Slide Order

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10/27 Purpose of Working Group

Continuously refine the work of the Task Force Black Thriving Fund between bi-weekly Task Force meetings. Make sense of the resource landscape, including strategic opportunities and existing limitations.

10/27 Goals By the end of the 2021-2022 school year this group should...

Goal 1: Understand where current resources are going.
- Internal Resources
- The Accounting/Articulation of Resources - when we know there are resources but it Feels under-resourced.
- Understand areas for additional opportunities for (Fundraising Landscape)

Goal 2: Begin to Address the gaps (strategy & action to address identified gaps)
- Understand what else is possible (Asheville, NC, Indianapolis, Globally, etc)
- Make a plan to secure External Resources
- Identify high-leverage investment areas aligned with the development of the Black Thriving Plan and Reparations Resolution at-large.
- Research the public and private landscape to identify potential resources (funding, policy, research and practice) and contribute to the development of long-term strategy.

10/27 Phase Two (January 2022 - June 2023)

- Align funding trends and resources to the phase two implementation timeline.
- Launch targeted working groups to develop specific actions for system-implementation.

10/27 Vision (Brainstormed)

- The fund is a clear, transparent space to identify and see resources that are going for repair to Black students and families per the plan
- Transparency = Acceptability (community can "feel" that resources are landing in the ways they are intending to land)
- Address the deep distrust of what is actually happening for Black students in OUSD by clarifying perception on funding
- Understand the exact dollar amount of how much money is spent on Black students

We want to ensure that the Black Thriving Fund fuels the ecosystem of Black-led community members, businesses, and organizations.

10/27 Our Ultimate Outcome

A bold vision statement and proposed strategy aligned closely to the goals and actions articulated in the Black Thriving Plan.

11/10 Emergency Funding Update (Curtiss and Ali)

- 1.4 million disbursed in round #1
- Did not track demographics, only email, phone #
- Were able to disburse $500 per family to AA, unhoused, foster youth, ELL, newcomer families
- Worked with Trish (OUSD)
- Ed Fund just hired a new staff working under Lily Smith to help with direct cash assistance and stipends disbursements
- Can establish a fund in Ed Funds accounting system to park donations
- Thinking of doing a second round
- Would like to know what the Working Group would like to do; especially if we are thinking of a targeted fund for African American families

11/10 Equity Formula Update

Discontinuing the Equity Formula and returning to the (evolving)state guidance (*note: this is not public) and what layers need to be added on top (Z-score, other measures of equity,etc.)(need to gather feedback)

- Are we looking at cash?
- Are we looking at people?
- If we give cash, how do we interrupt trends?
- How might we be prescriptive to sites around criteria for funding?
    - Ie. newcomers have a "prescription" for sites to think about
- Unduplicated student count will be the new metric (low income, english learner, foster youth)

11/10 Next Steps

1. OUSD staff provide a quick Overview of OUSD Funding (State, LCFF, Equity Formula, etc.)
2. Working Group Discussion: What are the ways the Task Force wants the money to flow for 2022-2023 with regard to Black Students?
   a. School Site- what do we want sites to do?
   b. Central Office- what do we want departments to do?
3. Request of OUSD: Do an assessment of current investments for Black Students (macro and micro)
4. Working Group Discussion: What is the Task Force's recommendation regarding current investments: Is OUSD sustaining the current investments and then shifting over time? Are there specific changes to current investments now?

11/18 What the Resolution Says...

Code targeted resources from Local Control Funding Formula (LCFF), Title I, Title II, Alameda County Office of Education, and other public and private sources which will be used to fund the Plan as part of the Black Thriving Fund, and will ensure that these funds are used ONLY to implement the Black Student Thriving Plan,

11/18 What is Our Vision for Successful Completion?

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- All of the funding sources are visually broken down to see what comes into the district and where the resources are going
- living document *(excel sheet with left column with all various funds listed, across the columns are the breakdown of the requirements/uses of funding)* with the required spending in the district (restricted) versus general funds (unrestricted)
- Regular routine (quarterly) of where resources are being used in the district
- Higher level of accountability
- Being able to track number of students impacted by the use of the funding
- Want to be able to track the closing of the opportunity gap according to the student

11/18 What is Our Strategy to Accomplish This?

- How do we want the implementation of the plan to be connected to strategic investments?

- What do we as a Task Force want sites to do in their strategic resourcing for Black student achievement?

11/18 How do we want the implementation of the plan to be connected to strategic investments?

- Want the plan to be sustainable; be able to exist post the Task Force
- Funding has to align with Plan
- Tracking has to be ongoing
- Track by percentage of funding for each action/strategy
- Survey of needs/opportunity gaps for Black Students and fund based on needs/prevalence of opportunity gap
- Strategic investments- when districts are sitting on resources they don't always think of the impact on the Black community and investment; we want the resources to benefit Black community
- We need an oversight body to review the investments regularly (what is the role of Task Force?) If the oversight body is separate from the Task Force, one member of the Task Force has to sit on the oversight body
- Quarterly audits by members of the Task Force

11/18 What do we as a Task Force want sites to do in their strategic resourcing for Black student achievement?

