



FARBER EDUCATIONAL CAMPUS TEACHING & LEARNING UPDATE JUNE 2026

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

PRINCIPAL'S PERSPECTIVE



As we approach the end of this remarkable school year, I find myself reflecting on the extraordinary journey our Farber community has taken together. When I look back at where we started in August of 2024 - and where we stand today - the transformation is undeniable.

This year, our teachers and students have truly embodied what it means to be learners in the 21st century. From embracing innovative instructional strategies like **Eduprotocols** and **Kagan structures** to confidently **leveraging AI-powered tools** that enhance both teaching and learning, our educators have demonstrated remarkable courage and commitment. But beyond the tools and techniques, what has impressed me most is the intentionality behind every decision. The deliberate focus on ensuring students are not just engaged, but producing meaningful work that matters in today's world.

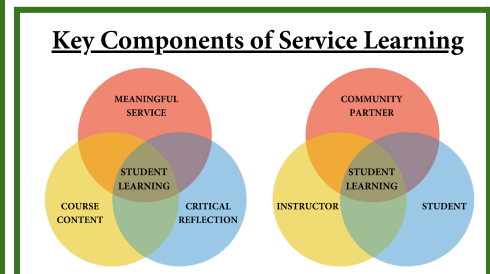
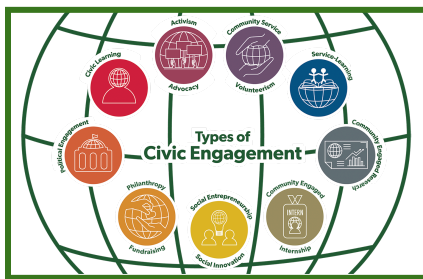
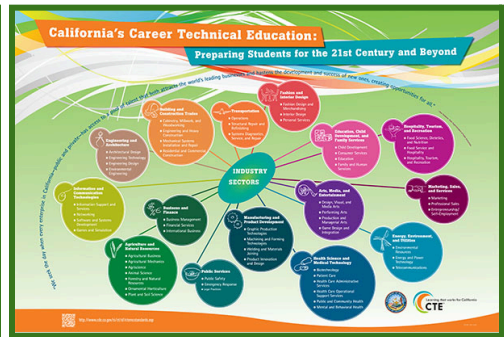
The Diploma + philosophy continues to be the beating heart of Farber. Whether through internships, field trips, career technical education, project-based learning, civic engagement, or service learning, our students are learning real-world experience and skills that extend far beyond traditional classroom walls. I've watched students transform through these opportunities

while gaining confidence, discovering their voices, and recognizing their capacity to make a difference in their communities.

What strikes me most as we close this year is the sense of collective purpose that permeates our campus. Our teachers have collaborated across programs and disciplines. Our students have stepped up as leaders, mentors, and changemakers. Our partnerships with community organizations have deepened while creating pathways for authentic learning and genuine impact.

To our amazing Instructional Coach Mr. Tony Fiori and our entire instructional leadership team, thank you for pushing us forward, for modeling what it means to be a lifelong learner, and for creating a culture where trying new things, and sometimes failing, is seen as essential to growth. To our students, you have shown us what's possible when you bring your whole selves to learning. You've challenged yourselves, protected our environment, supported your peers, and contributed meaningfully to our community. You should be incredibly proud.

We're not just getting started anymore, we're in full stride. I cannot wait to see what next year brings.



INSTRUCTIONAL COACH

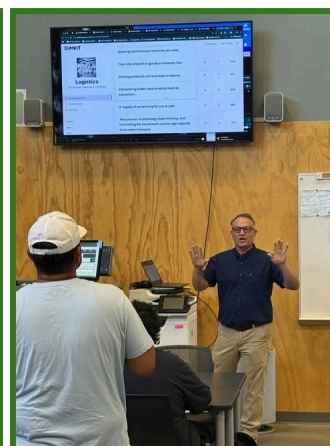


The fourth quarter has been a whirlwind at Farber. We began with our final sessions with **Jon Corippo** and our **EduProtocols** training. Farber teachers **Jason Harris, Kongmia Her, Rafael Lopez-Tinoco, Jeff Cook, Robert Vega** and **Pardeep Singh** participated in a final series of EdTech trainings during the month of May. These sessions included modeling EdTech tools, receiving feedback, and learning helpful tips from Jon.

The result of this training series is a team of Farber teachers who are not only prepared to implement powerful EdTech tools in their own classrooms, but who are also ready to model and train their Farber colleagues. Amazing stuff!

I am also very excited to announce that in the fall of 2026, Farber will offer its first AVID section. This newest Farber elective will serve online ninth-grade students. AVID is a program that is near and dear to my heart, and I strongly believe in its potential to set students up for success in college and career through the right guidance and support. Beth Barrow has agreed to be our ninth-grade AVID teacher next year, and I have no doubt she will do an amazing job leading this cohort of students over the next four years.

Lastly, a big thank you to all the teachers, staff, and students who helped make our PBL Showcase such a success. Seeing our class projects displayed and shared publicly was powerful evidence of the type of student-centered work we envisioned when Farber first opened its doors. Onward to next school year with great instructional momentum!



KUDOS/INSPIRATIONAL MOMENTS



Congrats to Senior Estrella Reynaga was recently accepted to present a Food Insecurity Project at the **Fresno County Project Showcase** sponsored by the **Civic Education Center**. Estrella was the only Farber student who presented and one of less than a dozen students from the Fresno area. Estrella was extremely professional, articulate and prepared as she explained to a large public audience about all of the work that the Food Pantry and the Elementary Backpack program are engaged in to address food insecurity in the Farber community and beyond.

Estrella did an outstanding job representing both the project and Farber. Congrats Estrella! It's easy to see that you're going to be very successful in your future endeavors.



Farber Junior Gema Guevara Gutierrez recently wrote a letter to the Governor's office after attending a trip to the Capital with the NAMI Field Trip. See a copy of Gema's letter [here](#). Gema said that she has always admired the governor. She began reading his memoir "**Young Man In A Hurry**" and was inspired to reach out to him based on his personal story overcoming what he did through his youth to eventually being a governor.

"I really enjoyed the story of his childhood and how he battled dyslexia," said Gema. "I used to think people as successful as him didn't have these challenges, but it was refreshing and inspiring to realize that we all have stories to tell."

Farber only found out about Gema writing the governor's office because the governor's office wrote the Fresno Unified Superintendent with this message:

Hello Superintendent Her,

Firstly, my sincere apologies for the delay in response. I realize I never confirmed receipt of this thoughtful invitation for Governor Newsom to visit Farber Educational Center. Please know we have been tracking this request and greatly appreciate everyone's consideration of the Governor to visit! Unfortunately, the Governor's calendar has become incredibly impacted due to travel and ongoing budget planning, and the coming months are slated to be quite busy. That said, we have added this to our list to track and will circle back should an opportunity arise for him to visit down the line.

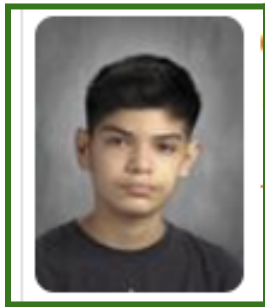
Thank you again for the kind outreach and your patience awaiting our response.

Best,

Maya Hsu

Deputy Director of Scheduling

Office of Governor Gavin Newsom



Farber Independent Studies Student Leandro Lee Garcia

was recently challenged to write about a time in his life when something turned out better than he expected. He chose to write about his transition from Mclane High School to Farber. Leandro immediately said that the move to Farber, once he was here, was great. He indicated that he immediately felt more comfortable with the teachers and staff and on campus in such locations as the library. He also

soon realized that he could catch up and advance much faster than at McLane.

“I really like the Farber Library,” he said. “The book selection is excellent and I really enjoy working with Mr. T. and Mr. G. They also happen to be the eSports coaches and they have supported me in my practice and pursuit of that.”

Leandro went on to write about the teachers at Farber and how they are more flexible, supportive and personalized. Finally, he said that the move could not have turned out better and it may be one of the best moves he's ever made.

