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Introduction Date	6/5/24
Enactment Number	24-1186
Enactment Date	6/5/2024
By	OS



**OAKLAND UNIFIED SCHOOL DISTRICT**  
Community Schools, Thriving Students

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Board of Education**

June 5, 2024

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer  
Martel Price, Principal, Oakland Technical High School

Subject: Grant Agreement - LIGHT Awards Grant - Oakland Technical High School

**ACTION REQUESTED:**

Approval by the Board of Education of a Grant Agreement by and between the District and Intrepid Philanthropy Foundation, San Francisco, CA, for the latter to support Cultivating our Collective Efficacy to support future social Justice Leaders at Oakland Technical High School, for the period of April 1, 2024 through June 30, 2026, in an amount not to exceed \$30,000.00.

**BACKGROUND:**

Grant Agreement for OUSD schools for the 2024-2026 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
24-1366	Yes	Grant	Oakland Unified School District, Oakland Technical High School	To support Cultivating our Collective Efficacy to support future social Justice Leaders.	4/1/24-6/1/26	LIGHT Awards Program, Intrepid Philanthropy Foundation	\$30,000.00

**DISCUSSION:**

The District created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

**FISCAL IMPACT:**

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$30,000.00

**RECOMMENDATION:**

Approval by the Board of Education of a Grant Agreement for Oakland Technical High School for fiscal years 2024-2026.

**ATTACHMENTS:**

Grant Face Sheet  
Grant Agreement

### OUSD Grants Management Face Sheet

<b>Title of Grant:</b> <b>Light Award</b>	<b>Funding Cycle Dates:</b> <b>4/1/24 - 6/1/26</b>
<b>Grant's Fiscal Agent:</b> <small>(contact's name, address, phone number, email address)</small> Intrepid Philanthropy Foundation 44 Montgomery St Ste 850 San Francisco, CA 94104-4610 (415) 543-0733	<b>Grant Amount for Full Funding Cycle:</b>  <p style="text-align: center;"><b>\$30,000.00</b></p>
<b>Funding Agency:</b> Intrepid Philanthropy Foundation 44 Montgomery St Ste 850 San Francisco, CA 94104-4610 (415) 543-0733  <b>Light Awards Program</b>	<b>Grant Focus:</b>  <p style="text-align: center;"><b>Professional Development / ELL support</b></p>
<b>List all School(s) or Department(s) to be Served:</b>  Oakland Technical High School	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Our project aims to transform our classrooms into spaces filled with the voices of our English language learners and newcomers (rather than teachers). It will build on work that we, a collection of teacher-leaders who meet biweekly to design professional development, have been facilitating during department time. As of now, each of us, busy with our instruction and pushing against deeply-ingrained teaching practice, have only managed modest impacts (too many teachers are still talking, while students are not!). With this funding, we will hire Lead by Learning (LxL) to get much more out of our professional development

	<p>planning meetings, and thus our department time. Specifically, through visioning sessions, monthly planning meetings, and a knowledge management system, we will work with the adult learning pros to design, reflect on, and refine our departmental professional development series to meaningfully transform the school and classroom culture, so that all teachers are creating and facilitating spaces where all our learners can thrive.</p>
<p>How will this grant be evaluated for impact upon student achievement?</p> <p><b>(Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 4.22% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)</b></p>	<p>In two years our team will develop the skills, dispositions, and practices to lead equitable and impactful teacher learning communities focused on improving student discourse. While we feel confident about our content area expertise, we remain siloed in departments and need additional support to collaboratively build our teacher leadership capacity. Through the expert support, dedicated time for reflection, and individualized feedback afforded by this project, we'll further strengthen our ability to lead our colleagues through inquiry, norm on key practices, and support one another in ways that will ultimately make the work of teacher leadership more collective, impactful, and sustainable.</p>
<p>Does the grant require any resources from the school(s) or district? If so, describe.</p>	<p>The funds will need to be loaded into our school budget.</p>
<p>Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?</p> <p><b>(If yes, include the district's indirect rate of 4.22% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</b></p>	<p>Services are supported by an OUSD funded grant</p>
<p>Will the proposed program take students out of the classroom for any portion of the school day? <b>(OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)</b></p>	<p>No</p>
<p>Who is the contact managing and assuring grant compliance? <b>(Include contact's name, address, phone number, email address.)</b></p>	<p>Name/Title:  Martel Price  4351 Broadway, Oakland, CA 94611</p> <p>Site: 305</p> <p>Address:</p> <p>Phone: (510) 879-2305</p> <p>Email: Martel.Price@ousd.org</p>

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**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal/Administrator	Tanisha Garrett	<i>Tanisha Garrett</i>	01/10/24
Chief Academic Officer	Sondra Aguilera	<i>Sondra Aguilera</i>	5/8/2024

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**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant-Dawson		
Superintendent	Kyla Johnson-Trammell		

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## GRANT AGREEMENT

The Intrepid Philanthropy Foundation (“Grantor”) and Oakland Unified School District (“Grantee”) hereby enter into this Grant Agreement (the “Agreement”) effective as of April 1, 2024.

