

File ID Number	15-0353
Introduction Date	5/13/15
Enactment Number	15-0619
Enactment Date	5/13/15



OAKLAND UNIFIED SCHOOL DISTRICT

Memo

To Board of Education
From Antwan Wilson, Superintendent
 By: Devin Dillon, Chief Academic Officer
 Vernon Hal, Deputy Superintendent, Business & Operations

Board Meeting Date
 (To be completed by Procurement)

Subject District Submitting Grant.

Action Requested Acceptance by the Board of Education of the LIGHT Awards Grant in the amount of \$29,995.00 to Oakland Unified School District Teaching and Learning History Department for the period of July 1, 2015 through June 30, 2017

Background Grant proposal for OUSD schools for the 15-16 and 16-17 fiscal year was submitted for funding as indicated in the chart below. The Grant Face sheet and grant application packets are attached.
A one paragraph explanation of why needed.

File ID#	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
	Yes	Grant	OUSD Teaching and Learning History Department	See Attached	7/1/15-6/30/17	LIGHT Awards Program, Intrepid Philanthropy Foundation	\$29,995.00

Discussion The district created a Grant Face sheet process to:
One paragraph summary of the scope of work.

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

Recommendation Acceptance by the Board of Education of the LIGHT Awards grant in the amount of \$29,995 to Oakland Unified School District for the period of July 1, 2015 through June 30, 2017

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

- Grant Valued at: \$29,995

Attachments

- OUSD Grant Face Sheet
- Grant Application



GRANT AGREEMENT

The Intrepid Philanthropy Foundation ("Grantor") and the Oakland Unified School District ("Grantee") hereby enter into this Grant Agreement (the "Agreement") effective as of March 1, 2015.

1. **Grant Award.** Grantor hereby awards a LIGHT Awards grant in the amount of \$30,000.00 (the "Grant") to Grantee for the teacher professional development project titled "AP-level U.S. History for Castlemont and East Oakland's Students" led by Carrie Haslanger ("Team Lead"), per the proposal submitted for the 2015 grant cycle. This grant is for the period of March 1, 2015 – June 1, 2017 with payments to be made in April 2015 (\$17,598.00) and January 2016 (\$12,402.00).

2. **Use of Grant Funds.** Grantee agrees to use the Grant funds exclusively for educational purposes as described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code") as such purposes are more specifically set forth in Section 1 above. Without derogating the foregoing restriction, no portion of this Grant is earmarked for use (or shall be used) in carrying on propaganda or otherwise attempting to influence legislation. Grantee shall not use any portion of the Grant funds to: (a) participate or intervene (including the publishing or distribution of statements) in any political campaign on behalf of or in opposition to any candidate for public office, (b) fund any specific voter registration drive that is conducted in a manner that favors a particular candidate or slate of candidates, (c) make grants to individuals on a nonobjective basis, (d) support terrorist acts or organizations that further terrorist activities, or (e) for any non-educational purpose. Grantee agrees to repay to Grantor any portion of the Grant proceeds that is not used for the educational purposes set forth in Section 1 above.

Grantee is responsible for ensuring that Team Lead informs Grantor in a timely manner of significant difficulties in making use of the funds for the purposes described in the project's application. Any significant changes to the proposed timeline, project scope or budget (of more than 10% of a line item) will need to be approved in advance by the Intrepid Philanthropy Foundation.

3. **Grantee's Reports.** Grantee will submit to Grantor an interim report 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 June 15, 2016. A final report is due by June 15, 2017. In addition to the narrative and financial accounting, the final report must also include a final product that can be shared through the LIGHT Awards Program website for the benefit of all educators.

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

575 Market Street, Suite 3625
San Francisco, CA 94105
T 415 343 0831 F 415 543 0735
lightawards.org

4. **Grantee's Tax Status.** Grantee represents to Grantor that it is a governmental unit described in Section 170(c)(1) 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). 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.

5. **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.

6. **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 6:

Grantor: Intrepid Philanthropy Foundation
Attention: Joanne Greenstein
575 Market Street, Suite 3625
San Francisco, CA 94105

Grantee: Oakland Unified School District
1000 Broadway, Suite 680
Oakland, CA 94607-4099

7. **Representations.** Grantee represents and warrants to Grantor that (a) Grantee is a Code Section 170(c)(1) governmental unit duly organized and validly existing under the laws of the State of California (b) 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; and (c) Grantee has the absolute and unrestricted right, power, authority and capacity to execute and deliver this Agreement and to perform its obligations hereunder.

8. **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.

