

File ID Number	25-1120
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Enactment Number	
Enactment Date	
By	



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

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

May 14, 2024

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Tom Felix, Principal, Oakland International High School

Subject: Grant Agreement - Intrepid Philanthropy Foundation - Light Awards Program - Oakland International High School

ACTION REQUESTED:

Approval by the Board of Education of a Grant Agreement by and between the District and the Intrepid Philanthropy Foundation, Light Awards Program, San Francisco, CA, with the District accepting an amount not to exceed \$30,000.00, to support the teacher professional development project titled “Foundational Literacy and Syntax for Newcomer Multilingual Learners”, as described in the proposal submitted for the 2025-2027 grant cycle, for the period of April 1, 2025 through June 1, 2027, pursuant to the terms and conditions thereof, if any.

BACKGROUND:

Grant Agreement for OUSD schools for the 2025-2027 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
25-1120	Yes	Grant	Oakland Unified School District, Oakland International High School	To support the teacher professional development project titled “Foundational Literacy and Syntax for Newcomer Multilingual Learners”.	4/1/2025 - 6/1/2027	Intrepid Philanthropy Foundation - Light Awards Program Grant	\$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 a Grant Agreement for Oakland International High School for fiscal years 2025-2027, pursuant to the terms and conditions thereof, for the grant year, if any.

ATTACHMENTS:

Grant Face Sheet

Grant Agreement - Intrepid Philanthropy Foundation

OUSD Grants Management Face Sheet

Title of Grant:		Funding Cycle Dates:
Light Award - Oakland International		4/1/2025 to 6/1/2027
Grant's Fiscal Agent: (contact's name, address, phone number, email address)		Grant Amount for Full Funding Cycle:
Intrepid Philanthropy Foundation		\$30,000.00
44 Montgomery St Ste 850 San Francisco, CA 94104-4610		
(415) 509-8316		
pirettemckamey333@gmail.com		
Funding Agency:		Grant Focus:
Intrepid Philanthropy Foundation		Professional Development for reading department of Oakland International High School
List all School(s) or Department(s) to be Served:		
Oakland International High School		

Information Needed	School or Department Response	
How will this grant contribute to sustained student achievement or academic standards?	Our goal is to further our understanding of the relationship between foundational literacy, vocabulary development and sentence structure in order to improve our pedagogy and support our multilingual learner students to become better English readers. Most OIHS students arrive with limited or interrupted formal education, reading at a Kindergarten level. We have a short window to teach students to read the complex English texts needed to be successful beyond high school. This grant will allow us to better understand the mechanics of sentence structure--a critical missing link in our curriculum that will make a substantial difference in our students' reading progress.	
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 3.89% 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.)	We will use longitudinal reading data to map student progress.	
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 3.89% 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:	Lauren Markham, Learning Lab Director
	Site:	353
	Address:	
	Phone:	617-699-5114
	Email:	lauren.markham@ousd.org

Applicant Obtained Approval Signatures:		
Name/s	Entity	Signature/s Date
Tom Felix, Principal	Department Chief	<i>Tom Felix</i>
Sondra Aguilera	Chief Academic Officer	<i>Sondra Aguilera</i> 4/15/2025
Grant Office Obtained Approval Signatures:		
Name/s	Entity	Signature/s Date
Lisa Grant-Dawson	Senior Business Officer	
Kyla Johnson-Trammell	Superintendent	



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, 2025.

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 “Foundational Literacy and Syntax for Newcomer Multilingual Learners” (the “Project”) led by Aly Kronick, as described in the proposal submitted for the 2025-2027 grant cycle, attached hereto (the “Proposal”). This Grant is for the period of April 1, 2025 – June 1, 2027, and shall be paid in May 2025 (\$20,000) and April 2026 (\$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”) Sections 501(c)(3) and 170(c)(2)(B), 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, 2026 and December 1, 2026. A final report is due by June 15, 2027. Grantor shall provide templates for all Grant reports.

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
3031 E 18th Street
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.

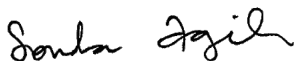
24. **Counterparts.** This Agreement may be executed in one or more counterparts, each of which shall be considered to be an original, but all of which together shall constitute one and the same instrument.