1. **Grant Award.** Grantor hereby awards a LIGHT Awards grant in the amount of \$30,000 (the “Grant”) to Grantee for the teacher professional development project titled “Cultivating our Collective Efficacy to Support Future Social Justice Leaders” (the “Project”) led by Amanda Laberge, as described in the proposal submitted for the 2024-2026 grant cycle, attached hereto (the “Proposal”). This Grant is for the period of April 1, 2024 – June 1, 2026, and shall be paid in May 2024 (\$20,000) and April 2025 (\$10,000).

2. **Use of Grant Funds.** Grantee shall use the Grant funds only for the purposes of the Project. Grantee shall repay to Grantor any portion of the Grant funds which is not spent or committed for these purposes. If the Proposal includes stipends as part of the Project budget, such stipends:

a) are limited to a maximum of \$1,000 per teacher per school year during the course of the grant period;

b) are generally to be paid equally, at the end of each school year during the course of the grant period, to each teacher who participates in the Project for the entire school year; and

c) may be available at Grantee’s discretion, in amounts equitably determined by Grantee with input from Project participants (subject to subsection (a) above), to any teacher who participated in the Project but (i) who is no longer participating in the Project for any reason at the time stipends are awarded, or (ii) who did not participate in the Project for the entire school year prior to the time stipends are awarded.

3. **Prohibitions.** No part of this grant may be spent for influencing legislation within the meaning of IRC Section 4945(e). This grant is not earmarked to be used to carry on, directly or indirectly any voter registration drive, and there is no agreement, oral or written, whereby Grantor may cause Grantee to engage in any such activity. Grantee shall not use any portion of the Grant funds in a manner inconsistent with Internal Revenue Code (“IRC”) Section 170(c)(1), including: (a) influencing the outcome of any specific election for candidates to public office, (b) inducing or encouraging violations of law or public policy, and (c) causing any private inurement or improper private benefit to occur.

4. **Changes to Project.** Grantee may not make any significant changes in the purposes for which Grant funds are spent without Grantor’s prior written approval. Approval for such changes can be requested by contacting the LIGHT Awards program. Grantee is responsible for ensuring that the Grantor is informed in a timely manner of significant difficulties in making use of the funds for the purposes described in the Proposal.

5. **Grantee’s Reports.** Grantee will submit to Grantor interim reports covering both the substance of its activities under this Grant (including the manner in which the Grant funds have been used) and the financial administration of the Grant, no later than February 1, 2025 and December 1, 2025. A final report is due by June 15, 2026. Grantor shall provide templates for all Grant reports.

44 Montgomery Street, Suite 850  
San Francisco, CA 94104  
T 415 543 0734 F 415 543 0735  
lightawards.org



Reports shall also include copies of all press releases and other public announcements of the Grant. Grantee shall maintain records of receipts and expenditures relating to the Grant and shall make such records available to Grantor for inspection at reasonable times.

6. **Publications; License.** Any information contained in publications, studies, or research funded by this grant shall be made available to the public following such reasonable requirements or procedures as Grantor may establish from time to time. Grantee grants to Grantor an irrevocable, nonexclusive license to publish any publications, studies, or research funded by this grant at its sole discretion.

7. **Representation and Warranty Regarding Grantee's Tax Status.** Grantee represents to Grantor that it is a governmental unit described in Section 170(c)(1) or 511(a)(2)(B) of the Code or otherwise exempt from federal income tax under Section 501(c)(3) of the Code, and that it is neither a "private foundation" as defined in Section 509(a) of the Code nor a "Type III" supporting organization as described in Section 509(a)(3)(C) of the Code (other than a "functionally integrated type III supporting organization" as defined in Section 4943(f)(5)(B) of the Code). Such representation and warranty shall continue through the last date that Grantee spends Grant funds. Grantee agrees to notify Grantor immediately of any changes in its tax status or any organizational changes (including any changes in key personnel) during the term of the Grant.

8. **Grant Review.** Grantee will permit representatives of Grantor to visit Grantee's premises and review Grantee's activities, and will permit Grantor, at its own expense, to conduct an independent financial and/or programmatic audit of the expenditure of this Grant.

9. **Notices.** All notices or reports required or permitted under this Agreement shall be deemed to be given when personally delivered to the recipient thereof, or when mailed by certified first class mail, return receipt requested, postage prepaid, addressed to the recipient at the address set forth below, or at such other address designated by written notice in accordance with this Section 9:

Grantor: Intrepid Philanthropy Foundation  
c/o Rockefeller Philanthropy Advisors  
44 Montgomery Street, Suite 850  
San Francisco, CA 94104

Grantee: Oakland Unified School District  
Legal Department  
1011 Union Street, Site 946  
Oakland, CA 94607

10. **Additional Representations and Warranties.** Grantee represents and warrants to Grantor that (a) this Agreement constitutes the legal, valid, and binding obligation of Grantee, enforceable against Grantee in accordance with its terms except as enforcement may be limited by any applicable bankruptcy, insolvency, reorganization or similar laws affecting creditors' rights generally and except as enforcement may be limited by general principles of equity; (b) Grantee has the absolute and unrestricted right, power, authority and capacity to execute and deliver this Agreement and to perform its obligations hereunder; (c) Grantee does not support or conduct, directly or indirectly, violence or terrorist activity of any kind; and (d)



accepting this Grant, and paying any stipend described in the Proposal, does not constitute a violation of any contract with any teacher's union to which Grantee or the Project participants may be subject.

