

School Schedule Survey Analysis

Prepared for Snowline Joint Unified School District

March 2019



Table of Contents

Introduction	.....	P 3
Methodology Notes	.....	P 4
Recommendations	.....	P 5
Key Findings	.....	P 8
Important Factors in Evaluating School Schedules	.....	P 14
Support for Different School Schedules	.....	P 17
Perceptions of the Current School Schedule	.....	P 23
Perceptions of Potential Alternative School Schedules	.....	P 28
Support for Proposed Cost-Saving Measures	.....	P 49
Transportation to and from School	.....	P 52
Extracurricular Involvement	.....	P 58
Sleep	.....	P 63
Demographics	.....	P 66

Introduction

In this report, Hanover Research (Hanover) analyzes and summarizes the results from Snowline Joint Unified School District (SJUSD)'s School Schedule Survey. The survey instrument, designed collaboratively by Hanover and SJUSD, assesses key SJUSD stakeholders' perceptions of the current school schedule as well as potential alternative school schedules, their level of support for the various school schedules, and their level of support for proposed cost-saving measures.

Surveys were distributed to current SJUSD students, parents/guardians of SJUSD students, staff members, and community members. Staff members who are also parents/guardians of current students in SJUSD had the opportunity to take the survey for both roles. Hanover analyzed qualifying responses for a total sample of 3,686. A breakdown of respondents' stakeholder groups and grade band are shown in the figures below. Please note that grade band segmentations include students, parents/guardians, and staff.

For full aggregate and segmented results by stakeholder group and grade band, please refer to the accompanying data supplement.

STAKEHOLDER	COUNT (%)
Student (Grades 6-12)	1,158 (34%)
Parent or guardian	1,551 (46%)
Staff member	570 (17%)
Community member	107 (3%)

n=3,386

GRADE BAND	COUNT (%)
Elementary School	732 (25%)
Middle School	881 (30%)
High School	1,359 (46%)

n=2,972

Methodology Notes

- Questions vary by respondent type (e.g., stakeholder group). Questions shown in figures contain all variations of the question stem (e.g., For me/my child/my students, the current elementary/middle/high school start times...). However, respondents only saw question stems that pertain to their group (e.g., For my students, the current high school start times...).
- Please note for segmented figures, only select figures that are both significant and of interest are visualized in this report. The accompanying data supplement provides complete data for both overall and segmented results (including results that showed non-significant differences between groups) for close-ended questions.
- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size ($n < 20$) should be interpreted with caution.
- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.

RECOMMENDATIONS

Recommendations

- **SJUSD should consider retaining the current school schedule.** Overall, respondents indicate the most support for the current school schedule over any of the proposed alternative school schedules. Additionally, respondents perceive the current school schedule to have more positive impacts than any of the proposed school schedules on two of factors they consider most important for school schedules: student after-school activities and student safety during commute/travel.
- **SJUSD may want to further explore the feasibility of adopting Schedule C (8:05 a.m. to 2:50 p.m. for elementary and middle school; 9:00 a.m. to 3:40 p.m. for high school).** This is the alternative school schedule that stakeholders most prefer. Adoption of this school schedule may be feasible given that about 70 percent of parents indicate that they would be able to change their work hours (although about 30 percent of those indicate they would have difficulty in doing so) if the school schedule were to change.
 - In terms of bus ridership, a similar proportion of middle school students would expect to ride the bus if middle school started and ended earlier, as with Schedule C (34% to school and 36% from school versus 32% to school and 38% from school).
 - SJUSD may see a slight decrease in the percentage of high school students who ride the bus if high school started and ended later, as with Schedule C (49% to school and 51% from school versus 46% to school and 49% from school).

Recommendations

- **Messaging about school schedules should focus on student well-being, student safety, and student after-school activities.** These are the three most important factors that respondents indicate that SJUSD should consider when evaluating school schedules. For example, if SJUSD was to recommend that the school district adopt Schedule C, SJUSD could discuss the benefits of pushing back the high school start time on high school students' sleep, physical health, and emotional health.
- **SJUSD should consider implementing the two proposed transportation cost-savings measures.** Nearly half of respondents support or strongly support the measures to use coaches and teachers rather than bus drivers to transport students to athletic events and extracurricular activities, and to offer the option of mileage reimbursement for families of special needs students to transport their children to and from school. However, about thirty percent of respondents oppose or strongly oppose these measures. SJUSD should provide clear messaging about the purpose of these measures and details of the implementation if a decision is made to move forward.

KEY FINDINGS

Factors to Consider When Evaluating School Schedules

- **SJUSD stakeholders place the highest priority on student well-being (e.g., sleep, physical health) followed by student safety during commute/travel and student after-school activities.** When asked to select the three most important factors that SJUSD should consider when evaluating school schedules, the most frequently selected factor was student well-being (60%). The next most frequently selected factors were student safety during commute/travel (45%) and student after-school activities (43%).
- **Compared to other stakeholder groups, students place higher priority on after-school activities and lower priority on safety during commute/travel.** Fifty-six percent of students indicate that student after-school activities are one of the most important factors that SJUSD should consider when evaluating school schedules compared to 39 percent of parents, 33 percent of staff members, and 27 percent of community members. Only 26 percent of students indicate that student safety during commute/travel should be prioritized when evaluating school schedules compared to 53 percent of parents, 60 percent of staff members, and 64 percent of community members. Please note that only middle and high school students took the survey, in accordance with age-appropriate survey norms.
- **High school respondents place higher priority on student after-school activities than elementary and middle school respondents.** Fifty-four percent of high school respondents cite student after-school activities as one of the most important factors to consider when evaluating school schedules, compared to 32 percent of elementary respondents and 45 percent of middle school respondents.

Perceived Impacts of Various School Schedules

- **Of the three factors that respondents rank as the most important to consider when evaluating school schedules, respondents indicate that they perceive the current school schedule to have the most positive impacts on two of these factors compared to the proposed alternative school schedules and to have similar impacts on the third factor as other school schedules.**
 - Thirty-nine percent of respondents rate the impact of the current school schedule on **student well-being** as positive or very positive, which is comparable to Schedule C (39%), Schedule D (37%), and Schedule E (36%).
 - Thirty-nine percent of respondents rate the impact of the current school schedule on **student safety during commute/travel** as positive or very positive. The next highest rated schedule is Schedule B (27%).
 - Forty-five percent of respondents rate the impact of the current school schedule on their own/their child's/their students' **after-school activities** as positive or very positive. The next highest rated schedules are Schedules B and E (31% each).
- **Respondents raise particular concerns about student safety and traffic congestion with potentially adopting Schedule E (8:05 a.m. to 2:50 p.m. for elementary, middle, and high schools).** Fifty-six percent of respondents rate the impact of Schedule E on student safety during commute/travel as negative or very negative. More than 60 percent rate the impact of Schedule E on traffic congestion as negative or very negative (62 percent at the beginning of the school day, and 63 percent at the end of the school day).

Levels of Support for Various School Schedules

- **Overall, respondents indicate the most amount of support for the current school schedule.** Over half (53%) of respondents indicate that they support or strongly support the current school schedule. This is significantly higher than the other alternative school schedules, with between 28 and 39 percent of respondents indicating that they support or strongly support the potential school schedules. Among the alternative schedules, Schedule C (8:05 a.m. to 2:50 p.m. for elementary and middle school and 9:00 a.m. to 3:40 p.m. for high school) has the most support, with 39 percent of respondents indicating support or strong support for this schedule.
- **The current schedule has similar levels of support among students, parents, and school staff (between 52% and 57%), although it has greater support among elementary and high school staff than among middle school staff.** Sixty-one and 75 percent of elementary school and high school staff support or strongly support the current schedule (respectively), while only 19 percent of middle school staff indicate the same level of support for the current school schedule. Middle school staff prefer an earlier school start and end time for middle school, as evidenced by their support for Schedule C (62% support or strongly support) and E (53% support or strongly support), both of which feature an earlier middle school start time of 8:05 a.m. and end time of 2:50 p.m.
 - Notably, only 14 percent of high school staff support Schedule C. If SJUSD continues to explore this option, district leaders should be sure to open lines of communication with high school staff to hear concerns and get their buy-in for a potential adoption of this schedule.

Flexibility to Change Work Schedules and Concerns about Busing if the School Schedule Changes

- **Approximately two in five families have at least some flexibility to adjust their work hours in response to changing school or activity time for children, but other families would have a difficult time in changing their work schedules or would not be able to change it at all.** Forty-one percent of parents report that their work hours are somewhat or very flexible and could be changed in response to changing school or activity time for their children. Twenty-nine percent of parents indicate they could change their work hours but with some or a lot of difficulty. Another 31 percent of parents indicate that they have no flexibility to change their work schedules.
- **Seventy percent of respondents have concerns about combining students across multiple grade bands on the bus due to the difference in the age ranges.** Additional concerns include student crowdedness on the bus (56%), longer bus ride time (42%), and impact on student after-school activities (37%). Only 12 percent of respondents say they have no concerns about combining multiple grade bands on buses.

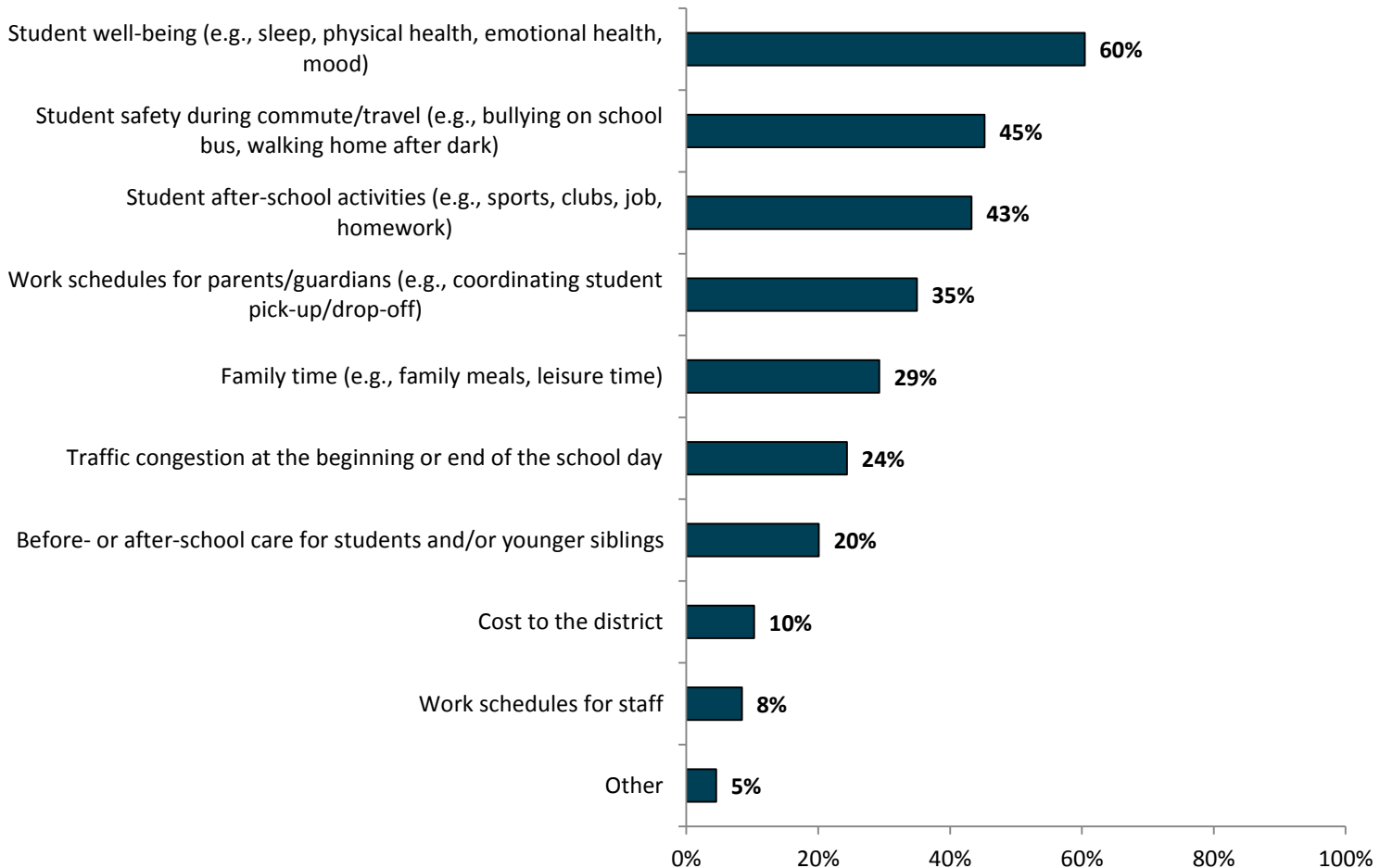
Level of Support for Proposed Cost-Savings Measures

- **The majority of parents express support for or are not opposed to SJUSD's proposed measure to use coaches and teachers rather than bus drivers to transport students to athletic events and extracurricular activities.** Forty-six percent of parents support or strongly support the proposed measure, while another 25 percent neither support nor oppose the measure. The remaining 29 percent of parents oppose or strongly oppose the measure.
- **The majority of parents of students with special needs express support for or are not opposed to SJUSD's proposed measure to offer the option of mileage reimbursement for families of students with special needs to transport their own children to and from school.** Forty-seven percent of parents of students with special needs support or strongly support the proposed measure, while another 24 percent would neither support nor oppose the measure. The remaining 30 percent of parents of students with special needs express opposition or strong opposition to the measure.
- **Parents of students across grade bands (elementary, middle, and high school) express similar levels of support for the two proposed transportation cost-savings measures.**

SECTION I: IMPORTANT FACTORS IN EVALUATING SCHOOL SCHEDULES

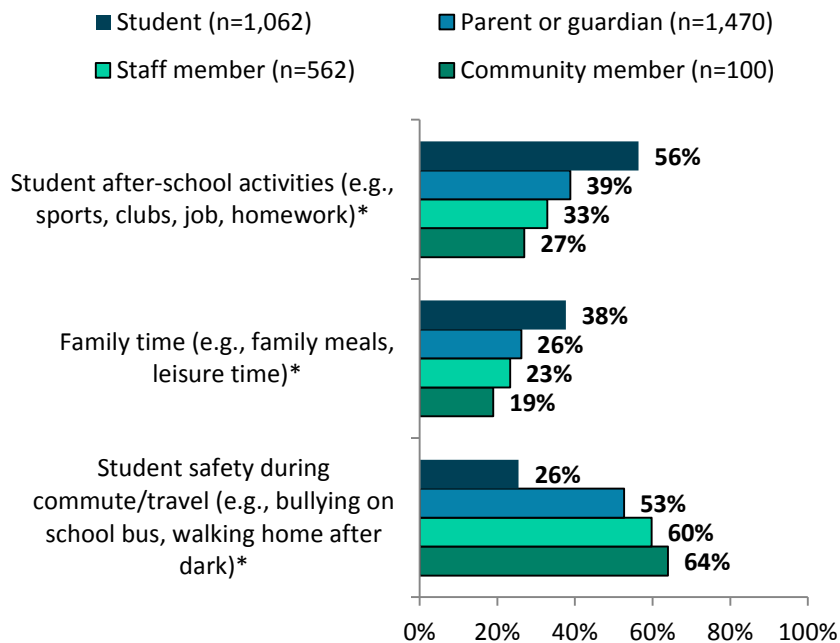
Most Important Factors Respondents Consider When Evaluating School Schedules

In your opinion, what are the three most important factors that SJUSD should consider when evaluating school schedules? (n=3,194)



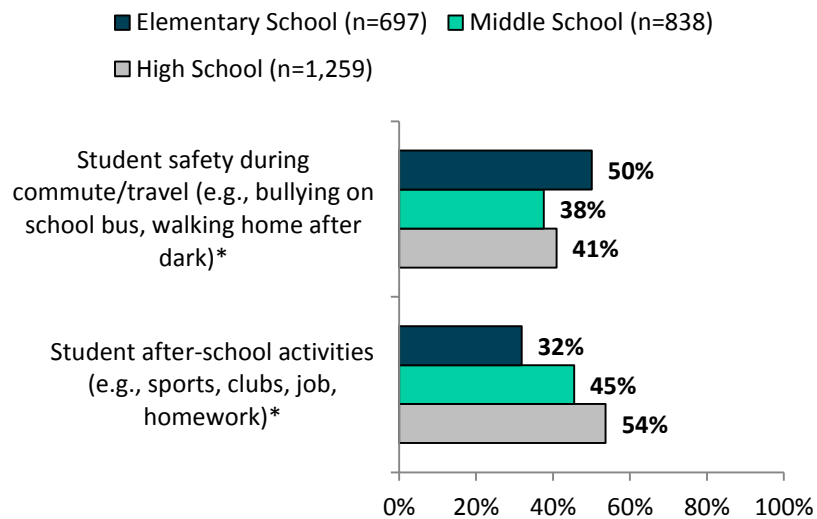
Most Important Factors Respondents Consider When Evaluating School Schedules by Stakeholder Group and Grade Band

In your opinion, what are the three most important factors that SJUSD should consider when evaluating school schedules?



* Indicates statistically significant differences across groups

In your opinion, what are the three most important factors that SJUSD should consider when evaluating school schedules?



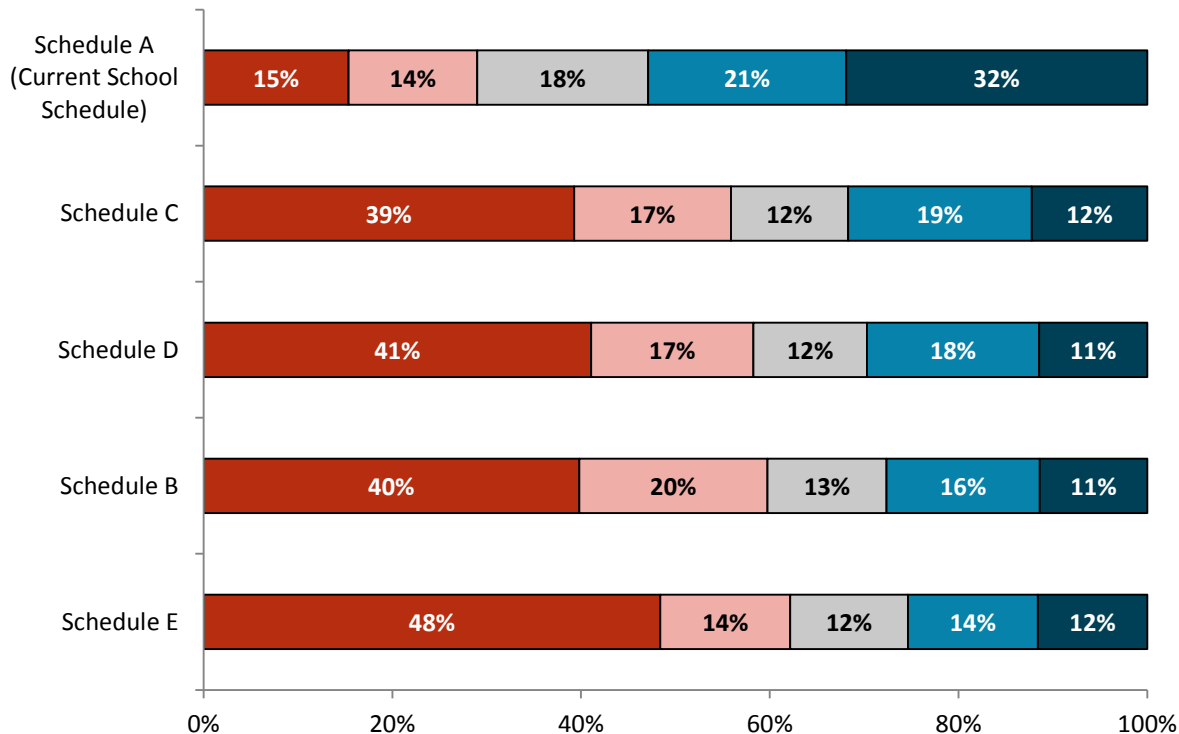
* Indicates statistically significant differences across groups

SECTION II: SUPPORT FOR DIFFERENT SCHOOL SCHEDULES

Level of Support for Current and Potential School Schedules

Please indicate to what degree you support or oppose the adoption of the following schedules: (n=2,295-2,305)

- Strongly Oppose
- Oppose
- Neither Support nor Oppose
- Support
- Strongly Support