9. **Successor and Assigns.** This Agreement shall be binding upon and shall inure to the benefit of the parties and their respective successors and permitted assigns.

10. **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. All pronouns and variations thereof shall be deemed to refer to the masculine, feminine or neuter, singular or plural, as the context may require.

11. **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.

12. **Dispute Resolution.** In the event of any controversy, dispute or claim between the parties relating to this Agreement, the parties 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 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 has requested in writing such a meeting of the other party or if the dispute has not been resolved to the mutual satisfaction of the parties 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, which approval shall not be unreasonably withheld or delayed by either party. If the parties 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.

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

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

13. **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.

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

15. **No Waiver.** The failure of any party 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.

16. **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.

17. **Governing Law.** This Agreement and the respective rights and obligations of the parties hereto shall be construed and interpreted in accordance with the laws of the State of California, without reference to its conflict of laws provisions.

18. **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

By: [Signature]
Title: Philanthropic Advisor
Date: 4/29/15

Oakland Unified School District
[Signature]
By: James Harris
President, Board of Education
Title: [Signature]
Date: [Signature]
Antwan Wilson
Secretary, Board of Education

File ID Number: 15-0353
Introduction Date: 5/13/15
Enactment Number: 15-0619
Enactment Date: 5/13/15
By: [Signature]

OAKLAND UNIFIED SCHOOL DISTRICT
APPROVED BY: [Signature]

Carrie Haslanger

AP-level U.S. History for Castlemont and East Oakland's Students

LIGHT Awards Program 2015

Carrie Haslanger

8601 Macarthur Boulevard
Oakland, CA 94605

carrie.haslanger@gmail.com
M: 510-410-4417

Application Form

Report Fields

Project Name*

The Project Name should include the name of the Lead School and a brief description of the project (e.g. Elmwood Elementary Robotics)

AP-level U.S. History for Castlemont and East Oakland's Students

Brief Narrative*

Please briefly describe your project (3-4 sentences). If using acronyms, please explain the meaning/definition upon the first use

The team, made up of 3 United States History teachers in the Oakland Unified School District, will develop innovative, rigorous curriculum for U.S. History that reflect new thematic and skill-based standards for the Advanced Placement U.S. History course. Traditional AP teaching methods do not serve the diverse students of East Oakland, nonetheless, we are committed to preparing our students for the challenges of college and career. We will use the grant to fund a 4-day Summer 2015 institute of workshops on U.S. History content and AP-level historical thinking strategies, developed in partnership with OUSD History Specialist Elizabeth Humphries and the UC Berkeley History-Social Science Project. The grant will also fund 6 release days throughout the school year to refine the pilot curriculum, and a graduate student advisor. We will follow the same pattern in year 2, with the goal of producing workshops and a curriculum guide to share with U.S. History teachers in OUSD and beyond.

APPLICATION INSTRUCTIONS

A finalized LIGHT Awards Program application should include the following:

1. Completed applicant profile information (includes Team Leader, Lead School, Lead Principal, Grant Recipient Entity, and Additional Team Member information)
2. Completed narrative
3. Proposed timeline
4. Proposed budget
5. Budget narrative
6. A signed letter of support for the proposed plan from your principal that includes a brief description of how the principal will help the plan to succeed. If teachers are from multiple schools they will need a letter from each principal.
7. Signatures from all Team Members

If using acronyms, please explain the meaning/definition upon the first use.

Due Date: January 6, 2015

Carrie Haslanger

How did you find out about the LIGHT Awards grant opportunity?

We were informed by a History Specialist in the Oakland Unified School District (OUSD), who learned about the LIGHT Awards through a colleague.

Note: Although the system automatically saves your work approximately every 20 minutes, we highly recommend manually saving your work whenever you feel you have completed a significant portion of the application. You can do so by scrolling down to the bottom of the application page and clicking the "save as draft" button.

If you encounter problems or have any questions, please contact us at info@lightawards.org

TEAM LEADER INFORMATION

Current Teaching Position*

(grade, subjects & other professional roles (e.g. grade level leader))

Caroline Haslanger:

Teacher, 10th grade World History and 11th grade AP U.S. History, Castlemont High School

Number of Years at Current School*

7

Past Teaching Experience (including number of years teaching and past positions)*

5 years at Youth Empowerment School, OUSD

LEAD SCHOOL INFORMATION

Name of School*

Castlemont High School

Address*

8601 Macarthur Boulevard
Oakland, CA 94605

Website*

<http://publicportal.ousd.k12.ca.us/castlemont>

Phone Number*

510-879-3010

School Type*

Traditional Public

Brief Description*

- grade levels served
- number of students
- number of teachers

- school demographics (such as ethnicity, % free & reduced lunch and % English language learners)
- school performance metrics (API, etc.)
- important partnerships or initiatives