CIVIC ENGAGEMENT



Congratulations to Farber Teachers and Students for being **#1 in Fresno Unified** in the number of **State Seals of Civic Engagement**. Farber had **92** this year up from last year's 54. **Those 92 seals earned Farber** the top honor this year followed by Edison with 82, Design Science with 46, Bullard with 35, Patino with 30 and McLane with 18. A big shout out to the following 15 teachers who facilitated projects that helped students earn the State Seal: **Elva Carlos, Jeff Cook, Jadrian Ejercito, Jen Gross, Jason Harris, Kongmia Her, Julleth Hernandez, Tabitha Hernandez, Jonathan Hinojosa, Cyndi Mello, Victor Ordunez, Esther Ortega, Mercedes Rodriguez, Eric Self and Robert Vega.**



Projects included diverse topics such as **Abusive Relationships, Mental Health, Brain-Based Learning, Immigration, Food Insecurity, Poverty, Beautify Fresno, Mentoring, Student Engagement, Bilingualism, Air Pollution, Farber Clothing Pop-Up, Endangered Species, Food Waste, Fresno Chaffee Zoo Conservation, Homelessness, Invasive Plants on the San Joaquin River, Natural Pest Control such as Owl Boxes, Plastics and Microplastics, the Pollinator Program, Project Survival Cat Haven and Wolf Connection Wolf Sanctuary** and many more.

Students collaborated with dozens of our community's non-profit partners. These included **Beautify Fresno, California Air Resources Board, Ca Dept of Fish and Wildlife, California Immigrant Youth Justice Alliance, California Native Plant Society, Californians for Justice, Central California Food Bank, Centro La Familia, Farber Educational Campus, Fresno**



Animal Center, Fresno Chaffee Zoo, Fresno Community Health Improvement Project, Fresno TNR, Fresno Pacific University, Fresno Unified School District, Jackson Community Development Corporation, League of Women's Voters Fresno, Marjaree Mason Center, NAMI (National Alliance on Mental Illness), Neighborhood Watch Fresno, Phoenix Elementary, Poverello House, The Vineyards CA Armenian Home and Wolf Connection.



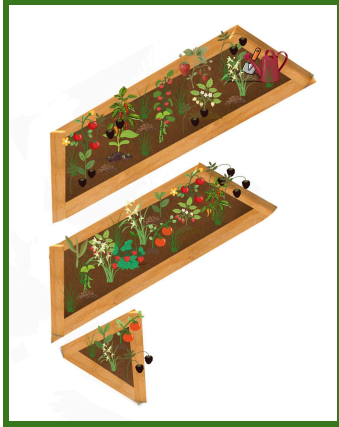
These posters above came from Jen Gross and her students who did a variety of community-based projects.

15 teachers and a couple dozen students showcased their civic engagement projects on May 12 in the Farber Student Union for the Farber staff and invited guests. Sharing our work publicly is a key component of project-based learning. When we hear students articulate what they have learned, we are celebrating higher level learning and skill development.



(Video: Check out students speaking on civic engagement [here](#))

Community Garden Project



Farber Online Teacher Mercedes Rodriguez routinely challenges students to create community-based projects and work with community partners. Wanting to help combat the issues of hunger and food insecurity in our community, **Farber Online Senior Gimena Callejas Orellana** decided that she wanted to start a gardening club and build a community garden here at Farber. Gimena hopes to provide fresh produce to the community. Due to Gimena's inspiration, other students and staff have got involved under the leadership of Ms. Rodriguez as well. Currently, they

have already installed raised garden beds that were constructed by Farber Logistics students who repurposed pallets. These raised beds will house a variety of fruits and vegetables. As the project and new Gardening Club Advisor, Ms. Rodriguez said that people have already spent many hours on Saturdays and after school for the building and installation of the beds. They have also launched a crowdfunding campaign to help the group purchase any materials they need for the project. Several students, staff and community members have donated funds. You can as well at the following link: <https://gofund.me/c1f56f39a>.



DEEPER LEARNING



Deeper learning is an educational approach aimed at equipping students with critical thinking, problem-solving, collaboration, and self-directed learning skills to succeed in 21st-century careers and civic life. It involves mastering core academic content and applying it to complex, real-world problems rather than relying on rote memorization.

For the fourth quarter, **Credit Attainment US History Teacher Robert Vega** launched a **Vietnam War Project** where students are investigating and researching various issues around the conflict and the cultural and social implications. They have opportunities to also draw comparisons with events of the day. To launch the project, Mr. Vega hosted two **Vietnam Veterans - Steve Weil and Luis Pannarale** - who spoke to students in all of Mr. Vega's US History classes. They shared their personal experiences about coming home and receiving hostile receptions and PTSD, while also making connections to today's issues for students.



Mr. Vega gave students a menu of options on what they could focus on in terms of Vietnam. These included **Honor Flights, Modern Day Vietnam, My Lai Massacre, Use of Agent Orange/Napalm, Traps and Tunnels Used in Vietnam, the Anti-War Movement, the Vietnam War Memorial, leader Ho Chi Minh, and similarities between the current conflict in Iran and the Vietnam Conflict.**

Additionally, students could generate and submit their own area of focus (which is a great PBL practice of Student Voice and Choice). Additionally, Mr. Vega invited his Vietnam Vet guests back to Farber to review some of the students' final presentations (another great PBL practice).



Special thanks to our two local Vietnam Veterans Mr. Steve Weil and Mr. Luis Pannarale. They both said they enjoyed meeting the students during their initial visit and talk, as well as their follow up visit to see some of the students' final work.

Following the session of students sharing their presentations, Mr. Pannarale said, "All of the presentations showed me that the students cared about the subject they researched. One student talked about the nurses in Vietnam and that it created an interest in her becoming a nurse. Another student learned more about her grandfather in Vietnam. All of the students did an outstanding job. Thank you for allowing me to work with and learn from the great students at Farber," he said.

Steve Weil added, "Thank you for giving Luis and me the opportunity to spend some special time with the Farber students. I was very impressed with the variety of topics that were researched about the Vietnam War and the excellent material they put together for their presentation. It made our day to meet and speak with each student and added to the faith we have in the younger generation. I wish them continued success and a bright future. We would have enjoyed spending more time with them."

SOCIAL SCIENCE



In the **Ethnic Studies class** in **Independent Studies**, **Katrina Floyd-Gonzales'** students explored creation myths and origin stories from various Asian American and Pacific Islander (AAPI) cultures. Students examined the purpose of myths, how origin stories help communities explain the world around them, and the cultural values embedded within these stories.

Class discussions focused on defining origin stories and myths, identifying and describing multiple Asian and Pacific Islander creation stories, and analyzing the diversity within AAPI communities. Students also discussed the concept of a monolith and explored how different AAPI groups may share similarities in values, traditions, and experiences while also maintaining distinct cultural identities and histories.

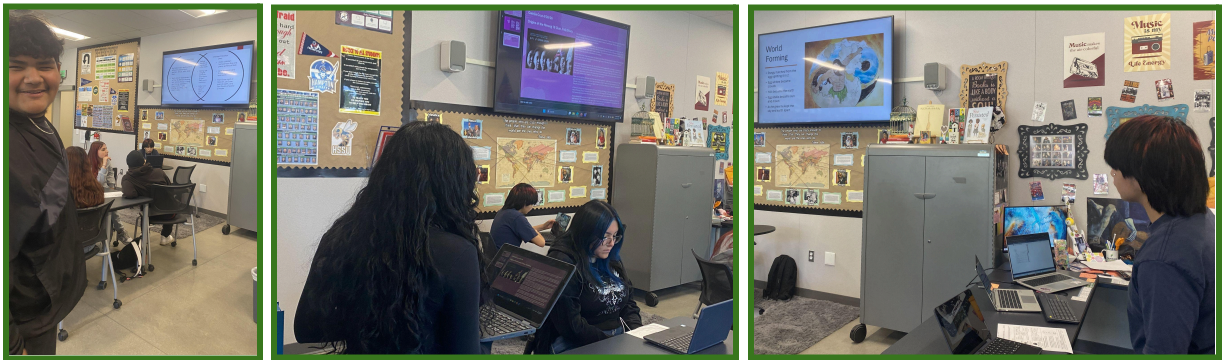
As part of the unit, students completed presentations on a creation myth of their choice. During their presentations, students:

- Summarized the beginning, middle, and end of the story
- Explained the significance and cultural importance of the myth
- Identified similarities between multiple creation stories
- Highlighted differences across stories and cultural perspectives
- Compared and contrasted themes, values, and lessons presented in different myths



Students also began their “How the World Began Through My Eyes” Ethnic Studies Creation Story Project. For this assignment, students are creating their own original creation stories inspired by themes and elements found in Hmong, Chinese, Japanese, and Filipino creation myths studied in class. Students are incorporating themes such as nature, harmony and balance, ancestors and spirits, transformation, family, and community into their own narratives.