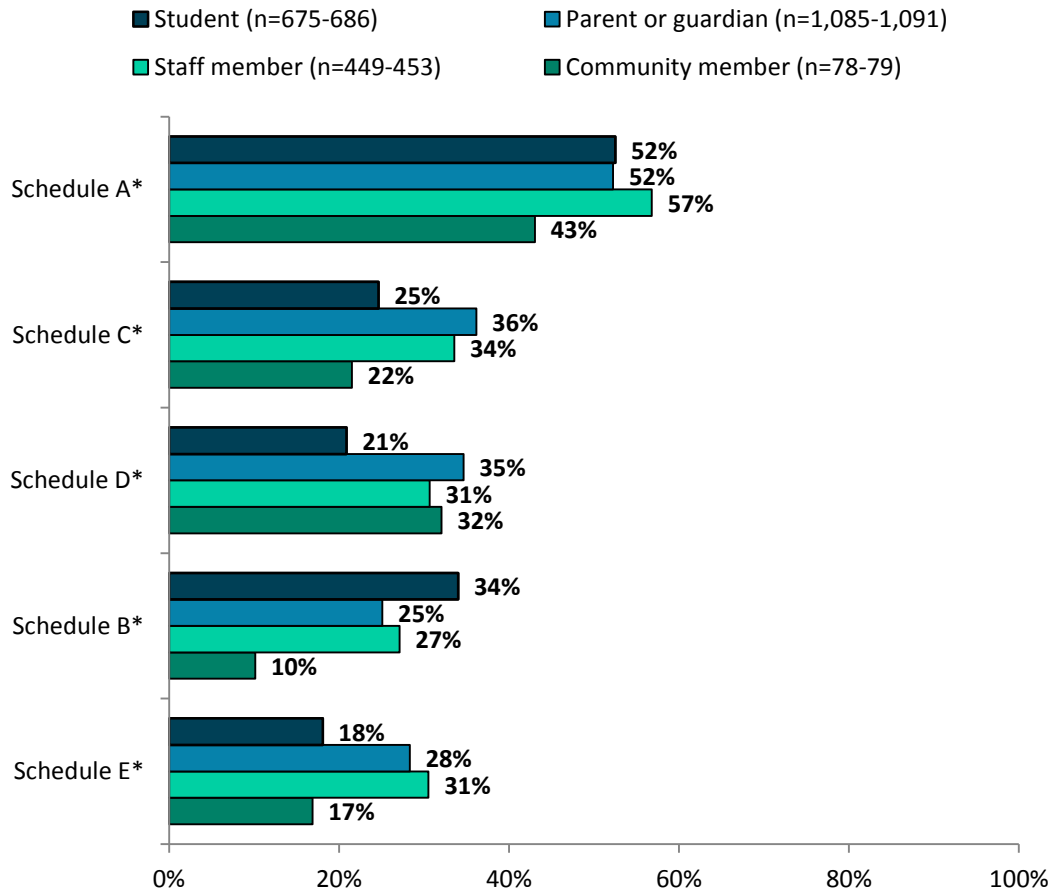


- Schedule A (Current School Schedule)**
 - 7:00 a.m. - 1:49 p.m.: High School
 - 8:05 a.m. - 2:50 p.m.: Elementary School
 - 9:00 a.m. - 3:40 p.m.: Middle School
- Schedule B**
 - 7:00 a.m. - 1:49 p.m.: Elementary School
 - 8:05 a.m. - 2:50 p.m.: High School
 - 9:00 a.m. - 3:40 p.m.: Middle School
- Schedule C**
 - 8:05 a.m. - 2:50 p.m.: Elementary and Middle School
 - 9:00 a.m. - 3:40 p.m.: High School
- Schedule D**
 - 8:05 a.m. - 2:50 p.m.: Elementary School
 - 9:00 a.m. - 3:40 p.m.: Middle and High School
- Schedule E**
 - 8:05 a.m. - 2:50 p.m.: Elementary, Middle, and High Schools

Level of Support for Current and Potential School Schedules by Stakeholder Group

Please indicate to what degree you support or oppose the adoption of the following schedules:

% Support or Strongly Support



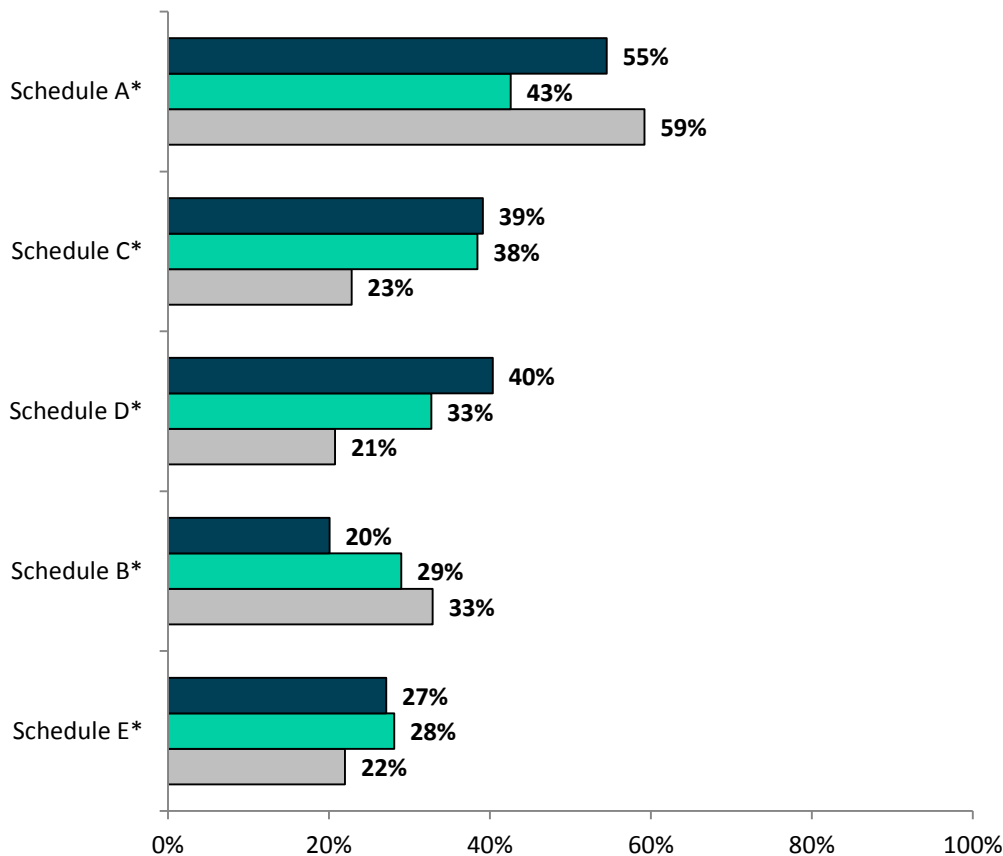
- Schedule A (Current School Schedule)**
 - 7:00 a.m. - 1:49 p.m.: High School
 - 8:05 a.m. - 2:50 p.m.: Elementary School
 - 9:00 a.m. - 3:40 p.m.: Middle School
- Schedule B**
 - 7:00 a.m. - 1:49 p.m.: Elementary School
 - 8:05 a.m. - 2:50 p.m.: High School
 - 9:00 a.m. - 3:40 p.m.: Middle School
- Schedule C**
 - 8:05 a.m. - 2:50 p.m.: Elementary and Middle School
 - 9:00 a.m. - 3:40 p.m.: High School
- Schedule D**
 - 8:05 a.m. - 2:50 p.m.: Elementary School
 - 9:00 a.m. - 3:40 p.m.: Middle and High School
- Schedule E**
 - 8:05 a.m. - 2:50 p.m.: Elementary, Middle, and High Schools



Level of Support for Current and Potential School Schedules by Grade Band

Please indicate to what degree you support or oppose the adoption of the following schedules:

■ Elementary School (n=518-524) ■ Middle School (n=630-637)
■ High School (n=841-846)



- Schedule A (Current School Schedule)**
- 7:00 a.m. - 1:49 p.m.: High School
 - 8:05 a.m. - 2:50 p.m.: Elementary School
 - 9:00 a.m. - 3:40 p.m.: Middle School
- Schedule B**
- 7:00 a.m. - 1:49 p.m.: Elementary School
 - 8:05 a.m. - 2:50 p.m.: High School
 - 9:00 a.m. - 3:40 p.m.: Middle School
- Schedule C**
- 8:05 a.m. - 2:50 p.m.: Elementary and Middle School
 - 9:00 a.m. - 3:40 p.m.: High School
- Schedule D**
- 8:05 a.m. - 2:50 p.m.: Elementary School
 - 9:00 a.m. - 3:40 p.m.: Middle and High School
- Schedule E**
- 8:05 a.m. - 2:50 p.m.: Elementary, Middle, and High Schools

Level of Support for Current and Potential School Schedules by Stakeholder Group and Grade Band

Level of Support for School Schedules by Stakeholder Group and Grade Band
% Support and Strong Support

	STUDENT	PARENT	STAFF
Elementary School	-	1) A (53%) 2) C (40%) 3) D (39%) 4) E (28%) 5) B (17%)	1) A (61%) 2) D (47%) C (34%) B (32%) E (24%)
Middle School	1) A (44%) 2) C (32%) 3) B (30%) 4) D (30%) 5) E (25%)	1) A (45%) 2) C (40%) 3) D (36%) 4) B (31%) 5) E (26%)	1) C (62%) 2) E (53%) 3) D (26%) 4) A (19%) 5) B (14%)
High School	1) A (59%) 2) B (37%) 3) C (19%) 4) D (14%) 5) E (13%)	1) A (56%) 2) E (31%) 3) B (29%) 4) C (29%) 5) D (29%)	1) A (75%) 2) B (29%) 3) E (25%) 4) D (18%) 5) C (14%)

n=57-430

Schedule A (Current School Schedule)

- 7:00 a.m. - 1:49 p.m.: High School
- 8:05 a.m. - 2:50 p.m.: Elementary School
- 9:00 a.m. - 3:40 p.m.: Middle School

Schedule B

- 7:00 a.m. - 1:49 p.m.: Elementary School
- 8:05 a.m. - 2:50 p.m.: High School
- 9:00 a.m. - 3:40 p.m.: Middle School

Schedule C

- 8:05 a.m. - 2:50 p.m.: Elementary and Middle School
- 9:00 a.m. - 3:40 p.m.: High School

Schedule D

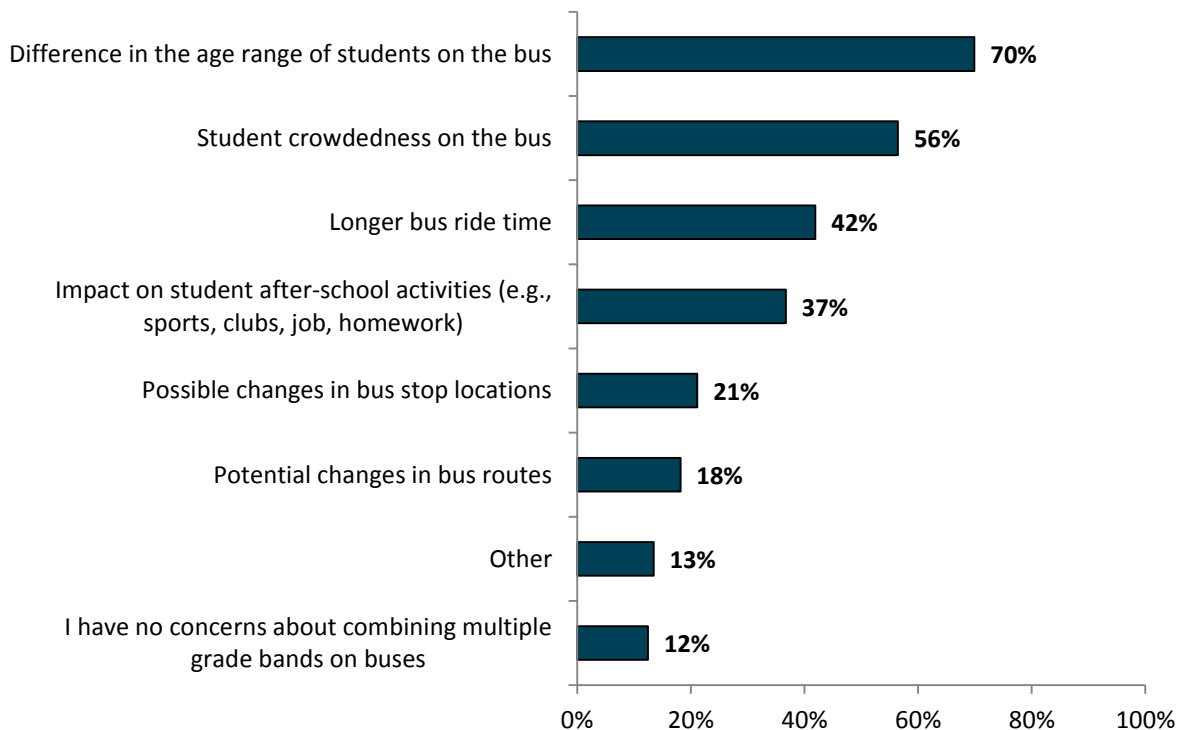
- 8:05 a.m. - 2:50 p.m.: Elementary School
- 9:00 a.m. - 3:40 p.m.: Middle and High School

Schedule E

- 8:05 a.m. - 2:50 p.m.: Elementary, Middle, and High Schools

Potential Concerns About Busing if the School Schedule Changes

Which of the following concerns, if any, do you have about this procedure if it were implemented in Snowline JUSD? Please select all that apply. (n=2,341)



Note: The following note was provided to respondents in the survey question: “The various school schedules that Snowline JUSD is considering implementing may require increases in the number of students per bus and that students in different grade bands (e.g., elementary school, middle school, high school) ride the bus together. ”

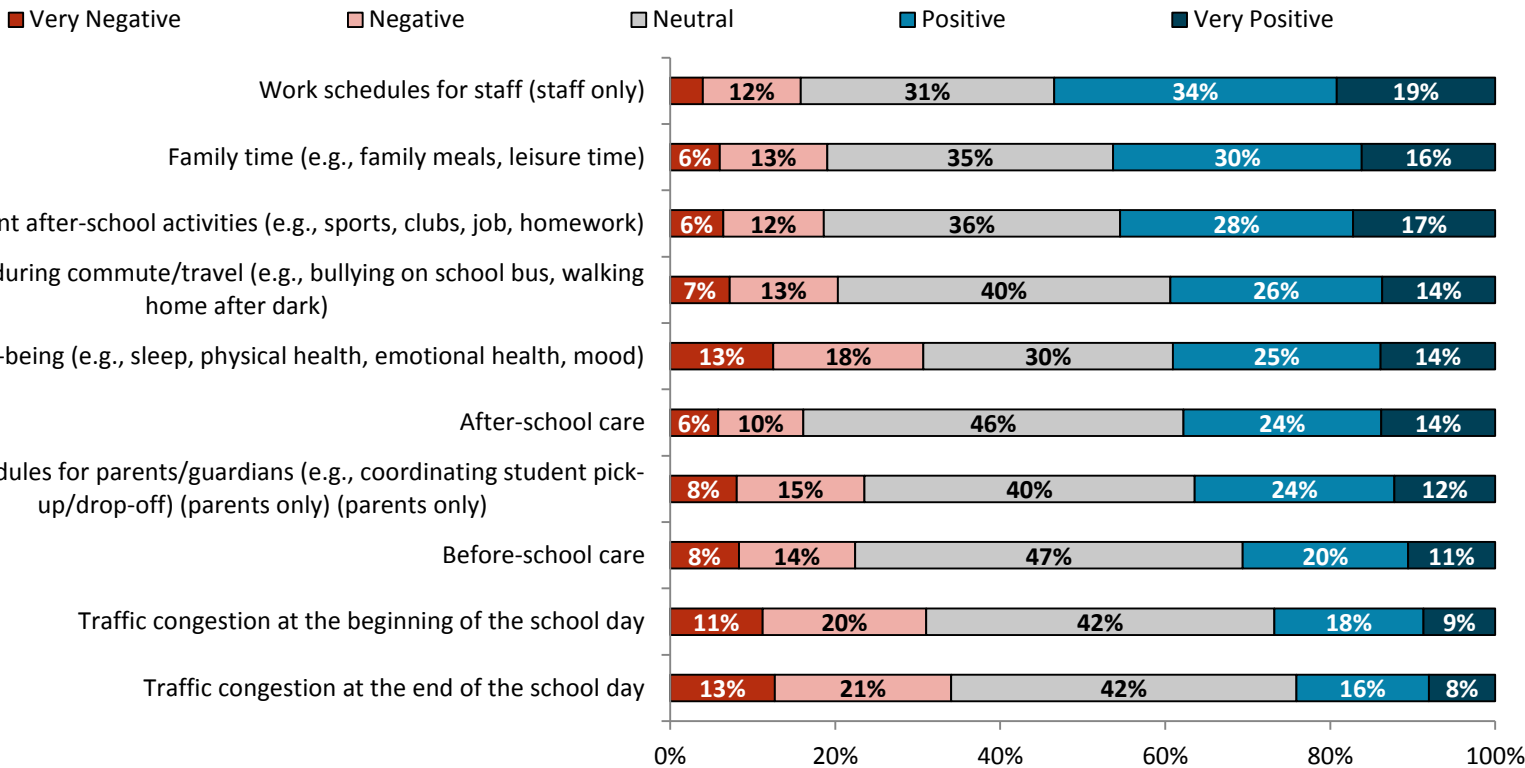
SECTION III: PERCEPTIONS OF THE CURRENT SCHOOL SCHEDULE

Perceived Impacts of Current School Schedule

Schedule A (Current School Schedule)

- 7:00 a.m. - 1:49 p.m.: High School
- 8:05 a.m. - 2:50 p.m.: Elementary School
- 9:00 a.m. - 3:40 p.m.: Middle School

Please indicate the impact that the current SJUSD schedule has on each of the following aspects of your/your child's life/your students' lives. (n=505-2,798)

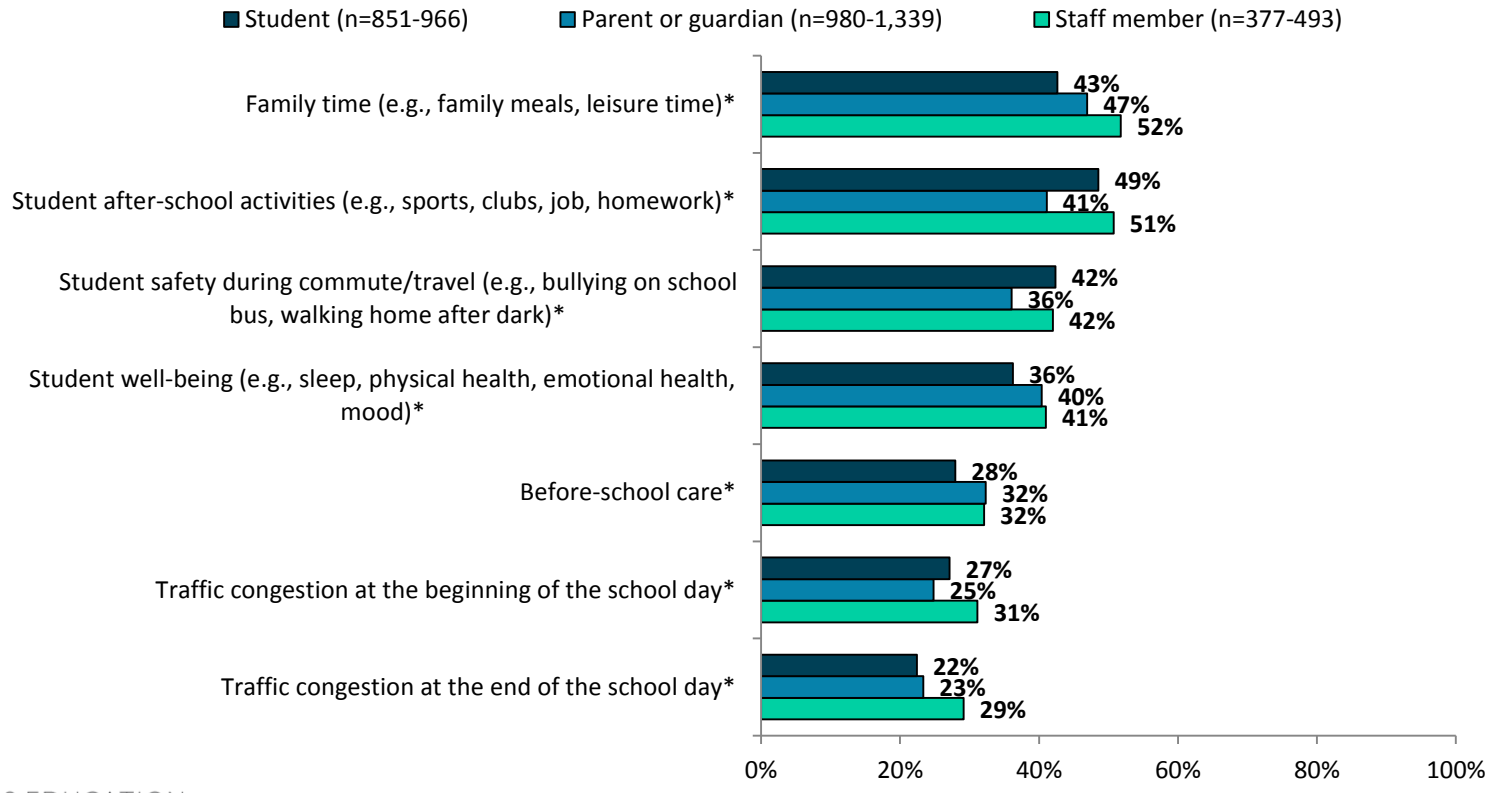


Perceived Impacts of Current School Schedule by Stakeholder Group

Schedule A (Current School Schedule)

- 7:00 a.m. - 1:49 p.m.: High School
- 8:05 a.m. - 2:50 p.m.: Elementary School
- 9:00 a.m. - 3:40 p.m.: Middle School

Please indicate the impact that the current SJUSD schedule has on each of the following aspects of your/your child's life/your students' lives.
% Positive or Very Positive



