As described in the Memorandum of Understanding ("MOU") that accompanies the Zone’s approval resolution:

“The BOE [Board of Education] intends that the District use the collaboratively developed School Based Budgeting + funding (‘SBB+’) model for funding the IZone Schools for School Year 2016-17. The BOE expects the District and LLN to continue refining in good faith the optional and required services list related to SBB+ and to review the overall funding model annually, in alignment with the District’s budgetary timeline”

The MOU further instructs, “The BOE intends for the Zone and MOU to serve as a program limited to the schools approved to be in the Zone, and that the program will lead to innovations in governance, management, finance and school support that can later be applied to additional non-Zone schools, if successful in improving school performance and student outcomes.”

In both the staff recommendation and the memo supporting the Board of Education’s approval of the Zone, District staff asserts the use of SBB+ “in a limited program with Zone schools minimizes risks of long term, measurable reductions in programs or funding for other District schools.” This sentiment also is echoed in the MOU.1

SBB+ offers additional possible financial and program flexibilities to the Zone schools in the following areas:2

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1 “The District shall provide to the IZone Schools their pro-rata share of funds associated with District services to which they have opted-out, if such pro-rata share can reasonably be calculated and implemented, and if the withdrawal of such funds will not result in a long term measurable increase in cost to the District nor a long term measurable reduction in the funding available to other schools within the District.”
2 The “per student cost” amounts listed are estimated and rounded and also are subject to change, based on adjustments to the budget by the District or the Board of Education.
<table>
<thead>
<tr>
<th><strong>Budget Resource Code</strong></th>
<th><strong>K-12 (K=1) Per Student Cost of Identified Flexible Services</strong></th>
<th><strong>What Flexible Services Are Provided/Lost Based on the Opt-In or Opt-Out Decision</strong></th>
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<tr>
<td>Elementary Education</td>
<td>59</td>
<td>1. Schools will no longer receive services from an instructional support team (including school improvement plan building &amp; macro data analysis comparing network schools)</td>
<td></td>
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</tbody>
</table>
2. Professional Development  
   a. Curriculum Aligned: Expeditionary Learning, Bridges  
   b. GRP and iGRP courses  
   c. LLI/Ile intervention  
   District-wide  
   d. Academic Specialist  
   e. Academic Partners  
3. Intervention Supports  
   a. Small group intervention programs  
   b. Math Fellows  
   c. Literacy Fellows  
4. External Partner support  
   a. Reading Partners  
   b. Relay  
   c. Expeditionary Learning coaching |                                                  |
| Communications Office    | 0                                                             | 1. Web site design/re-design support  
2. Coordination and review of logos, banners, swag, flyers and mailers  
3. Development of school branding for marketing purposes  
4. Coordination and review of photography used in school marketing | 1. Must meet all district requirements around use of logos, logo sizes, general web site design and layout, etc. |
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| Office of Parent Engagement | 30 | 1. Parent/Teacher Home visits  
2. Community Engagement Specialist  
3. Parent Leadership Training  
4. Training and Development for ELA-PAC  
5. Title I Parent Engagement support | 1. ELA-PAC training and support to develop Title I Parent Engagement Compacts (based on student demographics)  
2. Schools must opt out of Board policy KFA-Managing the restriction letters and the appeal process |
| Library Services | 12 | 1. Support for all library services related training and coaching including: new staff training on library systems, parent volunteer training, weeding and reorganization of libraries  
2. Access to the central classroom library (book baskets)  
3. Boost funding (additional book funding to schools)  
4. Annual Library Expo  
5. Reading Is Fundamental fundraising, book ordering and event support  
6. Curriculum distribution services that are provided by Library Services. | 1. Schools must also provide dedicated funding and staff for their libraries with either a 1.0 teacher or 1.0 para.  
2. Meet the 1998 mill levy requirements for classroom and school libraries.  
3. Schools would need to either receive curriculum at their school or fund cost of any central distribution services. |
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| **Arts & Physical Education** | 16                                                     | 1. Supplemental materials for schools, including the costume room  
2. Funding for trips/performance/competitions for students  
3. Equipment purchases/repairs for schools  
4. Professional development for Arts, Music & PE teachers  
5. Extra duty pay for teachers to lead the applicable activities in Arts & Music  
6. Summer Institute for PE teachers | 1. Schools will be required to continue to provide at least the same level of Arts, PE and Music content as what is currently offered in the school  
2. Schools will be required to pay Extra Duty pay per applicable agreement for Arts & Music teachers  
3. Schools will be responsible for all professional development required for Arts, Music and PE teachers to meet all licensing requirements |
| **Teacher and Principal Preparation** | 3                                                      | 1. Teach for America contract | 1. Schools will be responsible for paying the fee for any TFA corps members hired by the school |
| **Culture and Equity Leadership Team (CELT)** | 19                                                    | 1. Creating Connections  
2. DPS Management  
3. DPS Skills  
4. DPS Aspire  
5. DPS Leadership  
6. DPS Teams  
7. School Culture Academy  
8. DPS Equity | |
| **HR School Support** | 18                                                     | 1. School HR Partners  
2. Advice, guidance and support on: staffing, employee relations, changes to staff (i.e. terminations, compensation changes, leaves, performance plans, etc.) | 1. Schools would need to follow all BOE and District policies for Personnel |
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| Professional Learning Center | 42 | 1. June and July summer PD for school leaders (School Leadership Week)  
2. New Leader Academy for new school leaders  
3. Professional Learning Partners  
4. Access to online professional learning resources  
5. Development of annual PD calendar to meet certification and training requirements  
6. Analysis on the quality and impact of PD  
7. Training on Cognitive Coaching and Adaptive Schools | 1. Must submit annual PD calendar and provide PD opportunities to ensure that school leaders and teachers receive the required PD hours to maintain certifications (as defined by CDE guidelines) |
| Imaginarium | 55 | Funds to support the design and testing of new/innovative school models aligned with the district’s framework for personalized learning, including:  
1. Personalized Learning and Innovation  
2. Ecosystem  
3. Pilot to Scale  
4. Design | |
| Portfolio Management | 1 | 1. Schools will not receive support outside of the authorizing process when issues are encountered with internal departments. | |
| Personalized Learning Operations | 14 | Access to systems and support across:  
1. Competency-Based Learning  
2. Personalized Professional Learning  
3. Digital Educators Personalized Learning Academy (DEPLA) | Detailed plan(s) for:  
1. Personalized learning  
2. Personalized professional learning  
3. Competency based learning |
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<td>Educational Technology</td>
<td>1</td>
<td>1. Access to Brainpop - schools would have to purchase licenses separately if they want access</td>
<td></td>
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<tr>
<td>Financial Planning &amp; Support</td>
<td>10</td>
<td>1. Schools will not receive any budget management support (i.e. monthly budget meetings on remaining balances; support during budget development; trainings)</td>
<td>1. Create own internal procedures &amp; systems for budget review and management, including forecasting ending balances. This information must be provided to Finance quarterly</td>
</tr>
<tr>
<td>Textbook Acquisition</td>
<td>Part of standard flexibilities</td>
<td>1. Schools will not receive textbooks for the curriculum in which they opt out</td>
<td>1. School must purchase and provide own curriculum meeting Board policies and state/federal requirements</td>
</tr>
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Per the current agreement with the schools seeking to form the Zone, schools must make their budget decisions by the end of the 2015-2016 school year.

The estimated amount that could become available to the four schools seeking to form the Zone schools, should the schools opt out of all services, is about $350 per student. As noted in the chart above, schools will be required to provide replacement services in some areas, should schools choose to opt out of District services.