The written portion of the project requires students to develop a one-page handwritten creation story that includes a clear beginning, middle, and end; symbolism and imagery; descriptive language and dialogue; and a meaningful lesson or explanation about the world. Students are also required to incorporate at least three elements inspired by the creation stories studied in class. In addition to the written component, students are creating a visual representation of an important scene or symbol from their story through artwork, posters, storyboards, comic strips, or mixed media. The visual component emphasizes creativity, symbolism, and direct connections to their written narratives. Overall, students demonstrated strong critical thinking, creativity, presentation, and analytical skills while developing a deeper understanding of the cultural diversity and storytelling traditions within AAPI communities.



Online Social Science Teacher Mercedes Rodriguez keeps her students busy with a variety of projects and deeper learning pursuits. **In Economics, Centro La Familia Advocacy** presented to the students about their organization and shared a **“Know Your Rights”** presentation.



In Ms. Rodriguez **Ethnic Studies** class, students learned about poverty, how it is defined (threshold), who is impacted the most, and **why income inequality exists** (education levels, distribution of wealth, and discrimination). They learned about **anti-poverty programs** and students were able to complete their own research on an anti-poverty program and share their knowledge with their peers.

Anti-poverty Programs Period 3
You will select an anti-poverty (welfare) program in the United States. Your job is to research the program and to provide us with a comprehensive understanding of what two people to a program, so if you find that two are your classmates and researching the same program that you may have wanted to research, you will need to choose another one.

Mercedes Rodri... (teacher) 7 days ago
Directions. (What to Include)
Federal Safety Net
U.S. Welfare Programs
1. What program are you sharing about?
2. When was it established?
3. What assistance does this program provide?
4. Who qualifies to be a recipient of this program? (requirements)
5. How do you acquire these services? (application, documents needed)
6. Who are beneficiaries of this program? (demographics - please include factors like age group, regions of the US, race, etc.)
7. Has this program improved or declined over time? Look at support/opposition of this program since its inception.
8. How much of the federal budget is allocated to this program? (include percentage of budget as well as dollar value)
9. Insert link to the programs

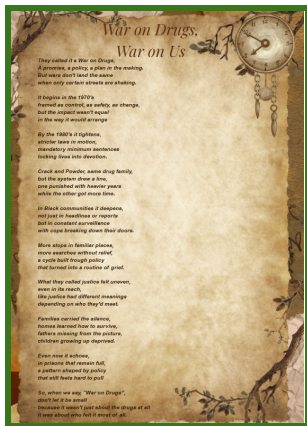
Duncan Boshear... (student) 7 days ago
Pell Grant Program - Duncan Boshears
The program I am sharing about is the Federal Pell Grant Program. This federal financial aid program helps low-income students pay for college, trade schools, and other postsecondary education programs. Pell Grants do not need to be repaid.
The Pell Grant Program was established through the Higher Education Act of 1965 during President Lyndon B. Johnson's Great Society initiatives. The original program later expanded in 1972 and became known as the Basic Educational Opportunity Grant, which evolved into today's Pell Grant.

Maria Orozco Se... (student) 7 days ago
Maria Orozco Serna (SNAP)
I will be sharing about SNAP- Supplemental Nutrition Assistance Program
1. SNAP was permanently established on August 31, 1964
2. SNAP provides low-income households with monthly electronic benefits known as an EBT card to help support purchasing nutritious food.
3. SNAP is available for low-income individuals and households. Qualifications to receive this support would be a gross monthly income at or below 130% of the poverty line and a net income at or below 100% of the poverty line. The more the family or individual makes the

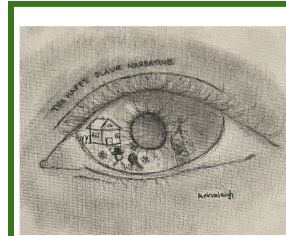
Cherilyn Yang 8498 (student) 8 days ago
LIHEAP
LIHEAP (Low Income Home Energy Assistance Program). The federal program helps low-income families pay their heating and cooling bills so they can keep their homes safe and comfortable.
1. The program I am sharing about is LIHEAP (Low Income Home Energy Assistance Program). The federal program helps low-income families pay their heating and cooling bills so they can keep their homes safe and comfortable.
2. LIHEAP was established in 1981 as part of the Omnibus Budget Reconciliation Act. The program was created because many families struggled to afford energy costs during times of rising fuel prices.
3. LIHEAP provides financial assistance for heating and cooling bills, emergency energy situations, such as utility shut offs, and weatherization services that help homes become more energy efficient.
4. To qualify, your household income has to be at or below the poverty level. Families who receive public assistance such as SNAP, TANF, and SSI and children who are either homeless or are in foster care qualify regardless of income.
5. You can acquire these services by talking to your local Head Start programs and gathering required documentation to apply.
6. Beneficiaries of this program

Ruby Mendosa Santos 1841 (student) 8 days ago
Head Start program
HeadStart.gov
The program I'm sharing about is called Head Start.
1. The program was established in 1965, with the co-founder being President Lyndon B. Johnson.
2. Head Start provides preschool children of low-income families with a comprehensive program to meet their emotional, social, health, nutritional and psychological needs. It has a combination of volunteer hours and other donations as nonfederal share.
3. To qualify, your household income has to be at or below the poverty level. Families who receive public assistance such as SNAP, TANF, and SSI and children who are either homeless or are in foster care qualify regardless of income.
4. You can acquire these services by talking to your local Head Start programs and gathering required documentation to apply.
5. Beneficiaries of this program

Jorge Torres 0008 (student) 8 days ago
Temporary Assistance for Needy Families (TANF)
TANF helps families by providing temporary cash assistance, job training, child care support, transportation help and other basic needs; the goal is to help parents support their families while working for stability.
1. I am focusing on the Temporary Assistance for Needy Families (TANF) program which is a welfare program that helps low income families with children, TANF gives temporary financial help and support to families who are struggling.
2. TANF was established in 1996 after replacing an older welfare program called AFDC, the program was created to help families become more independent and find work.
3. TANF helps families by providing temporary cash assistance, job training, child care support, transportation help and other basic needs; the goal is to help parents support their families while working for stability.



For their final assessment of their **African American Unit in Ethnic Studies Class**, students chose a topic of their choice and conducted in-depth research to teach us about their topic. Topics included the **Happy Slave Narrative**, the **War on Drugs**, **FBI involvement w/ MLK**, **Maroon Communities**, **Lack of Black Representation in Media**, **Zero Tolerance Policies** and many more.



Explanation:

- Left side illustrates the myth that enslaved people were happy, cared for, and loved.
- Slavery was justified by this perspective (hence the clearer scenery on the left side).
- The setting represents how slavery was made to seem like it was beneficial.
- Right side is blurred, less detailed to convey the reality of slavery, which was often ignored or dismissed.
- The chain around the figure's neck symbolizes the violence and dehumanization of enslaved people, all controlled by white enslavers.
- I chose to draw an eye to show how we can perceive both contrasting perspectives.
- The happy slave narrative is a myth that erases the dehumanizing experiences of enslaved people.

Online Social Science Teacher Jonah Hawkins has been using a newer tool - **Padlet Arcade** - with his middle school students. As most teachers know, Padlet is a particularly useful online tool that can be used for many purposes. Padlet Arcade is an AI-powered game creation platform that turns any topic, document, or link into an interactive learning game in under a minute. Whether you're a teacher prepping for class or a student looking to study, Arcade makes it easy to create and play educational games — no design skills or coding required. For now, at least, it's completely free, and students don't have to register or login to play any of the games.

