



EDAD 616B
Resource Allocation
CRN #27517
Mondays, January 27th – February 24th
4:00 pm – 8:50 pm
San Marcos Elementary School, Room 203
Spring 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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Hours:	By Appointment

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
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Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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COURSE DESCRIPTION

Candidates learn basic elements of school finance and responsibilities of administrators for allocating financial and other resources in an equitable manner. Candidates will have the opportunity to discuss budgeting principles that are based on distribution of resources in support of all students' learning. *May not be taken for credit by students who have received credit for EDAD 634B. Prerequisite: EDAD 616A.*

Course Prerequisites

Consent of Program Coordinator

Goals

This course will assist the candidate to:

- Know and understand how various federal and state laws impact school and district policies as they relate to employee relations, student conduct, and student and parent rights.
- Research specific local issues and policies that are aligned with federal and state laws.
- Examine the personnel management process as a method of meeting legal standards within a diverse organization.

Course Objectives

In this course candidates will:

1. Review the history of school finance to develop an understanding of traditions that bring us to the present system of funding public school education in California: Federal government and function of the states, California school finance history, legislation, court cases, student demographics, economic trends, fiscal outlook, equalization issues, taxation, collective bargaining, and the state budgeting process.
2. Define the role and function of the business office and the chief business official.
3. Identify local, state and federal revenue sources for the school and district budget and regulations governing these and become familiar with other funding sources.
4. Demonstrate knowledge of various types of school district funds in order to make appropriate decisions on resource allocations for identified priorities.
5. Gain knowledge of school and district budget formats, reports, and accounting procedures.
6. Understand the processes needed to develop and monitor a budget and expenditure plan.
7. Demonstrate the ability to align educational programs to cost factors and program budgeting, including the cost of employees.
8. Understand budget considerations for special and categorical programs and apply these to principles of equity and equality in meeting diverse student and community needs.
9. Develop awareness of potential problem areas in budgeting, including PTO/PTA, supplies, ASB, overtime, copies, carryover, etc.
10. Understand how technology is used for building, monitoring, and implementing budgets and accounting systems.
11. Learn how to align budget planning with enrollment projections.
12. Become knowledgeable about the operation of business support services such as Transportation, Maintenance & Operations, and Child Nutrition Services.
13. Understand a budget to implement the Single Plan for Student Achievement.
14. Reflect on personal and professional practices in terms of ethical decision-making.

Required Texts

1. Townley, A., and Schmieder, J. (2008). *School finance: A California perspective, 8th edition*. Dubuque, Iowa: Kendall Hunt Publishing. ISBN: 9760757550072

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

CTEL candidates will need to upload their graded CTEL signature assignment (with a passing grade or rubric indicating passing grade for assignment) to their **CTEL electronic portfolio** upon completion of this course. CTEL Program Coordinator will then review the candidate's CTEL standards in their electronic portfolio in order to fulfill their certification requirements for the California State Department of Education. For further clarification, please contact Ana Hernandez, CTEL Program Coordinator, at ahernand@csusm.edu.

Leadership Standards

This course will provide opportunities for participants to develop their leadership knowledge, skills, and dispositions following the California Administrators Performance Expectations (CAPE) for:

Category II (Demonstration of Effective Leadership):

- Program Standard 6: Visionary Leadership: actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school
- Program Standard 7: Instructional Leadership: knowledge of the standards and the ability to monitor teaching and give feedback
- Program Standard 8: School Improvement Leadership: increases his/her capacity to communicate and lead others in continuous improvement
- Program Standard 9: Professional Learning and Growth Leadership: model and facilitate PD, including collaboration
- Program Standard 10: Organizational and Systems Leadership: understand, align, and integrate organizational structures, including resource management
- Program Standard 11: Community Leadership: communicate about the school and share with a broad range of stakeholders

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

In keeping with All-University Writing Requirement, this course will have a writing component of at least 2,500 words. This requirement will be met through the case study and action plan papers.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. blogs, email, Cougar Courses, internet research, and multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. All course assignments will be submitted and graded online, discussions will occur in class that include websites or reference checks. Each student is expected to bring their own device to class. Personal web activity during the class is discouraged.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS

Guidelines for EDAD616B Assignments and Grading Standards

The following factors will be considered in determining a final grade. Assignments are given based on expectations of “mastery” of the content and academic format for the assignments. Based on the instructor’s feedback, students may make improvements on assignments and may resubmit assignment for additional grade consideration. However, late assignments may result in loss of points and cannot be considered for “resubmission” based on instructor’s feedback.