11. **Relationship; Tax Reporting and Withholding.** Grantor may have helped select the individuals identified in the Proposal to carry out the Project. Should such individuals become unavailable to complete the Project at any time during the term of the Grant, Grantor may help identify and select different or additional individuals to carry out the Project. Notwithstanding the foregoing, nothing herein shall be construed to make Grantee, its employees, independent contractors, officers and agents, or any teacher who may receive a stipend from Grant funds, an employee or independent contractor of Grantor. As a result of the Grant, Grantee, its employees, independent contractors, officers and agents, and any teacher who may receive a stipend from Grant funds, shall not be entitled to worker's compensation, unemployment, disability, health, or retirement benefits, vacation or sick pay, or for any benefits provided to employees under federal, state or local laws, from Grantor, and Grantor shall not withhold any portion of the Grant for these benefits, or for federal or state income taxes, or for social security taxes. Grantee is responsible for ensuring that either Grantee or any other entity paying out stipends in connection with the Project include the stipend payments in any required wage reporting and employment tax filings or issue any required Form 1099s, as applicable, in connection with paying the stipends.

12. **No Assignment.** Grantee shall not assign any of its rights or delegate any of its obligations under this Agreement to any individual or entity without the prior written consent of Grantor, which consent may be given or withheld in the Grantor's sole discretion.

13. **Successor and Assigns.** This Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and permitted assigns, subject to Section 12 above.

14. **Construction.** Every covenant, term and provision of this Agreement shall be construed simply according to its fair meaning and not strictly for or against any party hereto. All pronouns and variations thereof shall be deemed to refer to the masculine, feminine or neuter, singular or plural, as the context may require.

15. **Headings.** Section and other headings contained in this Agreement are for reference purposes only and shall not be used to describe, interpret, define or limit the scope, extent, or intent of this Agreement or any provision hereof.

16. **Dispute Resolution.** In the event of a controversy, dispute or claim between the parties hereto, relating to this Agreement, the parties hereto agree that the following procedure shall be used in an attempt to resolve the dispute:

(a) A meeting (the "Initial Meeting") shall promptly be held at which the parties hereto shall attempt to resolve the dispute through their respective representatives who shall have full decision making authority regarding the matters in dispute.

(b) If an Initial Meeting has not occurred within ten (10) days after a party hereto has requested in writing such a meeting of the other party to this Agreement or if the dispute has not been resolved to the mutual satisfaction of the parties hereto within thirty (30) days following the written request for the Initial





Meeting, the dispute shall be submitted to mediation facilitated by a neutral mediator mutually approved by the parties hereto, which approval shall not be unreasonably withheld or delayed by either party hereto. If the parties to this Agreement cannot agree on a mediator, the Superior Court of the County of San Francisco shall appoint a mediator. Mediation shall be held in San Francisco, California. Any costs and fees, other than attorney fees, associated with the mediation shall be shared equally by the parties hereto.

(c) The parties hereto agree to participate in good faith in the Initial Meeting and the mediation conferences.

If the parties hereto are unable to resolve the dispute through negotiation or mediation, then either party to this Agreement may bring a suit in the Superior Court of the City and County of San Francisco for resolution of the dispute or pursue other applicable legal remedies.

17. **Remedies.** Grantee shall immediately repay to Grantor any portion of the Grant funds which is spent or committed for any purpose other than the purpose for which this Grant was made. If Grantor in its reasonable discretion determines that Grantee has substantially violated or failed to carry out any provision of this Agreement, including but not limited to failure to submit adequate reports when due, Grantor may, in addition to any other legal remedies it may have, refuse to make any further grant payments to Grantee under this or any other grant agreement, and Grantor may demand the return of all or part of the Grant funds not properly spent or committed to third parties, which Grantee shall immediately repay to Grantor. Notwithstanding Section 16 above, Grantor may also avail itself of any other remedies available by law. This Agreement may be enforced by Grantor by an action for specific performance and injunctive relief or by any other appropriate remedy by any court having jurisdiction. Grantee acknowledges and agrees that Grantor shall have the legal standing necessary to bring any suit it deems necessary to enforce the terms of this Agreement.

18. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes all prior and contemporaneous agreements, understandings, negotiations and discussions, whether oral or written, of the parties with respect thereto.

19. **Amendments.** This Agreement may not be amended except by written instrument signed by the parties hereto.

20. **No Agency.** Grantee and not Grantor is solely responsible for all activities supported by grant funds, the content of any product created with grant funds, and the manner in which any such product may be disseminated. This Agreement shall not create any agency relationship, partnership, or joint venture between the parties, and Grantee shall make no such representation to anyone.

21. **No Waiver.** The failure of any party hereto to enforce at any time or for any period of time any one or more of the terms or conditions of this Agreement shall not be a waiver of such terms or conditions or of that party's right thereafter to enforce each and every term and condition of this Agreement.

22. **Severability.** In the event any provision or portion of a provision of this Agreement is held to be invalid, void or unenforceable, the rest of the Agreement shall, so long as its enforcement is consistent with the intent of the parties in entering into this Agreement, remain in full force and effect and shall in no way be affected, impaired, or invalidated.



