been implemente in Lincoln had bud. In Mr. Gladden's 8th grade US History class, they were asked to respond to the question: What if Abraham Lincoln had not been zssassinated? If he would have lived out his plan for Reconstruction and it would have gone through. Students reflected on how this event impacted the future of the United States.

### <u>MATH</u>



#### **Online Math Teacher Derek Komaki**

recently challenged his students with a project based on Geometric Sequences in the Real World: Creating and Solving Problems. Students had to research current measles cases, review websites for data, record cases in a table, respond to questions and reflect on the project. This is a great example of making math

applicable, meaningful and relevant to students. Check out <u>Student Duncan</u> <u>Boshears' Work Here</u>. <u>Check Out Student Jaci Zuniga's Work Here.</u>

# Credit Attainment and Dual Enrollment Teacher Brad Powers used Open

Educational Resources (OER) for the first time in his Dual Enrollment Statistics Class. In particular, he used

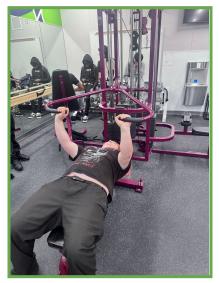
https://www.myopenmath.com/. This is a free service and it allows Mr. Powers to assign homework online. According to Mr. Powers, it is similar to sites like Pearson's



MyMathLab but it is free. He also used an OER book and that was free as well. "It seems to have been a good alternative and has even saved the district money," he said. "This is the case since we didn't have to pay for books or online homework for our students this semester. It is also nice for me since I don't have to order anything."

> "Open educational resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. OER include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge."

# **PHYSICAL EDUCATION**



**Credit Attainment and Independent Study Teacher Ian Hyashi** recently shared that he feels very blessed as the Fitness Center has received some new equipment. Here are some highlights:

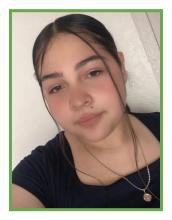
• The new treadmill and row machine have been a great addition to the room.

• They also received some equipment from some generous donors who provided us with weight equipment.

- Next year, they will continue to grow and expand the program (hopefully with the new basketball court and pickleball area).
- For the 4<sup>th</sup> quarter, students finished state testing (PFT and 3rd period CAST).
- Students had a presentation from Marjoree Mason.
- The Lunchtime gym has grown all year. More and more, students are utilizing the fitness center during lunch. They are working hard and really seeing the positive gains. Providing a safe space for students to workout and exercise during lunch has been a real bright spot for the program.
- Next year, they will look to join that new athletic league (I don't know what my role is with that yet). There might also be an Athletic PE for students who are interested in playing in this league.



### **ELEMENTARY ONLINE**



**7th Grader Estrella Morales Cisneros** recently shared some exciting news with her former **6th Grade Teacher Patty Morrison**. Indeed, she represents what a 21st century learner looks like. She's creative, innovative, self-directed and an entrepreneur. Estrella has launched her own business. She makes custom floral arrangements and sells them online at TikTok and Facebook.

Estrella said she got the initial idea and inspiration from TikTok. She said she was watching an influencer share

with her followers how to make a bouquet. Estrella was immediately captivated and decided to pursue this herself. She began to study the details of different elements and told her family that she was going to launch her own business. Estrella began saving money to fund her initial expenses. She ordered a kit and initial supplies and she was on her way. "Once I made my first complete bouquet, I was very proud of it but also knew that I could do better." she said. "I started to learn more and more from TikTok and notice how much improvement I began to make."

Estrella said she then started her own TikTok and Instagram accounts, while her mother took on the Facebook account. Then she began making bouquets and selling them for Valentine's and Mother' Day. Estrella said she is truly inspired and plans on being self-employed for her future. "Now, whenever I am feeling stressed, I work on my business because it's like my therapy. I am happy I started my own business and I would recommend this to other students as well," said Estrella. "Others can do this as well. You can start right from your own home."



