

California State University, Northridge
Michael D. Eisner College of Education
Department of Educational Leadership and Policy Studies
ELPS 664: BUSINESS AND FINANCIAL ASPECTS OF EDUCATIONAL ADMINISTRATION

Instructor's information and contact information

Instructor:

Department of Educational Leadership and Policy Studies (ELPS)

Communication:

Office Hours:

MICHAEL D. EISNER COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

ELPS DEPARTMENT MISSION STATEMENT

Our mission is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships, and promote culturally responsive leadership in a diverse environment.

ELPS DISPOSITIONS

The candidate values and is committed to:

1. **Ethical and professional practice and behavior:** ideal of the common good, caring, respectful of individual and group rights, respect of roles and responsibilities, justice, honesty, integrity, fairness, courage, and good character, ethical decision-making; sensitivity to, and concern for, self and others.
2. **Collaboration:** with others, with constituency, with all members of the school community, involving stakeholders in management processes and decision-making; involving staff, families, and communities in the decision-making processes that lead to equitable schools.
3. **Effective communication:** using good verbal (oral, speaking, writing) and non-verbal communication skills, especially being a good listener.
4. **Proactive and visionary leadership:** high standards of learning; continuous school improvement; belief that all students can learn; student learning as the fundamental purpose of schooling; willing to examine one's own assumptions/beliefs/practices; commitment to the profession; creative, critical, and reflective thinking.
5. **Life-long learning:** professional development for staff and others as an integral part of school and personal improvement; high quality standards, expectations, and performance; education as key to opportunity and social mobility; commitment to pursuing knowledge and skills required of educational leaders.
6. **Responsibility and time management:** to meet obligations to self and others; accomplishing personal and professional goals.
7. **Diversity:** being sensitive to individuals, groups, cultures, and all aspects of the school and larger society; recognizing, valuing, and understanding diversity in cultures, ideas, values, lifestyles, learning styles, intelligences; providing leadership that promotes continuing dialog with diverse community groups to develop culturally responsive schools; facilitating implementation of learning opportunities that are effective in closing achievement gaps and providing quality education in diverse school communities.

California Commission on Teacher Credentialing (CCTC) – Standards Of Quality And Effectiveness: Preliminary Administrative Services Credential Program Standards

Category I: Program Design and Coordination-Standards 1-5

Program Standard 1: Program Design and Rationale

Program Standard 2: Collaboration, Communication, and Coordination

Program Standard 3: Development of Professional Leadership Perspectives

Program Standard 4: Equity, Diversity, and Access

Program Standard 5: Role of Schooling in a Democratic Society

Category II: Curriculum-Standard 6

Program Standard 6: Preparing Candidates to Master the Administrator
Performance Expectations (CAPEs)

Category III: Field Experiences in the Program

Program Standard 7: Nature of Fieldwork Experiences

Program Standard 8: Guidance, Assistance, and Feedback

Category IV: Candidate Competence and Performance-Standard 9

Program Standard 9: Assessment of Candidate Performance

CATALOG DESCRIPTION

Prerequisite: This course is restricted to candidates who have been admitted to the Master of Arts in Educational Administration and/or the CA Preliminary Administrative Services Credential program. Problems and principles of educational finance, with emphasis upon the California situation. Formulation and financing of the school budget. Legal provisions concerning school finance and business management. Basis and computation of state and local school support. Standard school business practices. General aspects of the planning, financing, and construction of school buildings. Business management problems of individual schools. (3 Units)

California Administrator Performance Expectations (CAPEs) Are Organized Under The California Professional Standards For Education Leaders (CPSELs)

The administrative services curriculum has been carefully aligned to cover the complete set of California Administrator Performance Expectations (CAPEs). These performance expectations include a set of six skill categories (CPSELs) that describe the performance expectations for candidate's ready to begin service as a California educational administrator.

CPSEL Standard 1: Development and Implementation of a Shared Vision

CPSEL Standard 2: Instructional Leadership

CPSEL Standard 3: Management and Learning Environment

CPSEL Standard 4: Family and Community Engagement

CPSEL Standard 5: Ethics and Integrity

CPSEL Standard 6: External Context and Policy

COURSE OUTCOMES ELPS 664

CAPE Standard 1: Development and Implementation of a Shared Vision.

- Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

1A Developing a Student-Centered Vision of Teaching and Learning

New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students

CAPE Standard 3: Management and Learning Environment.

- Education leaders manage the organization to cultivate a safe and productive learning and working environment.

3A Operations and Resource Management

New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being.

3B Managing Organizational Systems and Human Resources

New administrators know the importance of established structures, policies, and practices that lead to all students graduating ready for college and careers.

3C School Climate

New administrators understand the leader's role in establishing a positive productive school climate, supportive of staff, students, and families.

3D Managing the School Budget and Personnel

New administrators know how effective management of staff and of the school's budget supports student and site needs.

CPSEL Standard 5: Ethics and Integrity.

- Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

5A Reflective Practice

New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.

5B Ethical Decision-Making

New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

5C Ethical Action

New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.

CAPE Standard 6: External Context and Policy.

- Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

6A Understanding and Communicating Policy

New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger community.

6B Representing and Promoting the School

New administrators understand that they are a spokesperson for the school's accomplishment and needs.

CALIFORNIA ADMINISTRATIVE PERFORMANCE ASSESSMENT (CalAPA)

Effective 2019-2020, candidates enrolling in the MA/Preliminary Administrative Services Credential program must successfully pass the CalAPA to obtain a Certificate of Eligibility. The CalAPA consists of three parts, which are listed below.

Leadership Cycle 1 – Analyzing Data to Inform School Improvement and Promote Equity

Leadership cycle 2 – Facilitating Communities of Practice

Leadership Cycle 3 – Supporting Teacher Growth

PLACE OF COURSE IN CURRICULUM

This course is a requirement for the Master's degree in Educational Administration and the Preliminary Administrative Services Credential.

COURSE CONTENT

Students will accomplish the following:

- Review the history of public school finance to develop an understanding of traditions which bring us to the present system of funding public school education: Federal involvement and function of states; CA school finance history, legislation, court cases, student demographics, economic trends, fiscal outlook, equalization issues, taxation, state budgeting process.
- Define the role and function of the business office and the chief business official.
- Identify local, state, and federal revenue resources for the school/district budget and regulations governing these sources.
- Understand the Local Control Funding Formula.
- Demonstrate knowledge of various types of school district funds in order to make appropriate decisions on resource allocations for identified priorities.
- Become knowledgeable about budget expenditures, classifications, object codes to understand how to delegate resources to enhance student achievement.
- Gain knowledge of school/ district format, required reports, financial reporting forms and accounting procedures.
- Understand district audit requirements and how to ensure that all practices are professional, legal, and ethical.
- Become aware of requirements in managing student body funds.
- Gain familiarity with facilities planning, including enrollment projections, bonds,

and other sources of capital outlay funding.

- Become knowledgeable about the operation of business support services such as transportation, maintenance and operations, and the school food services program.
- Apply standards of equity and equality to achieve an inclusive community, which meets the needs of a diverse population of students.
- Reflect on personal and professional practices in terms of ethical decision-making.
- Develop competence in obtaining and giving feedback, which results in improved practices.

TEXTBOOK (Required):

Schmieder, J & Townley, A. (2018) *School Finance: A California Perspective, 11th Edition*, Dubuque, Iowa: Kendall/Hunt Publishing

RECOMMENDED HANDBOOKS, MANUALS, AND JOURNALS

American Psychological Association. (2010). *Publication manual of the American psychological association*. (6th Ed.). American Psychological Association.

PRESENTATION OF WRITTEN MATERIALS

The ELPS Department has adopted the American Psychological Association (APA) style of citations, references, and editorial style for use by our students to create uniformity in the written materials submitted over the course of the program. Information about the “APA Style” can be obtained through the Oviatt Library at the following website:

<http://library.csun.edu/Guides/ResearchStrategies/CitationStyleGuides>

Another excellent website for APA guidance is:

<http://owl.english.purdue.edu/owl/resource/560/01/>

ELPS Department Writing Standards and ELPS Department Writing Rubric at:

<http://www.csun.edu/eisner-education/educational-leadership-policy-studies/writing-standards>

<http://www.csun.edu/sites/default/files/ELPS-Student-Writing-Rubric.pdf>

The ELPS Department also encourages students to contact the CSUN Writing Center and Lab (818-677-2033), located in the Learning Resources Center in Bayramian Hall 408, for help with academic writing, research papers, and/or note taking techniques.