23. **Governing Law.** This Agreement, the respective rights and obligations of the parties hereto, and any dispute or claim arising from or relating to this Agreement, shall be construed and interpreted in accordance with the laws of the State of California, without reference to its conflict of laws provisions.

24. **Counterparts.** This Agreement may be executed in one or more counterparts, each of which shall be considered to be an original, but all of which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the Grantor and Grantee have approved and executed this Agreement effective as of the date first above written.

**Intrepid Philanthropy Foundation**

**Oakland Unified School District**

DocuSigned by:  
By: Joanne Elizabeth Schneider  
8071BC2148BE479  
Title: Advisor to the Foundation  
Date: May 7, 2024

By: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

Benjamin Davis 6/6/2024  
Benjamin Davis, President, BOE  
Kyla Johnson-Trammell 6/6/2024  
Kyla Johnson-Trammell, Superintendent & Secretary, BOE

Approved as to form by:  
Roxanne De La Rocha 5/6/2024  
OUSD Staff Counsel Date

Amanda LaBerge



## Cultivating our Collective Efficacy to Support Future Social Justice Leaders

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<b>Team Contact's School, City, and County</b>	Oakland Technical High School, Oakland, Alameda County
<b>Other School(s) Involved</b>	
<b>Primary Subject Area</b>	Interdisciplinary
<b>Project Goal</b>	Our team of 5 teachers and 1 Teacher on Special Assignment (TSA) aim to build collective efficacy in facilitating community circles rooted in restorative justice, creating interdisciplinary projects, and aligning writing experiences for our students.
<b>Number of Team Members</b>	6
<b>Grade Level(s)</b>	High School
<b>School Type(s)</b>	Traditional Public
<b>% of Students Qualifying for Free and Reduced Lunch for Each School</b>	For the 2023-24 school year, of the 1796 students enrolled at Oakland Tech, 57.3% of students qualify for free and reduced lunch.
<b>% English Learner Students for Each School</b>	For the 2023-24 school year, of the 1796 students enrolled at Oakland Tech, 7.7% of the student population are classified as English Language Learners.
<b>Student Body Demographics for Each School</b>	For the 2023-24 school year, 1789 students are enrolled at Oakland Tech, served by 108 teachers. The student population is 26.9% Black; 19.8% White; 20.1% Latinx; 16.4% Asian; and 10.7% multiracial students.
<b>At Least Two Can Attend the Grantee Convening in Summer 2023</b>	Yes

### Brief Narrative

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As a committed group of educators in the Race, Policy, & Law Academy, we seek to build our collective efficacy in supporting our future social justice leaders. While we teach in various content areas, we know the power of collaborating as a team to support the learning and wellbeing of our 186 - 10th, 11th, and 12th grade students. Through professional development, retreats, peer observations and feedback cycles, and collaborative curriculum development, we will cultivate our collective efficacy. Our focus will be to develop our capacities to facilitate community circles, create interdisciplinary projects, and align our writing practices across the curricula over the course of 2 years.

Amanda LaBerge

## Project Details

	Time Period	What will your professional development project entail? Who will participate in each activity?
Year 1	May – Aug 2024	(May) Participate in OUSD’s Project Based Learning Institute (PBLI) to learn best practices around project based learning and develop curriculum (June) Attend California Law Academy Summer Institute (CLAS) to learn about teaching law in high schools and to network with law academy teachers in California (July) Attend LIGHT Summer Convening for team building (end of July) One Day Team Retreat to reflect on the summer professional development workshops, team build, and set goals for the year
	Sept – Dec 2024	(Sept.-Oct.) Circle Training and Implementation with consultant Ray’Von Jones of Communities United for Restorative Justice (CURYJ) (Sept.-Nov.) Classroom observations for each teacher to observe at least one of the other teachers on the team (Sept.-Dec.) Weekly collaboration meetings to check in on our three focus areas (Dec.) One Day MidYear Team Retreat to self assess our learning around circle practices, interdisciplinary project based learning, and to share student writing samples
	Jan – May 2025	(Jan.-May) Classroom observations for each teacher to observe at least one of the other teachers on the team with time to debrief and reflect (Jan.-May) Weekly collaboration meetings focused on identifying best practices for building student writing skills in research and argumentation (May) End of the year one day retreat to reflect on our progress in facilitating community circles, implementing project based learning, and aligning argumentative and research writing practices
Year 2	Jun – Aug 2025	(Summer) Participate in OUSD’s PBLI to learn best practices around project based learning and develop curriculum (June) Attend CLAS to learn about teaching law in high schools and to network with law academy teachers in California (July) Attend LIGHT Summer Convening for team building (July) One Day Team Retreat to reflect on the summer professional development workshops, team build, and set goals for the year
	Sept – Dec 2025	(Sept.) Circle Practice check-in with consultant Ray’Von Jones of CURYJ (Sept.-Nov.) Classroom observations for each teacher to observe at least one of the other teachers on the team (Sept.-Dec.) Weekly collaboration meetings focused on specific aspects of our practices in community circles, project based learning, and writing (Dec.) One Day MidYear Team Retreat to self assess our learning around the focus areas and prepare to share our learnings with the school
	Jan – May 2025	(Jan.-May) Team presents best practices around circle practices, interdisciplinary project based learning and aligning writing across the curriculum to whole staff, the other 4 pathways/academies and to departments (Jan.-May) Weekly collaboration meetings focused on developing student writing skills in evidence and analysis (May) End of the year one day retreat to reflect on our growth and collective efficacy in the three focus areas in the past 2 years

Amanda LaBerge

**Why is this project important?**

We teach in the largest comprehensive high school in Oakland. As a result, student experiences are disjointed especially for our Black and Brown students; teaching is isolating and disconnected from each other. The project would provide us professional learning, time for intentional reflection during retreats, and observation cycles so we can break down the institutional challenges we face daily.