Castlemont is a public high school in East Oakland serving approximately 550 students in grades 9-12, with a staff of approximately 35 teachers. 27% of students at Castlemont are English Language Learners, and 87% of students receive free or reduced lunch. More than 99% of Castlemont's student body is made up of students of color. During the 2012-13 school year, 17% of Castlemont students scored proficient on the STAR test for English Language Arts, while only 9% scored proficient on the California State Test for History. The school's API score for 2012 was 539, and for 2013 was 509. From 2004-2012, Castlemont was divided into three separate small schools known as the Castlemont Community of Small Schools. However, as of 2012, the campus was re-consolidated into one high school. Now in its third year as a unified school, and under the leadership of a new principal, Castlemont is still experiencing the effects of instability - including declining enrollment, high rates of teacher and student turnover, and low standardized test scores. Castlemont is one of the highest-need schools in all of OUSD.

LEAD PRINCIPAL INFORMATION

Principal Name*

William Chavarin

Number of years at school site*

1

Email*

william.chavarin@ousd.k12.ca.us

Phone Number*

510-879-3010

GRANT ADMINISTRATION

Grant Recipient Entity*

The LIGHT Awards makes grants to tax-exempt entities. Should your project be awarded a grant, would the grant recipient be your school, school district, or another tax-exempt entity? Please specify.

Oakland Unified School District

Contact Information*

Please provide us with the name, email and phone number of the main contact for grant administration at the grant recipient entity.

Lisa Spielman, Acting Executive Director, Teaching & Learning, lisa.spielman@ousd.k12.ca.us, Tel: 510.545.6752 Fax: 510.452.2077

ADDITIONAL TEAM MEMBER INFORMATION

The LIGHT Awards Program requires that you have between two and five team members in addition to the team leader.

Team Member #2 (Required)

Full Name*

Whitnee Garrett

Current Teaching Position (grade, subjects)*

10th Grade U.S. History, Madison Park Academy

Number of Years at Current School*

1

Number of Years Teaching*

3

Email*

whitnee.garrett@ousd.k12.ca.us

Mobile Phone Number*

626-377-0595

Team Member #3 (Required)

Full Name*

Betzy Barron

Current Teaching Position (grade, subjects)*

10th Grade World History, 11th Grade Junior Academic Literacy, 12th Grade Government/Econ, Fremont High School

Number of Years at Current School*

1

Number of Years Teaching*

12

Email*

Msbarron007@gmail.com

Mobile Phone Number*

408-747-7167

Team Member #4 (Optional)

Full Name

[Unanswered]

Carrie Haslanger

Current Teaching Position (grade, subjects)

[Unanswered]

Number of Years at Current School

[Unanswered]

Number of Years Teaching

[Unanswered]

Email

[Unanswered]

Mobile Phone Number

[Unanswered]

Team Member #5 (Optional)

Full Name

Current Teaching Position (grade, subjects)

Number of Years at Current School

Number of Years Teaching

Email

Mobile Phone Number

Team Member #6 (Optional)

Full Name

Current Teaching Position (grade, subjects)

Number of Years at Current School

Number of Years Teaching

Email

Mobile Phone Number

NARRATIVE

DOING: Please describe the Professional Development (PD) experience you plan to conduct with this support.

Please be sure to address each bullet in your response.

What the PD entails.*

- Workshops, institutes, trainings, onsite consultants, professional learning communities, etc. (please provide a website link and dates, if relevant)
- 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 and/or staff)

The team is working with OUSD History Specialist Elizabeth Humphries and the director of the UC Berkeley History Social-Science Project (UCBHSSP, <http://ucbhssp.berkeley.edu/>), Dr. Rachel B. Reinhard, to develop a series of professional development opportunities in line with the UCBHSSP's mission to bridge the

K-16 continuum. The collaboration will begin with a 4-day summer institute in Summer 2015. The institute will be tailored to the particular challenges faced by U.S. History teachers in East Oakland, such as a high percentage of language learners and students living in poverty. The institute will include scholar lectures to inform curriculum design as well as pedagogical support, emerging from UCBHSSP's expertise in historical thinking and academic literacy strategies. History professors, graduate students, and UCBHSSP staff will advise in the selection of key historical documents to integrate into the course and model research-based, high-leverage learning strategies. These workshops will align with the demands of the AP curriculum as well as apprentice the team in the best research-backed curricular choices to make for our students.

