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By	



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

February 28, 2024

To: Board of Education

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

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

**ACTION REQUESTED:**

Approval by the Board of Education of submission of District's Light Awards - Grant Application - Cultivating Our Collective Efficacy to Support Future Social Justice Leaders - to Pacific Foundation Services, San Francisco, CA, seeking \$30,000.00, to support teacher professional development in three focal areas: community circle practices, interdisciplinary projects, and writing across the curricula; by building teacher's effectiveness in these three areas will support students' skills and knowledge in meeting OUSD's Graduate Capstone requirement and college, community, and career readiness upon graduation at Oakland Technical High School, for the period of April 24, 2024 through June 30, 2026.

**BACKGROUND:**

Grant proposal 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
24-0345	Yes	Grant	Oakland Unified School District, Oakland Technical High School	To support teacher professional development in three focal areas: community circle practices, interdisciplinary projects, and writing across the curricula. By building teacher's effectiveness in these three areas will support students' skills and knowledge in meeting OUSD's Graduate Capstone requirement and college, community, and career readiness upon graduation.	4/24/24 - 6/30/26	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 \$30,000.00

**RECOMMENDATION:**

Approval by the Board of Education of District's Grant Application for Oakland Technical High School for fiscal years 2024-2026,

**ATTACHMENTS:**

Grant Face Sheet

Grant Application - LIGHT Awards Grant

Grant Budget

Grant LIGHT Awards Program Application - Team Member Agreement Form

Letter of Support - Oakland Technical High School

### OUSD Grants Management Face Sheet

<b>Title of Grant:</b> <b>LIGHT AWARDS</b>	<b>Funding Cycle Dates:</b> <b>04-24-2024 to 06-30-2026</b>
<b>Grant's Fiscal Agent:</b> (contact's name, address, phone number, email address)  Pacific Foundation Services	<b>Grant Amount for Full Funding Cycle:</b>  <b>\$30,000.00</b>
<b>1660 Bush St. Suite # 300 San Francisco, CA 94109</b>  <b>(415) 343-0837</b>  <b>rrodriguez@rockpa.org</b>	<b>Grant Focus:</b>  <b>Teacher Professional Development</b>
<b>Funding Agency:</b> <b>Intrepid Foundation</b>	
<b>List all School(s) or Department(s) to be Served:</b>  Race, Policy and Law Academy at Oakland Technical High School	

<b>Information Needed</b>	<b>School or Department Response</b>
How will this grant contribute to sustained student achievement or academic standards?	The grant funds will support teacher professional development in three focal areas: community circle practices, interdisciplinary projects, and writing across the curricula. By building teacher's effectiveness in these three areas will support students' skills and knowledge in meeting OUSD's Graduate Capstone requirement and college, community, and career readiness upon graduation.
How will this grant be evaluated for impact upon student achievement? (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 3.10% 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.)	Student surveys and graduation requirements will be the data used to evaluate the grant's impact.
Does the grant require any resources from the school(s) or district? If so, describe.	No

Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?  (If yes, include the district's indirect rate of 3.10% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Services are being paid through an OUSD contract or MOU
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Name/Title: Jah-Yee Woo, Teacher on Special Assignment  Site: 305 Address: Oakland Technical High School 4351 Broadway, Oakland, CA 94611 Phone: 510-928-5490 Email: jah-yee.woo@ousd.org

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**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal/Administrator	Martel Price	<i>Martel Price</i>	
Chief Academic Officer	Sondra Aguilera	<i>Sondra Aguilera</i>	2/2/2024

**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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LIGHT Application submitted by Amanda LaBerge with support from Jah-Yee Woo, Oakland Tech: Race, Policy & Law Academy

<https://www.grantinterface.com/intrepidphilanthropy/common/logon.aspx>

Due 1/12/24 @ 9am

Updated 1/17/24

## Work Sheet for Updated Version

Application: Cultivating our Collective Efficacy to Support Future Social Justice Leaders

Primary Subject Area: Interdisciplinary

Secondary Subject Area: Reading or Writing

Number of team members: 6

Brief Narrative (700 characters):

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. (694 characters)

## Project Timeline

Provide a project scope by describing your planned activities in each of the below windows of time. This timeline should exhibit a cohesive, well-thought out plan for how you will achieve your goals and how you will spend grant funds. It should show a clear progression over the two year grant period.

