

**SLC Master Schedule
Needs Assessment (from Long Beach Unified SD) (Long Beach, CA)**

Step #1: Planning

Critical Elements	Current Status	Desired Outcome	Barriers	Next Steps
Master schedule committee <ul style="list-style-type: none"> • Who comprises the team? • Who leads the team? 				
Guiding Principles <ul style="list-style-type: none"> • What are the non-negotiable elements? • How is input gathered? 				
Review of opportunities & constraints of master schedule <ul style="list-style-type: none"> • What constraints impact the construction of the master schedule? (sports, facilities, traditional or block schedule) • What are the existing & emerging SLC scheduling needs? (i.e. Sr. capstone, new electives, etc.) • How do you determine which courses are SLC specific and which are “global” (open to all)? • What process is in place to problem solve issues that arise? 				
Faculty Awareness & Input <ul style="list-style-type: none"> • How are faculty members informed of master schedule process? • How is input collected for SLC and Department needs? • How are individual teacher preferences collected? 				
Calendar <ul style="list-style-type: none"> • Do you have a written master schedule protocol? • Do you have a master schedule calendar? 				

Developed from:

Scheduling Guide for Small Learning Communities/Career Academies, CASN (Career Academy Support Network). University of California at Berkeley. 2006.

Step #2: Student Course Selection

Critical Elements	Current Status	Desired Outcome	Barriers	Next Steps
Course Offerings <ul style="list-style-type: none"> • How does your master schedule support district priorities? (i.e. AVID, AP etc.) • What process is in place to review & update current offerings? • What process is in place for establishing new courses? • What process is in place to eliminate courses? 				
Student Course Selection <ul style="list-style-type: none"> • How are students informed of course selections? • How do students record their selections? • What happens once students make their choices? 				
Data <ul style="list-style-type: none"> • How is projected enrollment determined? • How are students designated as community members? • How is student selection data put in the computer? • Who is responsible for data input? 				

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Step #3: Master Schedule Construction

Critical Elements	Current Status	Desired Outcome	Barriers	Next Steps
Review course tallies <ul style="list-style-type: none"> • How do you determine the number of sections needed for each course? • How do you make decisions on courses with low enrollment? 				
Establish order for placement of courses <ul style="list-style-type: none"> • How do you utilize the conflict matrix? 				
Visual Representation <ul style="list-style-type: none"> • How and where is your master schedule displayed? • Who has access to the master schedule? • How is your board organized? Department/SLC? 				
Computer Input <ul style="list-style-type: none"> • How is the information from the board transferred in electronic format? • What is your target percentage goal for successful student placement? • How do you review results and make adjustments to balance classes? • Who is included in this discussion/process? 				

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Step #4: Analysis, Adjustment, and Distribution

Critical Elements	Current Status	Desired Outcome	Barriers	Next Steps
Review of tentative schedule <ul style="list-style-type: none"> • Does it align with established guiding principles? (Step 1) • What percentage of purity of SLCs is acceptable at this point? 				
Analyze and Predict <ul style="list-style-type: none"> • How and when do you predict the number of students with failing grades in each course? • How does your initial master schedule accommodate for students who fail in a pre-requisite class? • How and when do you calculate an estimate of students who will complete summer school courses? • How does this information impact your master schedule? 				
Distribution of schedules <ul style="list-style-type: none"> • How do students receive their schedule? • What is the process for dealing with scheduling problems? 				
Adjustment <ul style="list-style-type: none"> • How do you confirm numbers in each section once school is in session? • How do you adjust enrollment to balance classes keeping SLC purity in mind? • How is information communicated with teachers throughout the process? 				

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Step #5: Fine Tuning & Readjustment of Process

Critical Elements	Current Status	Desired Outcome	Barriers	Next Steps
<p>Assessment</p> <ul style="list-style-type: none"> • How do you determine the success of a master schedule once the school year has begun? • How do you collect information from staff, students, teachers, counselors, and parents to determine the strengths and weaknesses of the current master schedule? • How do you determine what needs to be improved for the following year? • Who is included in the discussion? 				

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