Based on the summer institute, our team will develop a structure for an innovative and rigorous, AP-level U.S. History curriculum to be piloted and refined during the 2015-16 school year. The curriculum will place students in the position of historical investigators and will organize content using engaging themes and essential questions to help students connect to the history they are studying. Six times during Year 1, the team will come together on release days to reflect on the lessons and units taught and to plan lessons to address upcoming content and skill development. These release days will be coordinated by Dr. Reinhard and Elizabeth Humphries based on feedback from teacher team members. Throughout the year, a graduate student advisor will be available to team members for consultation.

In Summer 2016, we will again participate in a summer institute led by the UCBHSSP based on newly identified needs and refinement of lessons from the 2015-16 school year.

During Year 2, six release days will be used for a combination of continued instructional planning and reflection as well as developing opportunities to share our learning with other teachers. We will identify lessons that were particularly effective for our students and develop workshops to present to colleagues in the Oakland Unified School District and beyond. We hope these workshops can be presented at OUSD's professional development for district teachers, conferences, and, potentially, as part of the Advanced Placement training process for AP teachers, particularly those in areas like East Oakland.

By the end of Year 2, we will compile a scope and sequence with model lessons that can serve as best practices in a Guide for Teaching AP-level U.S. History in Urban Schools, as well as the series of workshops developed by our team members.

Why your team chose this PD.*

- What need it addresses for students and teachers at your school(s) that current PD does not cover.
- How it is different from the PD your school/district already provides.
- How it can build on previous PD experiences.
- How it can affect the team members' teaching experience, teaching practice and leadership skills.
- How it can affect your colleagues, school or district.
- How it can affect students.

Our team is composed of teachers who serve the students of East Oakland. The majority of our students are of-color, and frequently come from communities entrenched in cycles of poverty and incarceration. These students' histories are often not represented in traditional U.S. History or AP U.S. History courses. In addition, traditional methods of lecture and note-taking are neither effective nor engaging for our student population. It is our goal to develop high-quality, rigorous, engaging curriculum that is both tailored to our students' particular skills and experience and reflective of the challenges they will face in college or the professional world.

Although district professional development provides models for historical thinking strategies, it is not focused on how to teach U.S. History at the Advanced Placement level, while engaging a diverse student population. Similarly, district professional development is not structured to provide opportunities for teachers to develop curriculum. To do this, we need both targeted support and sufficient time to collaborate. Additionally, training for Advanced Placement presents a clear picture of what is expected of students on the AP exam, but little support for how to reach non-traditional AP students.

The PD we are proposing in this application would not only address our need to deepen our own understanding of appropriate content and rigor for our courses, but it would allow us to collaborate with our colleagues to develop and refine curriculum that is responsive to our students' needs. Teaching is often an isolating job, and each of us has few opportunities for collaboration in our content area at our school sites. This PD series would strengthen collaborative relationships across schools in East Oakland, and would position each of the team members as a resource to our history colleagues across the district (and beyond).

Most importantly, this PD series has the potential to unlock access to college-level historical thinking to our students, who are historically under-represented in AP classrooms and under-prepared for college. By combining relevant content with engaging skills and strategies, we hope to show students the power of "doing" history - that is, critically examining evidence, finding patterns, considering multiple perspectives, and making informed judgments and arguments. These skills are not only essential for 21st Century citizenship, but are highly aligned with the expectations of the Common Core Standards.

Team Dynamics/Collaboration.*

Examples include:

- Have members of your team previously collaborated on other efforts?
- Are any of your team members considered leaders at your school site? In what way?

This grant application is the first act of collaboration between members of this team. We found each other based on our common interest in becoming more effective teachers of critical historical thinking for our students and our shared experiences teaching in East Oakland schools.

LEARNING:*

The Intrepid Philanthropy Foundation believes that LIGHT Awards Program grantees are in the best position to determine how the impact of their projects can be measured.

- What would success look like for your project? Please make sure to define the current baseline in order to determine success/improvements.
- How will you assess the success of your project?

The Oakland Unified School District History department uses a series of Advanced-Placement style document-based-questions to evaluate student progress. These assessments, known as History Writing Tasks or HWTs, require students to examine a set of historical documents and use them to write an argumentative essay in response to a historical question. Student writing is then evaluated using the OUSD Argumentative Writing Rubric. These assessments reflect the same skills we hope to develop through our curriculum.