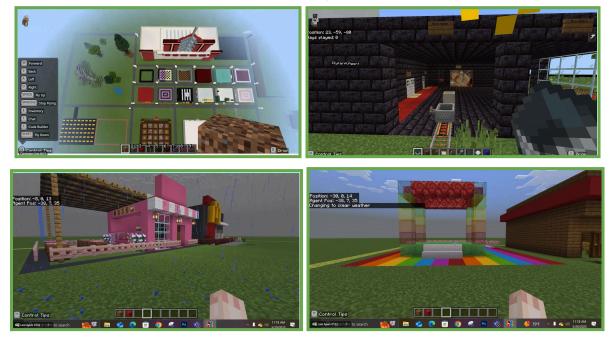
**Online 3rd Grade Teacher Eva Herrera** has been busy with her students this quarter.

In ELA, students have done research on animals and their habitats. Then, they did presentations. In math, they finished the curriculum. However, there is plenty of material tney are reviewing. The lessons are meant to review some concepts that have been a challenge throughout the year. After final review, students will work with Go Math to prepare them for fourth grade.

North American history has been what we have covered in Social Studies. They just finished learning about Canada. They began the year with Native Americans to the present.

And finally, in Science, they are learning about pollution, fossil fuels and types of clean energy.

**Online 5th Grade Teacher Sheila Kelly** has had her students have been working on Minecraft Projects in Math. They are focusing on area, perimeter, and volume. See some student work samples below.



**Online First Grade Teacher Tracy Grubb** enjoyed a great activity with her students who really enjoyed learning about 3-D shapes through songs, art and constructing 3-D models. Below are a few pictures of students' work drawing 3-D shapes through songs, art and constructing 3-D models. Below are a few examples of student work with these 3-D models.



To learn about the attributes of these shapes, they had a scavenger hunt to find real life objects to stack, roll and slide. Lastly, with Play-Doh and toothpicks, students made 3-D models.



# **ELECTIVES**





This quarter, **Parenting Instructor Esther Ortega** said her class was filled with meaningful connections, hands-on learning, and joyful experiences for both parents and their little ones. They kicked off the quarter by getting to know one another through

interactive "Getting to know each other and our babies" activities.

The class also had the pleasure of hosting presentations from SHINE and Young Lives throughout the entire school year, which offered valuable insights, encouragement, and resources to support us on our parenting journeys.

A major highlight of the quarter was their exciting field trip to the Fresno Chaffee Zoo, where families explored, learned, and created unforgettable memories together.

As the year ends, they will be honored to receive a special visit from the Mighty Community Advocacy, an advocacy agency that helps community members with doula services during, before, and after pregnancy.

The program was proud to wrap up the year by hosting our students with both a Mother's and Father's Day breakfast. One of their last projects will be to create a Baby Cube Project, which is a creative and reflective activity that captures each family's unique parenting journey and celebrates all that we've learned and shared throughout the year.

# Women's Alliance CARING - CITIZENSHIP - FAIRNESS - RESPECT RESPONSIBILITY - TRUSTWORTHINESS



**Credit Attainment Women's Alliance Teacher Meliza Gonzalez** and her students attended the 2025 Alliance Banquet. Ms. Gonzalez chose **Mariana Martinez Leon** as the Outstanding Student. After volunteering to go to the Fresno Women's Conference in the Fall, volunteering for the Fresno Youth Artivism Program, and leading her

group in their Civic Engagement Project on Community Service, Mariana's hard work and dedication made her the clear choice. The entire Alliance class also attended the Fresno City College Field Trip. As a class of all seniors, they went to see the community college they will soon be calling their school. They also had their own Senior Grad Party the week before senior check out as a celebration of our State Seal recipients and graduation seniors.



#### **PERSONAL FINANCE**



**Personal Finance Teacher Kongmia Her** continues to challenge his students in a variety of ways. During this 4th Quarter, the Personal **NEXT GEN PERSONAL FINANCE** Finance class explored and studied the stock market, individual stock investing, bonds, fund

investing, and retirement plans. Students learned that companies, municipalities, and federal governments issue stocks and/or bonds to raise funds to expand and grow. Using the online program and resource How The Market Works, students and nine staff members competed in the Farber Personal Finance Investment Challenge. Each participant was given \$50,000 (mock) to invest and earn as much profit as possible within four weeks. Throughout the competition, students learned how the stock market operates and researched different trading techniques, from market price trades to limit and stop orders. At the end of the competition, the top 10 placements consisted of seven students and three staff. Way to go, everyone! See the final results here.