- (1) Preparation: Read all assignments and come to class prepared to participate in a discussion. (On going, 10 points)
- (2) Quizzes: Quizzes will be based on the textbook and the CD (Ongoing, 15 points)
- (3) Student Presentations: Group presentation as an expert in the PLC model, choosing from current financial topics. (Per sign up, 10 points)
- (4) Analysis of School Budget: Write a two page analysis of two school budgets, including your site’s SPSA and either the PTO, a recent grant, the faculty social committee budget. ASB or a budget you propose. (Due 3/1, 15 points)
- (5) EXCEL: You will create a budget using Excel. This will include a decision making rubric to reduce spending, if needed. (Due 3/15, 15 points)
- (6) Written Paper: Using at least 5 respected references, write a 5-7 page double spaced paper on the current trends in federal, state, and local funding and how that has affected your school and district. Include legislative changes, collective bargaining changes, costs of materials and energy, and trends in student enrollment as examples to draw your conclusions. Attach a 2009-2010 and a 2008-09 school budget as an appendix to show how your conclusions are reflected on a spread sheet. (Due 4/12, 20 points)
- (7) District Financial Brochure: Create a public information brochure of your district’s financial picture. Include total district budget, ADA per student, categorical funding available, special grants that support programs or schools, outside fundraising by parents or an educational foundation, and average costs for teacher salaries, admin salaries, etc. You can use graphs, charts, or narrative to explain your data. Add photos of the school sites, the Superintendent’s photo, or other significant artifacts to make the brochure a complete package. (Due 5/03, 15 points)

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Students will know and understand how various federal and state laws impact school and district policies as they relate to employee relations, student conduct, and student and parent rights. Students will research specific local issues and policies that are aligned with federal and state laws. A lens is placed on the personnel management process as a method of meeting legal standards within a diverse organization.

REQUIREMENTS:

1. Demonstrate knowledge and competence in the stated objectives.
2. Complete the assigned reading; participate in class activities and discussions.
3. Bring in current documents from the site and samples of budgets.
4. Prepare a budget using EXCEL and demonstrate its use as a tool for monitoring expenditures.
5. Students will report as a group on a topic where they have expertise or curiosity relevant to school finance. Each group will make a presentation highlighting the key issues and the impact on schools.
Examples of topics:
 - Basic Revenue Limit vs. Basic Aid Funding
 - PTA funding
 - Sports/ASB, ACLU Lawsuit
 - IDEA
 - Title I funding
 - PTA funds
 - Textbook Adoptions
 - Declining enrollment
6. Complete the course writing requirement
7. Complete an informational brochure of the student’s current district financial resources.

SCHEDULE/COURSE OUTLINE

Session 1: Jan. 27

DUE: Binder of school/district legal documents. You will need these site and district documents for class discussions.

DUE Feb. 3: Reflective Cougar Course blog on legal issue

Laws protecting students:

- Liability for student injuries (Schimmel: Chapter 1, Essex: Chapter 8, student/parent handbook)
- Student freedom of expression (Schimmel: Chapter 2, Essex: p. 40-46, student/parent handbook)
- Student due process (Schimmel: Chapter 4, Essex: Chapter 5, student/parent handbook, a student suspension form, a student discipline referral form)

Session 2: Feb. 3

DUE Feb. 10: Reflective Cougar Course blog on legal issue

Emotional safety and school success presentation

- Tie to Ca Healthy Kids Survey
- Use state-wide data and local example of emotional safety at schools

Human resources legal issues:

- Recruitment, selection, and evaluation of personnel (Essex: Chapter 11, job announcement, certificated evaluation form)
- Employee harassment and discrimination issues (Essex: Chapter 9, the district employee discrimination protection form)
- Bargaining, contracts, and unions (the teacher collective bargaining agreement and contract)
- The teacher's responsibility and liability (Essex: Chapter 8)
- Family leave: Public Law 103-3

Session 3: Feb. 10

DUE: Interview paper

DUE Feb. 17: Reflective Cougar Course blog on legal issue

More human resources:

- Teacher Freedom of Expression (Schimmel: Chapter 6, Essex: Chapter 10)
- Freedom of Speech: First Amendment
- Teacher Lifestyle and Out of School Choices (Schimmel: Chapter 7)
- Employee discipline including due process, dismissal and layoff process (FRISK manual)
- Investigations and documentation process (FRISK manual)

Session 4: Feb. 24

DUE: Updated class context map

DUE Feb. 24: Reflective Cougar Course blog on legal issue

Special Education

- Students with disabilities (Schimmel: Chapter 3, Essex: Chapter 7, special education referral form)
- Student Records and the Family Educational Rights and Privacy Act (Schimmel: Chapter 9, Essex: Chapter 6)

Disenfranchised groups

- Desegregation: Brown v. the Board of Education (Essex, p.132)
- English Learners cases: Lau vs. Nichols, Prop 227
- Gender discrimination: Title IX (Essex, p.176)

Session 5: May 1

DUE: Scenario paper

Other legal issues

- Dress codes (Essex, p 48, p 67, student/parent handbook)
- ADA requirements for students and employees (student/parent handbook, teacher contract)
- Reporting abuse and neglect (Schimmel: Chapter 10, Child Protective Services forms)
- Religion in schools (Essex, Chapter 3)

Grading Scale:

A (93-100) A- (90-92) B+ (88-89) B (83-87) B- (80-82) C+ (78-79) C (73-77)C- (70-72) D (60-69) F (0-59)