Black Parallel School Board

Black Parallel School Board
AGENDA
February 1, 2020

4625 44th Street, Rm 5, Sacramento, CA 95820			
Time	**Description**	**Action**	**Facilitator**
10:00 – 10:02 AM	Open Meeting	I	Pinkston
10:02 – 10:05	Presentation on Board Process and Swearing in	I/C	Pinkston
10:05 – 10:10	Introductions	I	All
10:10 – 10:15	Minutes	I/D/C	Pinkston
10:15– 10:40	SCUSD Updates • Board – Pinkston • SRO - Pinkston • LCAP Parent Advisory Committee – Breazell	I/D/C	Pinkston/Breazell
10:40-11:00	SCUSD Budget process and Analysis		
11:00- 11:20	Updates on BPSB Work • Lawsuit – Pinkston • Community Outreach update – Breazell • Zero Tolerance Youth Leadership - Breazell • Community Priority Coalition – Pinkston • Scholarship Training	I/D	
11:20 -11:59	Community Input	I	All
12:00 noon	Adjournment		All

Action: D= Discussion, I= Information, C= Consensus

All BPSB meetings are recorded

Thank You for Your Participation

www.Blackparallelschoolboard.com and Facebook

Minutes of Black Parallel School Board Monthly Meeting - 01/04/20

Date and time: 01/04/20 10:00 am to: 01/04/20 12:00 pm

Present: Bakari Chavanu, LaShanya Breazell, Marian Bryson, Faye Wilson Kennedy, Lailah Muwwakkil, Carl Pinkston, Darryl White, Toni Tinker

Discussion

1. Welcome

Visit and subscribe to the BPSB Website newsletter: http://blackparallelschoolboard.com

Follow and like @SacBPSB on Facebook.

2. Introductions

Note: if your name is spelled incorrectly, send a note the minute taker to correct it.

Jim Peterson, Renata Peterson, Maria Herndon, Aeisha Jones, Sonja (?), LaRayvan(?), Kesi Hatten, Sparkle Scott.

3. Minutes

MOTION: Faye motioned to approve the minutes. Motion seconded by Lailah. Motion approved.

4. SCUSD Updates

4-1. Board— Pinkston

Dec. 19 Board Meeting: https://www.scusd.edu/board-education-meeting/board-education-annual-organizational-meeting

Approved the Structured Negotiated Agreement

Approved Kids First Initiative: The Sacramento City Unified School District Board of Education supports efforts to improve outcomes for youth in the community, and the Sacramento Kids First Initiative is a Measure that will appear on the March 2020 ballot that will require the City of Sacramento to dedicate 2.5% of its annual unrestricted revenue to create a fund that will provide additional services for children and youth.

Approved the School Board Officers. (Jessie Ryan president, Michael Minnick vice-president, Christina Pritchard vice president)

Approved abolishing Board sub-committees. There's a problem with this. It means no dialogue with the board and staff beyond board meetings. All you can do is present your concerns via Public Comment at the board meetings.

Community Advisory Committee gave a report about their upcoming meeting. Gave a report of the dashboard indicators in terms of college testing and career prep. No discussion of what you do with the kids who are significantly deficient in credits. If these problems are not fixed in the early grade schools, it makes much harder to catch them up on credits by their high school junior and senior years.

Some kids do online courses to gain credits. But we don't know the quality of the online courses. American Legion and Burbank have Accelerated Education courses. Junior Colleges are doing away with remedial classes, but they do have support classes.

In February BPSB meeting, Carl will cover more about the district budget.

Carl will draft a letter about concerns about the School Board removing the sub-committees. It really disenfranchises parents and committees.

Task Carl will draft a letter about concerns about the School Board removing the sub-committees. It really disenfranchises parents and committees when there are sub-committees.

Task In February BPSB meeting, Carl will cover more about the district budget.