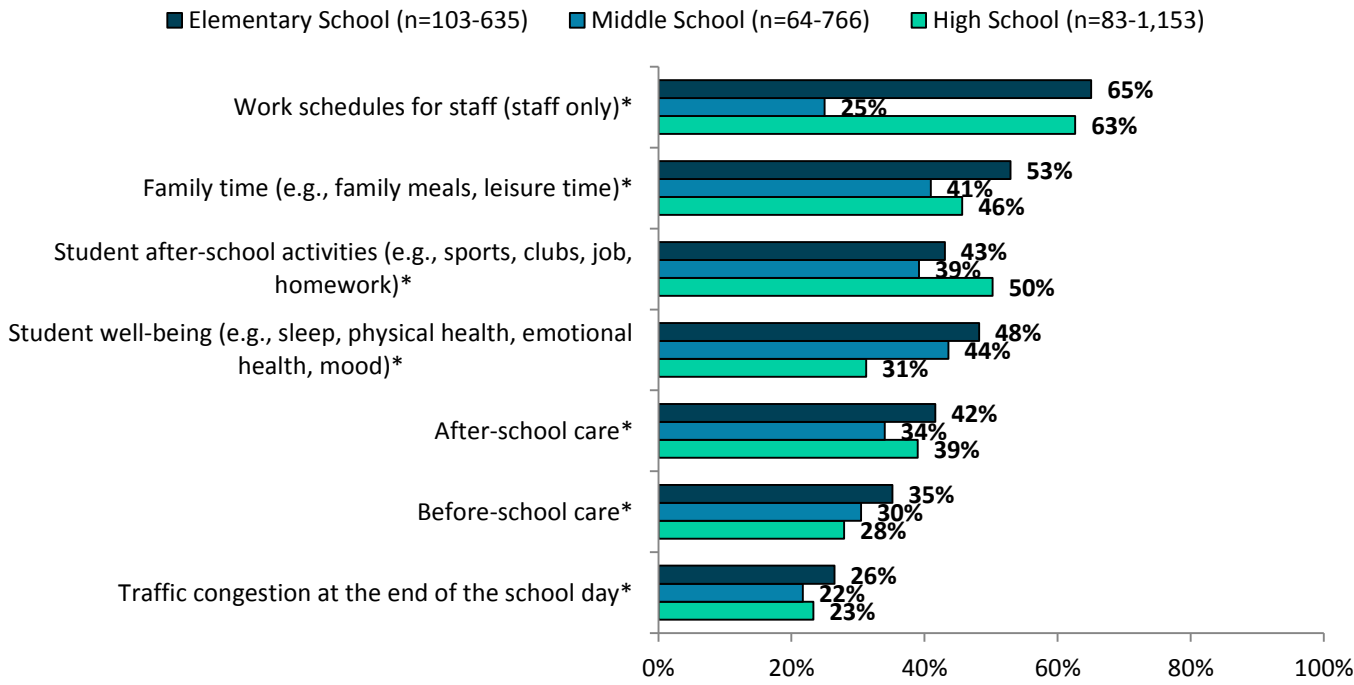
* Indicates statistically significant differences across groups

Perceived Impacts of Current School Schedule by Grade Band

Schedule A (Current School Schedule)

- 7:00 a.m. - 1:49 p.m.: High School
- 8:05 a.m. - 2:50 p.m.: Elementary School
- 9:00 a.m. - 3:40 p.m.: Middle School

Please indicate the impact that the current SJUSD schedule has on each of the following aspects of your/your child's life/your students' lives.
% Positive or Very Positive



* Indicates statistically significant differences across groups

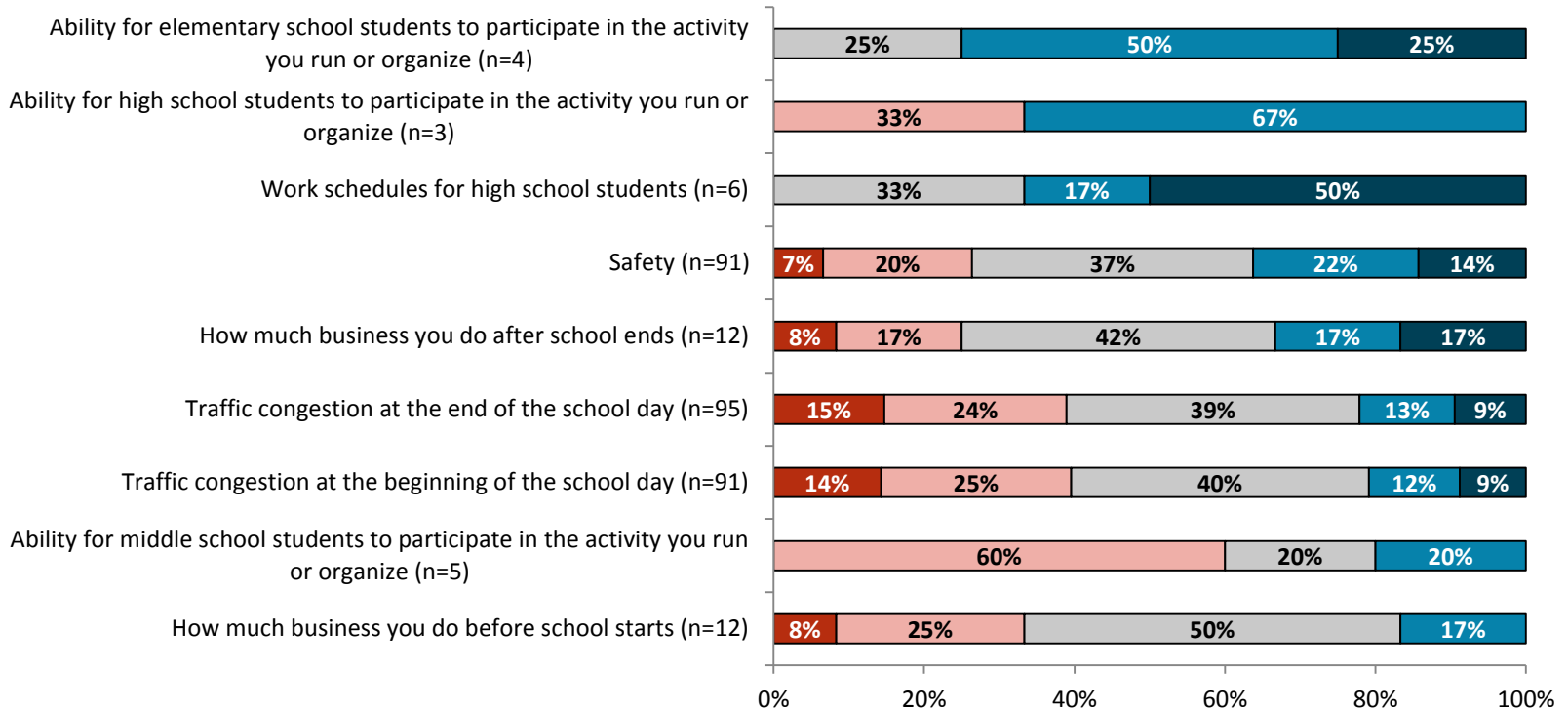
Perceived Impacts of Current School Schedule

Schedule A (Current School Schedule)

- 7:00 a.m. - 1:49 p.m.: High School
- 8:05 a.m. - 2:50 p.m.: Elementary School
- 9:00 a.m. - 3:40 p.m.: Middle School

Please indicate the impact that the current SJUSD schedule has on each of the following.

■ Very Negative
 ■ Negative
 ■ Neutral
 ■ Positive
 ■ Very Positive



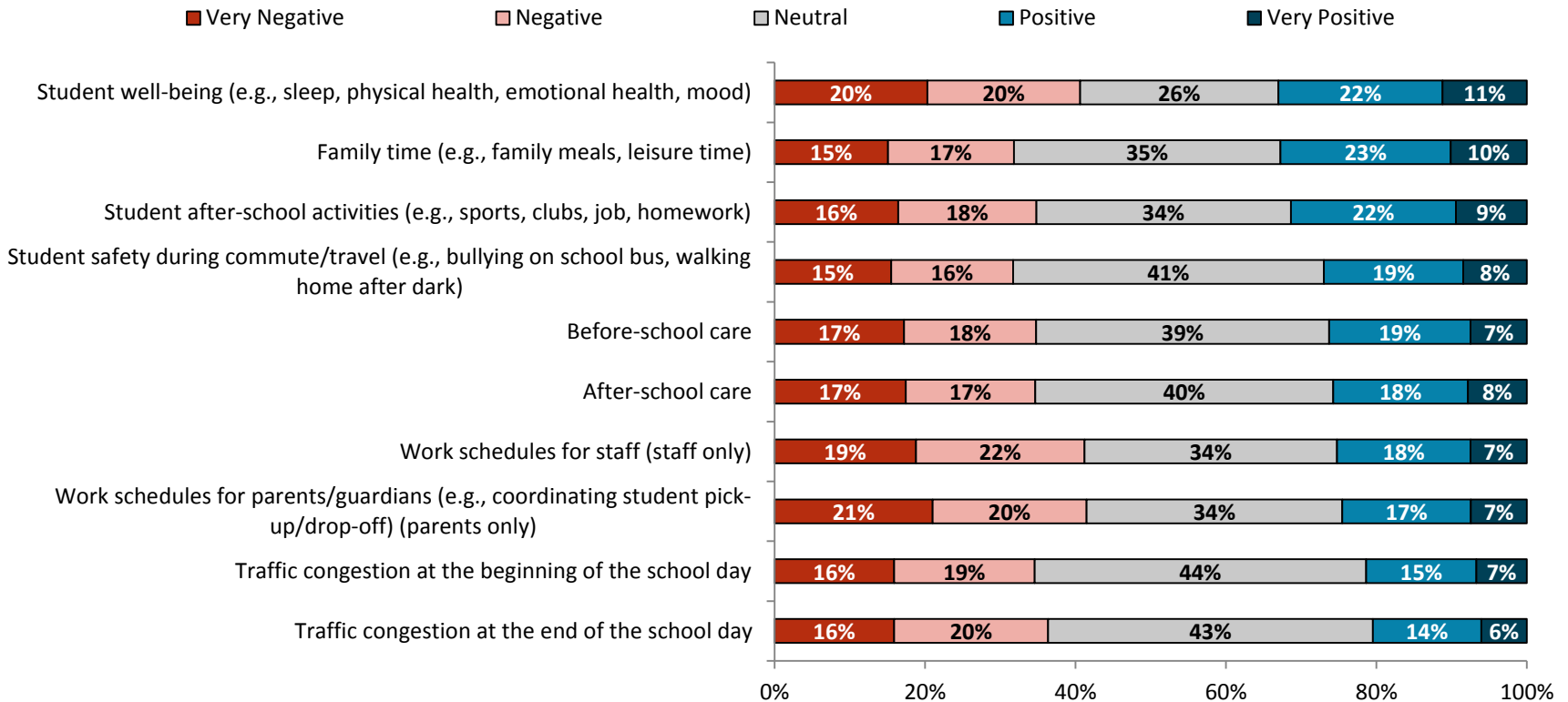
SECTION IV: PERCEPTIONS OF POTENTIAL ALTERNATIVE SCHOOL SCHEDULES

Perceived Impacts of Schedule B (Alternative Schedule)

Schedule B (Alternative Schedule)

- 7:00 a.m. - 1:49 p.m.: Elementary School
- 8:05 a.m. - 2:50 p.m.: High School
- 9:00 a.m. - 3:40 p.m.: Middle School

What do you think the impact of this schedule would be on each of the following aspects of your/your child's life/your students' lives? (n=495-2,625)

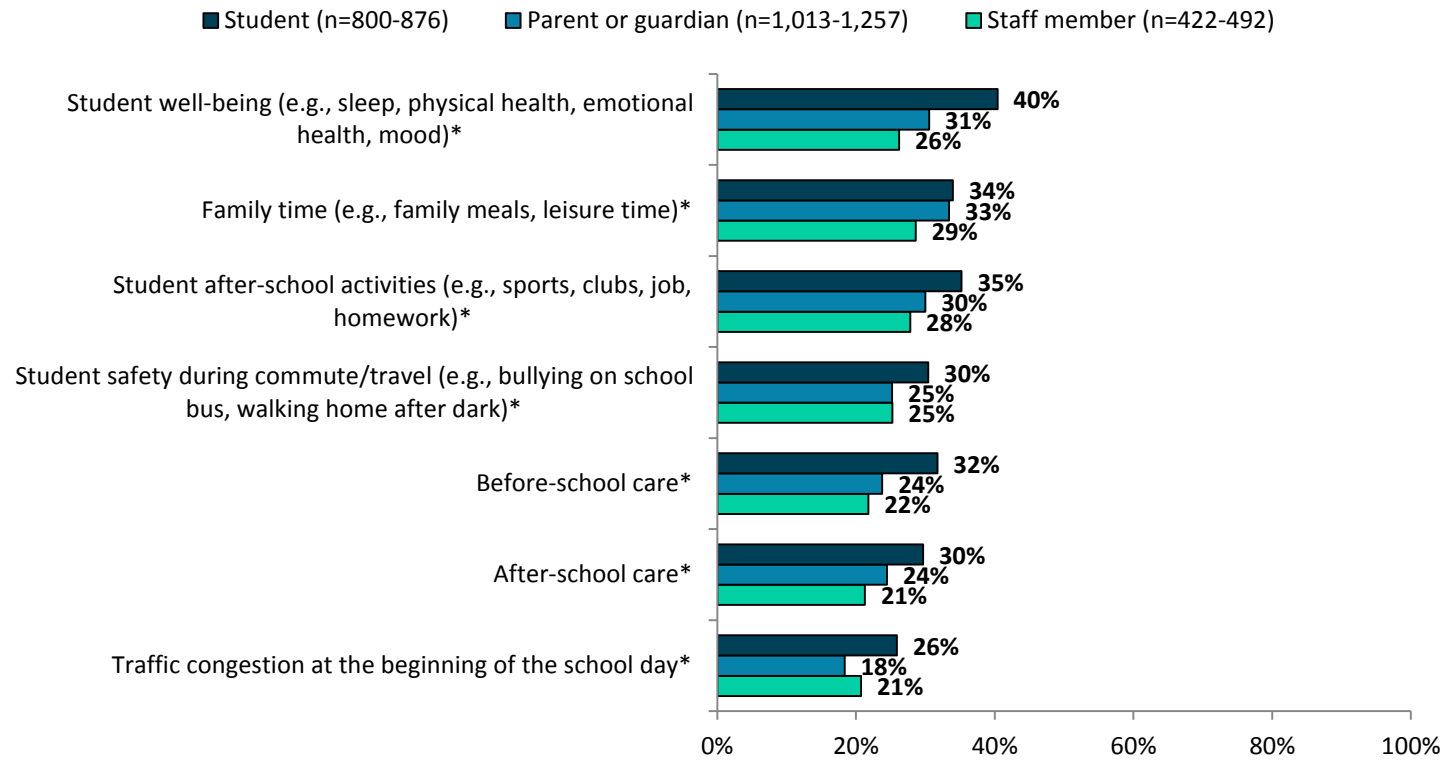


Perceived Impacts of Schedule B (Alternative Schedule) by Stakeholder Group

Schedule B (Alternative Schedule)

- 7:00 a.m. - 1:49 p.m.: Elementary School
- 8:05 a.m. - 2:50 p.m.: High School
- 9:00 a.m. - 3:40 p.m.: Middle School

What do you think the impact of this schedule would be on each of the following aspects of your/your child's life/your students' lives?
% Positive or Very Positive



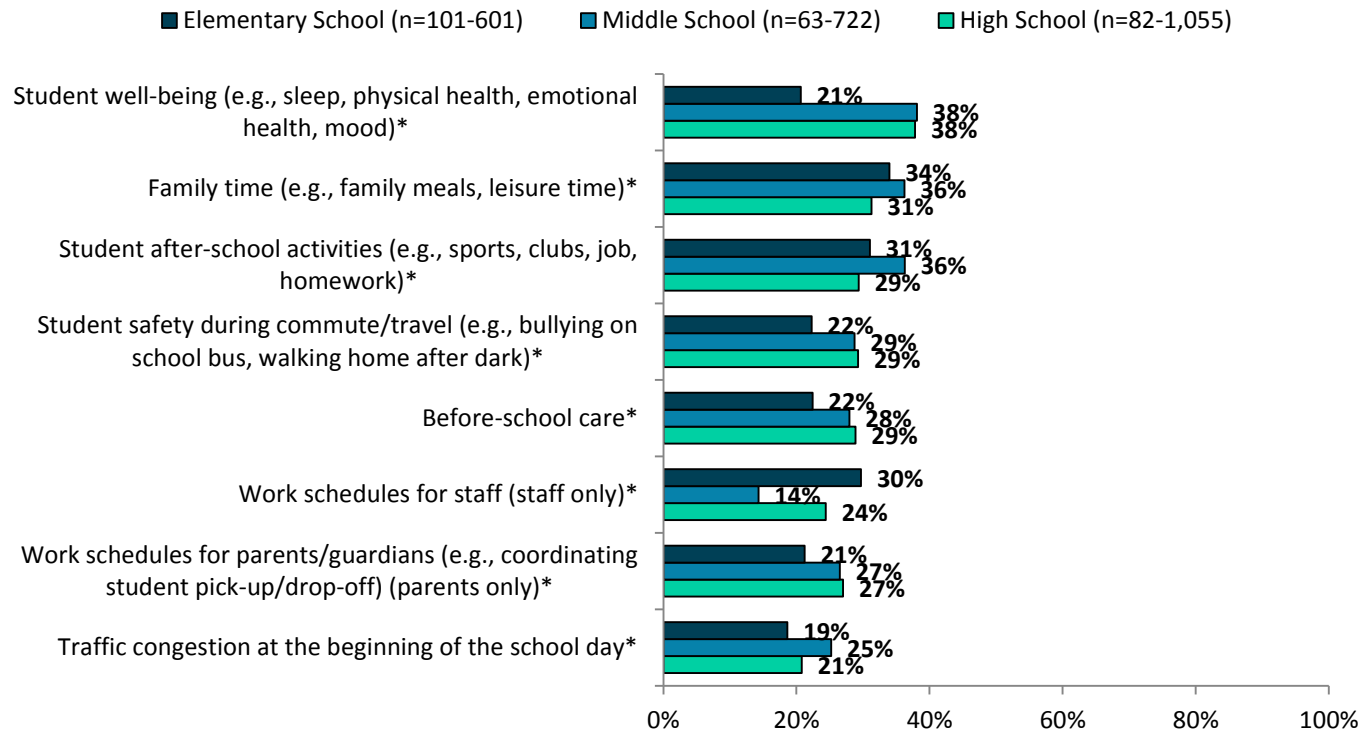
* Indicates statistically significant differences across groups

Perceived Impacts of Schedule B (Alternative Schedule) by Grade Band

Schedule B (Alternative Schedule)

- 7:00 a.m. - 1:49 p.m.: Elementary School
- 8:05 a.m. - 2:50 p.m.: High School
- 9:00 a.m. - 3:40 p.m.: Middle School

What do you think the impact of this schedule would be on each of the following aspects of your/your child's life/your students' lives?
% Positive or Very Positive



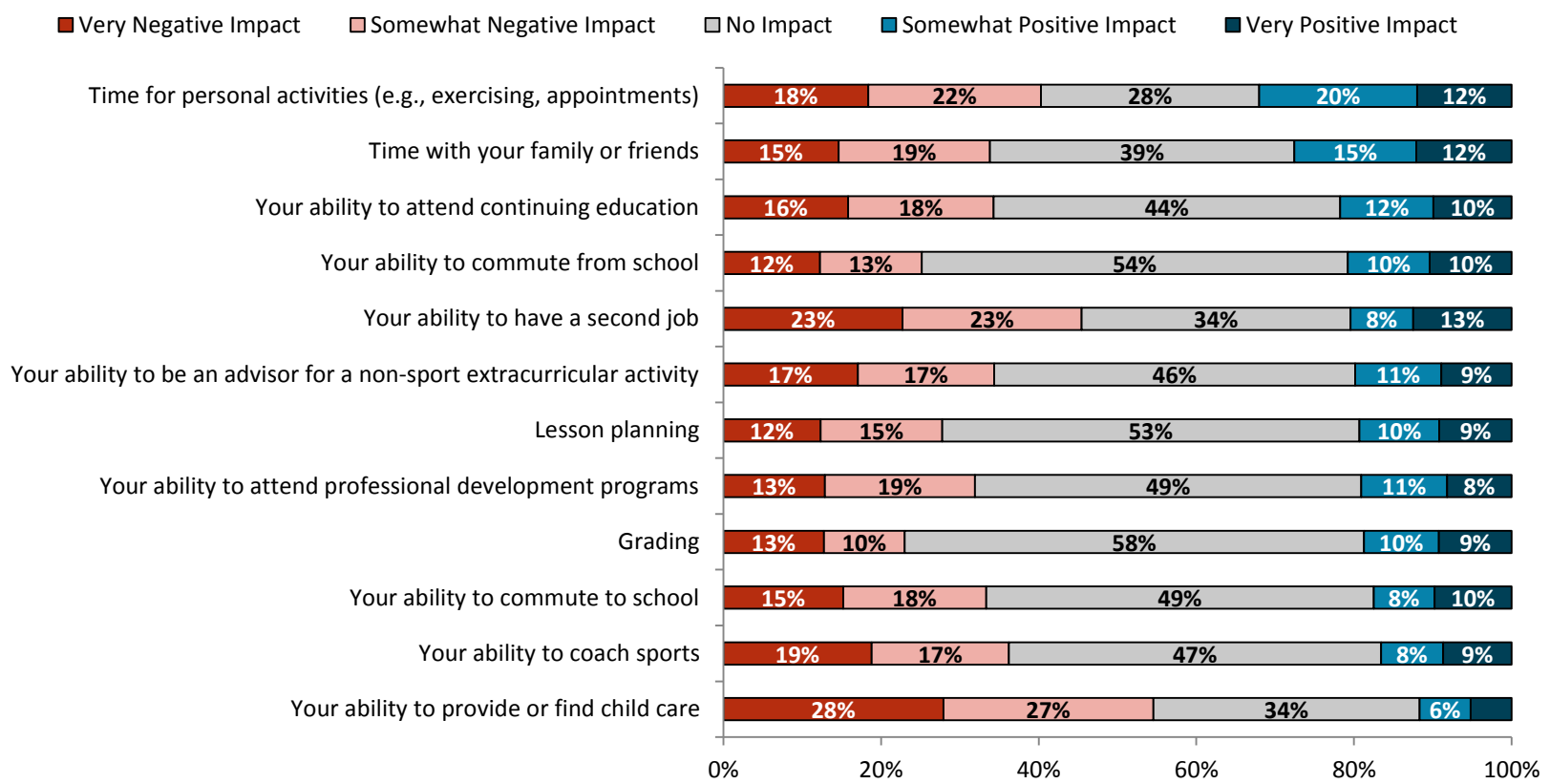
* Indicates statistically significant differences across groups

