

Master Schedule Study Session

9.20.2018

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Study Session Purpose

The purpose of this study session is to:

- 1) Build a common understanding of the Master Scheduling processes used by site staff
- 2) Understand the interrelationship between various master scheduling considerations
- 3) Understand the implications of decisions related to those considerations

Board of Education – BP 9900

- Establishing an effective and efficient organizational structure for the district by:
 - Overseeing the development and adoption of policies
 - Establishing academic expectations and adopting the curriculum and instructional materials
 - Establishing budget priorities and adopting the budget
 - Making decisions and providing resources that support district priorities and goals

Master Schedule Process Overview

1. Catalog Publication (February)
2. Student Course Requests (March)
3. FTE Allocation (March)
4. Course Request Tallies (April)
5. Master Schedule Straw Design (April-May)
6. Staffing/Hiring (February - September)
7. Loading and Fine Tuning the Schedule (May)
8. Students Receive Schedules (August)
9. Change Requests (late-August)
10. New Enrollments (August)
11. Revision (early September)

Considerations in a Master Schedule

- ***Efficiency***
- ***Program Breadth*** (volume of offerings per year)
- ***Staffing*** (retention, credentialing, contracts, etc.)
- Program Depth (sequenced offerings over years)
- Students (choice, access, graduation and other requirements, etc.)
- Alignment to District Goals
 - 21st Century Teaching and Learning
 - Closing the Achievement and Opportunity Gap
 - Social-Emotional Health
 - Closing the Compensation Gap
 - 21st Century Facilities

Scenario Assumptions

- 96 students in an 8th grade cohort
- Class size maximum: 32
- Students take seven (7) courses per year:
 - English
 - Social Studies
 - Mathematics
 - Science
 - Physical Education
 - Two Electives

As we present

Keep notes for yourself using these prompts:

“Can’t you just..?”

“Why does this/that matter to me, as a Trustee?”

“What implications do I see for our governance team?”

Efficiency

Class	# of Requests	# of Sections	Class Size Avg.	FTE Allocated	Teachers
English 8	96	3	32	.6 FTE	A @ 0.6 FTE
Social Studies 8	96	3	32	.6 FTE	B @ 0.6 FTE
Math 8	96	3	32	.6 FTE	C @ 0.6 FTE
Science 8	96	3	32	.6 FTE	D @ 0.6 FTE
Physical Ed 8	96	3	32	.6 FTE	E @ 0.6 FTE
Elective 1	96	3	32	.6 FTE	A @ 0.4 FTE B @ 0.2 FTE
Elective 2	96	3	32	.6 FTE	B @ 0.2FTE C @ 0.4 FTE
Total	672	21	32	4.2 FTE	

Questions/ Reflections

What reflections or questions does this scenario raise for you?

Program Breadth

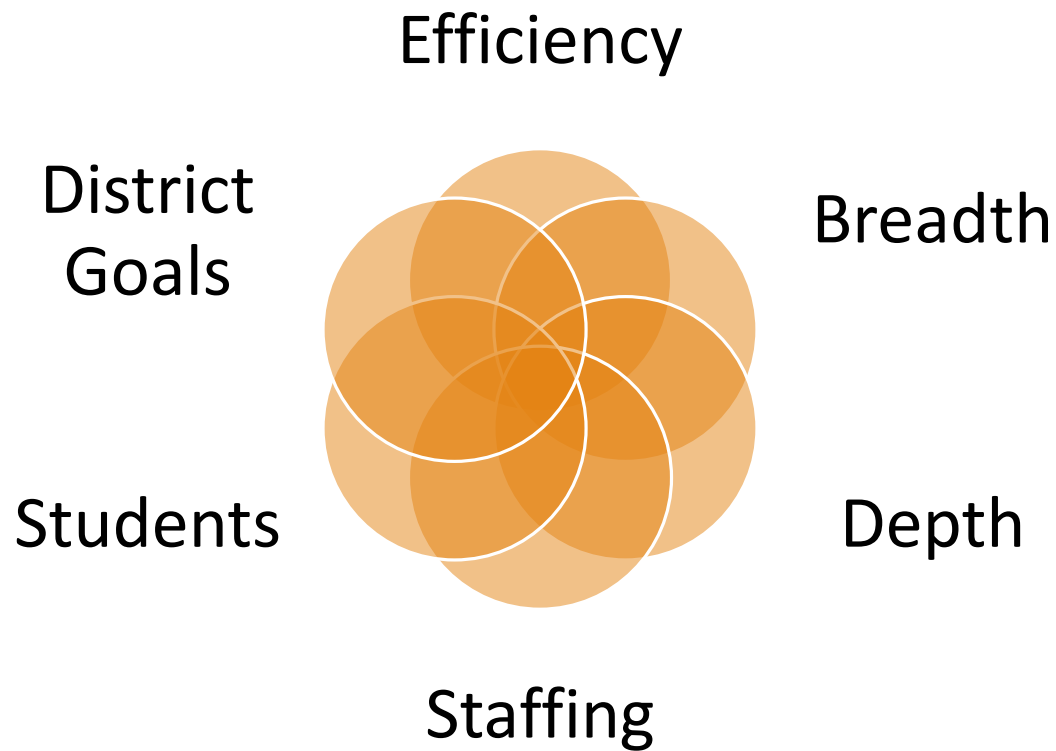
Class	# of Requests	# of Sections	Class Size Avg.	FTE	Teachers
English 8	96	3	32	.6 FTE	A @ .6 FTE
Social Studies 8	96	3	32	.6 FTE	B @ .6 FTE
Math 8 - A	56	2	28	.4 FTE	
Math 8 - B	40	2	20	.4 FTE	C @ .8 FTE
Science 8	96	3	32	.6 FTE	D @ .6 FTE
Physical Ed 8	96	3	32	.6 FTE	E @ .6 FTE
Elective 1	108	4	27	.8 FTE	A @ 1.0 FTE/ B @ 1.0 FTE
Elective 2	48	2	24	.4 FTE	C @ 1.0 FTE/ D @ .8 FTE
Elective 3	36	2	18	.4 FTE	F @ .4 FTE
Total	672	24	27.2	4.8 FTE	

