



# Strategic Plan Goal 4a: School Start Times Report

January 24, 2019 Governing Board Meeting


# Goals of Community Outreach

- Reach out to engage the community and educate the public
  - Improve communications: frequency and methods
  - Communicate information to community partners, key communicators and groups connected to Woodland schools
  - Responsive to parent/staff questions related to a new bell schedule
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# Written Start Times Report Update 1-24-19

- Staff feedback/engagement - October and January
  - Community feedback: surveys of families, staff and 5th-8th grade students
  - Financial Analysis
  - Transportation: pros/cons
  - Community agency feedback
  - Communication plan
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# Community Engagements


- October 2018: Staff presentations and feedback
  - October 29, 2018: Board Community Forum
  - December 13, 2018: Community Information and Engagement session
  - December 2018 and January 2019: Collaboration with community partners
  - January 16 and 17, 2019: Staff engagement sessions
  - January 15 - 25: Staff, Parent and Student surveys
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# Survey Purposes

## Why

- Gather implementation feedback
- Collect baseline data on sleep & alertness : students & families

## Question focus

- Implementation priorities
  - Bell schedule preferences of options considered
  - Communication methods
  - Combining students on busses for Primary and Elementary
  - Local childcare options
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# Survey Participants

- Parent/Community responses: 1,975
  - English - 1,877      Spanish - 98
- Staff total responses: 463
- Student total responses: 870
  - 51% 5th
  - 19% 6th
  - 17% 7th
  - 13% 8th

# Bell Schedule Preference

Option 1: Int/MS/Elem and Pri

Option 2: Pri and Elem/MS/Int

- Parent/Community
  - Option 1 Preferred or Strongly Preferred - 51.6%
  - Option 2 Preferred or Strongly Preferred - 36.4%
- Staff
  - Option 1 Preferred or Strongly Preferred - 41%
  - Option 2 Preferred or Strongly Preferred - 46%



# Implementation Priorities

- Parent/Community - 7 is the highest score per element
  - School Start and End Times - 6.1
  - Individual Bus Stop Times - 5.3
  - Before and After School Activity Times - 4.1
- Staff - 8 is the highest score per element
  - School Start and End Times - 7.1
  - Staff Start and End Times - 7.1
  - School Master Schedule - 4.8



# Communication Methods

- ◆ District email -86%
- ◆ Automated Phone Calls - 56%
- ◆ Paper letters sent home - 46%
- ◆ School /Classroom newsletters- 28-30%
- ◆ Schoology messages -28%
- ◆ Social media - 22%
- ◆ Board meetings - 5%

# Busing Elementary and Primary Together

- Parent/Community
  - Agree and Strongly Agree - 36%
  - No Preference - 37%
- Staff
  - Agree and Strongly Agree - 41.5%
  - No Preference - 39.1%
- Overall
  - Support - neutral for combining students


# Baseline Student Data - Sleep and Alertness

- Hard time concentrating in school because sleepy:
  - Not at all: 25%
  - Sometimes: 61%
  - All the time: 16%
- Hard time getting things done in school because sleepy:
  - Not at all: 41%
  - Sometimes: 51%
  - All the time: 10%

# Baseline Student Data - Sleep & Alertness

- Trouble falling asleep at night
  - Not a all: 31%
  - Sometimes : 51%
  - All the time: 20%
- Wake up feeling ready for the school day:
  - Not at all: 39%
  - Sometimes: 43%
  - All the time: 22%
- On average how many hours of sleep each night:
  - Less than 6 hours: 11%
  - 6 to 7 hours: 22%
  - 7 to 8 hours: 30%
  - 8 to 9 hours: 36%
  - More than 9 hours: 12%

*Data as of January 24, 2019 1:00 PM*



# Key Immediate Next Steps

- Board Action/direction on bell schedules
  - Impact bargaining with Union
  - Ongoing communication efforts- letters, district newsletter, website, etc
  - Redesign individual school schedules
  - Food service changes: breakfast and lunch schedules
  - Staffing: transfer requests and job shares
  - Collaboration with childcare and community agencies
  - Refinement of transportation logistics and staff start/end times
  - Development of estimated neighborhood bus stop pick up/drop off times
  - Communications to community
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