Overall Rankings			Weekly Rankings				Monthly Rankings			11	Yaiza_Huney	Yasmin H.	53,351.14	0	6.70%	VIEW	RESET	REMO
ANK		USERNAME		CURRENT VALUE		% GAJN/LOSS	ACCOUNT	RESET USER	REMOVE	12	Squirrel77		52,990.25	œ	5.98%	VIEW	RESET	REM
			Th	is is as of: May 17, 202	5					13	RitchieRich		52,816.50	0	5.63%	VIEW	RESET	REM
	Ø	kongmia.her@fresnounified.o	rg	68,023.79	•	<mark>36.05</mark> %	VIEW	RESET		14	TGMan12		52,547.15	œ	5.09%	MEW	RESET	REM
		STOCKNBS Elia	s D.	57,776.65	0	1 <mark>5</mark> .55%	VIEW	RESET	REMOVE	15	VertmakeMoney		51,879.00	•	<b>B.76%</b>	MEW	RESET	REM
		RichHoboDMac		56,186.55	•	12.37%	VIEW	RESET	REMOVE	16	r@u!f67&	Raul F.	51,660.00	0	3.32%	MEW	RESET	REM
		Edyelchino_2007 Edu	iardo S.	55,504.35	•	11.01%	VIEW	RESET	REMOVE	17	fresnovalley	Cruz L.	51,597.20	•	8.19%	VIEW	RESET	REN
		dgkkevin	in S.	55,451.95	•	10.90%	VIEW	RESET	REMOVE	18	PurpleFlower1!	Genesis M.	50,882.79	•	1.77%	VIEW	RESET	REM
		Cencal	sie H	55,355.85	•	10.71%	VIEW	RESET	REMOVE	19	3_dgar	Edgar M.	50,451.35	O	0.90%	VIEW	RESET	REN
		Zulu_31 Die	go L.	55,116.23	•	1 <mark>0.23%</mark>	VIEW	RESET	REMOVE	20	Rhino321		50,273.99	•	0.55%	VIEW	RESET	REN
		Alex2025 Emma	nuel H.	53,833.57	0	7.67%	VIEW	RESET	REMOVE	21	Dutchbros12	Addison G.	50,267.80	۲	0.54%	VIEW	RESET	REN
		DODGERNATION		53,534.10	۲	7.07%	VIEW	RESET	REMOVE	22	SprinkleDust	Olivia H.	50,066.95	®	0.13%	MEW	REBET	REN
5		Elon Musk101	el G.	53,358.01	•	6.72%	VIEW	RESET	REMOVE	23	rogue9		49,133.30	•	1.73%	VIEW	RESET	REN

# **STUDENT LEADERSHIP**



Leadership Students Jesus Maldonado Martinez, Estrella Reynaga and Priscilla Silva Soto presented a project about School Transportation to Farber to Paul Idsvoog/Chief Operations and Classified Labor Management Officer and Ramiro Salas/General Manager of Transportation.

They were presenting the problem related to Fresno Unified not providing school buses to Farber and associated issues related to students taking the FAX bus to school. They had student and parent survey data, references to the Fresno Unified Mission and Vision statements, examples of how other schools (Patino, Duncan and Phoenix Secondary) have transportation, information about students not feeling safe on the FAX buses and more. This issue was addressed last year to the FUSD Transportation Department by administrators and other staff members to no avail. However, now we have student voices taking the lead and making a much stronger statement.

Mr. Idsvoog and Mr. Salas congratulated the students on a job well done and promised to look at the issues and challenges further. They acknowledged the students' concerns and why it matters. And although there are budget implications and other challenges, this at least moved the discussion a lot further along and may ultimately lead to some solutions. These students just expanded their resume while serving their community and learning how to communicate with decision makers. Thank you to Ms. Carlos and her students for taking on such an important issue and for working to improve the lives of all students at Farber.





On April 26<sup>th</sup>, **Farber's first-ever prom was at the Star Palace**. It was a successful event. Prom had a little over 185 students in attendance. Students had the opportunity to take pictures at the photo booth, eat some appetizers, and dance the night away. The theme was the Great Gatsby. Many students and staff members dress according to the theme. All our students dressed up for the occasion and had a great time.