For each section, you must answer:

- What will your professional learning project entail?
- Who/how many team members will participate in each activity?

Please include:

- Specific onsite or virtual workshops, institutes, trainings, consultants, PLCs, etc.
- Cohesion: how do the different professional learning activities fit together? Do they build on or complement one another?
- Team meetings, planned collaboration and/or observation time
- Other activities/deliverables (ex, how often your team will meet)
- Team member roles (who will coordinate, participate, etc.) If the project will involve teachers beyond the proposed LIGHT Awards team, please clarify the role of Team Members versus the role of other teachers or staff.

May - August 2024 (Summer 1) (500 characters)

- (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

(492 characters)

September - December 2024 (Fall 1) (500 characters)

- (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

(487 characters)

January - May 2025 (Spring 1) (500 characters)

- (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

(479 characters)

June - August 2025 (Summer 2) (500 characters)

- (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

(410 characters)

September - December 2025 (Fall 2) (500 characters)

- (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

(463 characters)

January - May 2026 (Spring 2) (500 characters)

- (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

(455 characters)

## Project Impact

The LIGHT Awards program supports projects with a primary focus on teachers: projects which develop teachers' expertise, passion, and commitment to their profession. Please describe the professional learning experience you plan to conduct with this support.

NOTE: The LIGHT Awards supports team-driven professional learning, and does NOT fund whole-school initiatives. Please be sure to clarify who is meant when using the word "we".

### What is your project goal and why?\*

In one sentence, please state the goal of your project. (250 characters)

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.

250 characters

### Why is this project important?\* (400 characters)

In two - four sentences, please explain why this project is important, given or relevant to your school context and demographics

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 observations so we can break down the institutional challenges we face daily.

(393 characters)

### Have you engaged in professional learning on this topic before?\* (600 characters)

- If so, how is the project different from or how does it build on prior initiatives or opportunities already provided by your school?
- If not, what need does this project fulfill for teachers that is not currently addressed by existing professional learning at your school or district?
- What aspects of your project would occur regardless of the LIGHT Awards?

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.

(596 characters)

**What will change for your team after your project is complete in two years?\*** (700 characters)

- How will team members grow professionally through participation in this project?
- How will this project affect team members' resiliency and passion for teaching?
- How will this project build on team members' strengths, interests, and professional goals?

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.

(648 characters)

**What are the characteristics of your team that would support the success of your project?** (600 characters)

It is important that all members of your team are fully committed to the two-year professional learning plan you would pursue together.

- Why is this group of professionals the right group for this particular project?
- If your team members span different grades or subjects, why is it the right mix?
- How have members of your team previously collaborated on other efforts?
- How are you planning to facilitate collaboration and coordination among team members?

*You have the option of typing your response below or recording a short video (3 minutes maximum) that you can upload here.*

*The video is an opportunity to showcase your passion and to pitch your story in a succinct format. We want you to share your vision in a way that is different from the written proposal format. **This does not need to be a professionally produced video**; a video shot on a smartphone is acceptable.*

Please save your application before continuing onto this link:

<https://rockpa.app.box.com/f/ae3ebf3a03de4496a9abf7b6af766799>

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.

(599 characters)

**How will you share what you learn?\*** (600 characters)

- How do you plan to share what you learn with colleagues and the broader community?

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.

(498 characters)

**What professional learning providers are you engaging?\*** (600 characters)

Please list each professional learning provider you plan to engage and/or conference you plan to attend. Please list a URL next to each provider/conference.

OUSD Project Based Learning Institute,  
<https://teachercentral.ousd.org/archived-pages/copy-of-summer-2023-professional-development>  
Ray'Von Jones, Communities United for Restorative Justice, <https://curyj.org/our-people/rayvon-jones/>  
California Law Academy Summer Institute,  
<https://calawpathways.org/events/california-law-academy-summer-institute-clas/>

**Why did your team choose the previously mentioned professional learning providers and conferences?\*** (600 characters)

- How do your choices contribute to your goals?
- Do you have experience with working with the provider(s) you chose? If so, please describe.