STUDENT TECHNOLOGY REQUIREMENTS

Hardware:

- Computer Laptop or Desktop (MAC or PC)
- Web Cam and Headset

- Access to the Internet: Wi-Fi or Hotspot

Software:

- Microsoft Office (can be downloaded for free from myCSUNsoftware)
- <https://www.csun.edu/it/mycsunsoftware-0>

STUDENT TECHNOLOGY RESOURCES

CSUN Device Loaner Program:

- <https://www.csun.edu/it/device-loaner-program>

CSUN Information Technology & Student Technology Resources

- <https://www.csun.edu/it/students>

DISABILITIES

If you know you have a disability that could affect your performance in this class, please contact CSUN Students with Disabilities Resources (818-677-2684, Student Services Building 110) for free, confidential help and information. You are welcome to share this information with the professor if you wish to do so.

ACADEMIC HONESTY POLICY

Cheating and/or plagiarism (submitting another person's material as one's own or doing work for another person that will receive academic credit) are impermissible and are grounds for failing the course. The California Code of Regulations in section 41301, Title 5, lists these as offenses for which a student may be expelled, suspended or given a less severe disciplinary sanction. (See university catalog).

ELPS DEPARTMENT ARTIFICIAL INTELLIGENCE (AI) POLICY:

As part of our commitment to fostering a dynamic learning environment the Department of Educational Leadership and Policy Studies acknowledges the potential benefits and drawbacks of incorporating generative AI tools such as ChatGPT with course assignments. For the purpose of course assignments you can take advantage of generative AI to help brainstorm and fine tune your ideas; draft an outline to clarify your thoughts; or check grammar, rigor, or style. You cannot use AI to generate any written material for course assignments. All course assignments must adhere to CSUN's academic dishonesty policy.

CELL PHONE USAGE

Cell phones are to be turned off during instructional time. If you have an emergency and need to be contacted during class, please let me know at the beginning of class.

ASYNCHRONOUS LEARNING

Please adhere to the following etiquette while on Zoom to allow for optimum participation and the best learning environment for all students: Set up in a quiet space with no interruptions, cameras on, and no driving while zooming.

E-MAIL

CSUN sends all official communications by e-mail including registration information. Check your CSUN e-mail as soon as you have activated your university account. Using any Web

browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or other preferred address, go to www.csun.edu/account, log in and select Mail forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester.

COURSE REQUIREMENTS AND GRADING POLICY

This course is an interactive seminar in which each student has a responsibility to learn and contribute in a thoughtful and respectful manner.

They will be judged on depth of content information, thoroughness, detailed analysis, effort/quality, organization and implementation of all goals of the assignment. Assignments are due on the date specified unless otherwise noted.

Evaluation will be based on a point scale from 1-100:

A	93-100	Exemplary and consistent evidence of meeting or exceeding standards
A-	90-92	Strong and consistent evidence of meeting or exceeding standards
B+	87-89	Skillful and consistent evidence of meeting standards
B	83-86	Satisfactory and usually consistent evidence of meeting standards
B-	80-82	Some, inconsistent evidence presented
C+	77-79	
C	73-76	Little or no evidence presented
C-	70-72	

COURSE ASSIGNMENTS

Each assignment listed below is given with certain goals in mind. The most important of these goals is for you to become a master at communication. These assignments are opportunities for you to put your class discussions, your educational experiences and knowledge into practice.

1.	Attendance, Active Class Participation	22 Points
2.	Class Google Slides	30 Points
3.	Group Project Presentation	25 Points
4.	Final	23 Points

Total: 100 Points

ATTENDANCE, ACTIVE CLASS PARTICIPATION (22 POINTS)

Participation in class discussions: Students are expected to contribute to the body of knowledge through the sharing of ideas, opinions, and experiences. Maintain consistent attendance and punctuality: Attendance and punctuality are a reflection of the student's commitment to the course and serve to maintain continuity in the course curriculum. This is an interactive seminar and, as such, depends upon dialogue and examples brought to class by students. Participation grade **will reflect student engagement in class discussions and group work**. Students are expected to complete outside assignments by assigned due dates, see Course Schedule for due

dates. **All discussions will remain confidential and stay within the confines of the classroom. Come to class prepared to share, discuss and analyze Assigned Readings and assigned textbook chapters.** Please bring the required textbook to class, and either make copies of the articles or bring your laptop. All articles will be posted on Canvas. Keep a notebook/file of all work handed out and shared in class to use as a study tool for when you take the comprehensive exams.