We will establish a baseline based on scores from our team's students on the mid-year and end-of-year 2014-15 U.S. History HWTs, and will monitor progress and growth on the mid-year and end-of-year HWTs throughout Year 1 and 2 of the grant. We hope to see growth in the average rubric scores, especially in the areas of evidence and sourcing, analysis, and historical content.

Since two of our team members are currently teaching AP U.S. History, we will also evaluate progress and success based on their students scores on the AP test. Using scores from the spring of 2015 as a baseline, we hope to see growth in the average scores of students in their classes, as well as an increase in the number of students scoring 4 or 5.

SHARING*

LIGHT Award Program recipients are required to submit a final product that can be shared through the LIGHT Awards Program website for the benefit of all educators.

- What do you anticipate creating to share your learnings or experiences? (For example, a summary of learnings, a curriculum guide, a shareable video, or a project how-to guide.)
- What are additional ways that you plan to share what you learn with colleagues and peers? (For example, publish an article in an academic journal, lead PD at a conference, train teachers in the district, etc.)

At the end of the grant cycle, we hope to summarize the best practices we find to be most effective for our students, as well as the unit themes and essential questions we develop, and a collection of curated historical documents to accompany each unit. We will gather this information in the form of a Guide for Teaching AP-level U.S. History in Urban Schools that could be shared with U.S. History teachers in Oakland and beyond.

Throughout Year 2, we will also develop workshops to share our learnings with other educators. We hope to present these workshops at district professional development, history conferences, summer institutes, and/or as part of training for AP teachers. The workshops will contain model strategies, lessons, and content developed and tested by our team in our classrooms.

OTHER INFORMATION (Optional)

Please share any additional information that strengthens your application.

Originally, we proposed a team of AP U.S. History teachers. However, as we spoke to our colleagues about the project, we discovered shared passions among teachers (both AP and non-AP) in East Oakland to shift their instruction so that their students felt more empowered as history scholars. By creating a team that spans both AP and non-AP classes, we see enormous potential for expanding the college-preparatory experience to a broader group of students.

We would also like to clarify the role of Elizabeth Humphries. We are thrilled at the opportunity to design our dream professional development, and feel strongly that the control over this vision should remain in our hands. However, given that we span 3 school sites, we felt that Elizabeth would serve as a crucial link, as well as an additional advisor/support person in the piloting process. We did not include her as a Team Member because she is not currently in the classroom, but she will be a part of "the team" supporting our work.

PROPOSED TIMELINE

Timeline*

Please download the [Timeline document](#), complete and upload in the area below. Include the activities that you currently anticipate conducting in years one and two of the grant. Please provide as much detail as possible including when and where the activities will take place and for what duration. Examples include team meetings, trainings, presentations and workshops. A few items have been pre-filled.

Please note that the Proposed Timeline is meant to be used for planning purposes and may be revised over time. We understand that specific activities and dates may change throughout the course of the grant period.

Timeline 2015-2016.xlsx.pdf

PROPOSED BUDGET

Total Grant Budget: The budget for years one and two of the project are not to exceed a total of \$30,000. The default award will be \$15,000 per year. You can request a variation on that allocation but will need to explain the request in the budget narrative.

Year One Request*

17,270.00

Year Two Request*

12725.00

TOTAL*

(not to exceed \$30,000)

29,995.00

Budgets by Year*

Please use the [Proposed Budget Template](#) to list and justify the line items in your budget, detailing how you intend to spend the funds. Please feel free to add/modify/delete categories to suit your project.

Proposed Budget 2015-2016 (UCBHSSP).xlsx.pdf

Budget Narrative (Optional)

Please use this space to provide any additional explanation of items in your budget. If you requested an allocation other than \$15,000 per grant year, please explain here. Please also describe any financial contributions that your school, district or other funders will make to the project.

Trainings: \$12,000 (\$6000 for two 4-day institutes, at a cost of \$1500 per day of UCBHSSP facilitation, in summer 2015 and summer 2016). Led by the UC Berkeley History-Social Science Project (UCBHSSP), these institutes will include lectures by scholars, workshops on historical thinking and academic literacy strategies, and teacher collaboration time to develop curriculum and instructional strategies. The summer 2016 institute will reflect more collaborative planning time between teachers to finalize curriculum units and plan for sustainability beyond the grant cycle.

Graduate Student Advisor: \$2000. The GSA will provide on call advisement on historical content and selection of resources for the participating teachers to help the teachers develop history lessons. The \$2000 GSA stipend will be paid during the summer of 2016.