Questions/ Reflections

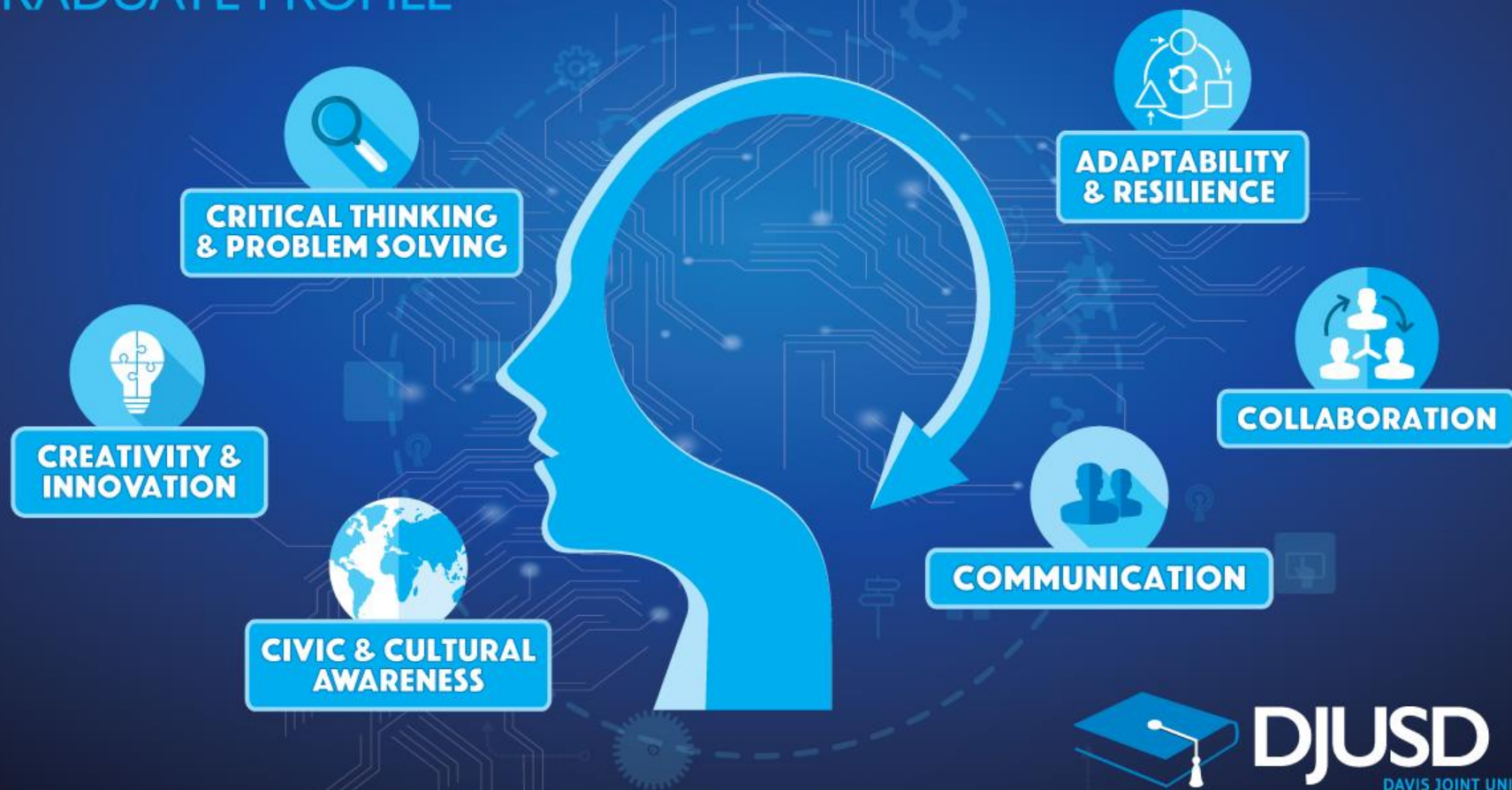
What reflections or questions does this scenario raise for you?

Summary

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GRADUATE PROFILE



DJUSD

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