Perceived Impacts of Schedule B (Alternative Schedule)

Schedule B (Alternative Schedule)

- 7:00 a.m. - 1:49 p.m.: Elementary School
- 8:05 a.m. - 2:50 p.m.: High School
- 9:00 a.m. - 3:40 p.m.: Middle School

In your opinion, how would this schedule impact the following? (n=88-484)

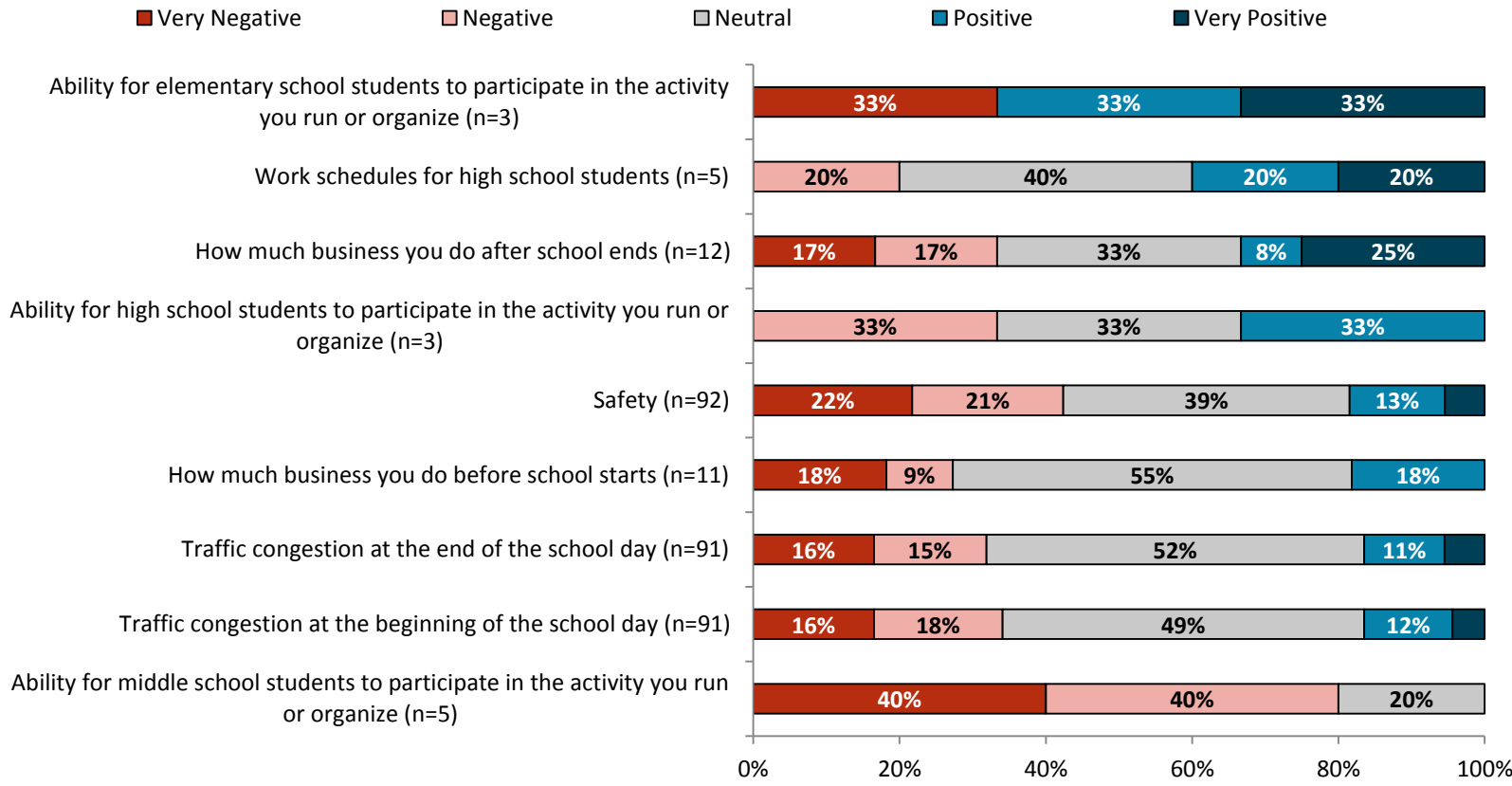


Perceived Impacts of Schedule B (Alternative Schedule)

Schedule B (Alternative Schedule)

- 7:00 a.m. - 1:49 p.m.: Elementary School
- 8:05 a.m. - 2:50 p.m.: High School
- 9:00 a.m. - 3:40 p.m.: Middle School

In your opinion, how would this schedule impact the following?

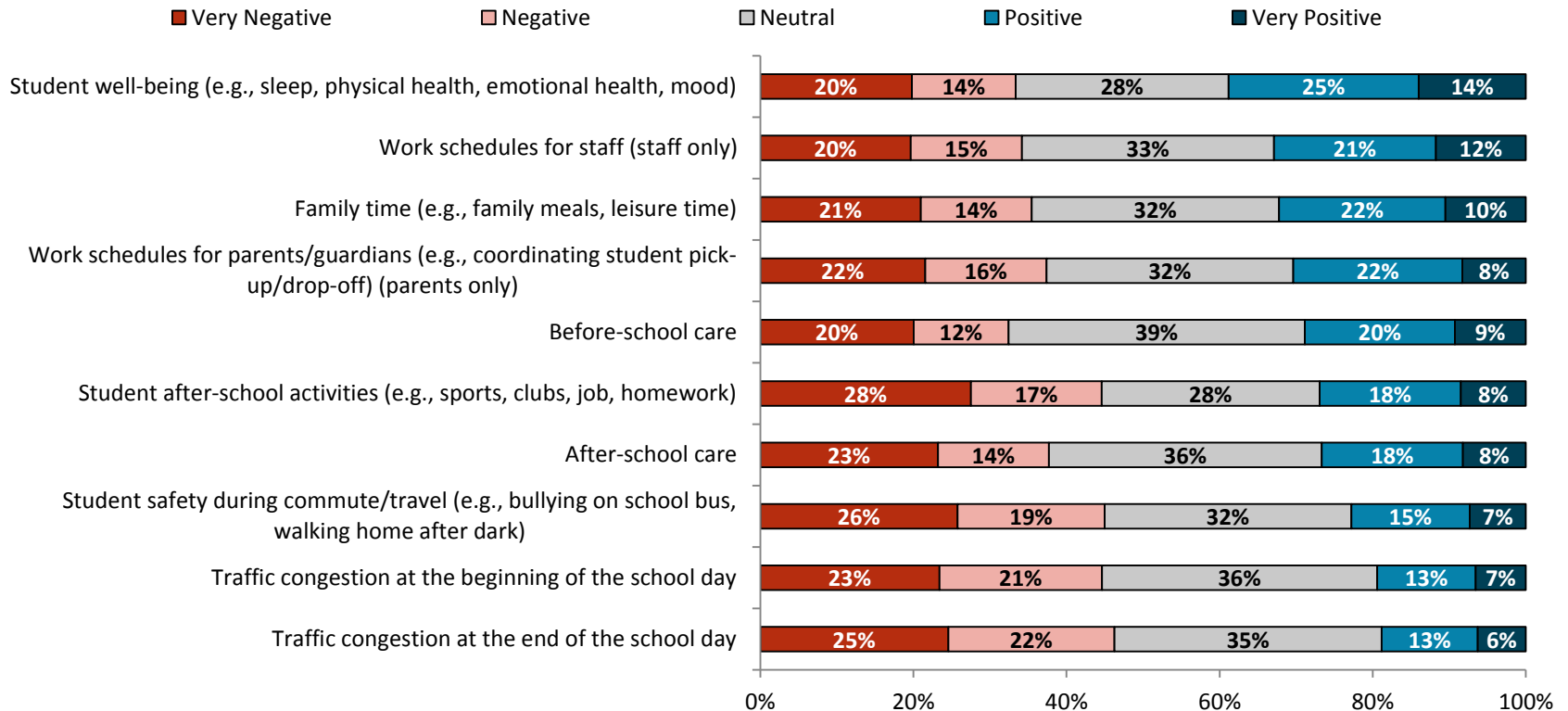


Perceived Impacts of Schedule C (Alternative Schedule)

Schedule C (Alternative Schedule)

- 8:05 a.m. - 2:50 p.m.: Elementary and Middle School
- 9:00 a.m. - 3:40 p.m.: High School (Please note that with this schedule, elementary and middle school students would ride buses together.)

What do you think the impact of this schedule would be on each of the following aspects of your/your child's life/your students' lives? (n=468-2,422)

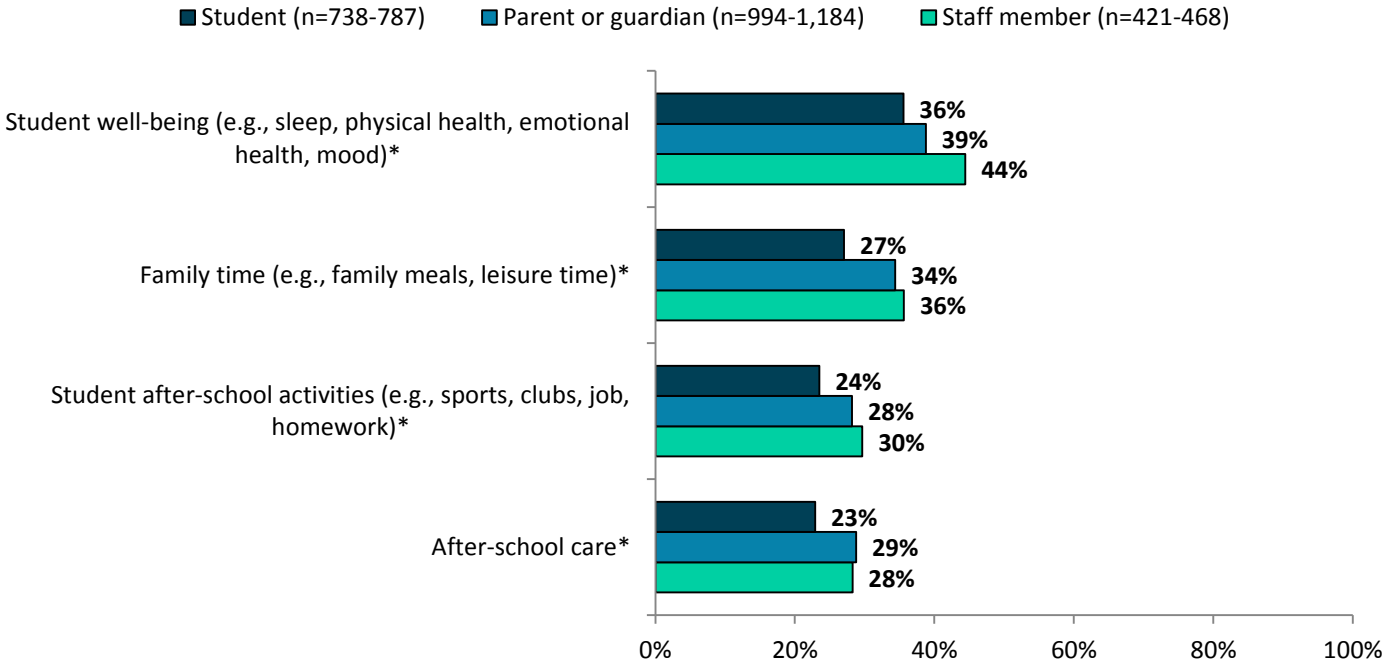


Perceived Impacts of Schedule C (Alternative Schedule) by Stakeholder Group

Schedule C (Alternative Schedule)

- **8:05 a.m. - 2:50 p.m.: Elementary and Middle School**
- **9:00 a.m. - 3:40 p.m.: High School** (Please note that with this schedule, elementary and middle school students would ride buses together.)

What do you think the impact of this schedule would be on each of the following aspects of your/your child's life/your students' lives?
% Positive or Very Positive



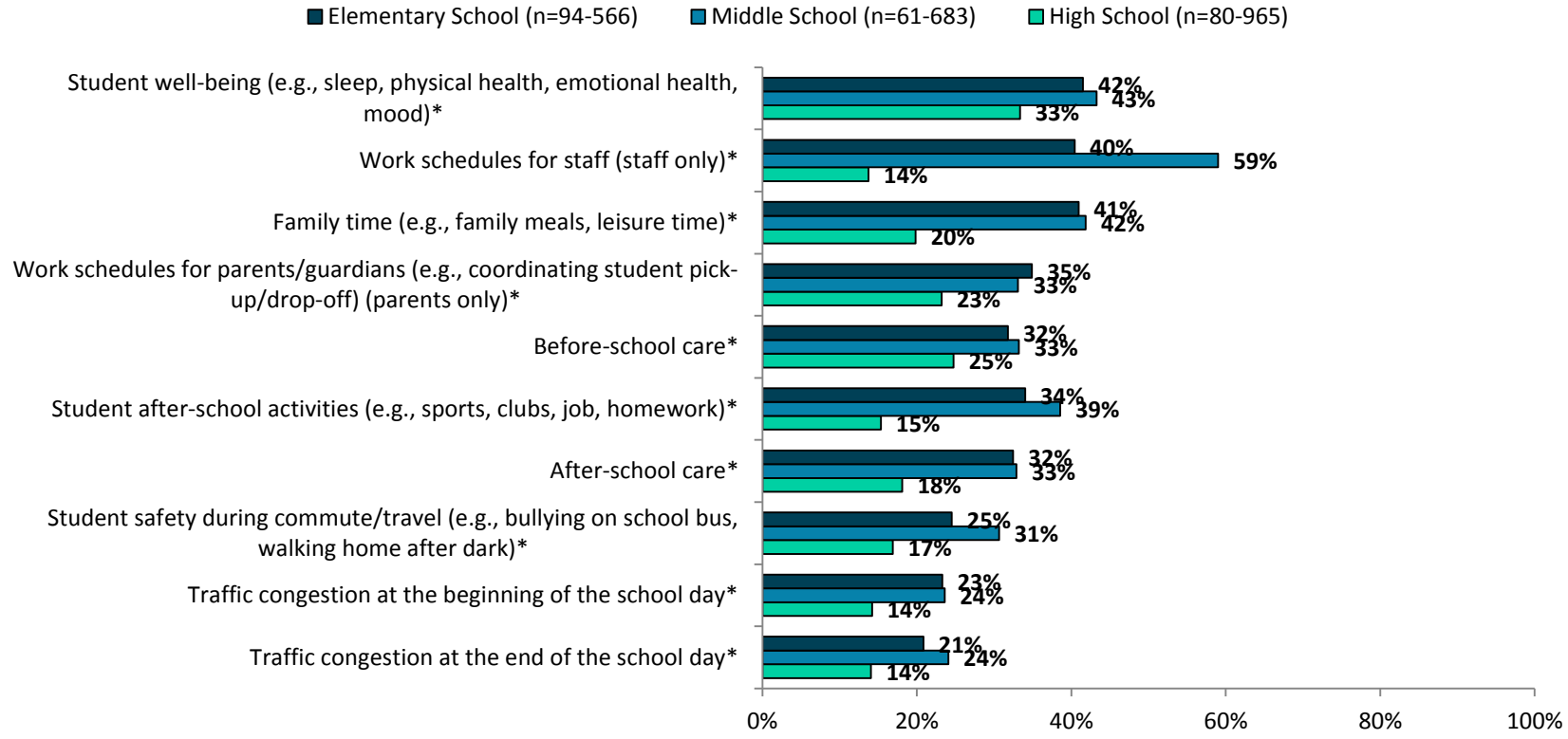
* Indicates statistically significant differences across groups

Perceived Impacts of Schedule C (Alternative Schedule) by Grade Band

Schedule C (Alternative Schedule)

- 8:05 a.m. - 2:50 p.m.: Elementary and Middle School
- 9:00 a.m. - 3:40 p.m.: High School (Please note that with this schedule, elementary and middle school students would ride buses together.)

What do you think the impact of this schedule would be on each of the following aspects of your/your child's life/your students' lives?
 % Positive or Very Positive



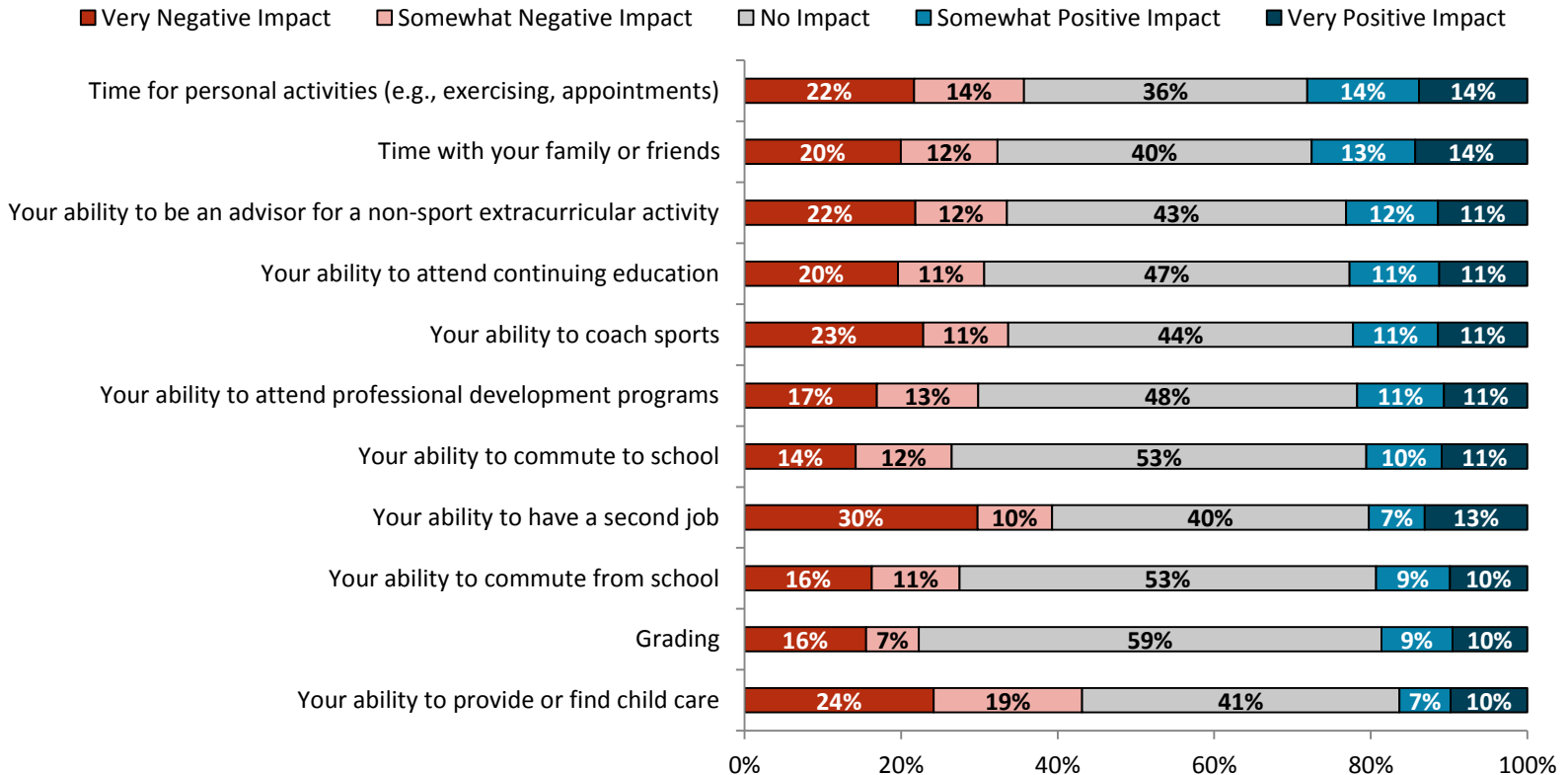
* Indicates statistically significant differences across groups

Perceived Impacts of Schedule C (Alternative Schedule)

Schedule C (Alternative Schedule)

- 8:05 a.m. - 2:50 p.m.: Elementary and Middle School
- 9:00 a.m. - 3:40 p.m.: High School (Please note that with this schedule, elementary and middle school students would ride buses together.)