**Have you engaged in professional learning on this topic before?**

The RPL team is relatively new, having first worked together in August 2023. While some of the team have participated in OUSD’s annual PBLI, circle training by Ray’Von Jones, and CLAS, this would be the first time where the entire team engages in all 3 professional learning opportunities altogether so we can build our collective efficacy. Moreover, the project would allow us to implement and reflect at our school site during the school year. Regardless of the LIGHT Awards, some of the teachers would still participate in PBLI and all would be able to collaborate during weekly team meetings.

**What will change for your team after your project is complete in two years?**

Each member of the team has knowledge and skills that make them an amazing educator in their own right. Participating in this project would contribute to our collective efficacy in serving the 186 students in the RPL Academy in three critically important areas: community circle practice, interdisciplinary projects, and writing across the curricula. As individual educators and as a team, we would become experts in how these three areas integrate to holistically support the academic success and wellbeing of our students. The confidence that comes from being able to serve our students effectively will help sustain us as we grow as educators.

**What are the characteristics of your team that would support the success of your project?**

This team is committed to the mission of the Race, Policy and Law Academy, and share the values of social justice, restorative practices, and centering students. We span grades 10, 11, and 12 and the content areas of English, History, Math, and Science. We are positioned to develop interdisciplinary projects and to align writing practices across different content areas and vertically 10th-12th. Four meet on a weekly basis because we share a common collaboration period; we hope that it will be possible for all 6 of us to do so in the coming year. The TSA can facilitate and coordinate the team.

**How will you share what you learn?**

There are four different groups in our school community with whom we can share our learnings. We can share best practices around community circles with the entire staff. We can share what we’ve learning about creating and implementing interdisciplinary project based learning with the 4 other pathways at our school and with other teachers in the district at OUSD’s annual PBLI. Lastly, we can share best practices around argumentative and research writing in our respective departments at school.

Professional Learning Providers	Professional Learning Providers: Choices Justifications
<p>OUSD Project Based Learning Institute, <a href="https://teachercentral.ousd.org/archived-pages/copy-of-summer-2023-professional-development">https://teachercentral.ousd.org/archived-pages/copy-of-summer-2023-professional-development</a>                      Ray’Von Jones, Communities United for Restorative Justice, <a href="https://curyj.org/our-people/rayvon-jones/">https://curyj.org/our-people/rayvon-jones/</a>                      California Law Academy Summer Institute, <a href="https://calawpathways.org/events/california-law-academy-summer-institute-clas/">https://calawpathways.org/events/california-law-academy-summer-institute-clas/</a></p>	<p>The 3 providers are experts in their respective fields. OUSD annually hosts PBLI for interested teachers. PBLI would provide the entire team resources to develop interdisciplinary projects. Ray’Von Jones is a skilled circle facilitator, who has successfully trained 2 of us in facilitating community circles. We would like her to train the entire team in circle practice. CLAS is an annual conference for teachers in law academies throughout California. One teacher has attended, and we would like the entire team to attend in order to integrate law and policy into our interdisciplinary projects.</p>

Amanda LaBerge

**Other Information (Optional)**

The project would support the professional learning of the 6 teachers on the team. Weekly team meetings are facilitated by the Academy Director, Jah-Yee Woo, who is a Teacher on Special Assignment; the academy counselor, Student Support Specialist, and Assistant Principal will also be present. While the Academy Director is not a full-time classroom teacher, she will support the entire team and the team contact to coordinate, organize and manage the project.

**Team Member Information**

Name	Current Teaching Position	Years at Current School	Total Years Teaching
Amanda LaBerge <i>(Team Contact)</i>	11th grade English 3, Career and Technical Education (CTE): Policy & Advocacy	2	9.5
Shannon Carey	11th grade U.S. History, Advanced Placement U.S. History, tenured	1	31
Ellen Dahlke	12th grade English 4, CTE: Social Justice and Advocacy, Civic Engagement, tenured	5	15.5
Bill Luoma	10th - 12th grade, Algebra 2, Geometry, tenured	3	3
Nathaniel Goodwin	10th - 12th grade, Chemistry, tenure pending evaluation (Spring 2024)	2.5	2.5
Jah-Yee Woo	Teacher on Special Assignment, tenured	12	23

**Principal Information**

Principal Name	# of Years at Current School	Email Address	Phone Number
Martel Price	15	martel.price@ousd.org	5104351114

**Grant Administration**

Recipient Organization	Tax ID	Contact	Phone	Email
Oakland Unified School District	94-6000385	Rebecca Lacocque	(510) 326-8054	rebecca.lacocque@ousd.org

**Grant Processing Fees**

Yes, the indirect cost is 3.1% / year

**If your grant recipient is your school district, are you required to submit an Intent to Apply? Does the grant have to be officially approved at a board meeting?**

I can confirm that I have submitted an Intent to Apply, and I have been granted pre-approval by Dr. Sondra Aguilera, Chief Academic Officer.