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.

(616 characters)

**OTHER INFORMATION (Optional) (600 characters)**

Use this space to share any additional information that could strengthen or clarify your application.

If you are requesting many consumable materials that will be needed to sustain the work, please explain how they will be replenished after the conclusion of the grant term.

The project would support the professional learning of the 6 teachers on the team. During the weekly team meetings 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 team to coordinate, organize and manage the project.

## Project Budget

The LIGHT Awards program makes two-year grants of two sizes. You may request either amount depending on your project scope:

- \$20,000 (\$10,000 per year for two years) or
- \$30,000 (\$20,000 in year one and \$10,000 in year two)

Please consider the payment schedule when planning your budget expenditures so that you will have adequate funds to cover all expenses. In the first year, you do not need to expend all of the funds received, but you also cannot

spend more than you have received. All grant funds must be spent within the overall grant term of approximately May 2024 – June 2026.

**Budget\***

Details and instructions for submitting your proposed budget are included in the [Proposed Budget Template](#).

Please review them carefully.

 **Proposed Budget 2024-26.xlsx**

Use the template (linked above) to list proposed expenses, detailing how you intend to spend the funds. Complete the template and upload it in an Excel format (not PDF). Do not submit your budget using another format.

(i.e. \$1,750 for travel should be itemized in the description as \$250 for 4 round trip flights for all team members to Denver, \$150 for a rental car (2 days @ \$75/day), \$600 for 4 hotel rooms for one night at \$150/night).

**Budget Narrative (Optional) (1000 characters)**

Please use this space to provide any additional explanation of items in your budget. Please also describe any financial contributions that your school, district, or other funders will make to the project.

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%.

**Team Member Information**

Team members commit to active involvement in the proposed project activities across the full two year term. Only team members are eligible to benefit directly from LIGHT Awards grant funds.

Please visit [lightawards.org/eligibility](http://lightawards.org/eligibility) to make sure your team meets all requirements.

Additionally, please note:

- "Number of Years at Current School" and "Number of Years Teaching" should indicate number of years of full-time experience (not including student teaching) as of Spring 2023. Each team member is required to have at least two years of full-time teaching experience by that time. Exceptions are not made.
- Please identify any teachers with probationary status, as well as any teacher who holds leadership positions at your school site.
- For any non-teacher team members, please explain why their participation is essential to the success of the project.

Full Name	Work Email	Personal Email	Mobile Phone Number	Current Teaching Position	# of Years at Current School	# of Years Teaching
Shannon Carey (permanent/tenure)		smithwickcarey@gmail.com	510-757-8504	U.S. History	1	31
Amanda		araelaberge@gmail.com	510-295-7664	English 3,	2	9.5

LaBerge		il.com		Policy & Advocacy		
Ellen Dahlke (permanent/ tenure)		ellen.dahlke@gmail.com	708-828-6821	English 4, Social Justice & Advocacy	5	15.5
Bill Luoma		bluoma@gmail.com	415-235-0052	Geometry, Algebra 2	3	3
Nathaniel Goodwin	nathaniel.goodwin@ousd.org	mrgoodwinchemistry@gmail.com	510 698 2325	Chemistry	2.5	2.5
fefe yamaguchi	fefe.yamaguchi@ousd.org	feliciajordan212@gmail.com	858 344 6977	English 2, Law & Society	2	2
Jah-Yee Woo	jah-yee.woo@ousd.org	jahwoo76@gmail.com	510-928-5490	Teacher on Special Assignment	12	23

📄 2024 LIGHT Teacher Signatures updated.pdf

Needs to be signed and uploaded

## Letter of Support

📄 RPL Light Awards Grant Letterhead.docx

Upload a scanned letter(s) of support (as a single file) from the principal at each participating school that includes a brief description of how they will support the participation of his/her staff members.