May 1<sup>st</sup> was **Senior Sunset**. All seniors in attendance received a Class of 2025 shirt. Seniors had the opportunity to

make slime, paint and decorate an item of clothing, make bracelets, decorate sunglasses, participate in water activities, and play video games. Hamburgers, nachos, chips and drinks were provided inside the Student Union. This event gave our seniors the opportunity to create lifelong memories with their peers as the end of the year approached.

In May, several events and activities took place. May was **Mental Health Awareness Month**. Students and staff were encouraged to wear Green every Tuesday in support of Mental Health Awareness. May is also Asian American and Pacific Islander Month. Leadership and Asian Club worked together and conducted several activities like Making Origami and an Asian Cooking Class. **Ms. Jany Lee** showed students and staff how to make spring rolls during lunch in front of the Student Union. **Ms. Rose Her, Ms. Pa Vang, and Mr. Kongmia Her** assisted **Ms. Lee.** 

The week of May 5<sup>th</sup>-May 9<sup>th</sup> was Staff Appreciation Week. The theme was Music Edition. There were dress-up days for staff and students to attend. Every day, staff received a meal or a treat for all their hard work throughout this school year. Staff also received gifts from our administration and student leadership.

# **CAREER TECHNICAL EDUCATION**



Jeff Cook's Multimedia & Video Production students have been busy and having some very great experiences.

Recently, students enjoyed a field trip to the beautiful Japanese Garden at

Woodward Park. They took photos for their upcoming final and for our photo book, which will include contributions from both online and in-person students. Each student will receive this keepsake by the end of the year.

Students have also been working on creating their own brand. They are developing slogans, logos, and colors that represent their identity. They are also learning about their competition, target audience, brand values, and personality, all while differentiating themselves from others. We are using Adobe Express and Canva for the logo designs. They must also create a social media post that includes their brand, offerings, and a call to action. I can't wait to see their creativity.

See <u>Allyrea Marzullo's Brand Project</u> as a great example of student work on this project.

For the final in this class, students had three options to choose from. They are

#### Option 1

- Create a beat in Bandlab. The beat needs to be at least 2 minutes long, with change-ups and the volume should not reach distortion (red). The beat must fade at the end. 25pts
- Make a cover for your beat using Adobe Express dimensions that need to be 3000x3000. Use art elements to help create your art.
- Create a 30-second promo audio clip using Adobe Audition. Promote your music.
- Create a music video using your beat. The video at the end should fade.
- Class Presentation: Share your work and talk about what you did, how you accomplished it, why you chose this option, what you learned, and how you will use the skills you learned during this class or project to help you in everyday life.

#### Option 2

- Shoot and edit a poetic or expository documentary. Both must be at least 2 minutes. Fade out music and video at the end.
- Create a:30 radio ad using Adobe Audition to promote your film
- Create a:30 film trailer using footage from your film. You need to create a voiceover as well so that when the trailer plays, you can see your footage and hear your voice talking about your film.
- Class Presentation: Share your work and talk about what you did, how you accomplished it, why you chose this option, what you learned, and how you will use the skills you learned during this class or project to help you in everyday life.

#### Option 3

- Choose a photo genre we have learned about (street photography, portrait, still-life or landscape and create a web page using Adobe Express. You need 15 photos and answer the following question on the web page 1. Why did you choose to do this project? How have you progressed as a photographer while taking this class? Explain the concepts you have learned that have helped you become better. Which of the fifteen photos do you like best and why? What words of advice can you give a new photographer who is looking to become better? All photos must be edited using Adobe Lightroom Classic.
- Make a beat using Bandlab and create a video montage using Adobe Premiere Pro. Take your photos and upload them to Adobe Premiere. Use the beat you made in Bandlab and create a montage that is at least 1 minute long. The video should disappear at the end.
- Class Presentation: Share your work and talk about what you did, how you accomplished it, why you chose this option, what you learned, and how you will use the skills you learned during this class or project to help you in everyday life.