Gamifying History with Padlet Arcade

Using AI-Generated Review Games to Increase Engagement, Retention, and Student Participation

Presented by: Jonah Hawkins

Why I Started Using It

- Increase student engagement
- Improve retention of historical content
- Make review activities more interactive
- Students voluntarily replayed games



AI-Generated Game Creation

Select a game to build

Battle Class Challenge

Classroom review or independent learning. Can be played, shared, or embedded on a Padlet.

Build >

Timeline Match

Timeline review. Cut the timeline into 8 strips. Students can match the strips to the correct date.

Build >

Battle Match-Up

Students match battle names with the correct location. A match is made by dragging and dropping.

Build >

Camp/Care: Civil War Battles


Students match battle names with the correct location. A match is made by dragging and dropping.

Build >

- Type in a topic and AI creates games instantly
- Multiple game types are suggested automatically
- Fast setup and easy customization
- Great for history timelines and vocabulary

Civil War Timeline Builder

- Students sequenced major Civil War events in chronological order to reinforce historical understanding and cause/effect relationships.




Renaissance Realms Sorting Activity

- Students sorted Renaissance ideas, inventions, and historical figures into categories like Art, Science, Politics, and Daily Life.



Antietam Battle Timeline Infographic

- Students sequenced troop movements and battle events to better understand the Battle of Antietam and Civil War strategy.



Student Motivation Through Competition

- The leaderboard system encouraged students to replay games, improve scores, and compete for faster completion times.

Leaderboard				
Early American History: Understanding - all scores				
PLACEMENT	PLAYER	SCORE	TIME	ATTEMPTS
1	Lark	100%	00:03	23 times
2	Janelle	100%	00:03	41 times
3	Erica	100%	00:04	97 times
4	Regan	100%	00:04	30 times
5	Seneca	100%	00:04	28 times
6	Diversity	100%	00:04	38 times
7	Kristyn	100%	00:04	28 times
8	Miley	100%	00:04	22 times
9	Everdeen has some trust	100%	00:04	30 times
10	Jaralyn	100%	00:04	45 times
11	JY	100%	00:04	30 times
12	Clara	100%	00:04	28 times
13	Jacob-robert	100%	00:04	28 times
14	Beck	100%	00:04	19 times
15	Crista	100%	00:04	4 times
16	Iris	100%	00:05	37 times

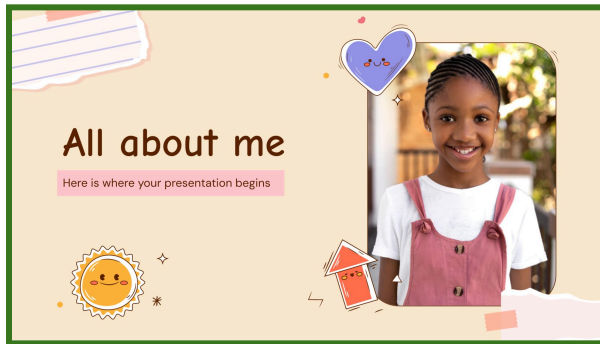
Online Social Science Teacher Philip Gladden has been incorporating AI tools to reinforce key concepts by targeting areas of student weakness identified through assessment data. Mr. Gladden gave quizzes that resemble the Test he gives for each unit. He identifies the most missed questions and reinforces the concepts with quick AI assignments. Also, he uses it for concepts where he wants to increase rigor - such as concepts that need more exploration. The School AI screenshot shows the student reflecting on Hitler's legacy in Europe and the world. **Padlet Arcade** has them putting the effects of D-Day as a turning point in WWII.

The screenshot displays the School AI interface for a lesson titled "P06 Last Days of Hitler ...". The interface is divided into several sections:

- Left Sidebar:** Contains navigation options such as "Discover", "Dot", "Create a Space", "Assistants", "Tools", "Organize", "Session history", and "Community".
- Main Table:** A table listing student insights. Each row includes a student ID (e.g., EG, GG, MM, MK, M, MV, N, R, SW, YY), a status (e.g., "Insightful" or "Needs guidance"), a headline, and a progress indicator (a row of colored dots).
- Bottom Section:** A "Proficient" section indicating that 3/16 students meet expectations with confidence. Below this is a table with columns for "Student", "Headline", and "Outcomes".
- Right Panel:** A "Student insights" panel providing detailed analysis for each student, such as "Miranda explicitly identifies the Nazi plan for systematic genocide of European Jews (the Holocaust), signaling they understand that extermination was a planned, ongoing policy even as Germany collapsed."

This screenshot is identical to the one above, showing the School AI interface for the lesson "P06 Last Days of Hitler ...". It displays the same navigation sidebar, student insight table, proficiency summary, and detailed student insights panel.

ENGLISH



Barbra Estrada's Online English students have been very busy this semester. In the third quarter, both 7th and 8th grade students read various texts about discrimination. When the fourth quarter began, I asked students to reintroduce themselves since we had many new classmates join. As part of this activity, students also reflected

on what they learned during the previous quarter. They responded to four questions:

1. What is something unique about you?
2. What is discrimination, and what did you learn about it last quarter?
3. How can you be an ally?
4. What is something that represents you?

Check out one student's presentation [here](#).

Online English Teacher Cyndi Mello has been implementing one of the new Eduprotocols Ed Tech Tools called [myshortanswer.com](#). This is an interactive, gamified platform for middle and high school classrooms designed to help teachers assess open-ended writing and improve student literacy. It works by having students submit answers anonymously, which are then evaluated by peers or AI through direct side-by-side. Ms. Mello has been using this as a warm-up tool that successfully gets students writing effectively. Recently, she gave them the following prompt: **Write a diary entry from your left sock about why it's finally decided to escape the dryer without its partner.** She then had her students vote collectively for the best writing based on two criteria.

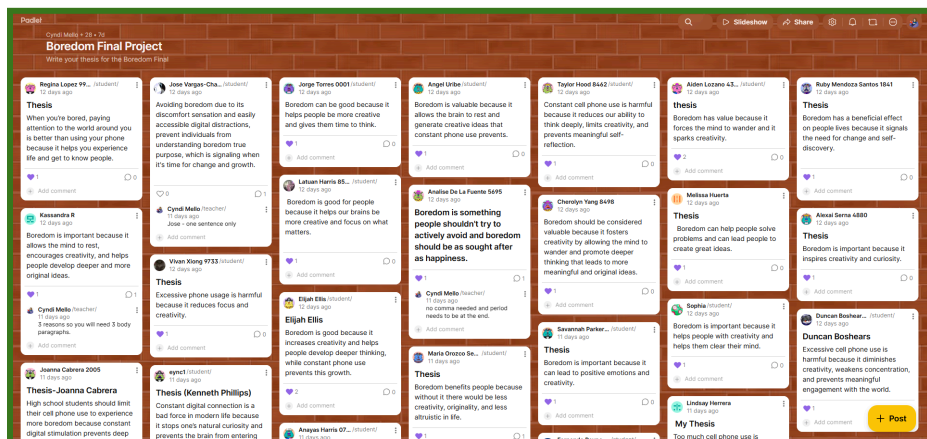
Criteria 1 of 2	Criteria 2 of 2
<p>Criteria Discussion</p> <p>Creative</p> <p>Uses novel ideas to explore an answer or expand on a writing prompt, introducing thoughts out of the box</p>	<p>Criteria Discussion</p> <p>Engaging word choice</p> <p>Grabs the reader's attention through lively, interesting word choice</p>

See the winners below:

<p>Elijah</p> <p>Dear Diary, today I finally did it, I escaped. While the dryer roared and shook like a giant metal tornado, I slipped quietly behind it and disappeared into the shadows. I know Righty probably thinks I abandoned him, but I couldn't handle that spinning prison anymore. Every day was the same, sweaty shoes, sticky floors, and getting stretched until my threads ached. Down here under the couch, life feels peaceful. The dust bunnies welcomed me like an old friend, and honestly, they're WAY less judgmental than humans. For the first time in my soft little cotton life, I don't feel lost... I feel FREE.</p>	<p>One characteristic that makes the champion response strong is: I learned that creative word choice makes writing more fun and interesting to read. I also learned that adding details and emotions helps grab the reader's attention. (I don't do it too often)</p> <p>Pre-activity confidence: 5/5 Post-activity confidence: 5/5</p> <p>One step I will take to improve is: Talk through some of my misunderstandings with a classmate</p>	<p>5/5</p> <p>Champion</p>
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<p>Joanna</p> <p>Dear diary, Tonight, during the ultimate spin cycle, I made my great escape into the unknown. For three long years, my life was trapped in a loop of dark drawers, stinky sneakers, and the hot tumble of the dryer. Tonight, while the machine was roaring at maximum speed, I spotted an opening. The rubber seal near the door was warped, revealing a dark gap leading out of the metal drum. I twisted away from the static cling of a towel and dove into the void. Leaving Righty behind was the hardest choice I have ever made. We have been connected since the factory line, surviving epic mud puddles, a bleach disaster, and a miserable week lost behind the couch. But lately, our partnership has completely unraveled. Righty is a stretched-out, saggy sack that refuses to hold onto an ankle anymore. Every wash, Righty just complains about the water or the soap. I tried to suggest switching feet to share the friction, but Righty was too stuck in its ways. I am tired of my bright cotton fibers being dragged down by a partner who gave up its stretch. I want a bigger destiny than a wicker basket. I am heading for the wild dust-plains behind the water heater and the mysterious spaces beneath the washing machine. I might even find that legendary place where all the missing tupperware lids go. Right now, I am wedged safely inside the dryer wall. The mechanical roaring is slowing down, and the buzzer is about to ring. Soon, the giant hands will reach inside, and Righty will discover it is completely single. It faces a bleak future in the mismatched basket or as a dust rag. A small piece of lint-filled guilt hits my stitching, but a pioneer cannot look back. My threads are tingling with absolute freedom. I am no longer just a left-sided accessory. I am a completely independent textile.</p>	<p>Creative 75% Engaging word choice 60% strongest response 50%</p>	<p>4/5</p> <p>One characteristic that makes the champion response strong is: One thing I learnt from reading both of these responses was that the word choice was excellent. And the imagery made the reading so much better and I was able to visualize the story as I was reading.</p> <p>Pre-activity confidence: 4/5 Post-activity confidence: 4/5</p> <p>One step I will take to improve is: Edit my response based on what I learned from reading other's responses</p>
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Ms. Mello also had students address a question from the **ERWC** unit about boredom. They addressed the question **IS BOREDOM GOOD FOR YOU?** Check out their padlet responses below...



CHOICE AND VOICE

Credit Attainment English Teacher Staci Lowe is proud of the strong growth her students have made this year and this 4th quarter in both engagement and confidence as readers, writers, and collaborators. One highlight has been the increased use of student voice and choice through discussion-based lessons, and creative response options. Students have responded especially well to opportunities to

connect literature and writing to real-world topics and personal experiences. Staci has also incorporated instructional technology and AI tools to support brainstorming, revision, vocabulary development, and student feedback. These tools helped students become more independent learners while strengthening critical thinking and writing skills.

In **Credit Attainment Teacher Ryan Williams**, students are using **Kagan Engagement Strategies** to help propel student learning. The Kagan method works for any subject/topic and mainly focuses on how to help students' motivation to work on challenging problems/situations. When faced with working with other students, adults, peers, within the classroom, group work usually is a touchy subject. Not all group work students have experienced in the past lends itself to kids wanting to continue working with other students. With Kagan, students use highly structured routines to make sure: all students

participate, all students are held accountable, all students will interact and collaborate with their peers in a professional manner, and most of all helps create a safe learning environment for all students to engage in high order. For students in 7th period, Mr. Williams students **School Connect** are using the (SEL) lessons provided by School Connect each week. Students are taught Social-Emotional lessons because being an adolescent isn't easy, so we offer ways for students to learn how to: practice self-awareness, work on self-management, learn the difference between a toxic relationship as opposed to a positive one, etc. We believe academics and emotional well-being should go hand in hand with both teaching and learning.



SCIENCE



Science Team Updates:

Three members from the science department attended the National Science Teaching Association (NSTA) Conference in April. We participated in a variety of sessions catering to all grade levels and subjects across the sciences. This year, NSTA had several sessions catering to marine sciences and I had an opportunity to meet scientists from the National Oceanic and Atmospheric Administration (NOAA) and Monterey Bay Aquarium. Our team also attended sessions

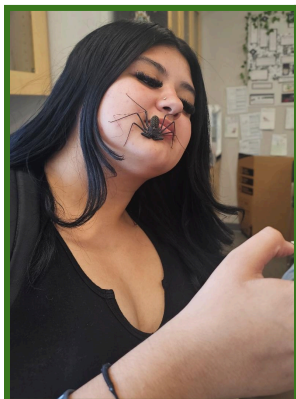
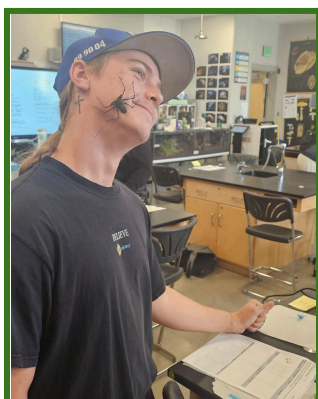
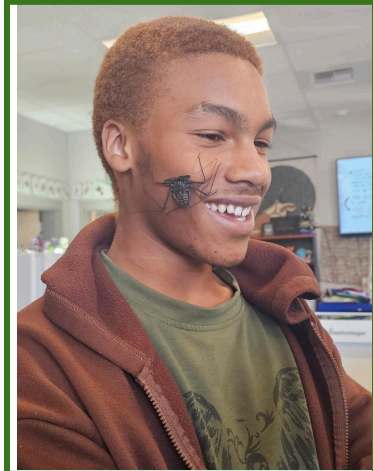
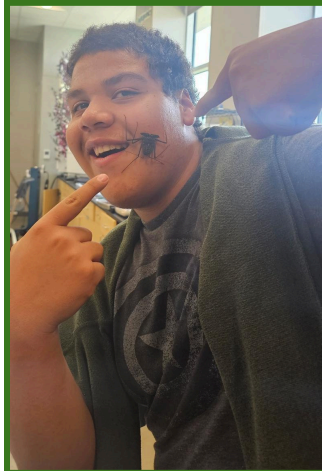
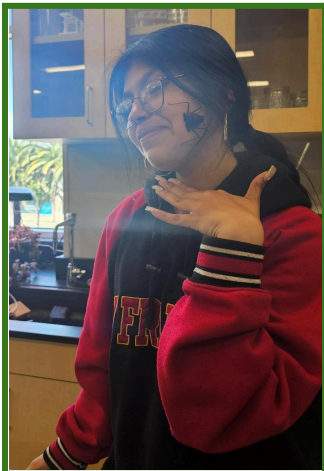
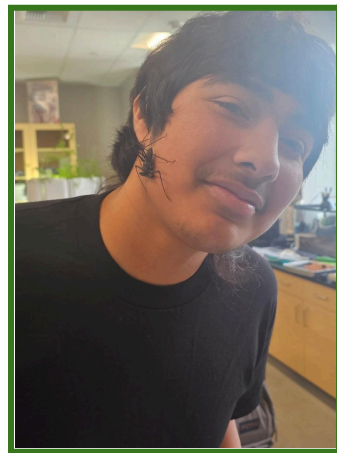
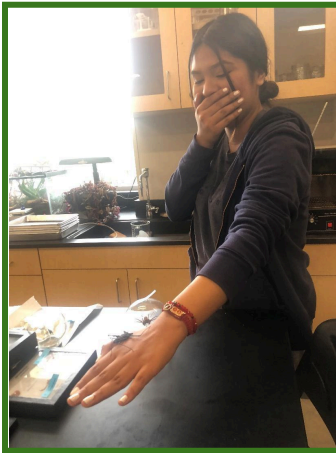
regarding modern trends in science education, integrating art into science, and using generative AI to improve engagement.