- Intentionality within the budget planning
- Sites should be required to bring in the voice of Black students and parents/guardians into the budgeting decision making process
  Every school site would form a Site Black Reparations Committee (SBRC)
- ELACs and SBRCs resource plans are linked together in the overall site plans and made public to school sites prior to submission to superintendents (network, chief business officer, superintendent)
- School sites are required to bring ELACs and SBRCs together to work collaboratively to develop plans to close opportunity gaps among Black and ELL students and be held accountable to partnership
- SBRCs funds are restricted to use for Black students and parents/guardians only
- Explore reducing the workload on principals; consider SBRCs and ELACs be more the responsibility of Community School Managers and/or Family Liaisons, specifically Black CSM/Family Liaisons with the skills
- Have to bring in more Black led organizations and partners to strengthen community school model/district; need more Black staff, educators, community members in sites as supports to closing gaps and serving Black students
- Shared Leadership within Community Schools that rotates bi-annually (co-principals and community school managers)

11/18 Additional Research

- Measure N: do the funds get used as they are intended for? How are they evaluation? (Jerome/Preston Thomas)
- Career pipelines- how do we grow our own? Pathway? After-school worker to educator (Jerome/Sara Glassband)
- Is their district that has successful funding for Black students?
  - Consent decrees (Pecolia)

12/8 Opening Question

Name one district or community investment you have experienced working effectively for Black students and families? Share what you believe made that a successful investment.

12/8 Opening Question Responses

- District's technology plan to ensure devices got into the hands and homes of Black students; moving from nothing to a mass allocation of devices and hot spots.
- Camp Akili was Black led and led by community folx who had connection to the community, conditions and challenges they were seeking to address.
- Ile Omode Black led and run; rooted in African/AA culture and practices; focuses on ensuring academic strong outcomes, arts integration
- AAMA (district, community, philanthropy) launch pad for Office of Equity and targeted strategies in the district; national and international movement
- Black family liaisons at school sites, intentional lens of engaging Black families; default conduit between school + home

12/8 Responses

- CSM at Sankofa has successfully built relationships with students and families.

12/8 What income do Black students generate in OUSD?

- $68.1M out of $398.1M of Local Control Funding Formula (Base, Supplemental and Concentration)
- Note: should be something we track in dashboard
- Would like to outline in the Appendix the LCFF Formula (Base, Supplemental and Concentration)
- Base= all students
- Supplemental= 20% of base for low income, foster youth, english learners
- Concentration= 50% of base for districts with 55% or more of low income, foster youth, english learners

12/8 How are these dollars currently being spent on Black students in OUSD?

- Currently tracked at school sites; no current way to track these dollars across the district.
- Set of specific targets connected to LCAP process for tracking investments for Black students; do not currently prescribe how site funds are used from central.
- Significant centrally located dollars connected to LCAP and tracked across various codes.
- What role does 'quality' have in strategic investments? (i.e. nutrition services)

12/8 Single Plan for Student Achievement (SPSA) Improvement Process

- How to support site leaders with assessing the root cause of analyzing outcome data and strategy for future investments.
- How are Black students who are a small subgroup at larger (MS + HS) sites supported throughout this process?

12/8 How are those resources being allocated in OUSD?

- Sites have autonomy
- District departments are clarified to a degree in LCAP

12/16 What the Resolution Says…

Recommend how resources are invested from the Black Thriving Fund for additional learning support, both virtually (during the pandemic) and in person when schools have been safely reopened in full, for Black Students and their families to receive consistent support in the areas of credit recovery, post-secondary preparation, job training, literacy and social emotional learning and further provide wrap-around services for youth and their families in the college and career matriculation process

12/16 What is Our Vision for Successful Completion?

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- Need to look at the Plan Strategies and Action and prioritize- "what are the best ideas?"
- Estimate how much each action annually would cost based on best practices and culturally relevancy
- Annual estimates should prioritize living wages (i.e. we don't want to poverty pimp folks to support our Black students and families)
- "Recommend"- don't want to generate funding and then recommend to the board; want more power to ensure that money is spent in district on Black Students on actions
- We need to be clear- we did your job for you; this is a comprehensive, volunteer developed plan
- Timeframe for investment over years (minimum number of years)
- Need enough time to show that it works (i.e. 15 years) 15 years from now, want to make sure that kids can say they saw the investment- "We had a good time"

12/16 What is Our Vision for Successful Completion?