You can see this and more work from the Multimedia & Video Productions classes at the **Farber YouTube Channel.** 



**Logistics Instructor Jonathan Hinojosa** has had his students busy as usual. Here are some highlights:

 Partners have offered 11 Seniors full time jobs. Once they graduate and are 18, they can begin these new positions. Eight of them are with the <u>Gap Pacific Distribution Center</u> in Fresno and two of them are with the <u>Lyons Magnus</u>
Warehouse also here in Fresno. These are great

positions for those out of high school that have long-term upward mobility options along with great benefits and more. Indeed, one student is being offered a job that will start at \$40 per hour.

- 80% of of the students have become forklift certified
- 18 Students have earned their <u>Six Sigma Green Belt Certification</u>. This is a high level and industry certified recognition. They were certified by <u>Six Sigma Black Belt</u> from the <u>Gap Pacific Distribution Center</u>
- Students are also getting MEWP (Mobile Elevated Work Platform) Certified. This means certified to use the Scissor Lift
- 35 Students completed the Stop the Bleed Certification
- At the recent Industry Day on May 2nd, 82 students did mock interviews with industry partners such as the Gap, Amazon, Lyons Magnus and others. 82 interviews were completed and only 2 didn't meet the qualifications to be hired according to the industry partners.
- Additionally, two students were offered lead training positions after they passed their probationary period.
- 18 Students are working to earn their <u>Six Sigma Green Belt</u> <u>Certification</u>.





Thank you to the **Gap Pacific Distribution Center**, one of our Logistics partners, for sponsoring their Nine GAP Excellence Award winners (as seen above on the left).

The program also named two **CTE Logistics Champions**. This award was given to students who have demonstrated consistent leadership, compassion and are a leading force for **SHIFT "ing"** our community forward. They are the following:

**Elias Padilla** - for his work with certifications (both OSHA and forklift) and for helping train new students throughout the year..

**Estrella Raynaga**- Her work with Leadership students and Logistics students to make our Farbers Market so successful in our 1<sup>st</sup> year.



Cyber Security instructor Peter Fortuna has had a busy 4th quarter with his students.

First of all, shout out to **2025 Farber Online Graduate Angel Zepeda** who was

selected to attend the **National Youth Leadership Forum (NYLF): National Security—Cyber, Diplomacy, Intelligence & Defense, sponsored by George Mason University**. This eight-day program in Washington, D.C., is designed for students interested in national security and offers hands-on experiences with real-world simulations, meetings with intelligence experts, and visits to key institutions like embassies and national security agencies. He received this invitation in recognition of his academic achievement at Farber Online and due to his interest in the field of national security. He is the only student in Fresno Unified to receive this invitation.



Also, Cyber Security students completed the following this quarter:

- Stop the Bleed and CPR certifications
- Resumes and Mock Interviews
- Volunteering at Farbers Market
- Google Sites Update with Resume and Certifications
- Met with Army Recuiter
- To see all of the certifications that Cyber Security students were engaged, please check out <a href="https://www.cyber.certs.xlsx">Cyber Certs.xlsx</a>

# **INSTRUCTIONAL COACH**



**Farber Instructional Coach Mr. Tony Fiori** continues to support teachers in various ways. This includes, but is not limited to implementing classroom protocols and systems that enhance student engagement, voice and collaboration. Also, he has been also helping teachers use many of the new tech applications that are available for a variety of instructional needs and situations. Tony will be instrumental next year in supporting teachers with Kagan strategies, Eduprotocols, Civic Engagement, PBL and more.

One of the recent tools Farber has purchased is **GIMKIT**. Indeed, Farber teachers can join our paid subscription group and have expanded **GIMKIT** access by going to **This Link Here**.

**Farber Online Math Teacher Katreena Bake**r has been having lots of success using GIMKIT.

"**GIMKIT** allows me to join the game as either a spectator, or as a player myself. This allows me to be a part of the game with students, and they seem to enjoy having me on their team (or as their enemy, depending on the kid)," said Katreena. "There are also a number of different game types and lengths for live gameplay, or I can create a game assignment where students are only competing with themselves and can take their time and complete things at a slower pace."

Katreen is really working to implement a variety of new technology tools to have higher student engagement, while also providing her students more immediate and effective feedback.