- Administrative Case Studies/Scenarios: Requires you to read the scenario and take decisive steps to either resolve or manage the problem. You will work in teams and together address the scenario as an administrator. Zuelke and Willerman (1992) developed the following four steps to provide feedback for educational administrative case studies:
 1. *Identify the problem: What question(s) need to be asked?*
 2. *State a short-ranged solution to the problem.*
 3. *State a long-range solution to the problem.*
 4. *What theories, values, laws, etc. helped you to arrive at the solution?*
- Assigned Readings: You will use several different protocols when completing assigned readings. Each of these protocols allows you to deepen your understanding and to react to the assigned article. We will use these different discussion protocols to not only ensure balanced participation, but to actively listen, focus thinking and come to a shared meaning.
- MIP Reading-Note-taking Protocol: *Mark* (underline/highlight key ideas, terms or arguments; *Inquire* (consider how content applies to your own leadership experiences); and *Process* (summarize/connect/plan- takeaways and ideas, and how you might apply the information at your school.

IN-CLASS GOOGLE SLIDES (30 POINTS)

In groups, you will create and present a PowerPoint to answer end of chapter discussion questions using the information you learned from the chapter and any other outside sources.

GROUP PROJECT (25 POINTS)

In groups, you will prepare an informative and interactive 30-minute presentation to your colleagues on one of the topics of school finance below. Be sure to also discuss the legal and budgeting aspect of creating a school budget to support the vision and school goals. Additionally, address the leadership skills that are needed to share, implement, monitor, and evaluate the budget development and implementation process.

Select one of the topics below:

Group Project 1 – Education Funding Sources and Allocation

Analyze how federal, state, and local revenue sources impact equitable school funding and propose strategies for site-level budget planning that promote student achievement.

(Practiced: 3A, 3B, 3D)

Group Project 2 – Budgeting Processes in Schools

Examine the structure and timeline of the school budgeting process, and simulate stakeholder collaboration to develop a fiscally sound, equity-focused site budget.

(Practiced: 3A, 3B, 3D)

Group Project 3 – School Site Finance and Resource Allocation

Evaluate site-based budgeting sample and demonstrate how school leaders can ethically allocate resources to meet diverse student needs and align with instructional priorities.

(Practiced: 3A, 3B, 3D)

Group Project 4 – Personnel and Salary Costs

Investigate the relationship between personnel expenditures and student outcomes, and recommend human resource allocations that support educational equity, school safety, and legal compliance.

(Practiced: 3A, 3B, 3C, 3D)

Group Project 5 – Facilities and Maintenance Funding

Explore capital planning and maintenance funding issues, and propose facilities-related solutions that support safe and equitable learning spaces.

(Practiced: 3A, 3B, 3C, 3D)

Group Project 6 – Legal and Ethical Issues in School Finance

Identify key legal and ethical considerations in school budgeting decision-making and identify equitable and compliant leadership practices in school finance.

(Practiced: 3A, 3B, 3D)

FINAL EXAM (23 POINTS)

(Assessed: 1A, 3A, 3B, 3C, 3D, 5A, 5B, 5C, 6A)

The Final Exam will be due in Canvas by Monday, July 10 at 11:59 p.m. You will address the following prompts based on the scenario provided in a 7-8, double-spaced written narrative.

This is your first year as the principal leader of Wonderful Leadership Academy. It is January and budget allocations will be issued from the district soon. You are responsible for developing next year's 2024-2025 school budget.

Prompts:

- **Strategic Preparation and Alignment:**
 - What steps would you have taken starting in the fall to ensure alignment between your school's vision, goals, and the SPSA before budget development?
- **Collaborative Leadership:**
 - Who are the key internal and external stakeholders you would involve in the budgeting process and what roles would they play in co-constructing fiscal priorities?