Consultants: \$5535 (\$3690/Year 1; \$1845/Year 2). In Year 1, teachers will meet for six release days for intensive workshops, planning time, and curriculum development with the UCBHSSP trainers. In Year 2, teachers will meet with the UCBHSSP for three release days. There will be a slow release through Year 2 as teachers move to advising and greater collaboration amongst fellow teachers and Oakland Unified School District.

Substitute Teacher/Release Time: \$5760 (\$2880/Year 1; \$2880/Year 2). Teachers will meet six times in each year of the grant, necessitating substitute teachers for their classrooms. Teachers will meet three times in Year 2 with the UCBHSSP trainers, and three times without them to further their collaboration within the district.

Materials/Supplies/Equipment: \$2000 (\$1000/year). For the printing and copying of curriculum materials such as historical documents, worksheets, lesson materials, etc.

Scholar Talks: \$2100 (\$350/honoraria). There will be four scholar talks in the summer 2015 institute, and two in the summer 2016 institute.

Meetings: \$600 (\$300/year). Breakfast and lunch during release day team meetings.

LETTER(S) OF SUPPORT

Signed Letter(s) of Support*

Upload a scanned document of letter(s) of support from the principal at each participating school that includes a brief description of how they will help the proposed plan succeed. Electronic signatures are acceptable.

3 Team Members Letters of Support.pdf

TEAM MEMBER SIGNATURES

Signatures from Team Members*

Upload a scanned copy of the Team Member Agreement Form that has been signed by all Team Members. Electronic Signatures are acceptable.

Team Member Signatures.pdf

File Attachment Summary

Applicant File Uploads

- Timeline 2015-2016.xlsx.pdf
- Proposed Budget 2015-2016 (UCBHSSP).xlsx.pdf
- 3 Team Members Letters of Support.pdf
- Team Member Signatures.pdf

Instructions: Complete the table below, save it to your computer and upload in the area provided on the application. Include the activities that you currently anticipate conducting in years one and two of the grant. Please provide as much detail as possible including when and where the activities will take place and for what duration. Examples include team meetings, trainings, presentations and workshops. A few items have been pre-filled. Please note that the Proposed Timeline is meant to be used for planning purposes and may be revised over time. We understand that specific activities and dates may change throughout the course of the grant period.

Project Name	AP-level U.S. History for East Oakland's Students
Timeframe	Proposed Activities
Summer 2015 (June – August)	- All team members will attend a summer institute developed in collaboration with the UCBHSSP. During the institute, the team will attend workshops led by History professors, graduate students, and UCBHSSP staff to deepen their knowledge of U.S. History content and key historical thinking skills and strategies. The team will use this week to develop a skeletal structure for the pilot U.S. History curriculum for the 2015-16 school year.
August 2015	- Attend LIGHT Awards grantee convening
Fall 2014 (September – November)	- Host LIGHT Awards site visit - Hold two team meetings during release days (one in September, one in November) to reflect on curriculum taught so far and to plan for upcoming units and lessons.
Winter 2015/2016 (December – February)	- Hold two team meetings during release days (one in January, one in February) to reflect on curriculum taught so far, analyze student data from the mid-year HWT, and plan for upcoming units and lessons.
Spring 2016 (March – May)	- Submit LIGHT Awards interim grant report - Hold two team meetings during release days (one in April, one in May) to reflect on curriculum taught so far, plan for upcoming units and lessons, analyze students writing data from the end-of-year HWT, and establish needs for the Summer 2016 institute.
Summer 2016 (June – August)	- All team members will attend a second summer institute, developed in partnership with the UCBHSSP and based on needs identified during Year 1 of the grant cycle. During the institute team members will attend workshops and will collaborate to refine the curriculum for the 2016-17 school year.
Fall 2016 (September – November)	- Host LIGHT Awards site visit - Hold two team meetings during release days (one in September, one in November) to reflect on curriculum taught so far and to plan for upcoming units and lessons, and identify possible workshop topics.
Winter 2016/2017 (December – February)	- Hold two team meetings during release days (one in January, one in February) to reflect on curriculum taught so far, analyze student data from the mid-year HWT, and plan for upcoming units and lessons, and develop workshop agendas.
Spring 2017 – <i>exact date TBD</i>	- Hold two team meetings during release days to finalize workshops, compile student data, and to gather our work into a shareable Curriculum Guide. - Submit LIGHT Awards final grant report including a shareable product (Curriculum Guide, workshop agendas and materials)

PROPOSED BUDGET

Please complete the budget template to justify the anticipated costs for each year of the grant. Amounts should be listed to the nearest dollar.