"It provides ways of switching up gamification. Now I use GIMKIT and <u>Blooket</u> for grade level practice of standards, and <u>99 Math</u> for helping to develop foundational skillsHaving different types of games (and goodness, different songs to listen to) makes things much smoother and more enjoyable to the senses," she said. Katreena said her students are enjoying her new technology integrations and are benefitting from her implementation.



"5th Period voted to play the Apocalypse game (Gimkit), which has the entire class working together to protect their base from zombies. A number of my students spent the class period unmuting and speaking aloud with each other to strategize who was building the defenses, and who would be

patrolling which areas of the map," Katreen said. "Collectively, they answered over 1,000 math questions during 5th period today, with a combined accuracy score of 63%."

Finally, Katreena is very happy with the increased success her students are enjoying.



"6th period chose to play FarmChain, completing over 1,500 questions during class with an accuracy score of 65%," she said. "In this version of the game, students are responsible for planting and harvesting crops, researching better crops, and it can be set as a team game, whole class

cooperative, or competitive free for all."



# **PROFESSIONAL LEARNING**

In March, Five Farber Teachers - Jadrian Ejercito, Tony Fiori, Roxann Murietta, Chris Valley and Dexter Yang - attended the <u>National Science</u> <u>Teachers Association Conference</u> in Philadelphia.

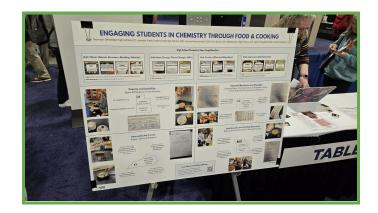


Instructional Coach Tony Fiori was excited to share info from one of the breakout sessions from the conference. It was led by a teacher named Casey Kleinman who teaches at a private school called St. Paul's in Maryland (https://www.stpaulsmd.org/). The focus was on gamification in the classroom and he did a wonderful job explaining the power of this method of teaching to reach today's youth (Jason Harris has used some of this with his classes before). The ideas around gamification can be useful for both online and in-person teachers.



#### **Online Science Teacher Dexter**

**Yang** said that the trip to NSTA in Philly was truly eye-opening. He said he discovered a wealth of resources Farber can tap in the future. "It's clear that the key is finding what's equitable and accessible for all students. One moment that really inspired me was seeing how different tools



support students during lab investigations," said Dexter. "Overall, this experience reinvigorated my passion for teaching and reminded me of the importance of constantly evolving to meet my students' diverse needs.



Farber teachers are participating in a variety of scheduled Professional Learning opportunities this summer. Over 20 teachers are participating in PBL Trainings and/or PBL Project Planning sessions in June and July facilitated by Michael Niehoff and Tony Fiori. 10 teachers and administrators are attending the **ISTE Conference** at the end of June in San Antonio Texas. Six teachers are attending the **Eduprotocols Summer Academy** in Laguna Beach in July. Finally, Carson Wood and James Obermire are attending **PBL World** in late June as well.



# **LIBRARY**



The library had a busy year. Although they didn't start with shelves, they managed to create an environment that Farber is proud of. Students feel comfortable, safe and welcomed in the library. Checkouts have gone up as the library has listened to what students want and made strides to meet those requests.

Eventually, the room furniture is done. The Farber Podcast Station is operational. As soon as it was up and running, there was already a group of students who were in the beginning of launching their own podcast. These students ended up helping test and work out the bugs in the new equipment Yet, this group of boys has pioneered their little podcast. They have even interviewed teachers about tough topics like the cell phone use policies in the district and what is right for Farber. The Farber Maker Space is officially finished and has, in addition to the podcast station, special seating, 3D printers and more. Come and check it out.



The goal is to have students and staff use the

equipment for projects, assignments, and civic engagement opportunities next school year. This allows our students to try something with professional equipment and see that they, too, can do this. The library is a place where all are welcomed, but it's also a place where all are given the opportunity to make the most of what we have to offer. So, expect to see the library continue to be molded into a place that is current for our students and staff. Farber believes everyone has a chance to achieve greatness and our job is to show them the door.

"All they must do is step through, and they'll figure it out as they go," said Farber Librarian Tim Graveline. "Give them room to grow and they will."