It is important to the Foundation that the teachers are able to complete the project with the support of their school administration.

For any application that includes stipends: as part of the letter of support, each principal must include the following statement:

*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.*

If the principal needs to include additional information to explain any special circumstances regarding stipends for teachers participating in the LIGHT Awards program, they may do so.

## School Information

**% of Students Qualifying for Free and Reduced Lunch\* (200 characters)**

Please include information for each school involved.

For the 2023-24 school year, of the 1796 students enrolled at Oakland Tech, 57.3% of students qualify for free and reduced lunch. (129 characters)

**% English Learner Students for Each School\* (200 characters)**

Please include information for each school involved.

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. (151 characters)

**Student Body Demographics\* (250 characters)**

Please include information on the total number of students, total number of teachers, and race/ethnicity population breakdown for each school involved. Add any other demographic information relevant to project and school population.

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. (207 characters)

Sources:

[https://dashboards.ousd.org/views/Enrollment\\_0/Snapshot/jah-ye.woo@OUSD.ORG/a8ac80e4-de4a-4341-bb6c-67ac32129398?display\\_count=n&showVizHome=n&origin=viz\\_share\\_link&embed=y](https://dashboards.ousd.org/views/Enrollment_0/Snapshot/jah-ye.woo@OUSD.ORG/a8ac80e4-de4a-4341-bb6c-67ac32129398?display_count=n&showVizHome=n&origin=viz_share_link&embed=y)  
<https://www.caschooldashboard.org/reports/01612590136051/2023>

**Additional Info: (1000 characters)**

The team serves the 186 students in the Race, Policy and Law (RPL) Academy for grades 10-12. For the 2022-23 school year, the RPL student population was 33.1% Black; 23.5% White; 22.9% Latinx; 13.3% multiracial; 4.2% Asian Pacific Islander; and 3% did not report their racial/ethnic background. The percentage who qualified for free and reduced lunch was 61%. There were 20.5% of students whose home language was no English; of that total, 1.8% were designated as English Language Learners. 57.8% identified as female and 42.2% identified as male. (548 characters)

Source:

[https://dashboards.ousd.org/views/PathwayEnrollment/PathwayDemographics/jah-ye.woo@OUSD.ORG/d26acfd-e-ba11-4017-8cd2-4eb9b1571830?display\\_count=n&showVizHome=n&origin=viz\\_share\\_link&embed=y](https://dashboards.ousd.org/views/PathwayEnrollment/PathwayDemographics/jah-ye.woo@OUSD.ORG/d26acfd-e-ba11-4017-8cd2-4eb9b1571830?display_count=n&showVizHome=n&origin=viz_share_link&embed=y)

## Principal Information

Name: Martel Price

# of years at school

Contact information: [martel.price@ousd.org](mailto:martel.price@ousd.org)

## Grant Recipient Information

**Grant Recipient Organization\***

The LIGHT Awards program makes grants to tax-exempt entities. If your project is awarded a grant, the grant recipient may be your school. If your school does not accept grants directly, it may be your school district, school or

district education fund, or another tax-exempt organization. Read more at [lightawards.org/frequently-asked-questions](http://lightawards.org/frequently-asked-questions).

This organization would house the grant funds and you would work closely with the organization throughout your two-year grant term to access funds and track expenses.

We require that all applicants have:

- identified which organization would act as the grant recipient
- verified the tax-exempt status & EIN# of the grant recipient
- confirmed that the entity would be willing to accept and administer the funds
- submitted an Intent to Apply through your school district, if necessary
- checked other key details that would affect the grant, including processing fees and/or school board meeting schedules

Please specify the grant recipient.

Name: Rebecca Lacocque

Title: Linked Learning Director

Email: [rebecca.lacocque@ousd.org](mailto:rebecca.lacocque@ousd.org)

Federal Tax ID number: 94-6000385

Grant Processing Fees: indirect cost of 3.1% / year

**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 \$500 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
<b>Category</b>	<b>Amount</b>	<b>Explanation</b>
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	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>TOTAL</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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