Incoming grants must be reviewed and approved at board meetings which are scheduled to meet every two weeks through June. The calendar for board meeting dates beyond this January has not yet been published (<https://www.ousd.org/board-of-ed/agenda-preparation-submission-schedule-resource-codes>).

Amanda LaBerge

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## **Budget Notes**

The contributions by our school will be structural by making sure the 6 classroom teachers will have a shared collaboration period in the master schedule. The district will pay teachers for attending the summer PBLI professional development at the extended contract rate of \$38.50/hour. OUSD's indirect costs for the 2023-24 school year is 3.1%.

**PROPOSED BUDGET - PLEASE READ BELOW BEFORE COMPLETING**

Please complete the budget template to explain the total anticipated costs over the two-year grant period. Amounts should be rounded to the nearest \$100 dollars.

**LIGHT Awards Grants:** The LIGHT Awards program makes two-year grants of \$20,000 or \$30,000. Payment will be made in the amount of either \$10k or \$20k in Year 1; and \$10k in Year 2. Please be aware of this payment schedule when considering your expenses, though your plan for spending grant funds does not need to correspond directly to this payment schedule. For example, if you plan to spend \$15,000 each in Years 1 and 2, you may carry over funds from a \$20,000 Year 1 payment into Year 2. Simply put, all expenses must take place within the overall grant term of May 2021 - June 2023.

**Stipends:** If your proposal includes stipends as part of the project budget, such stipends are limited to a maximum of \$1000 per team member per school year during the two years of the grant period. Please note that stipends are to be paid at the end of each of the two school years during the course of the grant period.

**Restrictions:** Funds for technology, equipment, and classroom supplies may not exceed \$5,000 for a \$20,000 proposal or \$8,000 for a \$30,000 proposal. It is permissible to include a line item for reimbursement for travel expenses to go to and from the convening. Please visit [lightawards.org/eligibility](http://lightawards.org/eligibility) for additional eligibility guidelines.

**Fees:** Please make sure to include any grants processing or management fees (indirect costs) charged by the grant recipient entity in the "Other" category.

**Explanation of Expenses:** Please use the Explanation column (right side) to provide details about the proposed expenses (how amounts were calculated). Typically, all expenses fit within the below general categories (left-hand column). However, if you have unique expenses that do not fit into any of the below, you may add a few additional categories.

<b>Project Name</b>	Cultivating our Collective Efficacy to Support Future Social Justice Leaders
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Category	Amount	Explanation
Conferences, Workshops, and Trainings (fees & registration)	\$3,600.00	For attendance at the CLAS Institute, early bird registration is budgeted at \$99 per person and the cost for a hotel room is budgeted at \$200 for one night. For 6 classroom teachers to attend for one year it would \$300 x 6 classroom teachers = \$1800; for two years, it would be \$3600.
Consultants	\$4,700.00	Consultant contract for Ray/Von Jones, Communities United for Restorative Justice (CURYJ) to lead circle training and implementation for 2024-25; to facilitate a progress check (self assessment and resources for growth) in 2025-26.
Materials/Supplies/Equipment	\$0.00	
Travel	\$1,800.00	I utilized OUSD's mileage memo as reference: Total Miles x IRS Rate (Jan-June=\$.655) and calculated 115 miles one way/230 miles round trip from Oakland to Monterey. For 6 classroom teachers to attend the LIGHT Awards Convening in July 2024, the mileage cost would be 230 miles x \$.655 = 150.65 x 6 teachers = \$903.90. For 6 classroom teachers to attend the LIGHT Awards Convening in July 2025, the mileage cost for 6 teachers would be \$903.90. The total amount allocated is \$1800.00.
Substitute Teachers	\$12,600.00	OUSD subs cost \$350/day. Subs would be for the one day retreat mid year and for release time to observe other classroom teachers. For 6 teachers to attend a one day retreat mid year, the cost for substitutes would be \$2100 for 2024-25; \$2100 for 2025-26. The total cost for substitutes for the two mid year retreats would be \$4200. For release time for 6 classroom teachers to observe a colleague twice a year for two years, the total cost would be 6 teachers x \$350 x 2 observations a year x 2 years = \$8400.
Stipends	\$6,000.00	Stipend of \$500.00 for 6 classroom teachers for 2024-25; Stipend of \$500.00 for 6 classroom teachers for 2025-26.
Other/Incidentals/Administrative	\$1,300.00	OUSD's 2023-24 indirect cost rate is 3.1%. For year 1, \$20,000 x 3.1% = \$620; for year 2, \$10,000 x 3.1% = 310; total = \$930. I am rounding up to \$1000 for indirect costs to account for any future increases in indirect costs. Refreshment costs for each of the team retreats is budgeted at \$50 per retreat for 6 people. For 3 retreats in 2024-25, the cost would be \$150. For 3 retreats for 2025-26, the cost would be \$150. The total cost would be \$300.
<b>TOTAL GRANT BUDGET</b>	<b>\$30,000.00</b>	





**LIGHT Awards Program Application  
Team Member Agreement Form**

**Project Name:** Cultivating Our Collective Efficacy to Support  
Future Social Justice Leaders

By signing this document, you are acknowledging that you are part of a team that is applying for a grant from the LIGHT Awards Program. While the Team Contact identified in the LOI and Application will be the main contact, all Team Members are responsible for reading and responding to communication regarding the LIGHT Awards Program, committing the time needed to conduct the work described in the Application, and attending LIGHT Awards-related events and activities. At least two team members can attend the grantee convening that will take place over two days in the summer of 2023. In addition, you are agreeing to be added to the LIGHT Awards email list. You are free to unsubscribe from the list at any time.

