

More Time For Students

FACT SHEET

Fresno Unified expands time for students

Fresno Unified is focused on providing students expanded learning time. These efforts are directly connected to the district's internal accountability framework, which is based on a combination of student achievement and student engagement. While many factors support accelerated student achievement, there is no substitute for expanded, focused learning time for students with an effective teacher. FUSD is providing more learning time for students in a variety of ways, but some note-worthy examples include the district's transitional kindergartens, extended learning summer program, and the work under way at the district's three Persistently Low-Achieving Schools (PLAS) and Dailey Elementary Charter School.

District pilots transitional kindergarten

Balderas and Thomas elementary schools are piloting transitional kinder programs for 5-year-olds born between September 1 and December 2, providing a high-quality early-learning experience to better prepare students for academic success. The programs focus on language development, early literacy and math skills, motor skills, the development of appropriate social and emotional skills that promote student success, and self-regulation skills.

Extended learning summer program

More than 14,000 students attended the district's extended learning program in the summer of 2011. While school districts up and down the state were cutting or eliminating summer school, Fresno Unified increased summer school offerings in 2010 and again in 2011. For the first time ever in 2011 the district provided online and evening learning opportunities to accommodate working students. More than 850 students began the 2011-12 school year back on track for graduation and A-G completion thanks to the extended learning summer program. And of 2,773 students deficient up to two A-G units and in danger of not graduating, 70 percent received passing grades during the summer program.

Longer school day for campuses

At schools identified as Persistently Low Achieving Schools – Webster Elementary, Carver Academy and Yosemite Middle School – 30 minutes were added to the school day resulting in notable achievement gains. Results are quite positive when time is extended for students with an effective teacher and staff has focused time to collaborate.

At-a-Glance

Transitional kindergarten

- Students get a jump start on language development, pre-literacy skills, early math skills and large and small motor skills.
- Transitional kindergarten can prepare younger students for kindergarten and beyond, laying a foundation for school success.

Extended summer learning

- 857 students began the 2011-12 school year back on track for graduation and A-G completion by attending the extended year summer program.
- 3,366 K-3 students received intensive literacy intervention and 976 middle school students received intervention to prepare them for academic success.
- 469 students took advantage of evening courses and 348 students took online courses.

Longer school day

- At Webster Elementary, the number of students proficient or advanced went up 12.9 percent in English language arts (ELA) and 19.5 in math.
- At Carver Academy, the number of students proficient or advanced went up 14.7 percent in ELA and 25 percent in math.
- Webster and Carver had API gains of more than 100 points.

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