4-2. SRO — Pinkston

The district is issuing a survey and collecting data about SRO engagement. We're concerned that they will ultimately bring back all 11 SROs or more.

If we don't have support services on campuses, then parents will raise issues about safety. We need to push for wrap-around services in place of SROs, such as what is happening at Luther Burbank.

They issued a survey about school safety, though the survey doesn't include any questions about alternatives to SROs.

The district doesn't want to deal with the systemic racism and classism that exist in the district. The District is largely the reason for traditional disciplinary practices and SROs. We need to actively invite people from the district.

4-3. LCAP Parent Advisory Committee — Breazell

Not present.

4-4. African American Task Force — White

We have meeting on Wednesday, the January 8th. Working on a making a smooth transition from a ad-hoc group to a full-time group. We're also posting an African American Task Force page on the BPSB website.

5. Testing Grading and Assessment

The district had a coming out party about the 1% gains that were made, but we have problems with that.

Smarter Balance Assessment Testing, is a computer adapted testing. Our kids need time to learn computer testing. They don't always have access to computers at home. The whole issue is Common Core, in which students are asked to explain how they come up with an answer.

Too many IEP kids are pushed back in mainstream classes where they all might not be ready for that level of work.

There are language issues that are problems for many students. The teaching skills at school don't mirror what kids learn at home.

Lisa Delpit work ("Other People's Children: Cultural Conflict in the Classroom") explains the differences between languages of Black and White households.

There's not enough reading on the part of kids, especially for our kids. Poor kids don't always have access to a support network.

We need more discussion about zero-grading (A big red zero in the grade book typically means only one thing: a student has failed to turn in an assignment. Giving zeros for classwork that wasn't turned in on time is the typical response of most teachers to a student who has failed to complete the necessary work.)

Issues with SBAC testing: the students know that the test doesn't go toward their grade. It came out of the standardized testing movement used to evaluate schools and teachers, not students.

Decision By March let's identify the plan we want to focus in on, such the K-3 focus, language and math skills.

6. Updates on BPSB Work

6-1. Lawsuit — White/Pinkston

December 20, the Board agreed to a Structured Negotiated Agreement. It's an interim settlement agreement which gives the district 7 months to address demands of the settlement, including halting suspensions for willful defiance and informal suspensions.

All the administrators will receive directives within 45 days. The district is to bring in experts to address the issues of the settlement. After the 7 months there will be additional recommendations going forward. We're trying to force them to look at alternatives to suspensions.

The experts will be contacting parents with students with disabilities. There will be parent and student confidentiality. They need to develop a way to access progress and monitor the system they put in place.

Excerpt from the media press release about the lawsuit:

During the stay, and by early February, the District has offered and agreed to implement several measures intended to benefit students with disabilities, including Black students with disabilities. These measures include:

• Halting all District suspensions based on "willful defiance" not only for students in kindergarten through third grade, but up and through eighth grade;

• Offering students a special education assessment plan within 15 days of a request for such assessment; and

• Directing school administrators and staff not to ask or require students to leave school as an informal response to concerns with student behavior.

6-2. Community Outreach Update — Bryson/Dewitt

We have some new parents and touching base with them. Also working on outreach for Parent Involvement Day. Suspensions and fights down, but there's still issue of bullying.

Involved with holiday food distributions.

Marian work with Always Knocking to distribute food and gifts to needy families. Helped with 5000 Turkey Dinners for the needy. Did Christmas shopping at Walmart for needy kids, etc.

Marian got shoes for a child who really needed a new pair. At a Community Popup (funded by the Mayor) cops came and started questioning kids about criminal issues. Many of the kids start leaving. It was very inappropriate.

Rory Kaufman is asking for Zero Tolerance youth to ride in parade car for MLK 365 march.

Assemblywoman Shirely Weber introduced two new bills dealing with LCFF funds. The bill will prohibit LCFF funds carried over from the previous years to be used for other things besides what it was intended to be used for.

