



Master Scheduling Overview Board Presentation 5/5/2025

Purpose of the Master Schedule Process

- Ensure access to core graduation and college-entry requirements
- Support intervention, acceleration, and enrichment
- Promote equitable access to programs (ELD, SPED, AVID, AP, CTE, etc.)
- Align student course requests with staffing and resources
- Comply with legal requirements and collective bargaining agreements

Key Priorities in Scheduling

- Student Access & Equity
- Teacher Workload and Class Balance
- Class Size Targets
 - Specialized classes and 9th grade English & Math have capped class sizes.
- Compliance with CA Graduation & UC/CSU A-G Requirements
- Support for Specialized Populations:
 - English Learners (ELD)
 - Students with IEPs
 - AVID

Scheduling Timeline

- **Oct-Dec** - Preparations and articulations
- **Jan**-Planning & Data Gathering
 - Review district staffing allocations and budget projections
 - Analyze enrollment trends, class size avg, program needs
 - Launch Course Selection
 - Begin meeting with special programs
 - Counselors begin meeting with students for course requests
 - Host evening or community events for families
- **Feb** -
 - Visit Middle Schools / Middle School Course Selection
 - Course selection closes
 - Reverse Verification / Running reports
 - Start building a preliminary section tally to estimate number of periods per course and FTE
 - HR gives sites staffing allotment

Example of Course Request Tally Master

A	B	C	D	E	F	G
2020-21	Course Request Tally					
4/11/2020	2020-2021	TOTAL		TOTAL	SECTIONS	AVG
Course Number	Course Title	STUDENTS	MAX	SECTIONS		AVG
AA5010	AP Calc AB	106	32	3.3125	3	35.33333333
AA5011	AP Calc BC	176	32	5.5	6	29.33333333
AA6010	AP Stat	110	32	3.4375	4	27.5
AB2010	Geometry H	127	20	6.35	6	21.16666667
AB3010	Algebra II H	308	31	9.935483871	10	30.8
AB4010	Trig/Math Ana H	246	32	7.6875	8	30.75
AB5010	MultiVarCalcC H	41	0	#DIV/0!		#DIV/0!
AC1110	Algebra I	182	20	9.1	9	20.22222222
AI1210	Alg I Enh/ skills	23	20	1.15	2	11.5
AC2110	Geometry	230	20	11.5	11	20.90909091
AC2210	Geo S1/ Alg II S1	27	25	1.08	1	27
AC2211	Geo S2/ Alg II S2	36	25	1.44	2	18
AC3010	Algebra II	212	25	8.48	9	23.55555556
AC3115	*Financial Math	35	20	0.875	1	35
AC4010	Trig/Math Ana	232	31	7.483870968	8	29
AC5010	Calculus	65	31	2.096774194	2	32.5
AC6010	Statistics	61	31	1.967741935	2	30.5
AI0010	Math Mastery	8	20	0.4	1	8
AI3110	Algebra II A	3	31	0.09677419355	0	#DIV/0!
AI3111	Alg II B	0	25	0	0	#DIV/0!
	Totals				85	
	FTE OWN				82	

- **March-**
 - Student selections mailed home for verification
 - Meet with departments to validate section tally vs. staff availability
 - Begin drafting the first iteration of the master schedule framework
 - Staffing determination
 - Review FTE distribution across departments
 - Meet with HR and Business Services to discuss staffing changes (e.g., retirement, leaves, temp hires)
 - Start balancing sections to ensure equity in class sizes and access to key courses
 - Posting for new hires

Scheduling Timeline

- **April** -
 - Submit finalized FTE request form to HR
 - Begin inputting sections into the schedule builder
 - Start balancing sections to ensure equity in class sizes and access to key courses
 - Conflict Matrix
 - Meet with department leads to review draft schedule
 - Run conflict matrix reports
- **May** - Staff assignments finalized
- **June-Aug** - Adjustments for enrollments, balancing, and conflicts
- **August** - Schedule distribution and final clean-up

Master Schedule Data (Districtwide)

- Total Student Enrollments: [MVHS: 2189] [LAHS: 2172]
- Number of Courses Offered: [MVHS: 188] [LAHS: 181]
- Total Sections Offered: [MVHS: 589] [LAHS: 602]
- Average Class Size: [MVHS: 20.6] [LAHS: 20.6]
- % of Students Scheduled in First Choice Courses: 94%
- Average # of students changing courses in August

Challenges & Considerations

- 1 section = \$49,056
- 1 teacher (with benefits) = \$245,281
- Teacher Qualifications/Credentials
- Master Schedule Adjustments
- Course conflicts
- Late enrollments and course changes
- Space constraints (shared rooms, labs, specialty rooms)
- Managing low-enrollment electives
- ... the overall puzzle of balancing 2100 students, 115 teachers, 185 subjects and 600 sections into a course schedule.

Thank You