As an incentive for our top performing students, the science department brought students on a trip to Project Survival Cat Haven in Dunlap. Our students had an opportunity to meet a savannah cat up close, learned about osteology, and toured the facility.



Credit Attainment Science Teacher Jadrian Ejercito has had a very busy quarter and school year in Zoology, Biology and Community Leadership.

In **Zoology**, students continued their studies by interacting directly with the various animal specimens we have in class and conducting dissections to visualize the diversity of the animal kingdom.



In **Biology**, students learned about the various processes happening in living cells by designing and conducting experiments to model these processes using live experiments and through simulations from the Anatomage science table. Our students also learned about the nervous system by using biotechnology. **Students in Mr. Ejercito's 6th and 7th Period Class** finalized their Civic Engagement Project Presentation around their topic of **Plants and Mental Health**. See [Video Link Here](#).

MATH

Online Math Teacher Pauline Cagle has been working hard at trying to boost some awesome learning with her classes by trying to be more consistent with using [Eduprotocols](#). Recently, she had a mini breakthrough moment with high schoolers when she decided to give them a "quiz" disguised as fun activities using [Padlet Arcade](#). Ms. Cagle had a **99% participation rate** (which rarely ever happens). Even students who had done nothing in her class for weeks logged into the activities she had given them and completed the assignments. She had four different activities that she gave them for the class period and she told them that their goal was to keep trying the activities until they got a **10/10 on all four activities**. Then she told them that the activity didn't end there and that the next goal was to keep trying the activities until they reached one of the top three spots. This kept the top three students engaged because they had to make sure they stayed watching the leaderboard to make sure they didn't get bumped from their spots. And if they did, then they would have to keep trying to regain their spot. This ensured that they did the activity more than once and gave them the needed reps to really learn the skills that Ms. Cagle had been teaching them over the last couple of weeks. Doing this activity, it gave them a grade they could be proud of which in turn gave them the momentum to keep working. Ms. Cagle rewarded the **top three students** on every activity in every class with **5-star points** for working hard. She had **some students who repeated the activity over 20 times** to get faster each time to ensure they kept their spot on the leaderboard. The students really enjoyed this, so she's planning to do more activities like this.

These are the Padlet Arcade Leaderboard results from Ms. Cagle's students:

Padlet ARCADE Period 5 - Circle Theorem Match

Leaderboard

Period 5 - Circle Theorem Match - all scores

	PLAYER	SCORE	TIME	ATTEMPTS
1	Anthony Bejarano 1598	10/10	00:15	32 times
2	Gianna Garcia 9836	10/10	00:17	20 times
3	Ethan Hernandez 0358	10/10	00:25	8 times
4	Kassandra Isip 6495	10/10	00:33	5 times
5	Gianna D	10/10	00:38	2 times
6	Dekrion Crumble	10/10	00:40	5 times
7	Phoenix C	10/10	01:20	2 times
8	Melany Lopez	10/10	01:34	2 times
9	Christian Johnson Cortez 9699	10/10	01:46	2 times
10	Alexis Robinson	10/10	02:02	1 time
11	Gabriela Rodriguez 3676	10/10	02:11	3 times
12	Aiden De La Cruz	10/10	03:03	1 time
13	Evelyn Dolores-Ramirez 8980	10/10	03:09	1 time
14	Lena Ballard	10/10	06:45	1 time
15	Valentina Z White 6321	9/10	01:55	1 time

Padlet ARCADE Period 5 - Circle Line Detective

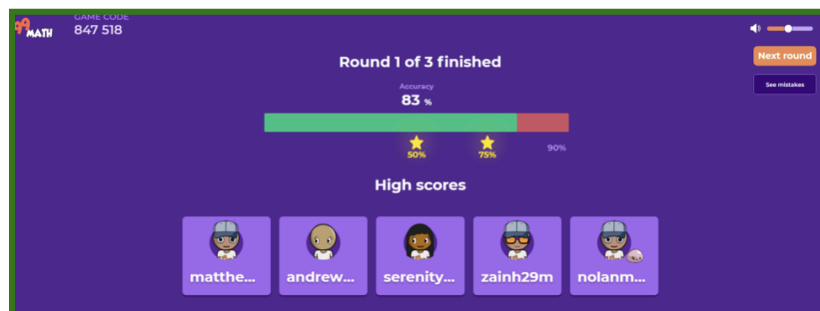
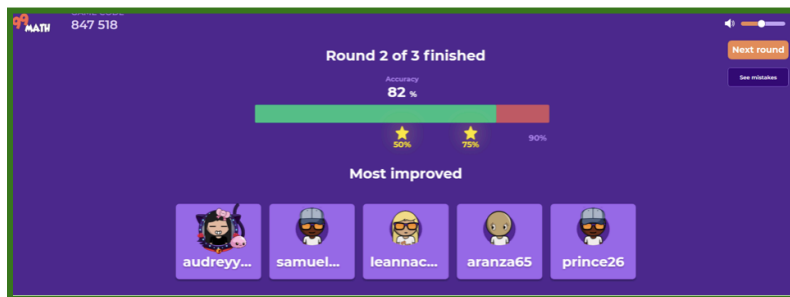
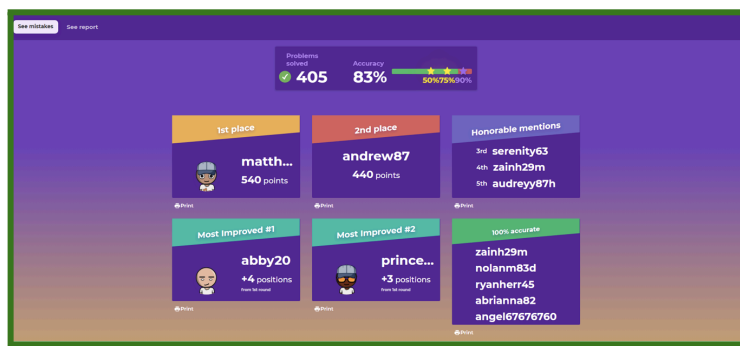
Leaderboard

Period 5 - Circle Line Detective - all scores

	PLAYER	SCORE	TIME	ATTEMPTS
1	Anthony Bejarano 1598	10/10	00:02	11 times
2	Kassandra Isip 6495	10/10	00:02	25 times
3	Phoenix C	10/10	00:05	16 times
4	Gianna Garcia 9836	10/10	00:06	4 times
5	Gabriela Rodriguez 3676	10/10	00:09	15 times
6	Alexis Robinson	10/10	00:10	9 times
7	Evelyn Dolores-Ramirez 8980	10/10	00:13	30 times
8	Ethan Hernandez 0358	10/10	00:18	5 times
9	Gianna D	10/10	00:19	4 times
10	Valentina Z White 6321	10/10	01:37	2 times
11	Melany Lopez	10/10	01:48	1 time
12	Dekrion Crumble	10/10	02:01	1 time
13	Lena Ballard	10/10	04:14	1 time
14	Aiden De La Cruz	10/10	05:55	1 time

ELEMENTARY ONLINE

Online Elementary Teacher Sheila Kelley has been working hard to integrate technology effectively with her fourth graders. She is currently using new AI tool **Snorkl**, as well as free multiplier game **99 Math**. Snorkl provides instant feedback on authentic student thinking. Snorkl also supports conceptual mastery—providing instant AI feedback on recorded explanations. Farber is one of 10,000 schools using Snorkl worldwide. Sheila Kelley cuts and pastes from **GoMath** and has her students work the problems with Snorkl providing real time feedback. 99 Math empowers students to achieve fact fluency, meet curriculum standards and develop a passion for math. With group activities, individual practice, and play-at-home games, students can boost their accuracy and confidence in math. See some examples of 99 Math from Sheila’s classes below....



CAREER TECHNICAL EDUCATION



Jeff Cook's Multimedia & Video Production students have been busy as usual.

Two students recently produced the eSports Video. It was their first time behind the camera. They stepped up their interviewing skills as well as having to edit the footage. See their [Final Product Here](#).

