

## PLANNING A MASTER SCHEDULE WITH AN EQUITY LENS

*(Work in progress)*

- What percentage of the courses offered will meet the standards of college preparatory courses? (In California, what percentage of courses will be a-g courses?)
- Examine each subject area/discipline/department's offerings. By subject area, what percentage of courses are college preparatory courses? (California-specific, meet a-g requirements)
- To what extent will Career and Technical courses also college preparatory courses?
- To what extent will Special Education students be fully included in academic core classes?
- To what extent will English Language Learners and Special Education students fully enrolled in Linked Learning Pathways, College and Career Academies, and other small learning communities?
- To what extent will each Linked Learning Pathway/ College and Career Academy/Small Learning Community reflect the diversity of the school as a whole? What policies and practices are in place to balance student choice and equity?
- How will the master schedule allow all students access to advanced classes?
- (California-specific) Is the school's official UCOP (University of California Office of the President) a-g course list current and accurate? If not, what specific issues are involved?
- Will advanced courses, such as Advanced Placement courses, reflect the diversity of the school as a whole? What policies and practices are in place to support open enrollment in advanced classes? What policies and practices are in place to assure all students are prepared for and encouraged to take on the challenge of an advanced class?
- Does the current bell schedule support increased instructional time for students needing additional support?

- What are areas of strength in the master schedule and the master schedule process?
- What are areas of needed improvement in the master schedule and the master schedule process?
- To what extent will the pathway and course selection and registration process serve all students well? In what specific ways will adult advocates support students and their families to make informed choices about their pathway programs of study and course selections?

Materials/Artifacts to Examine:

- Current master schedule
- Current bell schedule
- Current UCOP approved a-g course list (California-specific)
- Current College Board AP approved course list
- International Baccalaureate courses or other advanced courses
- Dual enrollment courses
- Any course pre-requisites or requirements (teacher approval, certain grades, etc.)
- School's single plan for student achievement
- Pathway and Course Selection and Registration process
- Class load analysis (teacher, subject, students by grade levels/gender/ethnicity)
- Student achievement data – grades, test scores on standardized tests
- Teacher contract (if applicable) for contractual instructional minutes, # of preparations, prep time, etc.
- Student support strategies

CCASN also suggests possible use of (or adaptation of some questions from) the Satisfaction Survey from National Association of Secondary School Principals: “How Well Does Your School Serve Each Student Equitably?”

“Individuals or groups of individuals from the school community complete this instrument to generate conversation about how well a school is currently meeting the needs of all its students.” The survey is based on questions posed in Breaking Ranks II.

See [http://www.principals.org/Content/158/Satisfaction\\_survey.pdf](http://www.principals.org/Content/158/Satisfaction_survey.pdf)