6-3. Zero Tolerance Youth Leadership — Breazell

6-4. Community Priority Coalition — Pinkston

The CPC deals with LCAP and developing an alternative budget for the district. Next meeting is January 15th.

Restorative Practices meeting will be held January 29th at 4pm

6-5. Status on Black Students — Pinkston

State of Black Student's Education Executive Summary, first draft (See handout)

6-6. BPSB 2019 Accomplishments

See handout.

Include Partner with Burbank is not listed.

7. Community Input

Money collected: Check $83.34, $58 donations: Total $141.34

Lailah: The Black United Fund donated $400, and $50 from Wells Fargo.

Renata: Re, concerning after-school programs, Visions Unlimited held an after-school program back when my mother was a teacher at Luther Burbank H.S. It was a model program that helped students be successful in school. It's important to keep encouraging people to attend BPSB. I'm still working with Bret Heart Elementary, with a girl's group. We're going also start a boys group.

Jim: Prof Devon Stuart, last summer and his group took a cohort of students and work with scientists in different industries. They year they're involving 7 African American and 3 Latino students from Luther Burbank. It's a Bridge STEM program. They hook them up with mentors at SCC so that they can meet the challenges of the STEM classes when they attend there.

Maria: my grandkids are involved with basketball this year, and I might miss some meetings. Also, is Common Core here to stay? Darryl has a book about Common Core that he will give the title to Maria and Jim.

Aiesha: good to be back, and I'm recovering from knee replacement.

Sparkle: First meeting and thank you for stepping for the kids. My child is attending a primarily Asian school (William Land Elementary), and they don't know how to deal with her. The after-school program they have is $200 a month to attend.

Marian: nice to be back to work. Lots work to do with the School Council meetings, and after-school programs.

Marian will investigate why are some programs charging for after-school programs.

8. Adjourn

Goal I: Increase student achievement after a review and analysis of SAES data.

Objective 1: By student population—gender, ethnicity, educationally disadvantaged (At-Risk), and instructional setting teacher—develop strategies which will increase student achievement.

Strategy 1: Target specific instructional objectives.

Action(s) Implementation(s)	*Responsibility Staff Assigned*	*Timeline Start/End*	*Resources (Human, Material, Fiscal)*	*Audit (Formative)*	*Reported/ Documented*
Identify instructional areas of strength; areas needing improvement; and areas of weakness with regard to specific SAES objectives.	Principal and teachers	August 2009–May 2010	SAES English Language Arts Reading Objectives and Measurement Specifications booklet; SAES Mathematics Objectives and Measurement Specifications booklet; MVISD Curriculum Guides; Instructional Resource Center materials; teacher-made materials; SAES disaggregated data Mountain Vista SAES Booklet Time on Target criterion-referenced pretests	Disaggregated Data Information Sheets, SAES ATTACK skills worksheets, diagnostic and screening results, and lesson plans	Principal's office

Evaluation (Summative): All disaggregated student groups will obtain 80% or greater mastery on SAES.

BUDGET CYCLE 2017-18

DATE DUE	ITEM	DESCRIPTION	EDUCATION CODE
July 1	**Adopted Budget**	District (LEA) budget due to County Office of Education (COE).	42127(a)(2)
September 15	**Unaudited Actual Data** *(prior fiscal year)*	Due to COE. *(October 15 due date COE to SSPI*)*	42100(a), Government Code (GC) 7906(f)
December 15	**1st Interim** *(fiscal data as of October 31)*	Due to COE.	42131(a)(1) and (2)
December 15	**Audit** *(prior fiscal year)*	District prior year audit due to COE, SSPI, and State Controller.	41010(h)
March 19	**2nd Interim** *(fiscal data as of January 31)*	Due to COE.	42131(a)(1) and (2)

* SSPI - State Superintendent of Public Instruction
Source: http://www.cde.ca.gov/fg/sf/fr/calendar17district.asp

Prepared by
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FISCAL RESPONSIBILITY

SACS CODE-STRING

What pot of money is being used ?