Students were also able to record audio public service announcements, edit them and add them to animation. Some of the PSAs were used on our school Instagram account. See their final work here:

<https://www.youtube.com/shorts/wbuTpyG-6Fs>

<https://www.youtube.com/shorts/1nHHEXfWd5U>

<https://www.youtube.com/shorts/G5LbRk2mpDg>



Mr. Cook is also in talks with the [Fresno Chaffee Zoo](#) about a new partnership next year for the Farber Multimedia Program. Students will be able to create video/photo content that will be used by the zoo for educational and promotional purposes. Additionally, there is also work going on related to a partnership with [Winchell Elementary School](#). Students will have the opportunity to create videos

for the sister elementary school in the Farber neighborhood that will highlight student and staff stories of the Winchell community.





This quarter, our Public Services students had the opportunity to visit the **The First Responders Campus** at Fresno City College for a hands-on learning experience connected to our firefighting and emergency services units.

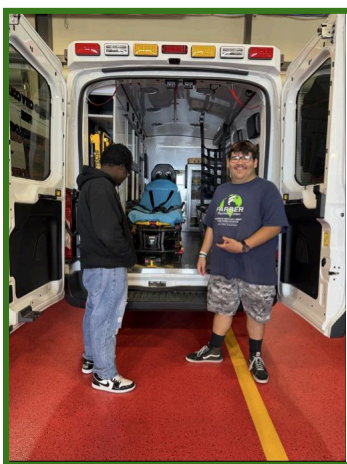


During the trip, students were able to engage directly with real-world public safety equipment, facilities and training scenarios.

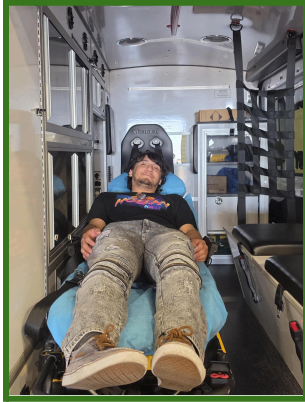
One highlight was the firefighting experience. Students participated in hands-on activities that helped them better understand the physical demands, safety procedures, teamwork, and communication required in the fire service. They were able to see how

classroom concepts connect to actual first responder training and career pathways.

The trip gave students a chance to ask questions, interact with professionals in the field, and experience the expectations of public safety work in a more authentic setting. It was a strong example of career-connected learning, and students were highly engaged throughout the visit. Many students shared



that the experience helped them better understand the responsibilities of firefighters and other first responders, while also giving them a clearer picture of whether this is a career path they may want to pursue. Overall, the First Responders Campus visit was a valuable learning opportunity that supported student engagement, career exploration, and hands-on application of our Public Services curriculum. These students gave great feedback about the experience and were exposed to multiple opportunities in terms of careers and occupations.



Feel free to click [here](#) for more information on the **Fresno City College First Responders Campus.**



The Farber Educational Campus Logistics Program

continues to demonstrate strong growth, innovation and real-world impact. **Logistics Instructor Jonathan Hinojosa** and his students have significantly expanded the program, their projects and student opportunities.

Over 100,000 pounds of food has come through the pantry doors.

Actually, it's 181,987 since last year. Farbers Market serves **170** households on average each month.. With an average of 5 per household, that comes to an average of **1,530 households** in the year with **7,650** individuals being fed. Typically, the food is designed to last for a week.

Ultimately, that means over 53,550 individual meals families enjoyed.

Additionally, Farber Logistics students support several elementary food pantry programs by preparing over **6500 backpacks** for the **Central California Food Bank**. Also, the program took on a project for the district's Migrant Ed Program by building summer school backpacks with school supplies and reading materials for 1200 students. Farber Logistics also recently received 30 pallets of diapers amounting to 1200 cases of diapers as a project in partnership with the **Central California Food Bank**.



Farber Logistics students also work on a variety of projects where they try to improve processes and systems for real world logistics challenges. For example, one team of students using their **Lean Six Sigma Training** came up with a way to reduce paper waste and improve ways to measure and track data. Using Microsoft Forms, students have created a fast and easy way to check equipment in and out and have shared this with their industry partner **Lyons Magnus** (a leader in the food service industry). Another team of students recently came up with an idea for **Amazon** about reducing costs in the last-minute delivery. To keep in line with Amazon's sustainability initiative. They are proposing Repurposing or "upcycling" old or unused buildings like for micro stores for deliveries and returns.



Finally, the Logistics program recently hosted its **2nd Annual Industry Day** where students presented projects to industry partners, as well as interviewed for potential jobs. Partners included **Lyons Magnus**, **Gap Pacific Distribution Center** and **Amazon**. Up to one dozen seniors will end up with job opportunities from these partners. See the day's agenda below:

9:30 - 10:00 Mingle & Introductions. Guests arrive and have an opportunity to network with students, staff and industry partners. Informal introductions/conversations to build connections and set the tone for the day.

10:00 -10:30 Student Presentations. Students will present logistics-focused projects, workplace solutions, and real-world experiences developed through the SmartStack Logistics program. Topics may include warehouse operations, safety, Lean Six Sigma, supply chain solutions, and civic engagement efforts.

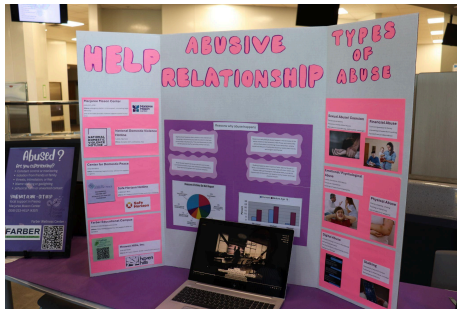
11:30 - 12:30 Lunch & Networking. Lunch will be provided in the Student Union while students and industry professionals continue networking, discussing ideas, and building meaningful partnerships.

12:30 - 3:00 Interviews. Industry professionals will conduct interviews, providing students with valuable real-world interview experience, professional feedback, and career readiness support.



ELECTIVES

Parenting+



A team of students in the Parenting Program focused on a Civic Engagement Project this quarter on **Abusive Relationships**. They partnered with the **Marjoree Mason Center** and produced a variety of public products that were shared at Farber's Open House, Farber Project Showcase and elsewhere. The students focused on creating awareness and providing the student and school community with resources. In addition to the Marjoree Mason Center, they also collaborated with the Farber Wellness Center. To see examples of some of the students' final public work, check out their [Video Here](#) and the posters/flyers below.

Abused ?

Are you experiencing?

- Constant control or monitoring
- isolation from friends or family
- threats, intimidation, or fear
- blame-shifting or gaslighting
- pshysical harm or unwanted contact

YOUR NOT ALONE - GET HELP
local support in Fresno:
Marjaree Mason Center
(559) 233-HELP (4357)

Marjaree Mason Center

Farber Wellness Center :



Abusive Relationships

LOVE SHOULDN'T HURT

Signs of Abuse

- Controlling behavior (who you see, where you go)
- Verbal or emotional harm (insults, threats, humiliation)
- Physical harm or intimidation
- Financial control
- Digital monitoring (checking messages, tracking location)
- Abuse can be both physical and mental know the signs

FOR MORE INFORMATION VISIT OUR POWERPOINT SLIDE



SCAN ME

Who can be a victim of Abuse

- ANYONE & EVERYONE
- All genders
- All cultural backgrounds
- LGBTQ+
- Teens & adults

How to reach out for help

- Dont be afraid, your safety is important
- Let someone you trust know
- Have a plan to leave the abuser
- You can talk to someone on campus
- Call 911 if you are in immediate danger
- You can call the National Domestic Violence Hotline 1-800-799-7233

The Farber Wellness Center



Keep Fighting

YOU ARE STRONGER THAN YOU THINK

PERSONAL FINANCE



Personal Finance Teacher Kongmia Her and his students have been busy as usual. They recently hosted another Farber Investment Challenge for both students and staff. 12 staff members and students in the Personal

Finance Class competed. They each brought a wide range of experience in the investment world. Each competitor was given \$100,000 and they were to go invest using the program through www.howthemarkets.com. This program allows us to use mock money and invest in the stock market that tracks up-to-date market data. While the competition is going on, the students are learning about how investing works and the difference between investing in individual stocks and through funds. Students learned about active funds vs passive funds, pros and cons regarding investing, and the challenges in investing. At the end of the competition, there were seven students and three staff members in the Top 10 rankings. Competition was very strong towards the end. For the final results, congratulations to **Mrs. Jennifer Gross for taking 1st place in the entire competition and as a staff.** She got there about mid-way and never stepped down. Amazing! If you see **Devin Her, Robert Adame and Otto Hansen**, please congratulate them. They are our 1st, 2nd, and 3rd place student winners, respectively. Top students will be rewarded. Our staff winner will also win a reward (way better than what the students are getting).