In your opinion, how would this schedule impact the following? (n=84-462)



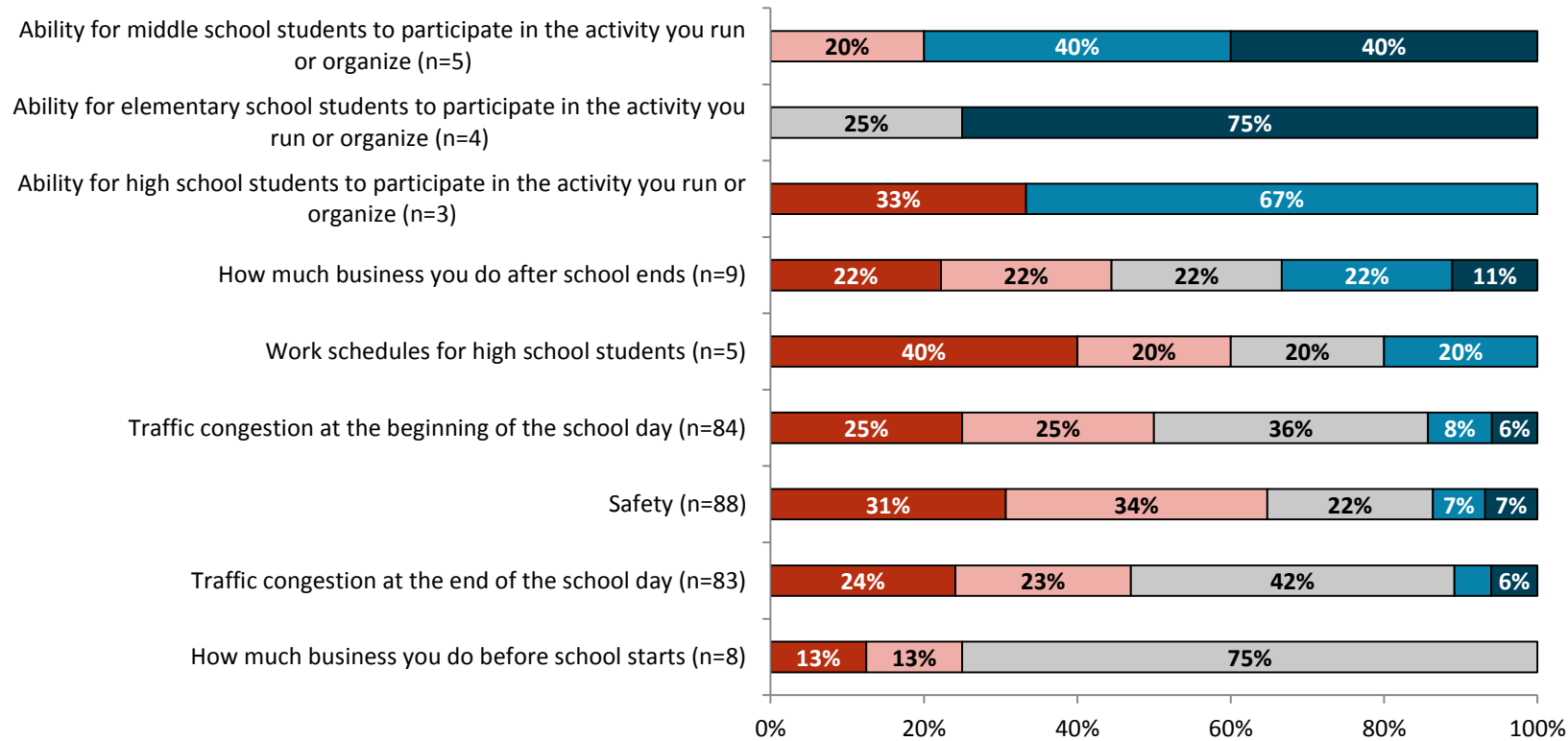
Perceived Impacts of Schedule C (Alternative Schedule)

Schedule C (Alternative Schedule)

- 8:05 a.m. - 2:50 p.m.: Elementary and Middle School
- 9:00 a.m. - 3:40 p.m.: High School (Please note that with this schedule, elementary and middle school students would ride buses together.)

In your opinion, how would this schedule impact the following?

■ Very Negative
 ■ Negative
 ■ Neutral
 ■ Positive
 ■ Very Positive

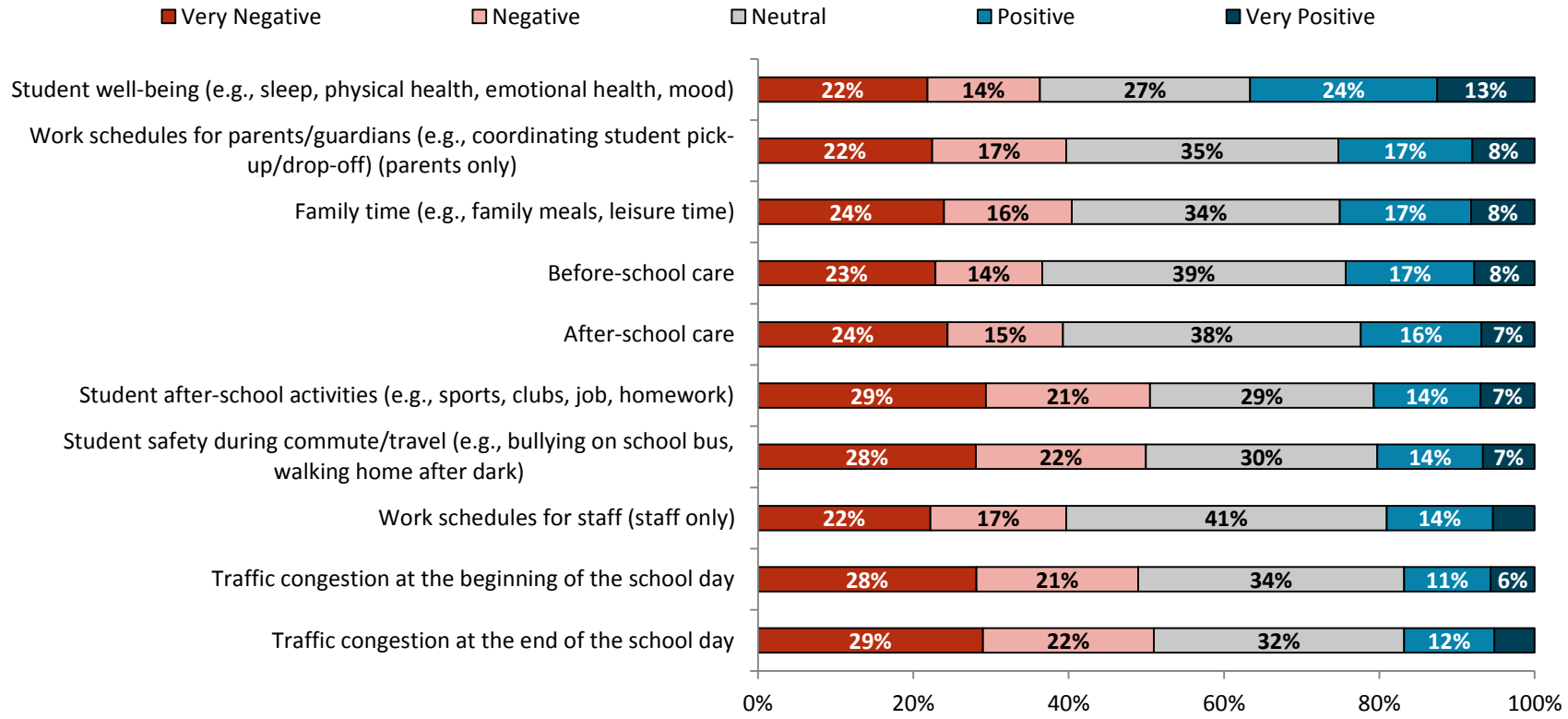


Perceived Impacts of Schedule D (Alternative Schedule)

Schedule D (Alternative Schedule)

- **8:05 a.m. - 2:50 p.m.: Elementary School**
- **9:00 a.m. - 3:40 p.m.: Middle and High School** (Please note that with this schedule, middle and high school students would ride buses together.)

What do you think the impact of this schedule would be on each of the following aspects of your/your child's life/your students' lives? (n=446-2,269)

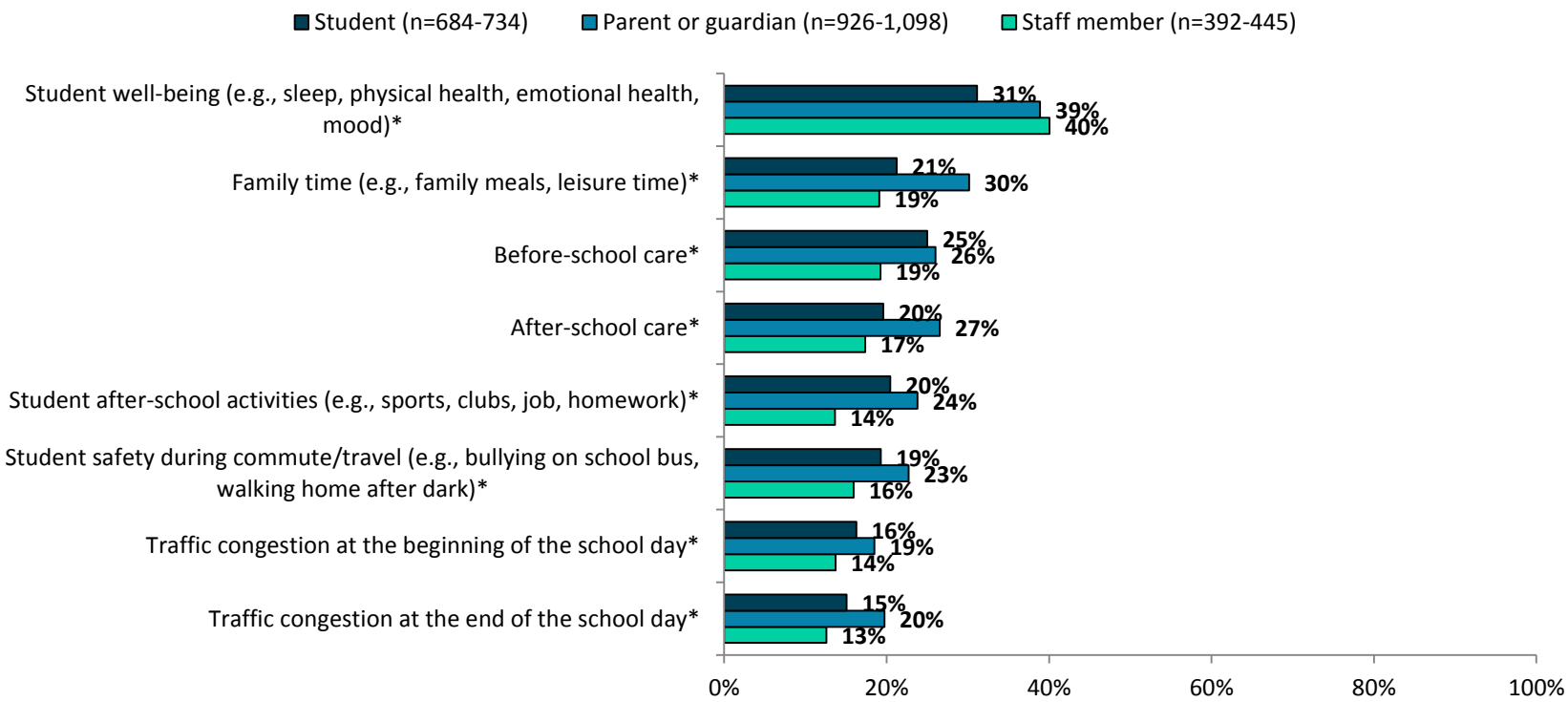


Perceived Impacts of Schedule D (Alternative Schedule) by Stakeholder Group

Schedule D (Alternative Schedule)

- **8:05 a.m. - 2:50 p.m.: Elementary School**
- **9:00 a.m. - 3:40 p.m.: Middle and High School** (Please note that with this schedule, middle and high school students would ride buses together.)

What do you think the impact of this schedule would be on each of the following aspects of your/your child's life/your students' lives?
% Positive or Very Positive



* Indicates statistically significant differences across groups

Perceived Impacts of Schedule D (Alternative Schedule) by Grade Band

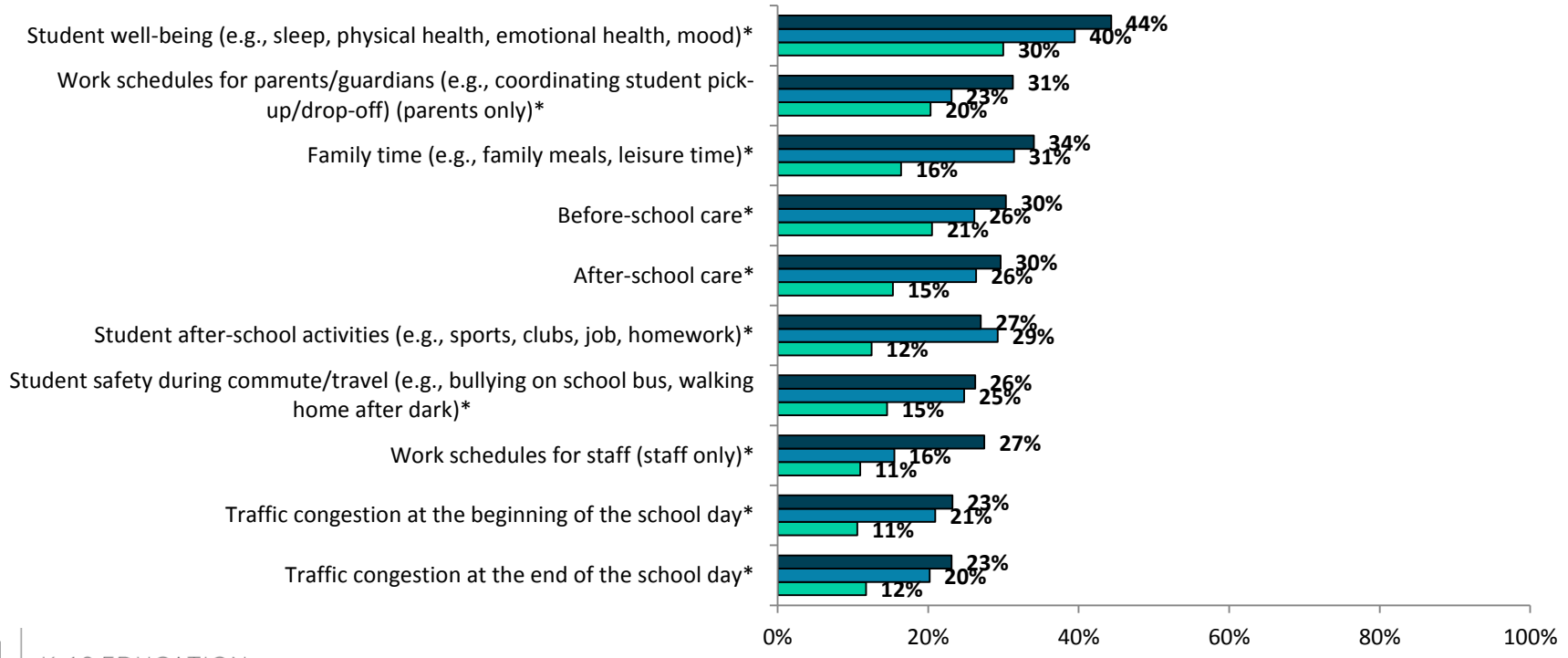
Schedule D (Alternative Schedule)

- **8:05 a.m. - 2:50 p.m.: Elementary School**
- **9:00 a.m. - 3:40 p.m.: Middle and High School** (Please note that with this schedule, middle and high school students would ride buses together.)

What do you think the impact of this schedule would be on each of the following aspects of your/your child's life/your students' lives?

% Positive or Very Positive

■ Elementary School (n=91-519) ■ Middle School (n=58-649) ■ High School (n=82-894)



* Indicates statistically significant differences across groups

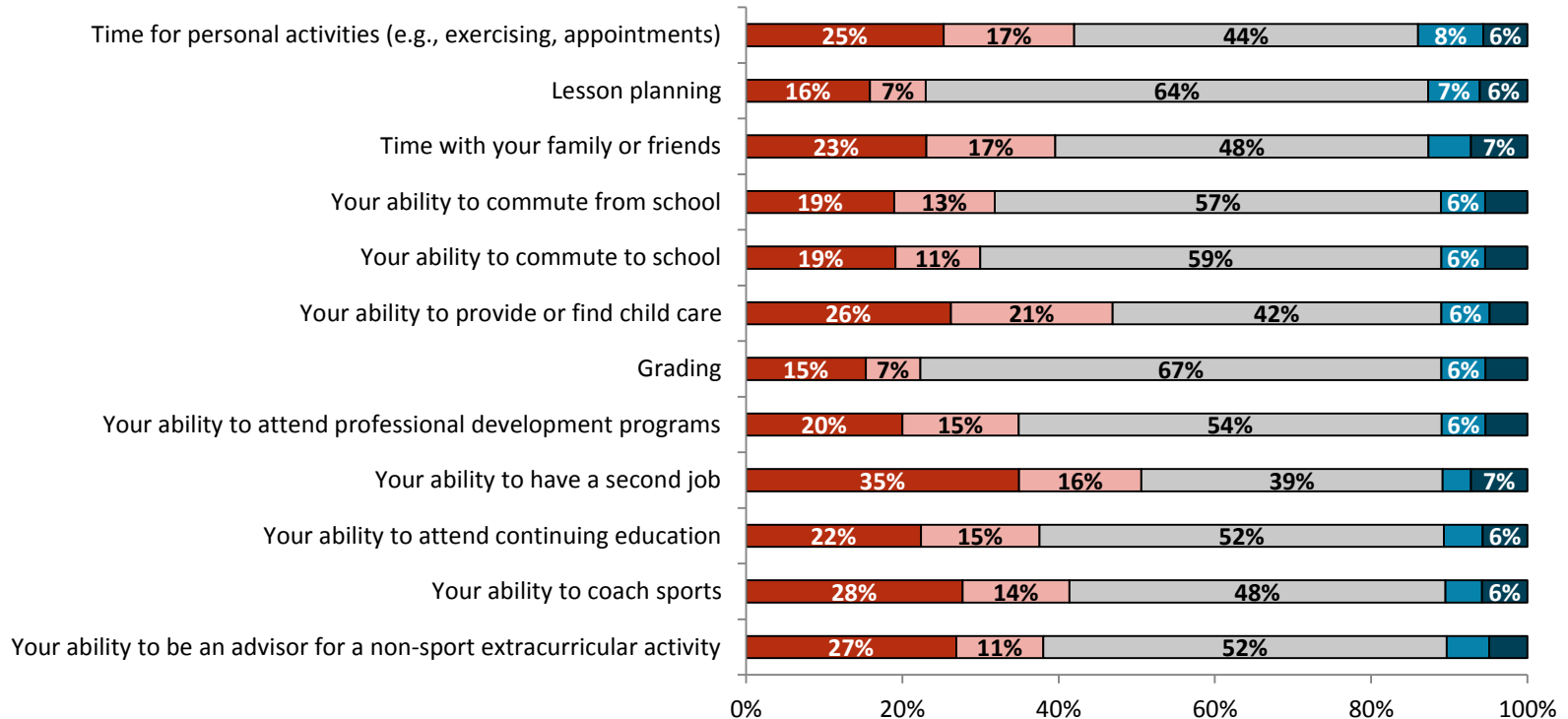
Perceived Impacts of Schedule D (Alternative Schedule)

Schedule D (Alternative Schedule)

- 8:05 a.m. - 2:50 p.m.: Elementary School
- 9:00 a.m. - 3:40 p.m.: Middle and High School (Please note that with this schedule, middle and high school students would ride buses together.)

In your opinion, how would this schedule impact the following? (n=145-444)

Very Negative Impact Somewhat Negative Impact No Impact Somewhat Positive Impact Very Positive Impact



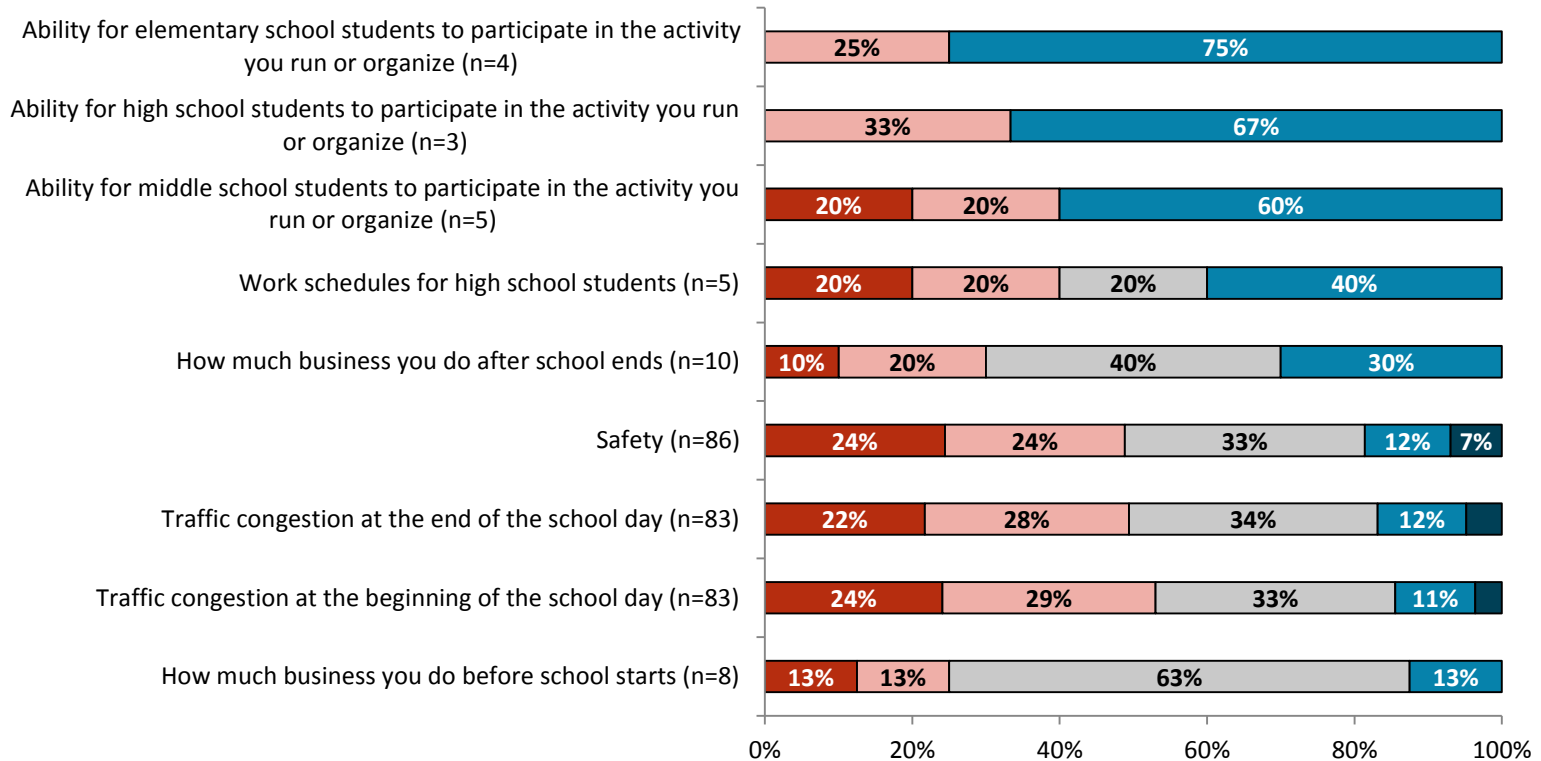
Perceived Impacts of Schedule D (Alternative Schedule)

Schedule D (Alternative Schedule)

- **8:05 a.m. - 2:50 p.m.: Elementary School**
- **9:00 a.m. - 3:40 p.m.: Middle and High School** (Please note that with this schedule, middle and high school students would ride buses together.)

