

**SLC Master Schedule  
Needs Assessment (from Long Beach Unified School District)**

**Step #1: Planning**

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

## Step #2: Student Course Selection

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

Developed from:

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

### Step #3: Master Schedule Construction

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

Developed from:

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

**Step #5: Fine Tuning & Readjustment of Process**

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