

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.
 - 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
 - Revision deadline will need to be in December to January
- Meet with counselors, teams/faculty/departments
 - Decide on new courses and courses to be offered

November-December

- One Stop Staffing
 - 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
 - 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
 - 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
 - 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
 - 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
 - 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
 - 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
 - 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
 - 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
 - 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
 - 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

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