Overall Rankings		Weekly Rankings		Monthly Rankings		
RANK	USERNAME	CURRENT VALUE	% GAIN/LOSS	ACCOUNT DETAILS	RESET USER	REMOVE USER
This is as of: May 15, 2026						
1	Hedwig144	116,452.59	1645.2	VIEW	RESET	REMOVE
2	whale96	111,368.73	1330.8	VIEW	RESET	REMOVE
3	Robert adame	107,911.00	791.10	VIEW	RESET	REMOVE
4	OttoTheIdiot	107,721.18	772.12	VIEW	RESET	REMOVE
5	kongmia.her@fresnouunified.org	107,193.41	718.34	VIEW	RESET	
6	Clueless 3	107,121.58	712.16	VIEW	RESET	REMOVE
7	firell	106,351.46	635.13	VIEW	RESET	REMOVE
8	da54@fresnou.org	106,115.53	611.55	VIEW	RESET	REMOVE
9	arianna.renee	105,802.87	590.23	VIEW	RESET	REMOVE
10	LazyToad_	105,335.58	533.56	VIEW	RESET	REMOVE

On another note, Kongmia Her and his students have added several new and exciting rewards to **The Student Reward Center**. These include, but are not limited to a 3D printed chap stick holding tumbler and many art supplies. These new items have been flying off the shelves through redemptions. Images can be found on <https://www.5starstudents.com/farber>.

Teachers, be aware that Points in 5-Star will not carry over to next year. All students and staff will need to use all their points before school ends.



ART



Farber Online Art Teacher Tabitha Hernandez organized a field trip to Sacramento in April around mental health education and advocacy. After she and her students partnered with **NAMI Fresno** on their civic engagement work around art and mental health, NAMI leaders invited Farber students and staff to go to Sacramento for **NAMI's Annual California Advocacy Day**. Ms. Hernandez and other Farber staff who attended said that they students had a great time on the trip to Sacramento. Each student received a NAMI mental health awareness shirt and name tag. The students were able to interact with other high school students from across the state of California. Keynote speakers included a city board member, CEO from a medical insurance company and a student. A small group was able to meet with the staff for Senator Anna M. Caballero. The students even participated in asking the school to start a mental health club.



STUDENT LEADERSHIP & CAMPUS CULTURE

This spring, campus leadership classes and the leadership team have continued to foster a positive, inclusive, and engaging school culture through meaningful events, student celebrations, and staff recognition initiatives.

A major highlight was the **Senior Prom**, themed “*A Night in Paris*,” held on April 18th at Star Palace. Students enjoyed an evening of food, dancing, and a photobooth, creating lasting memories and strengthening the school community. Similarly, **Senior Sunset**, held on April 30th at the Farber Educational Campus, provided an opportunity for seniors to celebrate together through outdoor water activities, activity tables, and indoor food and games in the student union.

In alignment with **Mental Health Awareness Month (May)**, the Wellness Center demonstrated strong leadership by hosting weekly Friday activities in the Parent Center for both students and staff. A dedicated **staff wellness day on May 19th** further emphasized the importance of staff well-being. Additionally, **Staff Appreciation Week (May 11th–15th)** reflected a strong culture of recognition, with daily treats, appreciation gifts, and a staff luncheon supported by a modified student schedule. Staff also received Farber jackets and backpacks from the administrative team, reinforcing a sense of value and belonging.

As the school year concludes, our campus continues to promote engagement through a series of **end-of-year activities**. These included the **Senior Luncheon on May 28th**, where seniors will be recognized with awards, and an **Online End-of-Year Social on June 1st** to further celebrate the school community. Underclassmen are also included, with an **8th Grade Celebration from 9:00–11:00 a.m. in the student union**, and a **6th Grade Hangout on June 4th from 1:00–2:30 p.m.** Graduating seniors will participate in **Grad Nite at Universal Studios from June 5th–6th**, providing a memorable culminating experience. Final milestone events include **Graduation Practice on June 8th at 1:00 p.m. at the Save Mart Center** and the **Graduation Ceremony on June 9th at 1:00 p.m., also at the Save Mart Center**.

Overall, these coordinated efforts reflect strong, intentional leadership that prioritizes student engagement, staff appreciation, and a supportive campus environment, resulting in a vibrant and connected school culture.

WOMEN'S ALLIANCE/MEN'S ALLIANCE



As part of their Civic Engagement Project, Mr. Vega's Men's Alliance class recently hosted students from Phoenix Elementary as part of a new mentoring program being developed based on the book study of Notes on Being A Man. Students shared highlights from the book and then shared personal stories along with a series of interactive activities.

Credit Attainment Women's Alliance Teacher Ninon Castillo recently took her students on a field trip to Hearst Castle. A great time was had by all alliance girls at Hearst castle on the 23rd of April. We learned so much about the architecture and the legacy of Hearst Castle. The girls were all very impressed by the beauty and we learned that the architect, Ms. Julia Morgan worked on the castle for almost 30 years alongside Mr. William Randolph Hearst. She would go on to be a part of 700 more designs and was so dedicated to her work she never married or had children. We are so appreciative to Mr. Wood and our great school for the opportunity.



ADVISORY



Fifty-one students from Farber Independent Studies embarked on an unforgettable all-day field trip from Fresno to Palmdale to visit the [Wolf Connection](#) Wolf Sanctuary on Thursday, April 23rd 2026.

Accompanied by six IS teachers, LVN Maria Ramirez, and Vice Principal Maxon, the group traveled on two buses, departing at 7:30 a.m. and returning at 8:20 p.m. This trip marked the culmination of eight months of studying the Wolf Connection curriculum during Advisory, making the experience especially meaningful. Set against

the stunning backdrop of a pristine, sunny California day in the high desert, the journey itself felt like the beginning of something special.

Once at the sanctuary, students immersed themselves in a hands-on learning experience unlike any other. They hiked through the beautiful landscape, learned about wolf behavior and conservation, and had the rare opportunity to meet the wolves up close. Under careful supervision, students were even allowed to gently pet some of the more trained and docile wolves, an experience that left many in awe. The organization provided generous hospitality throughout the day, offering lunch, snacks, water, and even ice cream, which helped keep everyone energized and comfortable.

Despite the long hours, the trip left a lasting impact on everyone involved. Students were deeply inspired by the wolves' resilience and strength, as many of the animals had overcome difficult pasts yet continued to thrive.

The visit reinforced powerful lessons about perseverance, self-worth, and the importance of community—values central to Wolf Connection's mission of empowering all beings to recognize their inner capacity for growth and the strength of the pack.



Before leaving, many students visited the small gift shop, purchasing keepsakes like stuffed wolves, logo blankets, and keychains to remember the experience.

This field trip was not only educational but also transformative, and the memories—captured in photos and in spirit—will stay with the group for years to come.



Independent Studies Teachers who attended: Mrs. Gross, Mr. D'morias, Mrs. Ortega, Ms. Vertson, Mr. Santibanez and Ms. Sweet.

GUITAR CLUB



Kongmia Her said that there has been interest all year about having a music class or club. Up to now, Mr. Her said that there have been a couple of students who have been coming after school to learn how to play the guitar on a few borrowed instruments that remained in the classroom. This semester, Mr. Her said that Farber was able to order a set of guitars to allow more students to be able to play and to allow some to be checked out so students can continue practicing at home. Recently, Farber was blessed to have the instruments arrive. The plan is to start collecting interests and start introduction lessons from now until the end of the school and then start fresh next year with an official Farber Guitar Club. See attachment for photos.