Total Grant Budget: The budget for years one and two of the project are not to exceed a total of \$30,000. The default award will be \$15,000 per year. You can request a variation on that default award but will need to explain the request in the budget narrative.

Budgets by Year:

Please list and explain the line items in your budget, clarifying how you intend to spend the funds. Please feel free to add/modify/delete categories to suit your project.

Please keep the following in mind:

- If your district charges administrative fees, they must be included in the budget
- Grant funds cannot be applied to an event that pre-dates the grant period unless your school/district will front the costs
- Grant funds cannot be used to pay teachers to participate

Please refer to Sample Budget in the Sample Application provided on the LIGHT Awards website.

Project Name	AP-level U.S. History for East Oakland's Students		
Total Grant Budget	Year One Request	Year Two Request	TOTAL
	\$17,270.00	\$12,725.00	\$29,995.00

BUDGET BREAKDOWN

Category	Year One Cost	Year Two Cost	Explanation
Trainings	\$6,000.00	\$6,000.00	4 day institute (2), Summer 2015 and 2016, offered by UC Berkeley History-Social Science Project (UCBHSSP). UCBHSSP is providing this professional learning at a cost of \$1500/day. They do not charge on a per-person basis. However, the training will be attended by 3 team members, therefore the cost is \$2000/person each year.
Graduate Student Advisor	\$2,000.00		Stipend for graduate student advisor, hired through the UCBHSSP, to provide on-call advisement on historical content and selection of resources to team members throughout the 2015-16 school year.
Workshops			
Consultants	\$3,690.00	\$1,845.00	Release day facilitation by UCBHSSP (6 days/Year 1, 3 days/Year 2). \$615/day
Substitute Teacher/Release Time Release Time	\$2,880.00	\$2,880.00	Cost of substitutes (\$160/day) for 12 release days x 3 teachers (6 in Year 1, 6 in Year 2) for planning and reflection
Scholar Talks	\$1,400.00	\$700.00	\$350/honoraria. 4 talks in year 1 institute, 2 talks in year 2 institute
Materials/Supplies/ Equipment	\$1,000.00	\$1,000.00	Printing and copying curriculum materials
Meetings	\$300.00	\$300.00	Breakfast and lunch during release day team meetings
Travel			
Other - please specify			
TOTAL	\$17,270.00	\$12,725.00	



William Chavarin
Castlemont High School
8601 Macarthur Boulevard
Oakland, CA 94605
(510)879-3010

December 31, 2014

Dear Intrepid Philanthropy Foundation,

It is my pleasure to write you this letter of support Carrie Haslanger who is applying for a grant from the LIGHT Awards Program. She has submitted a proposal to work collaboratively with other teachers and the Social Studies department chair in our district, as well as with professors from the University of California at Berkeley. As a part of this team, Carrie will work to develop Advanced Placement United States History curriculum that is aligned with the new, thematic and skill-based AP standards as well as with the national Common Core standards.

While Carrie is a veteran teacher with 11 years of experience, she is new to teaching AP US History. She has been active in seeking support in developing her curriculum for the course this year, and she has expressed excitement about working with the team who is currently applying for this grant. Carrie is a team player who is highly productive when collaborating with others, and I am confident that with the support of this grant they will produce curriculum that will not only engage our school's students in innovative ways, but that she will then be able to share that curriculum with other teachers throughout the district... and beyond!

The focus area of this initiative to develop innovative AP US History curriculum mirrors our school's goals, specifically in providing rigorous, college-preparatory curriculum. I anticipate supporting Carrie by ensuring that she has opportunities to work in collaboration with her team, both after and during school days.

If there is any additional information that I can provide, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'William Chavarin', written over a horizontal line.

William Chavarin, principal

Dr. Lucinda Taylor
Madison Park Business and Art Academy
400 Capistrano Drive
Oakland, CA 94603
(510) 636-2701

December 31, 2014

Dear Intrepid Philanthropy Foundation,

It is my pleasure to write you this letter of support for Whitneè L. Garrett who is applying for a grant from the LIGHT Awards Program. She has submitted a proposal to work collaboratively with other teachers and the Social Studies department chair in our district, as well as with professors from the University of California at Berkeley. As a part of this team, Whitnee will work to develop Advanced Placement United States History curriculum that is aligned with the new, thematic and skill-based AP standards as well as with the national Common Core standards.