Signatures of all Team Members of Project named above:

1) Amanda LaBerge  
Printed Name (Team Contact)

[Signature] 1/8/24  
Signature and Date

2) Jah-Yee Woo  
Printed Name

[Signature] 1/7/24  
Signature and Date

3) Nathaniel Goodwin  
Printed Name

[Signature] 1/8/24  
Signature and Date

4) Bill Luoma  
Printed Name

[Signature] 1/10/24  
Signature and Date

5) Ellen Dahlke  
Printed Name

[Signature] 1/8/24  
Signature and Date

6) Shannon Carey  
Printed Name

[Signature] 1/9/24  
Signature and Date



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**OAKLAND TECHNICAL HIGH SCHOOL**

January 11, 2024

To Whom it May Concern,

I am writing this letter in support of a recent application that was submitted by Amanda LaBerge on behalf of the Race, Policy, and Law Academy at Oakland Tech that is entitled "Cultivating our Collective Efficacy to Support Future Social Justice Leaders."

It is my understanding that if the team is awarded a LIGHT Awards grant, the funds must be spent on supporting the professional growth of educators and the capacity and sustainability of the Race, Policy, and Law Pathway team at Oakland Tech in the following manner(s):

- 1) To support the development and facilitation of pathway retreats before, during, and immediately after the academic year.
- 2) To support Race Policy, and Law Academy teachers and staff in their requests to be granted release time so that they can observe and support each others' professional growth while learning to deeply reflect on the instructional practices that will support the students in the Race, Policy and Law Academy.
- 3) Support the team's attendance at a CAL LAW conference in June as they continue to seek out ways to connect learning in the classroom to real world experiences for their students through interdisciplinary projects.
- 4) Train all Race, Policy and Law Academy teachers in the facilitation of Restorative Justice Circle Practices. These trainings would be led by Ms. Ray'Von Jones, a former successful teacher within the Academy, who now leads an organization that helps develop educator effectiveness in implementing Restorative Justice practices..

As Principal of Oakland Tech, I am a fervent believer in what the Race, Policy and Law Academy seeks to bring to our students and community. As the newest Academy on the campus with a new group of teachers, I will continue to ensure that our school supports its growth in whatever manner possible. To that end, I commit to support their development and growth by ensuring that teachers within the academy have common collaborative/prep periods within our master schedule on a yearly basis. However, I do work in an urban school district that has been historically been under resourced and underfunded and it is my belief that this funding opportunity will enhance and accelerate the growth of the Race, Policy, and Law Academy positively.

Lastly, I understand that, as part of the potential award, our team of teachers may be eligible for stipends in recognition of the hard work they are putting into the project. To the best of my knowledge, these potential stipends would not be barred by any union contract or other employment requirements imposed on the participating teachers. As such I wholeheartedly support the educators within the Race, Policy, and Law Academy in their efforts to secure this grant.

Martel J Price

*Martel J Price*

Principal  
Oakland Technical H.S.

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**LIGHT Awards 2024 Grant Cycle  
Application Follow-Up Questions**

**“Cultivating our Collective Efficacy to Support Future Social Justice Leaders”**

1. *As mentioned in your application, you are taking on three different types of PD. How do these PDs fit together and support each other? How will you manage what you learn from all of them simultaneously as a team?*

The three types of professional development we would like to take on represent what we see as three pillars of our program: rich content, engaging pedagogical structure, and community-based, trauma informed classroom environment. The California Law Academy Support Network program will help us ground our curriculum in rigorous, up-to-date legal studies. The PBL Institute will help us apply that learning to create interdisciplinary projects that reflect our legal studies career theme and target students' writing skills in a way that reflects a PBL approach of students engaging in performance assessments for authentic audiences. Finally, community circle practice is essential to create the conditions in our classrooms that will allow our students to feel a sense of belonging. We believe our students need to build trusting relationships with the peers they will collaborate with, and a solid, regular circle practice will allow for academic risks in emotionally safe, but intellectually challenging spaces.

We envision that our regular team meetings and retreats will be time to intentionally share our continuing work. We envision putting the Cal Law Summer Academy content to work in our PBLI professional development. Ray Von Jones from Communities United for Restorative Justice will instruct us in community development by taking us through our own RPL staff community circles, so we anticipate being able to experience and process the practice regularly and authentically.

2. *Your trainings are the same across years 1 and 2. How will the learning deepen if you are attending the same learning?*

We anticipate a differentiated learning experience in year 2 for each of the three institutes. In year two, the learning will be tailored to deepen our understanding and expertise and their application within the Race, Policy, and Law Academy.

