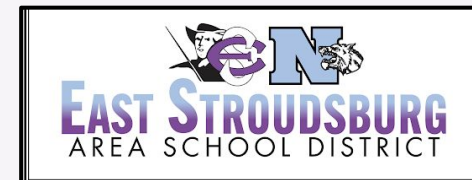


ESASD's Journey to a Six-Period Day

A thoughtful, student-centered process shaped by research, engagement, and community feedback.



The Schedule Is One Part of a Larger District Focus

Alongside the bell-schedule evaluation, ESASD is strengthening student engagement, instructional practices, social-emotional development, and the overall student experience— examining both the structure of the day and what students experience within it.

How We Got Here



The Request to the Board

Support the motion for the district to continue deeper exploration for a six-period day.

*Exploration is not implementation.
Stakeholder input continues.*

Three Connected Priorities

• Instruction

Creating the conditions for high-quality instruction

A 60-minute period supports focused instruction, meaningful engagement, application, and actionable feedback.

• Opportunity

Preserve course choice and future pathways

Half-credit options • advanced learning • electives • career clusters • student supports

• Instructional Hours Per Full Credit

129 → 173
current block six-period model
+44 annual instructional hours

Next Stages of the Journey

Evaluation → detailed planning → potential implementation

1
DECEMBER
Updated Presentation

2
JANUARY
Caregiver Info Session
Board Authorization

3
Jan '27 - Aug '28
Curriculum • choice
Staffing • supports

4
28–29 SY
Proposed Implementation

Community Questions • Transparent Answers → The journey continues.

We hear the concerns. They are shaping the work.

Some statements require clarification. Other concerns identify important work that must occur before implementation.

What We Have Heard

“Credits are being cut from 32 to 24.”

“Students will lose electives and advanced courses.”

“The purpose is to eliminate staff.”

“Six daily classes will overwhelm students.”

“The decision has already been made.”

What We Know Today

32 and 24 are maximum possible credits. Graduation requirements would transition from 26 to a proposed 22

Staff will have dedicated professional-development time to review and enhance course offerings, preserve flexible options such as half-credit courses, and strengthen alignment with college, career, and workforce pathways.

The proposal is not driven by financial need and is not intended to decrease staffing.

Under the current hybrid block, students may attend up to eight classes in a day. The proposed model creates six daily periods, while half-credit offerings remain possible.

The six-period day is the recommended direction. More public discussion and the Board decision remain ahead.

How Feedback Shapes Our Work

Use a four-year phased process so each graduating class follows clearly defined requirements.

Maximize student choice and align offerings with competitive postsecondary pathways and career clusters.

Evaluate staffing after programs, course requests and the master schedule are designed.

Develop scheduling guidance and counseling supports to help students build individualized programs aligned with their goals, course selections and readiness for advanced coursework.

Hold the January Information Session, address community questions, and return the recommendation to the Board for a vote.

Feedback is part of the journey—not an obstacle to it.

Community questions identify what must be clarified, tested and resolved.

1
DECEMBER
Board
Presentation

2
JANUARY
Caregiver Info Session
Board Decision

3
2026 - 2028
Planning
Multiyear work

4
28–29 SY
Proposed
launch