Is it being spent on:

PEOPLE
STUFF
or
SERVICES ?

FOR? What is it being spent for?
ie.
Administration, Parent Engagement, Professional Development

WHERE? Which school site or district department ? Who is "in control" ?

FUND – **RESOURCE** – PROJECT YEAR – **OBJECT** – UNIT – GOAL – **FUNCTION** – PROGRAM – **LOCATION** – PROJECT
###

LOCATION CODE: "This four-digit codes indicates the actual (assigned) location of an activity. Both school sites and central office/departments ***use this code to identify local budget control.***" - SCUSD CODE BOOK

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District participation in special rograms usually requires extra affing, which often includes teach-s on special assignment. Some dis-icts use set formulas to adjust dministrative and service staff (e.g., ce principals, counselors) based on te-level student counts. Every dis-ict also employs a number of clas-fied staff—such as secretaries, janitors, groundskeepers, cafeteria workers, and teachers' aides—who help to keep the operation going.

Conservative estimates of student population and revenues will lead to conservative staffing commitments. If the projection proves to be low, it may cause a sudden rush to hire at the start of a school year and perhaps necessitate moving children around after the year begins. At the same time, being conservative will protect the district from overstaffing, which can have a disastrous financial impact. While districts can add staff after the school year begins, state law substantially limits their ability to dismiss permanent teaching staff—even if they overestimated how many students they would have.

Illustration #1

Major General Fund Revenue and Expenditure Categories

District budgets use standardized object codes to classify their General Fund revenues and expenditures. The following represent the main categories into which both are placed.

REVENUES

Revenue Limit Sources (8010–8099): includes base revenue limits, plus other funds such as Equalization, Summer School, Prior Year Adjustments, etc.

Federal Revenues (8100–8299): includes all money received for the No Child Left Behind Act (Title I, Title II, etc.) plus Special Education and other federal programs.

Other State Revenues (8300–8599): includes lottery and state categoricals (e.g., K-3 Class Size Reduction, Gifted and Talented Education (GATE), Economic Impact Aid).

Local Revenues (8600–8799): includes interest, donations and reimbursements, parcel taxes, rents and leases, and other local sources.

EXPENDITURES

Certificated Salaries (1000–1999): includes teachers, certified pupil support, certified supervisors and administrators, etc.

Classified Salaries (2000–2999): includes instructional assistants, athletics staff, clerical and office, maintenance staff, classified supervisors and administrators, etc.

Employee Benefits (3000–3999): includes Health and Welfare, Worker's Compensation, and other employee benefits.

Books and Supplies (4000–4999): includes approved textbooks and core curricula material, books and other reference materials, materials and supplies, etc.

Services and Other Operating Expenses (5000–5999): includes travel and conferences, dues and memberships, housekeeping services, rentals, leases, and repairs.

Capital Outlay (6000–6599): most commonly refers to site improvements, equipment, and equipment replacement.

Other Outgo (7100–7299): includes TRANs, payments to districts, and payments to county offices.

Direct Support/Indirect Costs (7400–7499): used to record transfers of direct support and indirect costs within or between funds.