While Whitnee has been teaching history for the past 3 years, she is new to teaching AP US History. She has been active in seeking support in developing her curriculum for the course this year, and she has expressed excitement about working with the team who is currently applying for this grant. Whitnee Garrett is a team player who is highly productive when collaborating with others, and I am confident that with the support of this grant they will produce curriculum that will not only engage our school's students in innovative and culturally relevant ways, but also share that curriculum with other teachers throughout the district... and beyond!

The focus area of this initiative is to develop innovative AP US History curriculum that mirrors our school's goals, specifically in providing rigorous, college-preparatory curriculum. I am prepared to support Whitnee by ensuring that she has opportunities to work in collaboration with her team, both after and during school days.

If there is any additional information that I can provide, please do not hesitate to contact me.

Sincerely,



Dr. Lucinda Taylor
Madison Park Business and Art Academy
Principal

Emiliano Sanchez
Fremont High School
4610 Foothill Boulevard
Oakland, CA 94601
(510) 434-5257

January 5, 2014

Dear Intrepid Philanthropy Foundation,

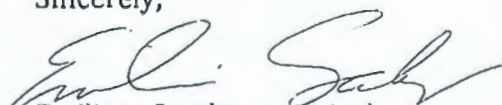
It is my pleasure to write you this letter of support for Ms. Betzy Barron, who is applying for a grant from the LIGHT Awards Program. She has submitted a proposal to work collaboratively with other teachers in Oakland Unified School District and one History Specialist, as well as with the UC Berkeley History-Social Science Project. As part of this team, Ms. Barron and her colleagues will develop United States History curriculum that is aligned with new thematic and skills-based standards for AP U.S. History, as well as with the Common Core standards.

Ms. Barron has been teaching since 2003, but remains active in seeking support in developing her curriculum for the course, and has expressed excitement about working with the team who is currently applying for this grant. Ms. Barron is a team player who is highly productive when collaborating with others, and I am confident that with the support of this grant they will produce curriculum that will not only engage our school's students in innovative ways, but that she will then be able to share that curriculum with other teachers throughout the district...and beyond!

The focus of this initiative - to develop innovative and rigorous U.S. History curriculum - mirrors our school's goals, specifically in providing college-preparatory curriculum that is engaging and relevant to our student population. I anticipate supporting Ms. Barron by ensuring that she has opportunities to work in collaboration with her team, both after and during school days.

If there is any additional information that I can provide, please do not hesitate to contact me.

Sincerely,


Emiliano Sanchez, principal



**LIGHT Awards Program 2015 Application
Team Member Agreement Form**

Project Name: AP-level U.S. History for East Oakland's Students

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 for the 2015-2016 grant cycle. While the Team Leader 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.

Signatures of all Team Members of Project named above:

1) Whitnee L. Garrett
Printed Name

Whitnee L. Garrett
Signature

2) Caroline Haslanger
Printed Name

Caroline P. L.
Signature

3) Betsy Barron
Printed Name

Betsy Barron
Signature

4) _____
Printed Name

Signature

5) _____
Printed Name

Signature

6) _____
Printed Name

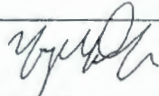
Signature

OUSD Grants Management Face Sheet 2015-16

Title of Grant: AP-level U.S. History for East Oakland's Students	Funding Cycle Dates: 7/1/15 - 06/30/17
Grant's Fiscal Agent: Oakland Unified School District	Grant Amount for Full Funding Cycle: \$29,995.00
Funding Agency: LIGHT Awards, Intrepid Philanthropy Foundation	Grant Focus: U.S. History instruction
List all School(s) or Department(s) to be Served: Castlemont, Fremont, Madison	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	As a result of this grant, teachers at 3 schools in East Oakland will receive concentrated professional development to prepare them to design and implement rigorous, engaging U.S. History curriculum aligned to the new Common Core State Standards, C3 framework, and the guidelines for Advanced Placement U.S. History.
How will this grant be evaluated for impact upon student achievement?	The team will monitor student scores on district History Writing Tasks over the 2 years of grant implementation. Participating teachers who teach AP U.S. History will monitor scores on the AP exam.
Does the grant require any resources from the school(s) or district? If so, describe.	One Teaching and Learning specialist, Elizabeth Humphries, will support in the planning of professional development and will work with participating teachers to schedule classroom visits and to incorporate project findings into district professional development.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	Yes. The district indirect will be covered by the grant at 4.25% of the total grant amount.
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?	Young Whan Choi, History Coordinator 4551 Steele St Oakland, CA, 94619 youngwhan.choi@ousd.k12.ca.us

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Department Head (e.g. for school day programs or for extended day and student support activities)	Young Whan Choi		1/29/15

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Antwan Wilson		