- **Resource Allocation Justification:**
 - Analyze the provided school data. Prioritize the following expenditures—PSA Counselor, Teacher X Time, Supplemental Materials, and Campus Assistnat—and justify your rationale with reference to data and needs.
- **Monitoring Systems:**
 - Describe your plan for monitoring expenditures and unencumbered funds, personnel responsibilities, and accountability checkpoints.
- **Ethical and Legal Leadership:**
 - What legal and ethical guidelines will inform your budgeting decisions? How will you ensure equity and transparency in your process? Why is reflective practice and important practice for school leadership in the budget development process?
- **Stakeholder Communication:**
 - Why is it inappropriate to begin SSC budget planning with a blank document? How would you prepare a draft budget, and how would you communicate it to diverse stakeholder groups?

Course Schedule

(Subject to change)

Class Session/CAPES	Class Topics	Homework Assignments
<u>Session #1</u> <u>Introduced:</u> 1A 3A, 3B, 3C, 3D 5A, 5B, 5C 6A	<i>Business & Financial Aspects of Educational Administration</i> <ul style="list-style-type: none"> • Introduction to Textbook • Course /syllabus overview • Introduce MIP Protocol • Introduce and discuss CAPE <ul style="list-style-type: none"> Standards covered for course Introduce and discuss Group Project guidelines & requirements <ul style="list-style-type: none"> ○ Group Sign-Ups 	<i>Homework For Session #2</i> <ul style="list-style-type: none"> • Read Chapter 1 • Read Article using MIP Protocol and reflect upon implications for school leaders: <i>Improving Budget Fairness (Without the Pushback)</i>

<p><u>Session #2</u></p> <p><u>Practiced:</u> 1A 3A, 3D 5A, 5B, 5C 6A</p>	<p><i>Chapter 1: Financing Education in an Atmosphere of Change</i></p> <ul style="list-style-type: none"> • Discuss Chapter 1: • School budgeting to support school goals/vision and student outcomes • School budgeting influenced by structures, policies and practices • School leaders responsible for short- and long-term budget management strategies supporting student and school needs <p>Presentation: Group Google Slides for Chapter 1</p> <p>Review Final Exam Guidelines</p>	<p><i>Homework For Session #3</i></p> <ul style="list-style-type: none"> • Read Chapter 3
<p><u>Session #3</u></p> <p><u>Practiced:</u> 3B 5A, 5B, 5C 6A</p>	<p><i>Chapter 3: California Education: Challenges and Opportunities</i></p> <ul style="list-style-type: none"> • Discuss Chapter 3: • Key fiscal/organizational challenges for districts • Opportunities for innovation and efficiency <p>Presentation: Group Google Slides for Chapter 3</p>	<p><i>Homework For Session #4</i></p> <ul style="list-style-type: none"> • Read Chapter 2 • Listen to podcast using MIPs Protocol and reflect upon implications for school leaders (<i>Predictions for CA Education 2023 Policy and Finance</i>)
<p><u>Session #4</u></p> <p><u>Practiced:</u> 3A, 3D 6A</p>	<p><i>Chapter 2: History of California School Finance</i></p> <ul style="list-style-type: none"> • Discuss Chapter 2: • California school finance system and key court decisions-policy implications • Discuss <i>Prediction for CA</i> podcast and MIP Protocol responses <p>Presentation: Group Google Slides for Chapter 2</p>	<p><i>Homework for Session #5</i></p> <ul style="list-style-type: none"> • Read Chapter 5

<p><u>Session #5</u></p> <p><u>Practiced:</u> 1A 3A, 3C, 3D 5A, 5B, 5C</p>	<p><i>Chapter 5: Managing the Budget</i></p> <ul style="list-style-type: none"> • Presentation: Finance 101-Annual budget development process: <ul style="list-style-type: none"> ○ School vision/goals/school and student safety ○ Projections ○ Steps for stakeholder engagement ○ Monitoring • Discuss <i>School Budgets: The Most Powerful Instrument</i> article and KPP Protocol responses <p>Presentation: Group Google Slides for Chapter 5</p> <p>Review Final Exam guidelines: Canvas submission</p>	<p><i>Homework for Session #6</i></p> <ul style="list-style-type: none"> • Read Chapter 6 and 7 • Use the KPP Protocol when reading <i>School Budgets: The Most Powerful Instrument for Building Trust in School Leadership</i> • Read LCAP/LCFF Resource <ul style="list-style-type: none"> ○ Identify questions for class discussion
<p><u>Session #6</u></p> <p><u>Practiced:</u> 1A 3A, 3D 5A, 5B 6A</p>	<p><i>Chapter 6: School District Revenue</i> <i>Chapter 7: Program Budgeting and Expenditures Accounting</i></p> <ul style="list-style-type: none"> • Discuss Chapter 6 & 7: • How districts receive revenue from different sources • History & purpose of LCFF/LCAP • Prioritizing budget expenditures focused on vision-goals <p><i>Group Projects</i></p> <ul style="list-style-type: none"> • Presentations for Group Projects 1 & 2 • Peer Feedback 	<p><i>Homework for Session #7</i></p> <ul style="list-style-type: none"> • Read Chapter 9 • Bring sample budget document from your school or department.