Board of Education Executive Summary

Business Services

First Interim Financial Report 2019-2020

December 19, 2019

	1st Interim Projection 2019-20			Projection 2020-21			Projection 2021-22		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
Revenue									
General/LCFF	411,497,542	0	411,497,542	421,556,432	0	421,556,432	430,600,373	0	430,600,373
Federal Revenue	155,908	63,907,936	64,063,844	155,908	59,079,628	59,235,536	155,908	42,579,628	42,735,536
State Revenue	12,005,190	63,506,900	75,512,090	7,840,201	60,154,738	67,994,940	7,866,804	63,238,625	71,105,429
Local Revenue	7,247,696	3,013,221	10,260,918	6,847,696	1,315,507	8,163,204	6,847,696	1,315,507	8,163,204
Total Revenue	**430,906,336**	**130,428,057**	**561,334,394**	**436,400,238**	**120,549,873**	**556,950,111**	**445,470,782**	**107,133,760**	**552,604,542**
Expenditures									
Certificated Salaries	162,459,274	59,038,568	221,497,842	168,013,563	60,513,278	228,526,840	169,835,170	55,517,110	225,352,279
Classified Salaries	40,512,564	22,756,721	63,269,285	40,865,639	23,933,126	64,798,765	41,108,809	23,359,981	64,468,790
Benefits	108,552,645	64,746,289	173,298,934	116,311,959	74,638,286	190,950,246	118,742,657	76,991,110	195,733,767
Books and Supplies	6,941,269	19,496,694	26,437,963	13,630,736	8,093,067	21,723,803	11,630,736	6,569,747	18,200,483
Other Services & Oper. Expenses	25,916,927	54,971,378	80,888,304	26,485,383	52,815,672	79,301,055	27,033,957	51,841,486	78,875,442
Capital Outlay	425,466	8,491,074	8,916,540	425,466	0	425,466	425,466	0	425,466
Other Outgo 7xxx	631,292	0	631,292	631,292	0	631,292	631,292	0	631,292
Transfer of Indirect 73xx	(8,915,757)	7,067,075	(1,848,682)	(7,780,070)	7,080,550	(699,520)	(8,057,309)	6,693,433	(1,363,876)
Budget Reductions				0	0	0	0	0	0
Total Expenditures	**336,523,679**	**236,567,799**	**573,091,478**	**358,583,967**	**227,073,980**	**585,657,947**	**361,350,777**	**220,972,867**	**582,323,644**
Deficit/Surplus	94,382,657	(106,139,742)	(11,757,085)	77,816,271	(106,524,106)	(28,707,836)	84,120,004	(113,839,106)	(29,719,102)
Other Sources/(uses)	0	0	0	0	0	0	0	0	0
Transfers in/(out)	573,850	0	573,850	85,666	0	85,666	(109,496)	0	(109,496)
Contributions to Restricted	(96,944,231)	96,944,231	0	(106,524,106)	106,524,106	0	(113,839,106)	113,839,106	0
Net increase (decrease) in Fund Balance	**(1,987,724)**	**(9,195,511)**	**(11,183,234)**	**(28,622,170)**	**(0)**	**(28,622,170)**	**(29,828,598)**	**0**	**(29,828,598)**
Beginning Balance	61,133,835	9,195,511	70,329,345	59,146,111	0	59,146,111	30,523,941	(0)	30,523,941
Ending Balance	**59,146,111**	**0**	**59,146,111**	**30,523,941**	**(0)**	**30,523,941**	**695,344**	**(0)**	**695,344**
NonSpendables	329,845		329,845	349,151		349,151	349,151		349,151
Reserve for Econ Uncertainty (2%)	11,494,136		11,494,136	11,756,481		11,756,481	11,694,706		11,694,706
Restricted		0	0	0	(0)	(0)	0	(0)	(0)
Assigned Sci Textbooks	6,000,000		6,000,000	0		0	0		0
Unappropriated Fund Balance	**41,322,130**	**0**	**41,322,130**	**18,418,309**	**0**	**18,418,309**	**(11,348,513)**	**0**	**(11,348,513)**
Unappropriated Percent			***7.2%***			***3.1%***			***-1.9%***

CELEBRATE

BLACK PARENT'S INVOLVEMENT DAY

On Tuesday

February 18, 2020

To celebrate Black History Month, Black Parallel School Board is participating in the National Black Parent's Involvement Day.

Give your child the gift that will keep on giving for the rest of their lives -- visit your child in class.

For more information contact:
info@blackparallelschoolboard.com or (916) 484-3729