The Master Scheduling Cycle - Sacramento
(a working document)

October

- Leadership team/SSC revisit district/school vision and mission and engages school site personnel in conversations regarding plan/needs for next year – address SDIP goals, WASC, pathway needs, special populations. Master schedule priorities are established and Leadership team agrees to develop a master schedule based on these priorities. Update SDIP.

November

- Provide Departments/ Teams with current year’s course catalog and student request forms and set deadline for revisions. Update consistent with the agreed upon scheduling priorities included in SPSA.
  - Revision deadline will need to be in December to January
  - Meet with counselors, teams/faculty/departments to decide on course offerings. If new courses are to be developed, identify course writing team and timeline. (Be sure to include tech/text book needs in new course proposal.) Inform the district Curriculum and Instruction office of new course proposals that will be developed.

December-January

- One Stop Staffing - Meet with district to determine FTE allocation

December

- Submit to district new courses/changes for approval – include tech/textbook needs. This should be completed prior to leaving for winter break.
- Revisit master schedule for second semester adjustments for student and/or staff needs

January

- Prepare draft of course offering catalog and student selection forms
  - Depending on how this is done, lead time for completion may be extended
- Review Course Catalog and Student Request Forms with teams, departments and counselors. Once finalized, review with all involved in the master scheduling process
- Complete Course Catalog and Student Request Forms – post online or prepare copies for distribution
  - Complete by the end of the 1st semester
- Contact feeder schools to set up schedule for student course selection
  - Try to get this schedule set so that it can be completed by the end of February or early March at the latest
- Student course selection process
  - Develop a process that works for your site – complete process by early March. If parent meetings are part of your process, schedule these meetings.

February

- After district approval, submit new courses for approval to UC and NCAA Clearinghouse

February – March

- Conduct Parent Meetings/school orientations
  - Pre-scheduling information and provide a calendar of events for master scheduling
- Conduct student meetings to inform students of course selection process and timeline

March 31

- Conduct textbook inventory – prepare textbooks order (be sure to order for new courses)
  - Make sure that there are enough textbooks for the sections planned

March-April

- Collect student course requests and input the requests into district master scheduler
  - District Data Processing department must have new year programs set up (Rollover)
- Get Open Enrollment student information and process students that are leaving and those who are entering school
  - Student Personnel Services must provide lists and the Data Processing Department must adjust rising school information for course request entry
- Print student course request tally and potential course conflict matrix
  - Share course tally counts with department chairs, teams, Counselors and Media Tech- helps with section & book counts
• Correct entry errors (if any) in the course tally and make changes as necessary based on adjustments to course offerings
  o Begin the process of matching the number of sections offered with the FTE allocation
• In collaboration with the Scheduling Team or Curriculum Council, determine the number of sections needed in the master schedule
• Solicit Teacher Schedule Preferences
• In collaboration with the Scheduling Team or Curriculum Council, revise the number of sections needed in the master schedule to meet FTE allocation

• Identify Staffing Needs – match FTE and section count, verify teacher credentials to insure that current staffing matches student requests

April – May
MASTER SCHEDULING PROCESS

• Determine Pathway/team classes and hold meeting w/teams, Dept. Chairs etc. to place classes
  o Use course conflict matrix to place classes based on the established priorities of the school
• In collaboration with the Scheduling Team or Curriculum Council, plan course/section offerings
  o Meet with teams/academies first, then departments in order of most singletons - (remember AP/HP, Special Ed)
• Develop the Master Schedule using the potential course conflict matrix to develop and balance the master schedule

May

• Input master schedule into district master scheduler
• Assign schedules to students
• Check for degree of fit
  o Shoot for the 90% range
• Adjust master schedule to increase degree of fit to acceptable level
  o Be sure to be in contact with counselors, team teachers and department chairs during this process

May 30

• Notify teachers of tentative assignment for the following school year prior to the contract deadline.

June

• Distribute Student Course Request list (a listing of the courses into which a student is enrolled) to students
  o Zangle produces this form
• Final update of UC a-g approved course in UC Doorways (Last Day of June). District office notified of approved courses
• Prior to leaving for summer, call the Master Schedule a wrap

August

• Adjust Master Schedule to accommodate summer staffing and student changes
  o Be in contact with counselors, team teachers and department chairs during this process, notify teachers if any changes have been made in their tentative assignment
• Inform staff regarding the distribution of student schedules for the opening of school
  o Include these procedures in your opening staff meeting/bulletin

August – October

• Set up daily enrollment count procedure
  o Include these procedures in your opening staff meeting/bulletin

September

• Generate master schedule related Williams compliance documents
• Verify teacher class counts and balance classes as necessary
  o Balance all classes prior to the contract deadline
• In collaboration with the master scheduling team or curriculum council, make adjustments to the Master Schedule to correct student schedules and balance classes as necessary
• Prepare a master schedule report for the site Leadership team/School Site Council highlighting strengths and areas in need of improvement