<p><u>Session #7</u></p> <p><u>Practiced:</u> 1A 3A, 3D 5A, 5B, 5C 6A</p>	<p><i>Chapter 9: School Site Budgeting</i></p> <ul style="list-style-type: none"> • Discuss Chapter 9: • Identify budget planning process to include site-based management and decision-making • Explain ethical practices school leaders should consider during budget development/planning <p><i>Group Projects</i></p> <ul style="list-style-type: none"> • Presentations for Group Projects 3 & 4 • Peer Feedback 	<p><i>Homework for Session #8</i></p> <ul style="list-style-type: none"> • Read Chapter 11
<p><u>Session #8</u></p> <p><u>Practiced:</u> 3A, 3D 5B 6A</p>	<p><i>Chapter 11: Student Body Organizations</i></p> <ul style="list-style-type: none"> • Discuss Chapter 11 • Identify financial practices and legal compliance for managing student body funds • Identify possible ethical and policy related issues school leaders consider <p>Presentation: Group Google Slides for Chapter 11</p>	<p><i>Homework for Session #9</i></p> <ul style="list-style-type: none"> • Read Chapter 14 • Read School Food Service Program resources and identify questions for class discussion

<p><u>Session #9</u></p> <p><u>Practiced:</u> 3A, 3D 5A 6A</p>	<p><i>Chapter 14: School Food Service Program</i></p> <ul style="list-style-type: none"> • Discuss Chapter 14 • Federal and state funding sources • Budgeting for labor, food costs, and equipment • Federal guidelines, food safety regulations, and reporting/auditing requirements • Program oversight <p><i>Group Projects</i></p> <ul style="list-style-type: none"> • Presentations for Group Projects 5 & 6 • Peer Feedback 	<p><i>Homework for Session #10</i></p> <ul style="list-style-type: none"> • Read Chapters 12 & 13 • Use the KPP Protocol when reading <i>Three Future Trends for the School Bus Industry</i>
<p><u>Session #10</u></p> <p><u>Practiced:</u> 3A, 3D 5A 6A</p>	<p><i>Chapter 12: Transportation</i> <i>Chapter 13: Maintenance and Operations</i></p> <ul style="list-style-type: none"> • Discuss Chapters 12 & 13 • State and local funding and cost structures for transportation • Legal and safety requirements • Budget development for M & O • Legal and safety considerations • Equity in facilities • Discuss KPP Protocol responses <p>Presentation: Group Google Slides for Chapter 12 & 13</p>	<p><i>Homework for Session #11</i></p> <ul style="list-style-type: none"> • Read Chapter 17
<p><u>Session #11</u></p> <p><u>Practiced:</u> 5A, 5B, 5C 6A</p> <p><u>Assessed:</u> 1A 3A 5A, 5B 6A</p>	<p><i>Chapter 17: A California Challenge</i></p> <ul style="list-style-type: none"> • Discuss persistent issues in California school finance: Proposition 13 and special education funding <p>Final Exam Due: Canvas submission by 11:59 PM</p>	<p>Final Exam due in Canvas by 11:59 p.m.</p>

ELPS 664-Syllabus and Course Schedule-Linking List

Pages on which CAPE Standards are **Introduced** in yellow, **Practiced** in teal, and **Assessed** in green

CAPE 3A: Operations and Resource Management

Pages: **I: 11** **P:10** **A: 10**

CAPE 3D: Managing the School Budget and Personnel

Pages: **I: 11** **P: 10** **A: 10**