

MASTER SCHEDULE ANALYSIS

EXAMINING A MASTER SCHEDULE WITH AN EQUITY LENS

- What percentage of the courses offered meet the standards of college preparatory courses? (In California, what percentage of courses are a-g courses?)
- Examine each subject area/discipline/department's offerings. By subject area, what percentage of courses are college preparatory courses? (meet a-g requirements)
- To what extent are Career and Technical courses also college preparatory courses?
- To what extent are Special Education students fully included in academic core classes?
- To what extent are 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 does each Linked Learning Pathway/ College and Career Academy/Small Learning Community reflect the diversity of the school as a whole?
- Does 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?
- Do advanced courses, such as Advanced Placement courses, reflect the diversity of the school as a whole?
- 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 does the pathway and course selection and registration process serve all students well?

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.

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