The OUSD PBL Institute is designed to offer differentiated workshops based on participants' levels of experience and to provide collaborating teacher teams time to build out or revise PBL units with the support of a coach. In the first year of the Project-Based Learning Institute, RPL team members will focus on learning the fundamental principles of PBL and designing interdisciplinary projects. In the second year, we will have the option to learn advanced project-based learning pedagogies, interdisciplinary collaboration approaches, and in-depth analysis of real-world scenarios. This progression allows us to gain a deeper understanding of how to effectively implement PBL across our pathway, instead of just our individual classrooms.

Additionally, we will have the opportunity to initiate a RPL cross-course PBL in the first year, and in the second year, we can refine and enhance this project based on feedback received and

insights gained from their initial implementation, leading to a more robust and impactful learning experience for our students.

Similarly, circle training with Ray'Von Jones from Communities United for Restorative Justice evolves from introductory concepts and basic facilitation skills in the first year, to more advanced techniques and strategies tailored to our academy's unique needs in the second year. This progression will equip us with the tools and expertise necessary to foster a supportive and inclusive learning environment, address sensitive topics related to our students' unique experiences and provide targeted support to students facing challenges. Additionally, the year two training will address particular challenges team members have encountered as it will be tailored to meet the specific needs of RPL teachers.

Each year the California Law Academy Support Network (CLAS) Summer Institute offers sessions on special topics. As the special topics vary, we expect that our learning will vary as well. We will have the opportunity to expand our knowledge and skills with new sessions, stay updated on current legal and civics developments, and network with professionals in the field. These sessions provide valuable insights and resources that we can integrate into our curriculum to enrich the learning experience for our students.

- 3. Your team has several goals you're working on: community circles, interdisciplinary projects, and aligning writing practices. What will the focus of the observation days be over the course of the year? How will you integrate the learning across these goals?*

All of the interdisciplinary projects will be designed to strengthen students' argumentative writing skills, in addition to targeting relevant content standards for each discipline and key legal studies themes. Within that context, all peer observations of project instruction will be done on days in which argumentative writing skills are being taught and practiced. In this way, teachers will be able to simultaneously observe both writing instruction and PBL implementation. Over the course of the calendar year, each grade level will implement at least one interdisciplinary project, so observations with a PBL and writing focus will be scheduled accordingly. Academy teachers will facilitate community circles in their classes two or more times per month, so peer observations that focus on circle practice will be scheduled accordingly. Once the team plans out their scope and sequence for the year and calendars when projects will be implemented, the team will draft a strategic peer observation schedule. Observing teaching in real-time deepens our understanding of student learning in RPL. Cycles of peer observation and feedback will help us develop a rich, coherent, and vertically-aligned curriculum across the team, giving us baseline data on the team's community circle and writing practices that we can use in formulating individual and team goals for professional development. Observing one another's approaches to common content and/or skills will help us communicate more clearly when discussing curriculum, instruction, and student support – always keeping our work centered on students' lived experiences in our classrooms.

4. *"Break down the institutional challenges we face daily" reads a bit ambiguous given the goals of the project. Can you explain more about this?*

As noted, we are attempting to build our collective efficacy, collaboration and teaching practices so that we are able to best support the academic success and wellbeing of our amazing students. In order to obtain this goal, we need far beyond the once-a-month meeting time to be able to learn, plan, implement and reflect. When utilizing the term "institutional barriers" we point to the systemic obstacles that we confront on a daily basis while trying to best support our young scholars. From the paradox of a packed 8 hour workday, yet more than 12 hours of work per day to actually complete, to very limited resources, a sense of isolation in our own classrooms, overly-large class sizes of students with widely varying social, emotional and academic needs that are still recuperating from a pandemic, to the larger challenges of our community that is faced with the profound stress and trauma of high poverty, institutional racism, violence, and the consequent mental health challenges, it is apparent that we need more time and space to grow as a team of collaborative educators that will best support our community of young learners.

We believe that developing our circle practices will encourage healthier, safer learning environments, as students will feel more seen and connected, and will be able to regulate emotions, repair conflict and build community across 10th, 11th and 12th grade. Additionally, attending the PBLI and CLAS trainings will allow us to implement engaging interdisciplinary projects that are relevant to students' lives, and well-prepared and informed academy-aligned and rigorous legal, civics and social justice curriculum. These three opportunities, along with regular cycles of observation around project-embedded writing instruction and more collaboration time will better equip us to tackle these institutional challenges. But beyond that, these experiences and learning will develop our collective abilities to support our students.

5. *Much of the budget is to have subs release teachers. With the current sub shortage still impacting many schools, do you anticipate that you will be able to get enough subs for this work? What is your backup plan for this work if you can't get subs for all members?*

In our district, OUSD, the sub shortage has significantly improved, and in addition to that, our site has hired 3 regular STIP subs. As a result, we have easily been able to find coverage, and teachers have not had to cover for other teachers. While we can't say with certainty that this improvement will be sustained, it is certainly promising, and additionally, we are confident that our administration will continue to do its best to support us having a solid substitute pool.

As a team, we have also cultivated strong relationships with subs we trust. Therefore, we are able to call on specific subs, if need be, to secure important release days. We plan to organize our release days and the necessary resources far enough in advance to properly assure coverage, and for observation days, if need be, we can always reschedule the planned observation.

6. *Will the retreat be on campus or elsewhere?*

The retreat will take place off campus, at one of our teammates' homes.