In your opinion, how would this schedule impact the following?

■ Very Negative
 ■ Negative
 ■ Neutral
 ■ Positive
 ■ Very Positive

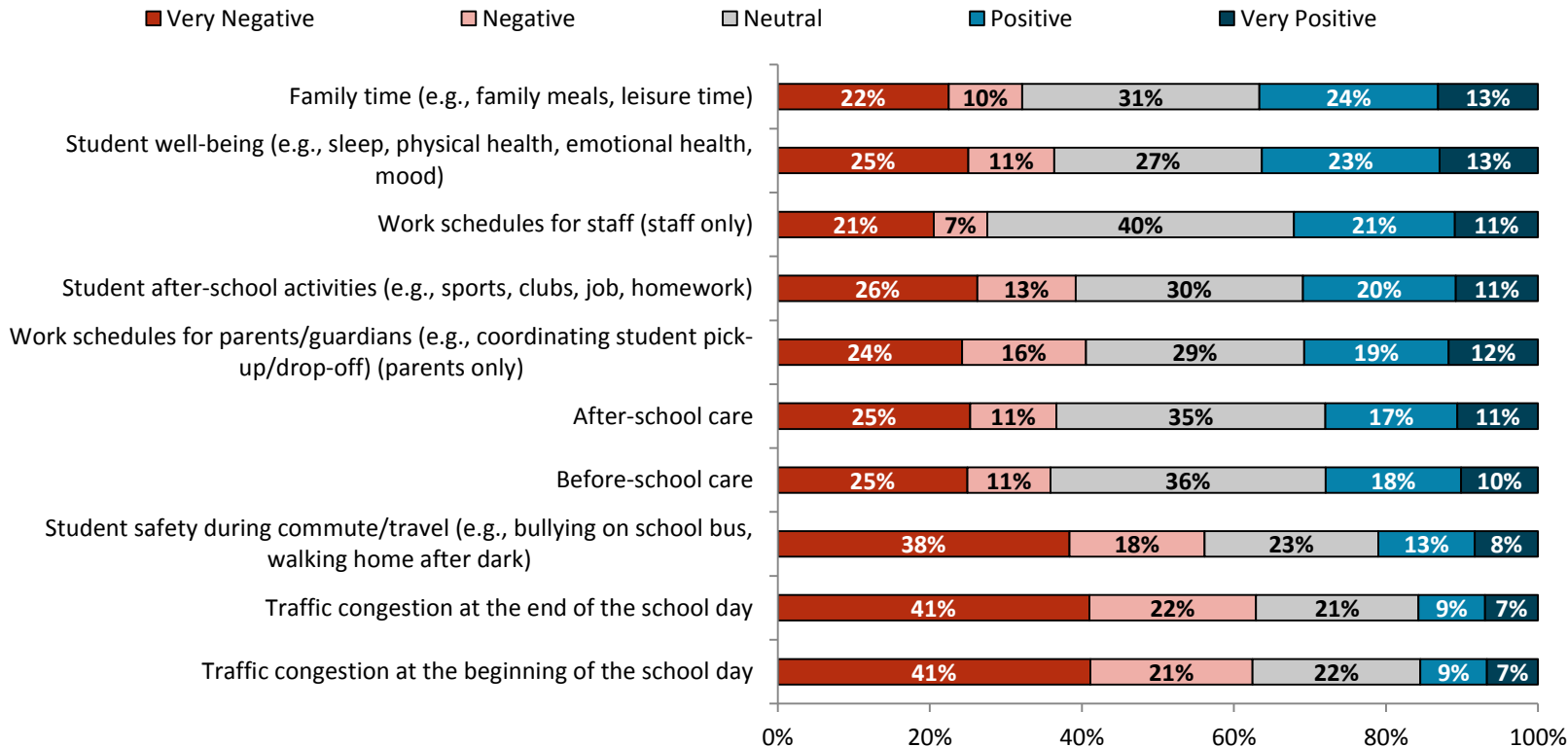


Perceived Impacts of Schedule E (Alternative Schedule)

Schedule E (Alternative Schedule)

- **8:05 a.m. - 2:50 p.m.: Elementary, Middle, and High Schools** (Please note that with this schedule, elementary, middle, and high school students would ride buses together.)

What do you think the impact of this schedule would be on each of the following aspects of your/your child's life/your students' lives? (n=439-2,231)



Perceived Impacts of Schedule E (Alternative Schedule) by Stakeholder Group

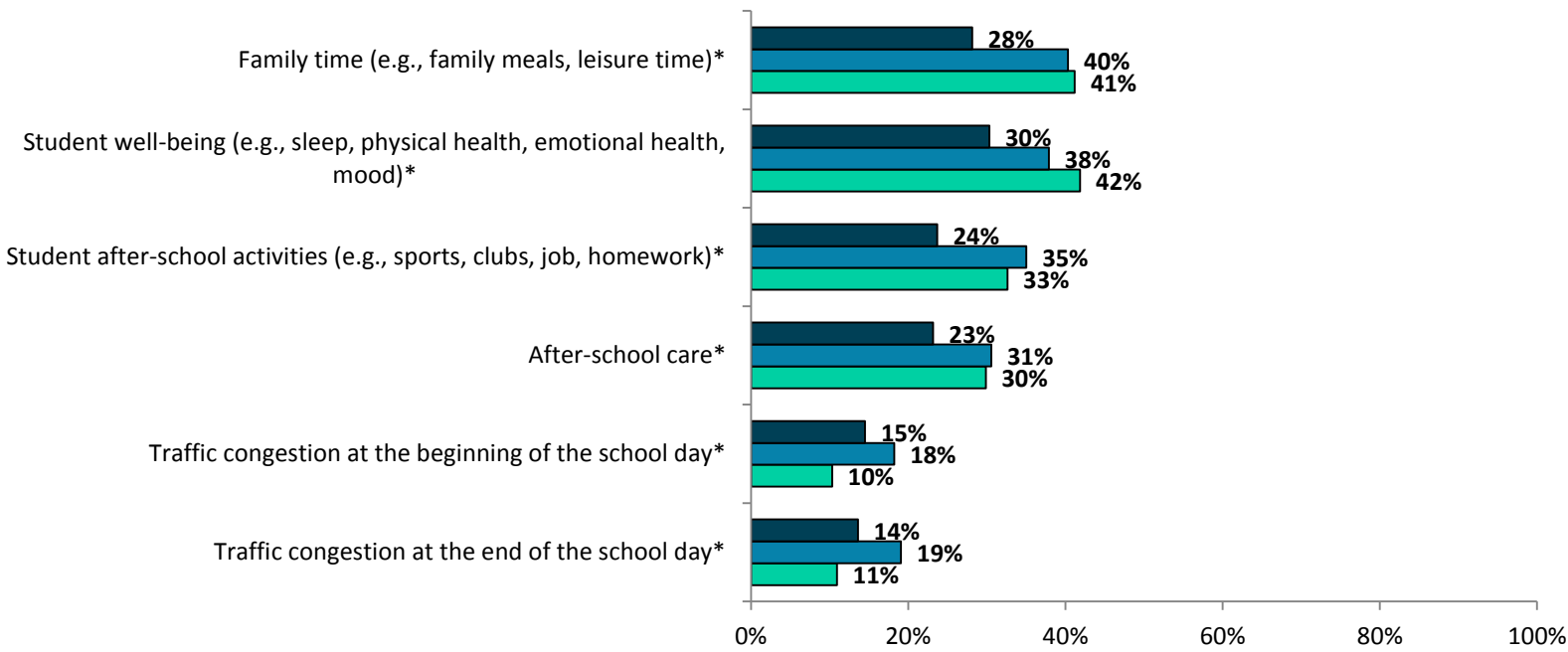
Schedule E (Alternative Schedule)

- **8:05 a.m. - 2:50 p.m.: Elementary, Middle, and High Schools** (Please note that with this schedule, elementary, middle, and high school students would ride buses together.)

What do you think the impact of this schedule would be on each of the following aspects of your/your child's life/your students' lives?

% Positive or Very Positive

■ Student (n=660-703) ■ Parent or guardian (n=925-1,090) ■ Staff member (n=395-442)



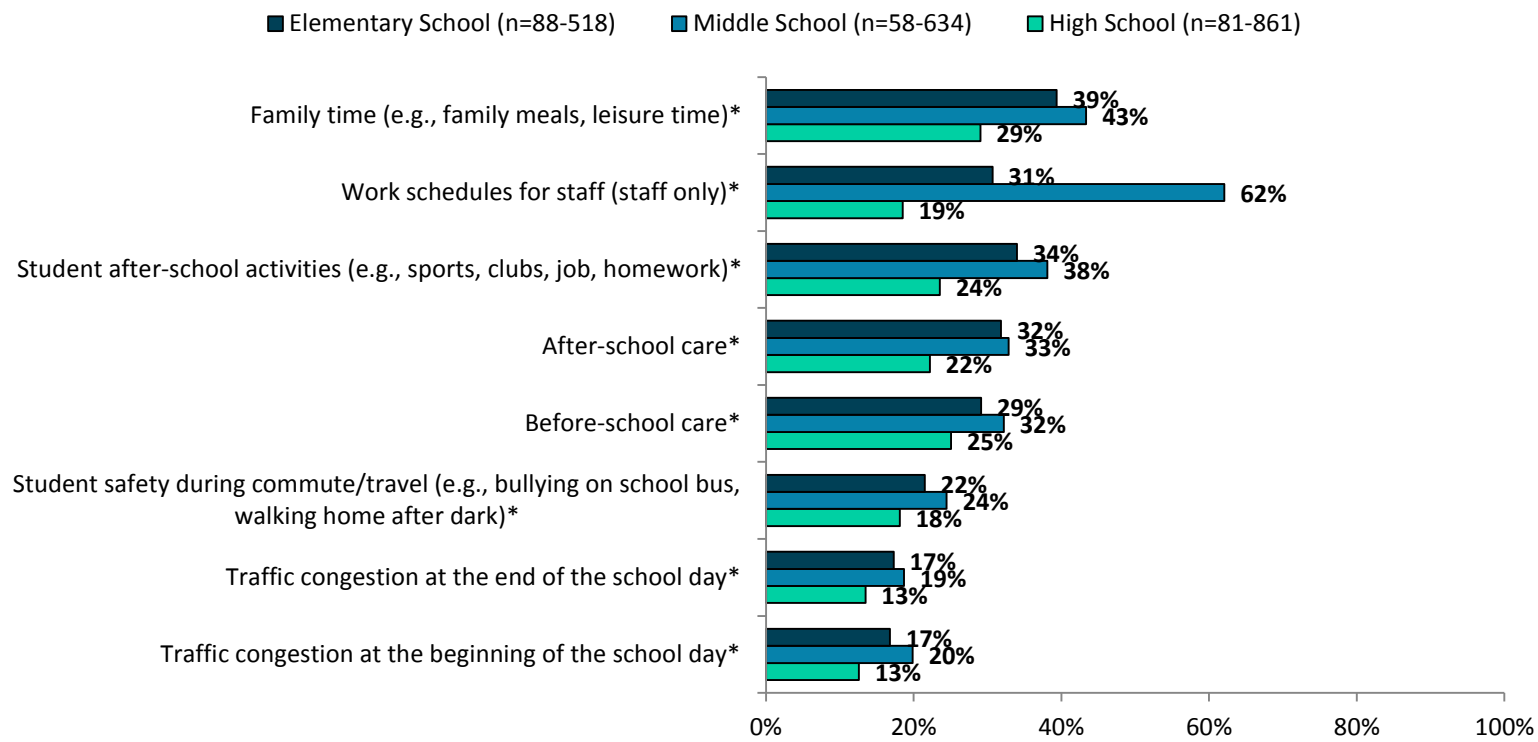
* Indicates statistically significant differences across groups

Perceived Impacts of Schedule E (Alternative Schedule) by Grade Band

Schedule E (Alternative Schedule)

- 8:05 a.m. - 2:50 p.m.: Elementary, Middle, and High Schools** (Please note that with this schedule, elementary, middle, and high school students would ride buses together.)

What do you think the impact of this schedule would be on each of the following aspects of your/your child's life/your students' lives?
% Positive or Very Positive



* Indicates statistically significant differences across groups

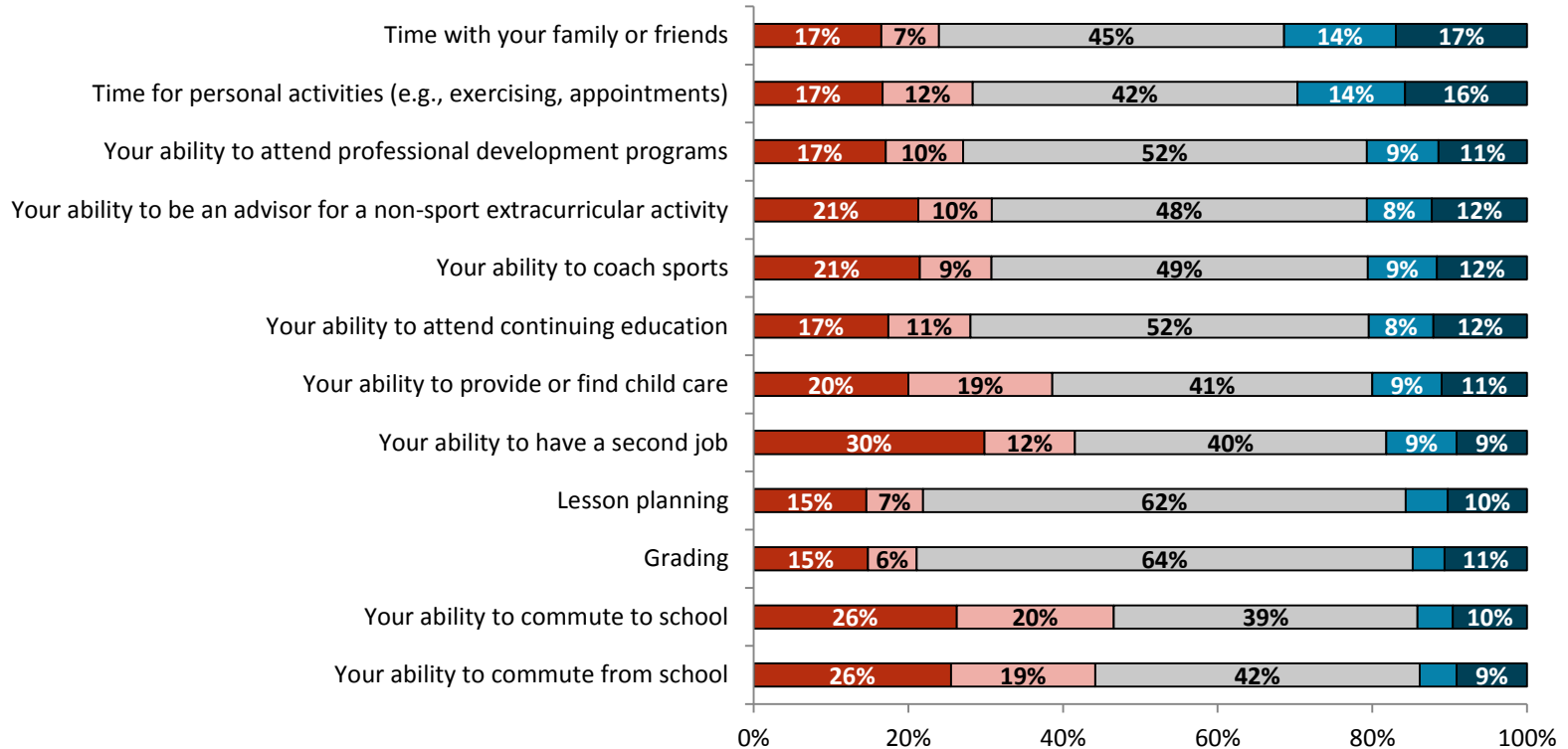
Perceived Impacts of Schedule E (Alternative Schedule)

Schedule E (Alternative Schedule)

- **8:05 a.m. - 2:50 p.m.: Elementary, Middle, and High Schools** (Please note that with this schedule, elementary, middle, and high school students would ride buses together.)

In your opinion, how would this schedule impact the following? (n=77-439)

Very Negative Impact Somewhat Negative Impact No Impact Somewhat Positive Impact Very Positive Impact

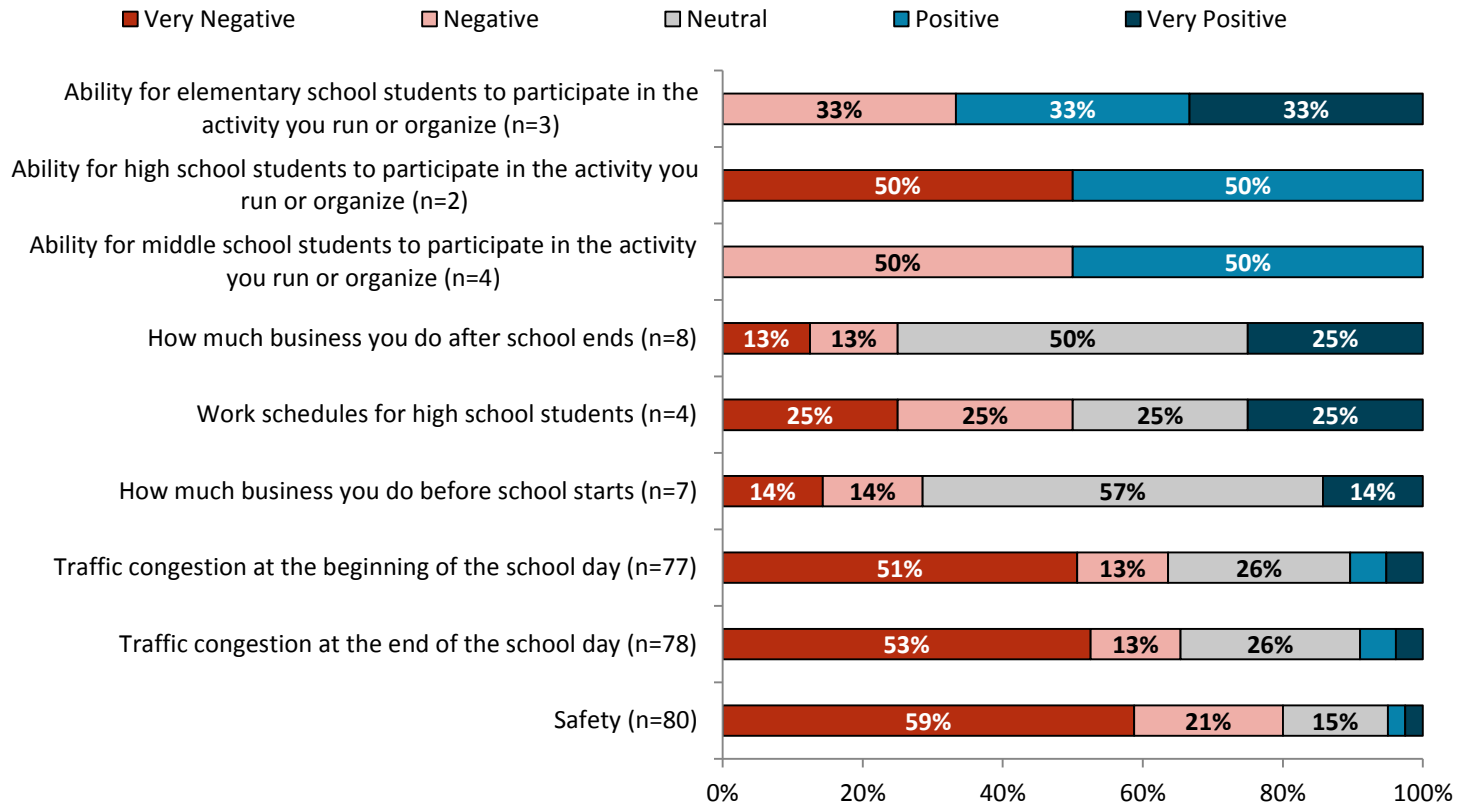


Perceived Impacts of Schedule E (Alternative Schedule)

Schedule E (Alternative Schedule)

- **8:05 a.m. - 2:50 p.m.: Elementary, Middle, and High Schools** (Please note that with this schedule, elementary, middle, and high school students would ride buses together.)

