

# Master Schedule Study Session

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9.20.2018

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# Study Session Purpose

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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
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# Board of Education – BP 9900

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- 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

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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

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- **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

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- 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

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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

<b>Class</b>	<b># of Requests</b>	<b># of Sections</b>	<b>Class Size Avg.</b>	<b>FTE Allocated</b>	<b>Teachers</b>
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
<b>Total</b>	<b>672</b>	<b>21</b>	<b>32</b>	<b>4.2 FTE</b>	

# Questions/ Reflections

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What reflections or questions does this scenario raise for you?

# Program Breadth

<b>Class</b>	<b># of Requests</b>	<b># of Sections</b>	<b>Class Size Avg.</b>	<b>FTE</b>	<b>Teachers</b>
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
<b>Total</b>	<b>672</b>	<b>24</b>	<b>27.2</b>	<b>4.8 FTE</b>	

# Questions/ Reflections

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What reflections or questions does this scenario raise for you?

# Summary

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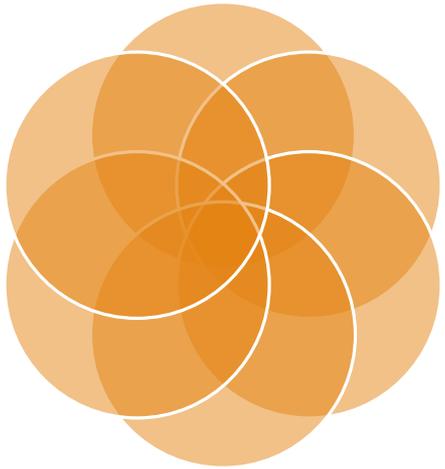
- **Efficiency**
- **Program Breadth** (volume of offerings per year)
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  - 21st Century Facilities

Efficiency

District  
Goals

Breadth

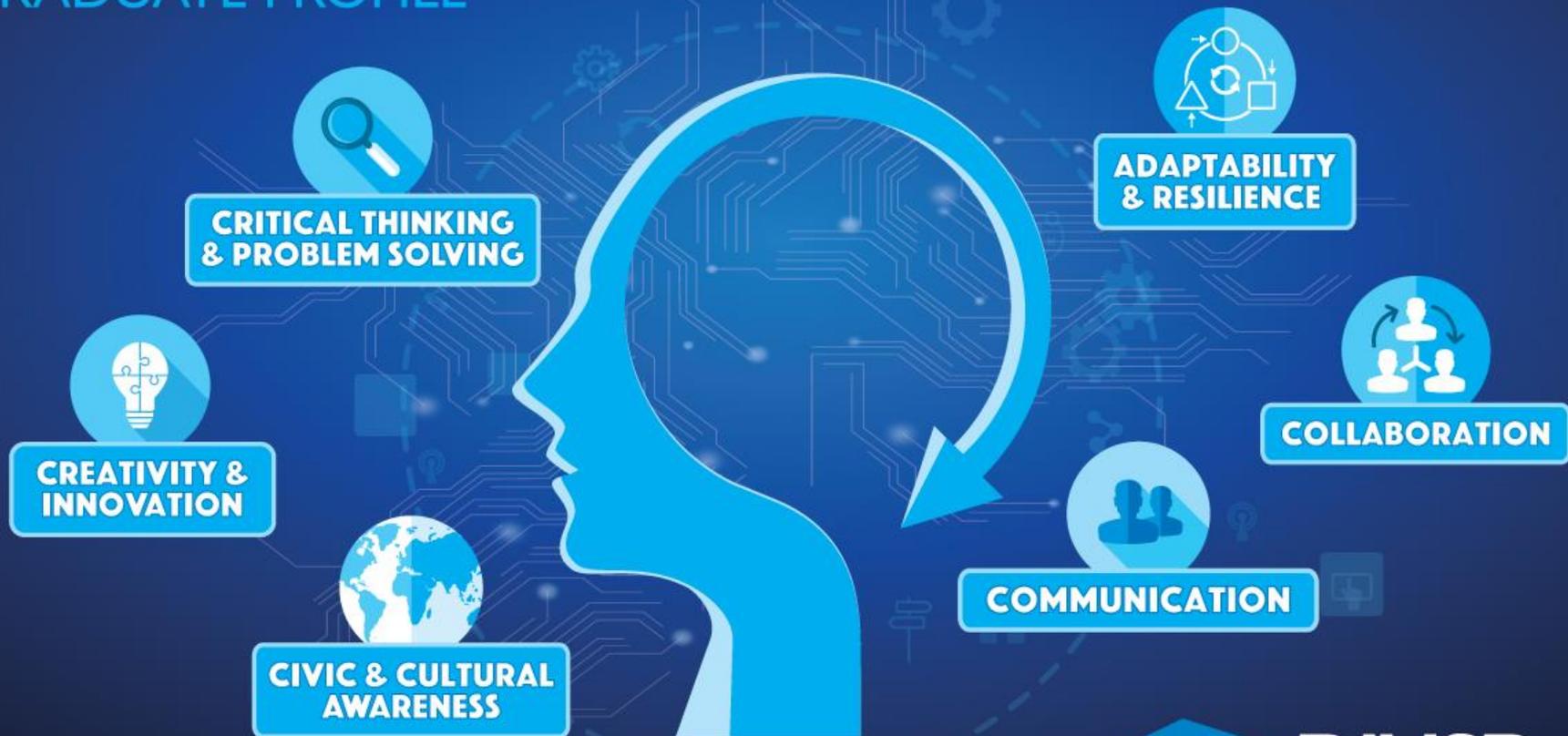
Students



Depth

Staffing

# GRADUATE PROFILE



**DJUSD**

DAVIS JOINT UNIFIED  
SCHOOL DISTRICT