- Where is the money is sitting?- plan is complete when the money is going back into the black community
- Intentionality around sustainable, regenerative strategies
- Needs to be framed as an investment

12/16 Potential Funding Cycle
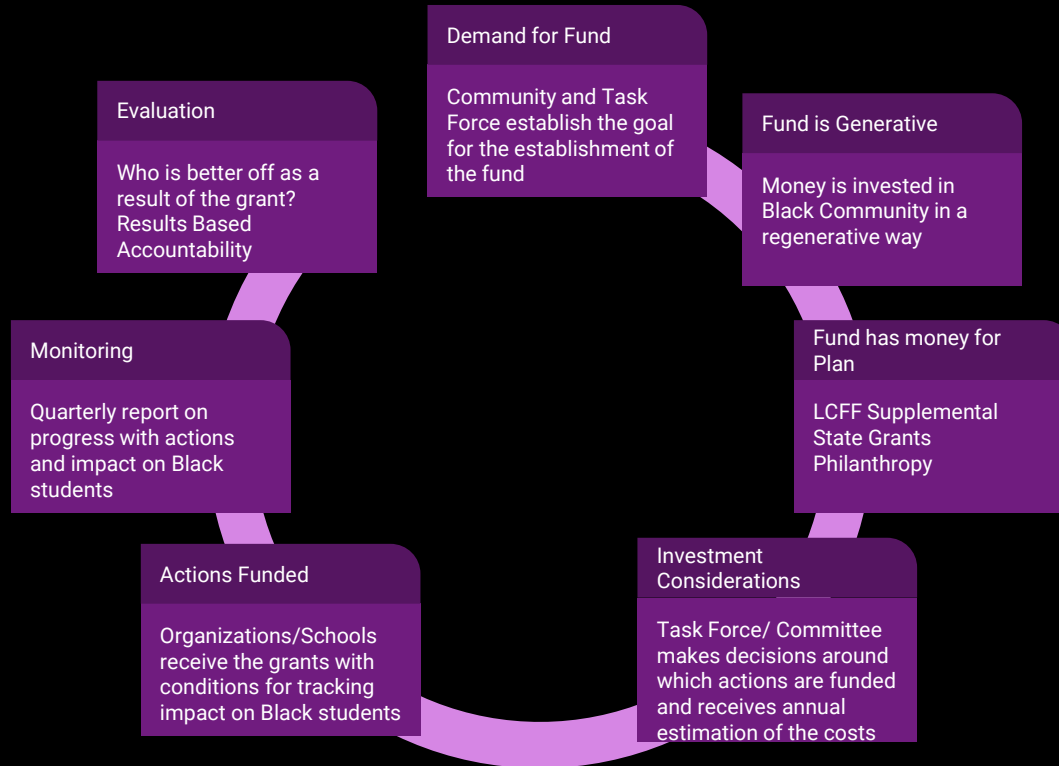
12/16 What is Our Strategy to Accomplish This?

- How do we want the implementation of the plan to be connected to strategic investments?

- What do we as a Task Force want sites to do in their strategic resourcing for Black student achievement?

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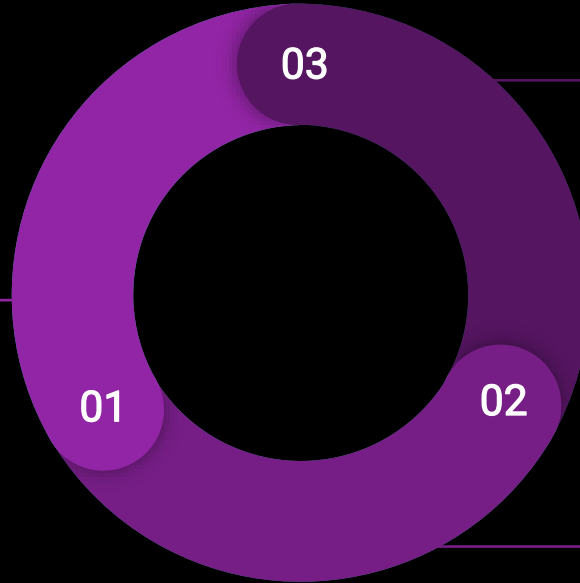
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12/16 Ideas

'Dashboard' that can track the push out of Black students and the cost to OUSD for Black student push out rate ~ 500/ annually and the costs is $4.5 million

Tracking Impact of Reparations for Black Students

03

02

01

Track Impact of $50+ million

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Track Impact of $10 million

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Track Impact of $25 million

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1/5 Discussion- Updates

Clarifying that it the fund is the resource space

Maybe using Title I Funding for this Fund

Anticipating a reduction in Title Allocations because Oakland's poverty rate has dropped from 28% to 16%

There will need to be clearer steps around tracking strategies

1. Existing resources
   a. Title I
   b. LCFF Supplemental and Concentration
   c. Community Schools Planning Grant
   d. ESER Grant
   e. SPED Grant
   f. OFCY
2. Additional resource opportunities
   a. Teacher Effectiveness
   b. Community Schools Resource Grant
3. Fundraising from Philanthropy/State
   a. Black Freedom Fund
   b. Corporations
   c. California Legislative Budget Amendment

Potential Next Steps and Tasks

- Coding Process can start with FY 2022-2023 Budget Development
  - First set of investments can be identified
  - Second set is not as clear and can be clarified
- Connecting multiple resources into strategies and actions regardless of structure of funding (ie. Parcel versus State)
- Some sites need a lot of help to begin tracking what they do for Black students and getting committees started up at sites
- Add "Conditions for Black Students" to SPSA Template for 2022-2023

Parking Lot

- What are the mechanics of distributing and allocating the funds to sites?