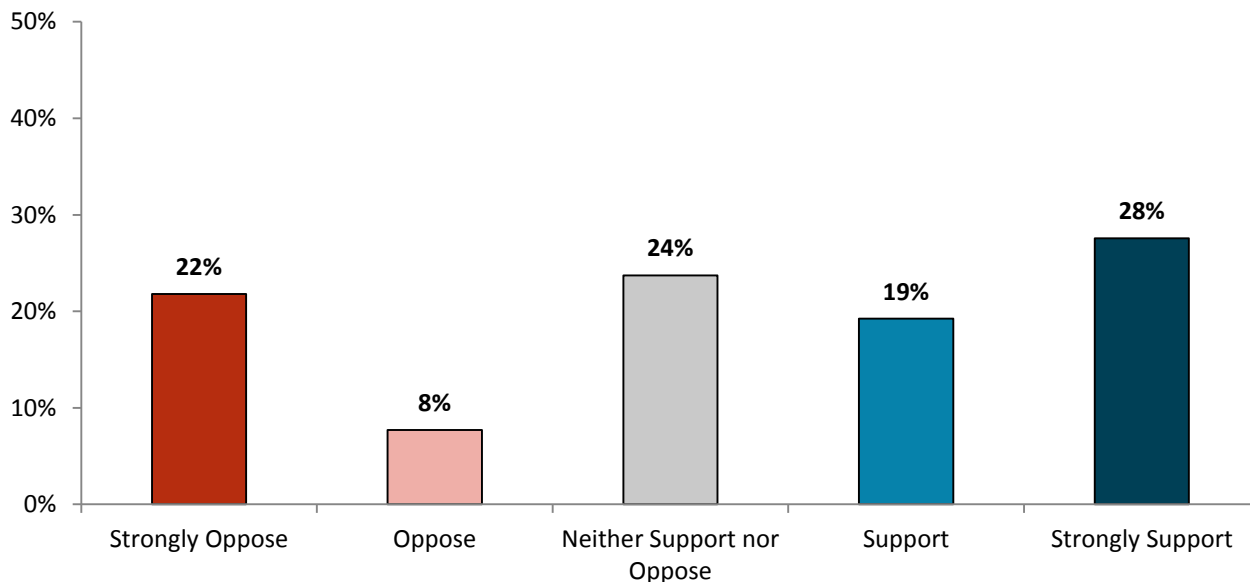
In your opinion, how would this schedule impact the following?



SECTION V: SUPPORT FOR PROPOSED COST-SAVING MEASURES

Level of Support for Offering Mileage Reimbursement to Families of Special Needs Students

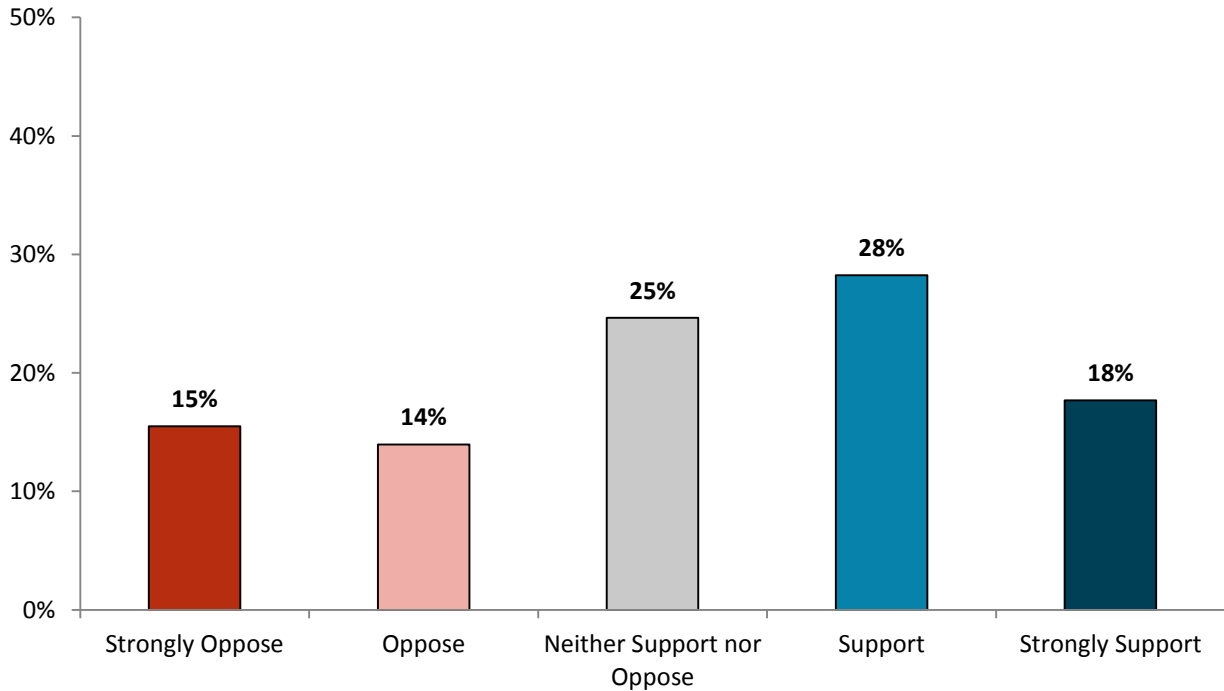
Please indicate to what extent you would support or oppose Snowline JUSD offering the option of mileage reimbursement for families of special needs students to transport their own child(ren) to and from school. (n=156)



Note: The following note was provided to respondents in the survey question: “The California Department of Education’s Special Education Transportation Guidelines allow school districts to provide mileage reimbursements for parents and guardians to transport their students to and from school on a voluntary basis. This option would be available for in-district programs, out-of-district programs, and specialty programs (e.g., occupational or physical therapy) that are not at school sites. If families opt into this arrangement, the CDE recommends that the amount and frequency of reimbursement be specified in a child’s IEP.”

Level of Support for Using Coaches and Teachers Rather than Bus Drivers to Transport Students to Athletic Events/Extracurricular Activities

To what extent do you support or oppose the use of coaches and teachers rather than bus drivers to transport students to athletic events and extracurricular activities? (n=2,868)

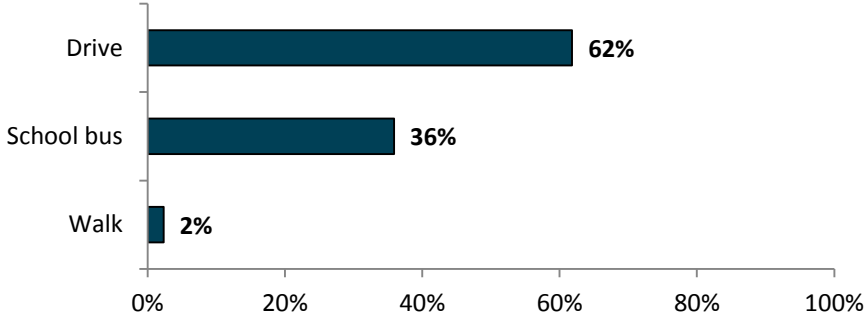


Note: The following note was provided to respondents in the survey question: “As a cost-savings measure, Snowline JUSD is considering allowing coaches and teachers that work for the district to transport students in small passenger vans to athletic events and extracurricular activities rather than use district bus drivers.”

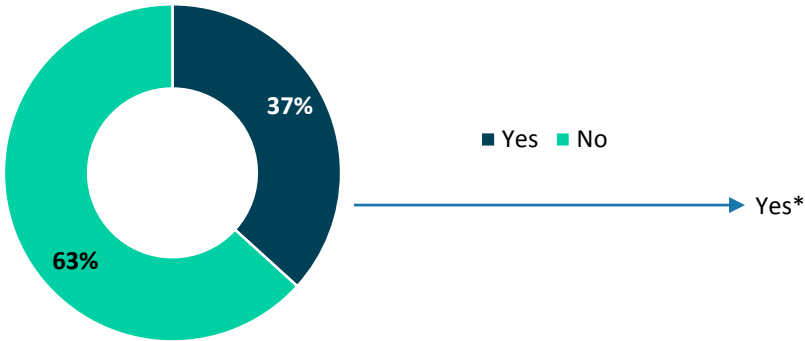
SECTION VI: TRANSPORTATION TO AND FROM SCHOOL

Transportation to School

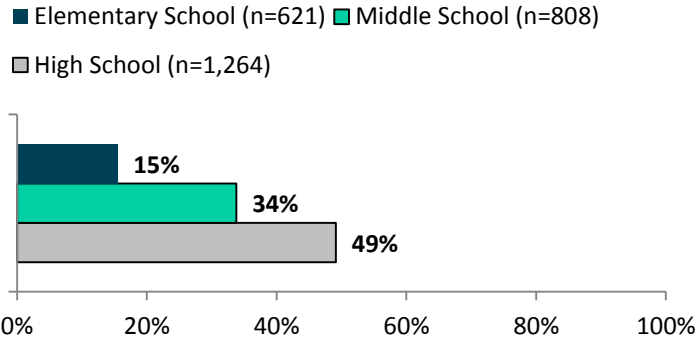
What method of transportation do you/does your child use most often to get to school in the morning? (n=2,695)



Do you/does your child currently take the bus at least once per week in the morning? (n=2,695)

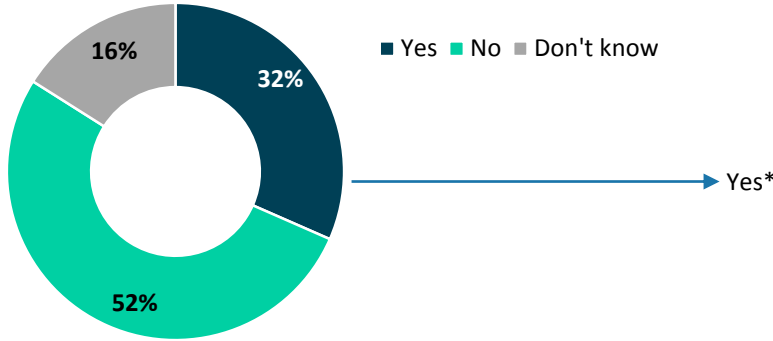


Do you/does your child currently take the bus at least once per week in the morning?

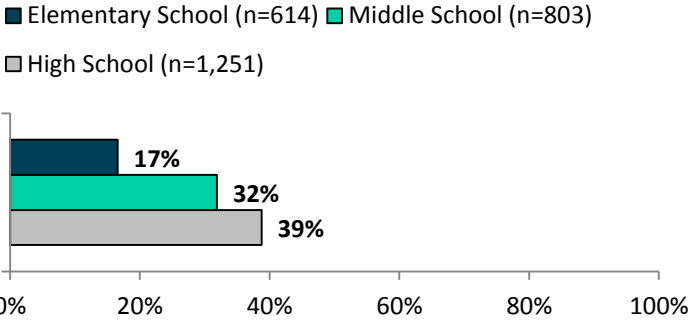


Transportation to School

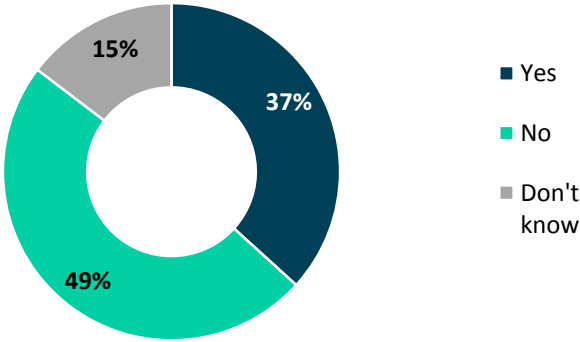
If school/your child's school started earlier, would you/your child take the bus at least once per week in the morning? (n=2,670)



If school/your child's school started earlier, would you/your child take the bus at least once per week in the morning?

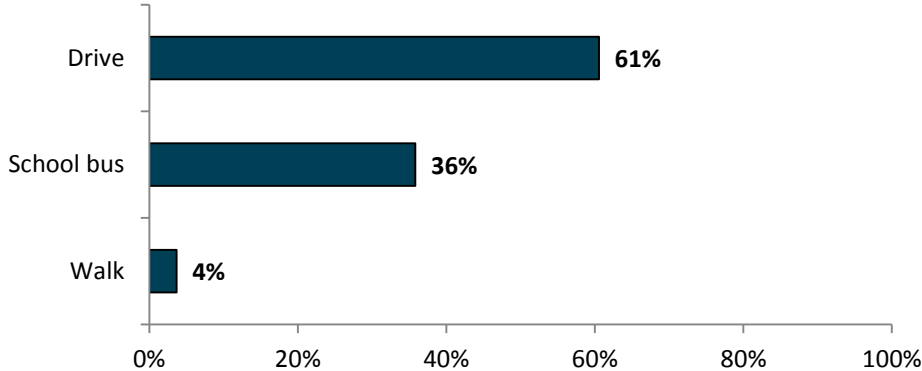


If school/your child's school started later, would you/your child take the bus at least once per week in the morning? (n=2,670)

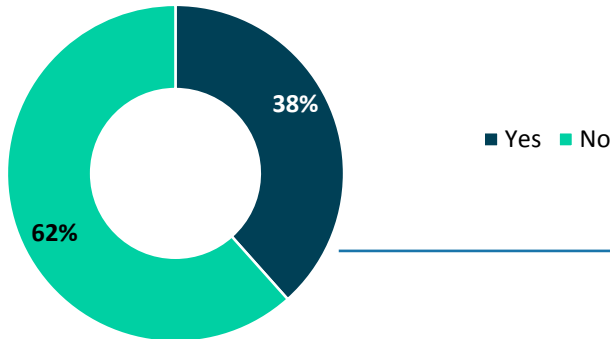


Transportation from School

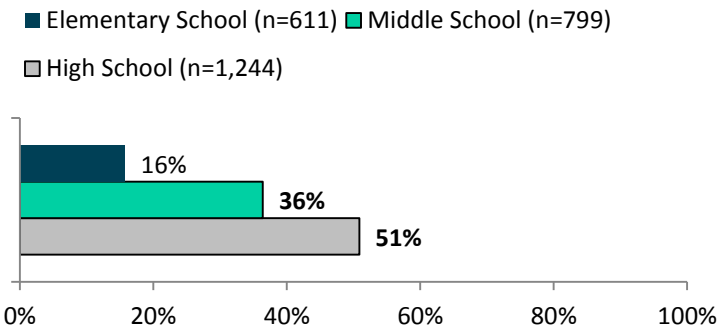
What method of transportation do you/does your child use most often to get home from school in the afternoon? (n=2,656)



Do you/does your child currently take the bus at least once per week in the afternoon? (n=2,656)

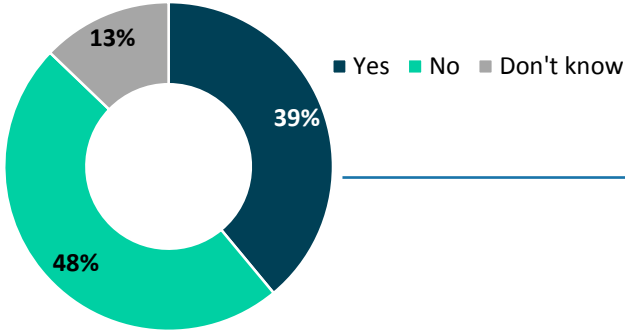


Do you/does your child currently take the bus at least once per week in the afternoon?

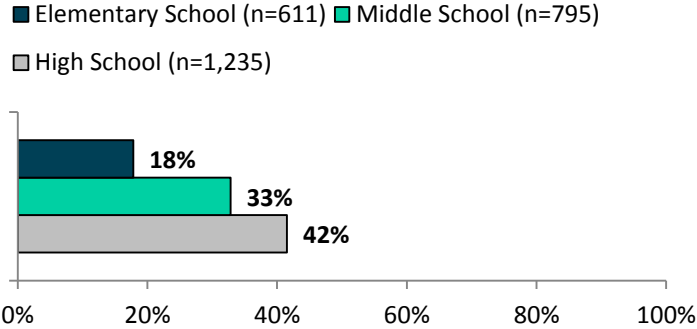


Transportation from School

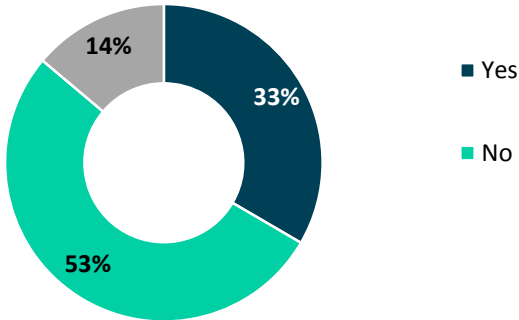
If school/your child's school ended earlier, would you/your child take the bus at least once per week in the afternoon? (n=2,643)



If school/your child's school ended later, would you/your child take the bus at least once per week in the afternoon?

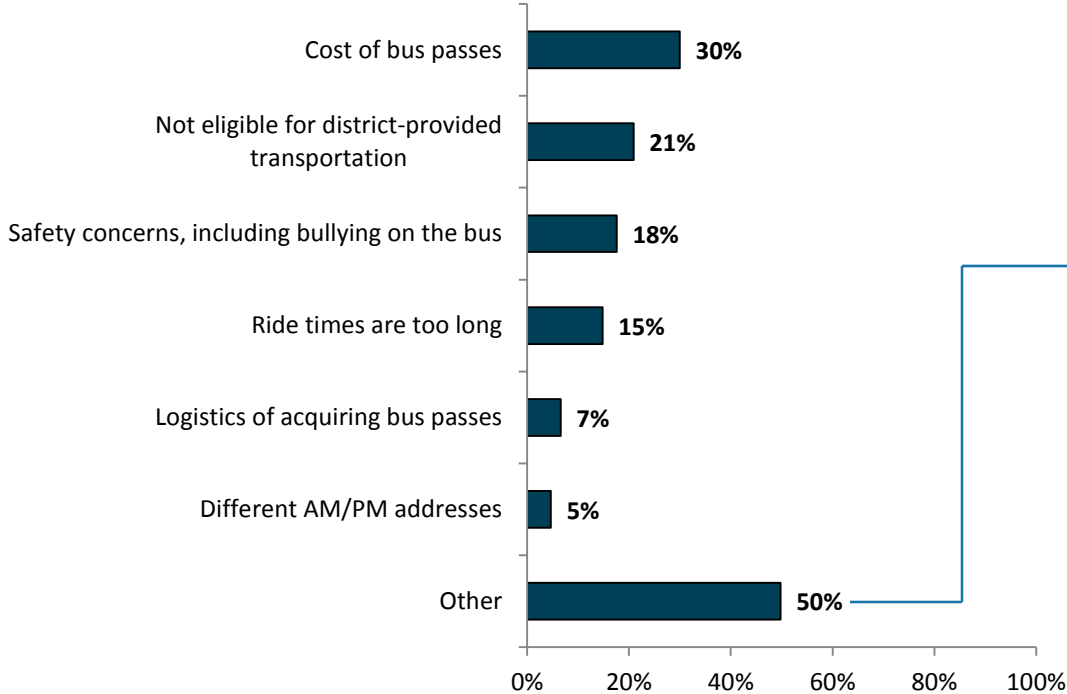


If school/your child's school ended later, would you/your child take the bus at least once per week in the afternoon? (n=2,643)



Transportation from School

Why do you/does your child not take the bus more frequently? Please select all that apply. (n=1,690)



Other Responses – Why do you/does your child not take the bus more frequently?

RESPONSE	PERCENT
I am/My child is involved in after-school extracurricular activities	44%
I drive/have a ride to school / I drive my child to school	34%
There is no bus service to my/my child's school	18%

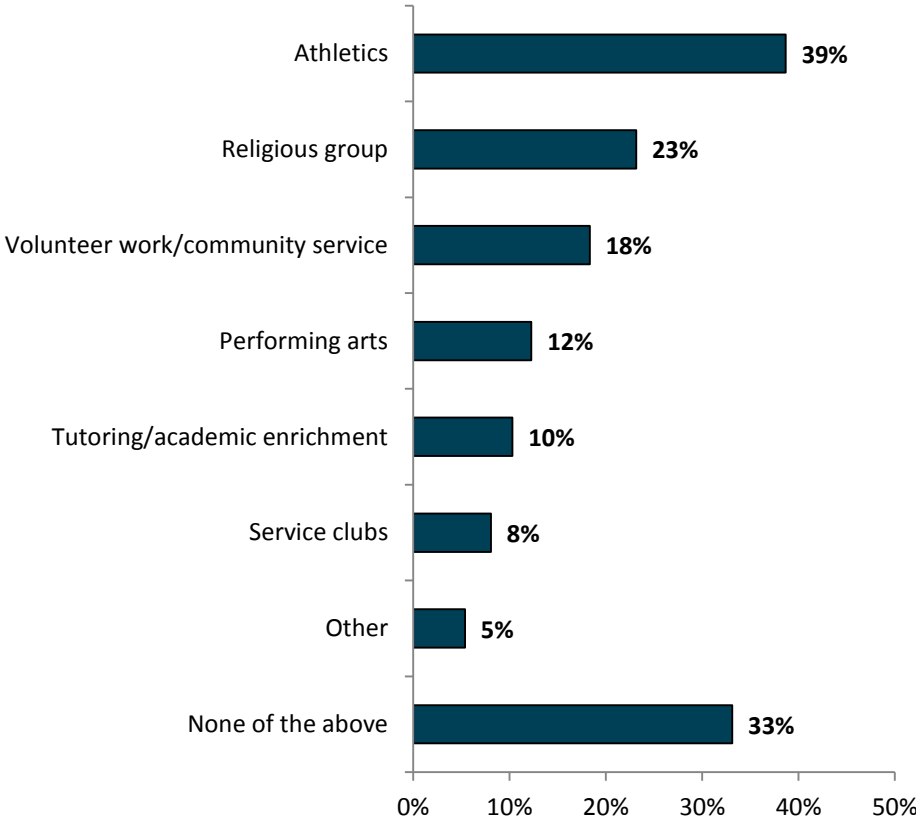
n=806; One hundred responses were randomly selected and coded. The top three "other" responses that emerged are shown. See Data Supplement for all verbatim responses.

