The Master Scheduling Cycle
Sacramento City Unified School District
Sacramento, California

Mid October
• Philosophy- revisit district and school vision and mission – engage school site personnel in conversations regarding plan/needs for next year – address Single Plan for Student Achievement (SPSA), Western Association of Schools & Colleges (WASC), pathway needs, special education, etc.
  o Construct master schedule to match the established priorities and agree to develop a master schedule based on these priorities

November
• Provide Departments/ Teams with current year's course catalog and student request forms and set deadline for revisions
  o Revision deadline will need to be in December to January
• Meet with counselors, teams/faculty/departments
  o Decide on new courses and courses to be offered

November-December
• One Stop Staffing
  o Meeting with district to determine Full Time Equivalent (FTE) faculty allocation

December
• Submit to district new courses/changes for approval – this should be completed prior to leaving for break
  o Identify new courses and determine who will be responsible for writing the course description - be sure to include text books and/or online resources in your thinking

January
• Make arrangements to reproduce course offering catalog and student selection forms or post online
  o Depending on how this is done, lead time for completion may be extended
• Develop Student Pathway Request and Student Course Request Form/s
• Review Course Catalog and Student Request Forms with teams, departments and counselors (review with all involved with master scheduling)
Get the final drafts done as soon as possible after the first semester ends

- Complete Course Catalog and Student Request Forms – post online
  - Complete by the end of the 1st semester
- Contact feeder schools to set up schedule for student pathway selection and 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
  - Design a process that works for your site and try to finish by end of February or early March

**February**

- After district approval, submit new courses for approval to University of California Office of the President (UCOP) AND National Collegiate Athletic Association/NCAA Clearinghouse
- Set up dates and times for parent meetings
  - Pre-scheduling information (only if you decide to do this)

**February – March**

- Conduct Parent Meetings/school orientations
  - Pre-scheduling information and provide a calendar of events for master scheduling
- Conduct student meetings for course request surveys
  - This should be done before State Testing and AP Testing if possible

**March 31**

- Conduct textbook inventory – order textbooks as needed
  - Make sure that there are enough textbooks for the sections planned

**March-April**

- Solicit Teacher Schedule Preferences
- Input student course requests into district master scheduler – can do this in increments to help in team scheduling
  - 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
• Gather data - student course request tally and potential course conflict matrix
  o 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 Full Time Equivalent (FTE) faculty staffing allocation
• Determine the number of sections needed in the master schedule
  o Be sure to be in contact with counselors, team teachers and department chairs
• Revise the number of sections needed in the master schedule to meet Full Time Equivalent (FTE) faculty allocation
  o Be sure to be in contact with counselors, team teachers and department chairs

March - June
• Identify Staffing Needs – match Full Time Equivalent (FTE) faculty and section count, verify teacher credentials to insure that current staffing matches student requests

April – May
MASTER SCHEDULING PROCESS
• Determine “Path”/team classes and hold meeting w/teams, Department Chairs etc. to determine optimum placement of classes
  o Use course conflict matrix to place classes based on the established priorities of the school
• Meet with counselors, teams & departments to plan course/section offerings
  o Meet with teams/academies first, then departments in order of most singletons - (Remember AP/IB (honors, if applicable), Special Ed)
• Develop the Master Schedule using the potential course conflict matrix to develop and balance the master schedule
  o Be sure to be in contact with counselors, team teachers and department chairs during this process

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
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.
  - Best practices provides this to teachers a week or two earlier

**June**

- Distribute Student Course Request list to students
  - Zangle produces this form
- Call the Master Schedule a wrap
  - Prior to leaving for the summer

**August**

- Adjust Master Schedule to accommodate staffing and student changes that happened over the summer
  - Be sure to be in contact with counselors, team teachers and department chairs during this process and notify teachers if any changes have been made in their tentative assignment
- Coordinate with staff for distribution of student schedules for the opening of school
  - Be sure to include these procedures in your opening staff meeting

**August – October**

- Set up daily enrollment count procedure
  - Be sure to include these procedures in your opening staff meeting

**September**

- Generate Williams compliance documents
- Verify teacher class counts and balance classes as necessary
  - Balance all classes by the fifth week of the school year
- Make adjustments to the Master Schedule to correct student schedules and balance classes as necessary
  - Be sure to be in contact with counselors, team teachers and department chairs during this process

_Last updated November 2013_