Note: This question was only asked of students and parents who indicated that the method of transportation they use/their child uses the most often to get to school in the morning or get home in the afternoon is driving.

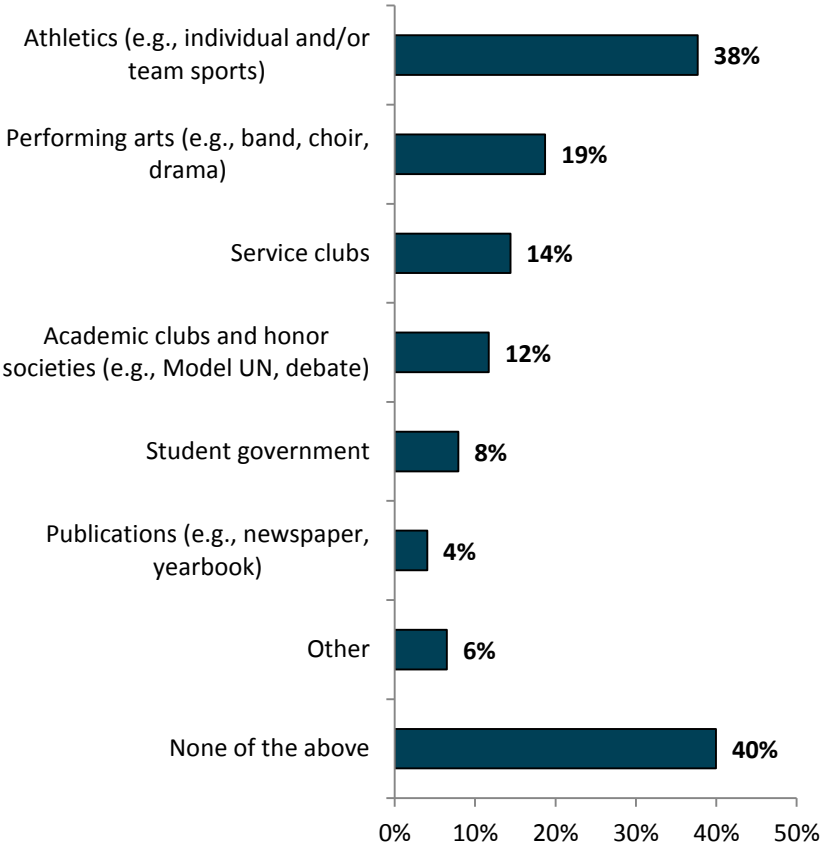
SECTION VII: EXTRACURRICULAR INVOLVEMENT

Students' Extracurricular Activities

In which type(s) of non-school-sponsored extracurricular activities do you/does your child currently participate? Please select all that apply. (n=1,785)

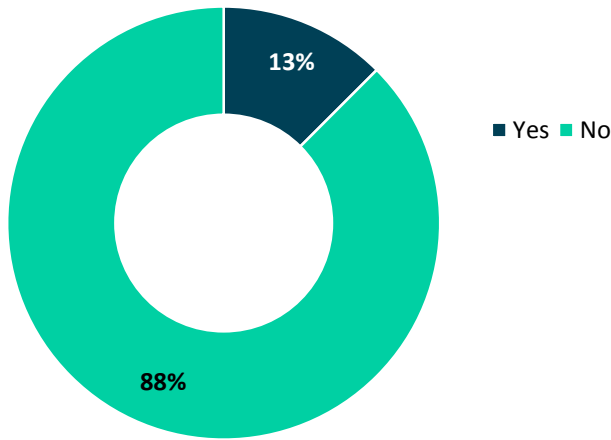


In which type(s) of school-sponsored extracurricular activities do you/does your child currently participate? Please select all that apply. (n=1,785)

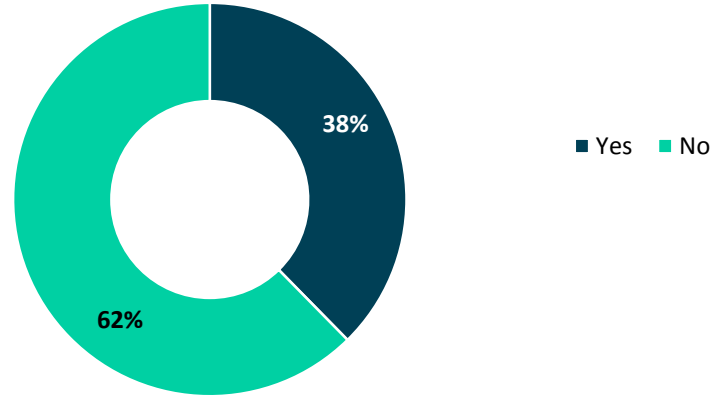


Students' Responsibilities Outside of School

Do you/Does your child have a job outside of school hours? (n=1,272)

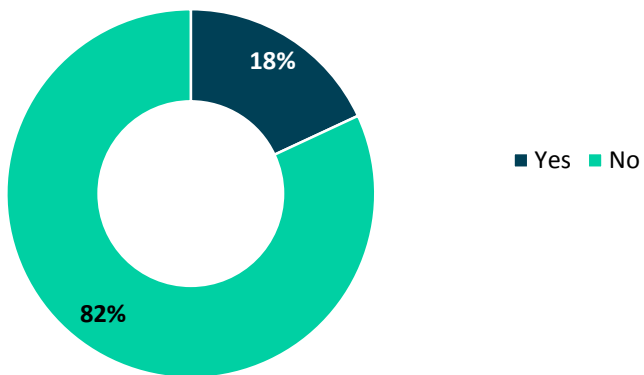


Do you help take care of younger children after school? (n=1,158)

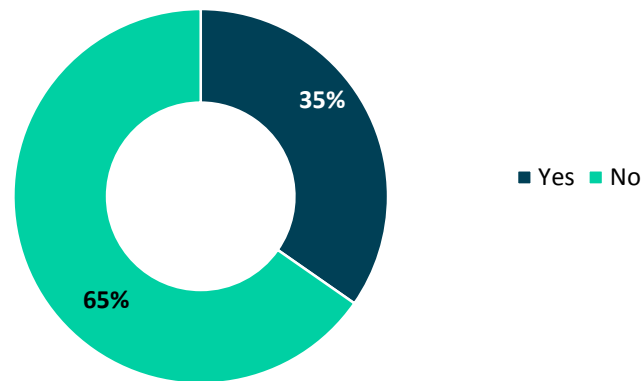


Staff Members' Responsibilities Outside of School

Do you currently work any jobs in addition to your job with SJUSD? (n=570)

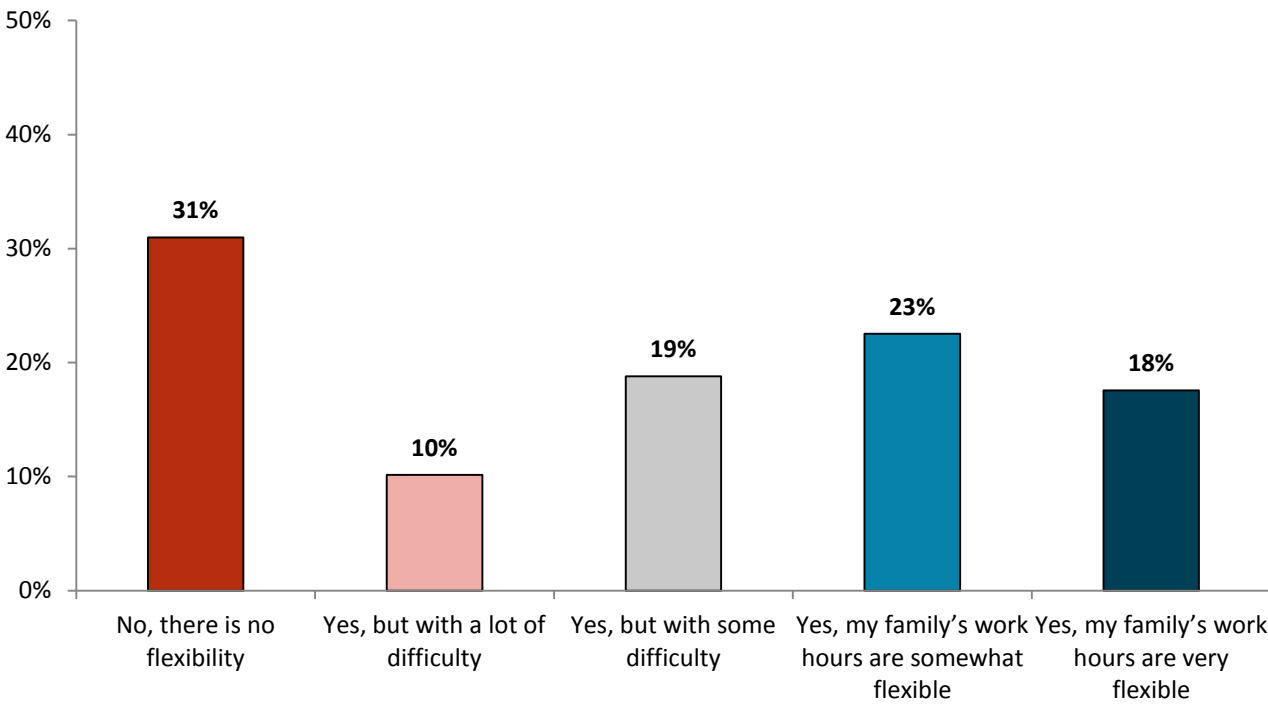


Do you have childcare commitments, either for your children or others? (n=568)



Flexibility of Parents' Work Schedules

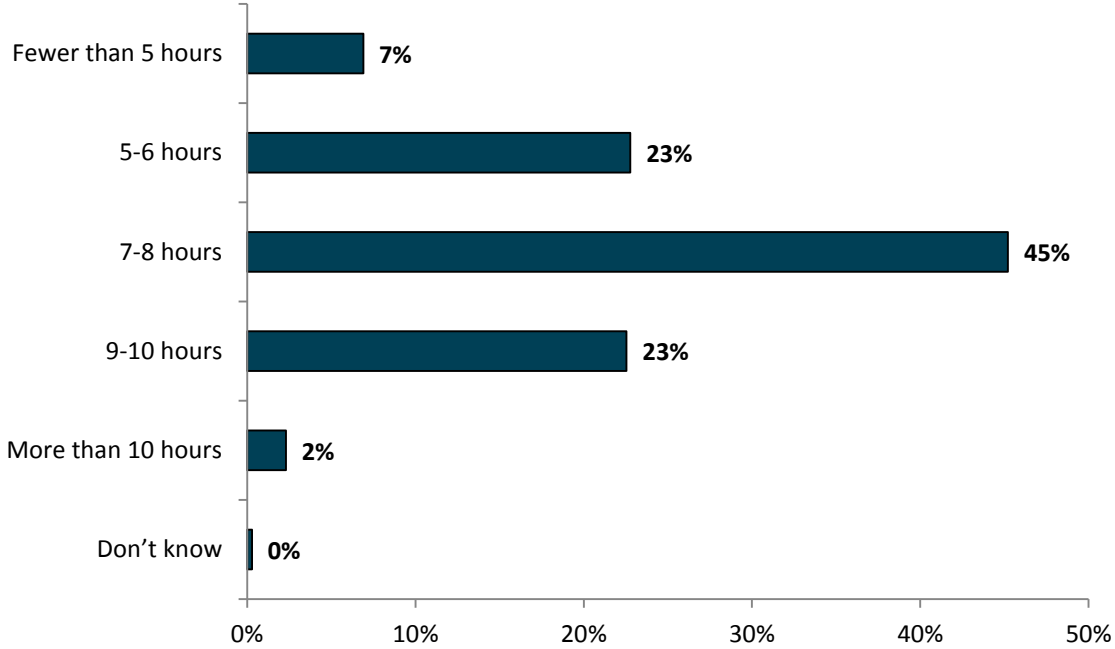
In your family, do the parent(s) or guardian(s) have any flexibility to change work schedules in response to changing school or activity times for children? (n=1,469)



SECTION VIII: SLEEP

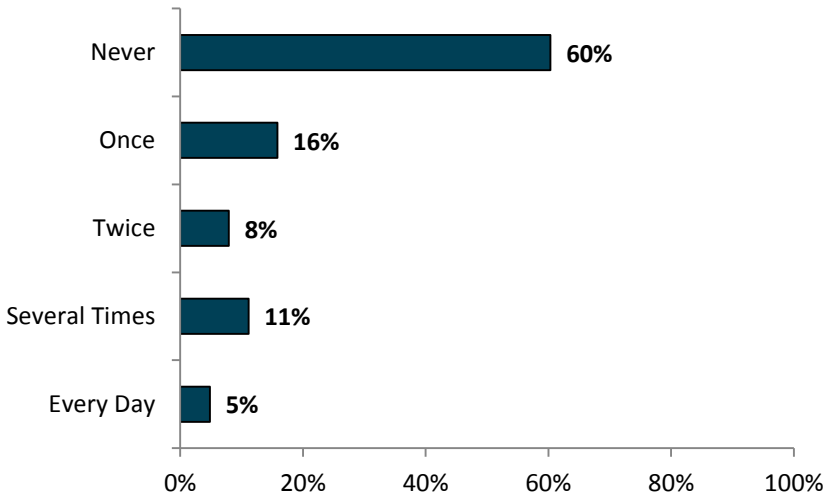
Sleep

On a typical school night, how many hours of sleep do you/does your child get? (n=1,783)

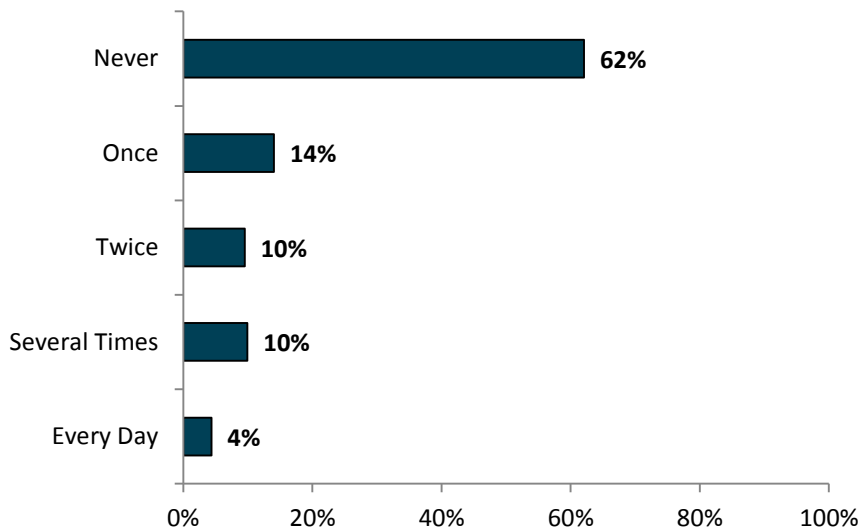


Fallen Asleep in School

In the last two weeks, how often have you fallen asleep in a morning class? (n=683)

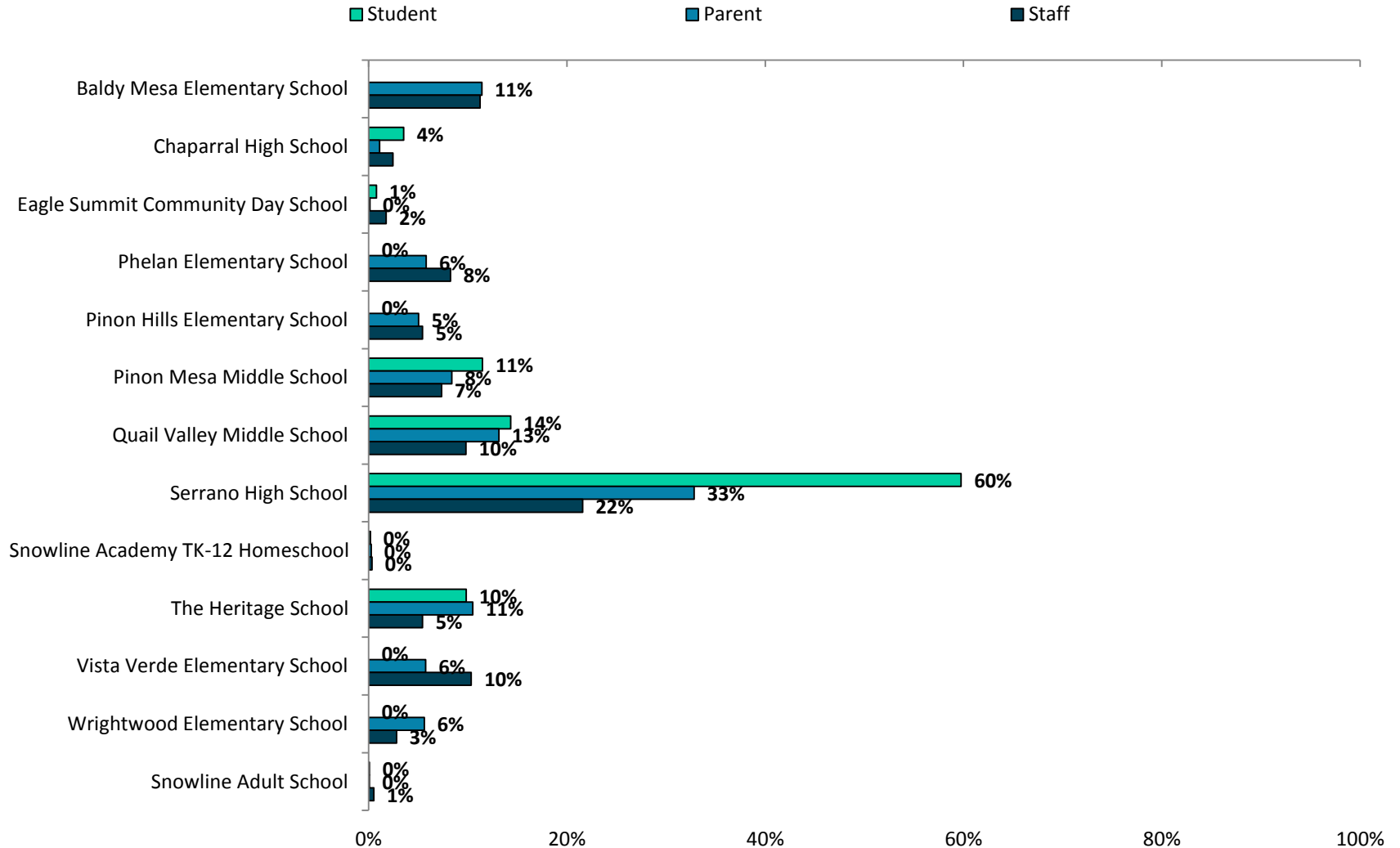


In the last two weeks, how often have you fallen asleep in an afternoon class? (n=683)



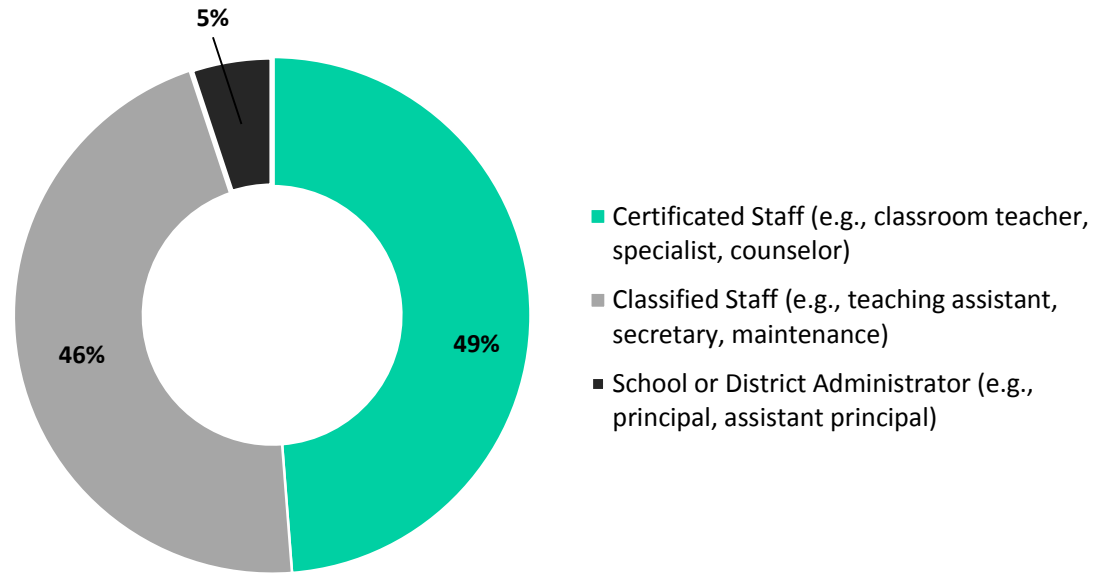
RESPONDENT DEMOGRAPHICS

Student, Parent, and Staff School



Staff Role

What is your current role in SJUSD? (n=570)





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