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

By: _____,


By: Sondra Aguilera,

Title: _____

Title: Chief Academic Officer

Date: _____

Date: 4/15/2025

Approved As To Form by OUSD Legal Department:

 03/27/25

Roxanne De La Rocha, Staff Attorney



Foundational Literacy and Syntax for Newcomer Multilingual Learners

Team Contact's School, City, and County	Oakland International High School, Oakland, Alameda County
Other School(s) Involved	
Primary Subject Area	Reading or Writing
Project Goal	Our goal is to further our understanding of the relationship between foundational literacy, vocabulary development and sentence structure in order to improve our pedagogy and support our multilingual learner students to become better English readers.
Number of Team Members	5
Grade Level(s)	High School
School Type(s)	Traditional Public
% of Students Qualifying for Free and Reduced Lunch for Each School	100% of our students qualify for free and reduced lunch.
% English Learner Students for Each School	99.7% of our students are designated as English Language Learners. One student was reclassified in Spring 2024. All other students are identified as English Learners based on their ELPAC scores.
Student Body Demographics for Each School	OIHS is home to 350 students. Our ethnic breakdown is: 79.1% Latinos, 4.1% Asian, 4.8% African American, 7.2% white, .7% Pacific Islanders, and 4.8% of students did not report an ethnicity. 7.2% of students are white. We have 28 teachers on staff.
At Least Two Can Attend the Grantee Convening in Summer 2025	Yes

Brief Narrative

The Reading Department of Oakland International High School (OIHS) is applying for support to deepen our instructional approach to reading for newcomer students. While we have established strong practices for teaching phonics and decoding (connecting the sounds and meanings of letter combinations), vocabulary, and word parts, we struggle to effectively teach syntax: the order of words to create meaning. We know that understanding how words work together is vital to the teaching and learning of reading, particularly for older learners and those with education gaps, so we will seek training from experts, new and established PDs, and launch an inquiry cycle to test and refine our practices.

Project Details

	Time Period	What will your professional development project entail? Who will participate in each activity?
Year 1	May – Aug 2025	-Our team will meet once in May and twice over the summer to solidify our existing phonics program, vocabulary strategies and word level skills for the coming school year. -Half the team's teachers will participate in Strategic Inquiry's foundational Combinations workshops July 8-16th, 2025. Participants will meet throughout the sessions to debrief and process key takeaways. -The team will meet together after the workshop to synthesize key takeaways and define next steps/goals for the fall.
	Sept – Dec 2025	-Remaining team members will participate in Strategic Inquiry's foundational Combinations workshops in October and November 2025. -The team will meet bi-weekly during our common prep period to improve practices related to the goals we developed from the Combinations workshop and apply the learning to our classroom practices. -In December, we will hold an initial meeting with the Strategic Inquiry leaders to share what we have learned and brainstorm for our spring workshops and inquiry cycle.
	Jan – May 2026	-Our team will engage in monthly customized Strategic Inquiry workshops that address syntax as it relates to newcomers and an accompanying inquiry cycle designed in collaboration with our department and Strategic Inquiry leaders. -We will meet during our common preps and/or conduct peer observations to share what we're trying in our classrooms and receive feedback.
Year 2	Jun – Aug 2026	-We will participate in a self-led 3 day retreat where we review reading data, process our learnings from the school year and begin to plan how this will impact our classrooms in the upcoming school year. We also plan to spend a substantial portion of the retreat working on foundational literacy vertical alignment across our Reading class sequence. The vertical alignment will include phonics, word level work, vocabulary and initial sentence level strategies.
	Sept – Dec 2026	-Our team will engage in a second inquiry cycle, facilitated by Strategic Inquiry, as we continue to refine our classroom strategies related to syntax. We will meet with the Strategic Inquiry leaders once a month and will participate in peer observations throughout the inquiry cycle. -In addition to these monthly meetings, our team will meet once a month to begin to solidify and align the strategies related to syntax that we are teaching in our different classes.
	Jan – May 2027	Our team will: -meet bi-weekly to finalize our teaching practices on sentence structure that we can share with outside content teachers -facilitate monthly "lunch and learns" for OIHS educators to learn about our work and strategies for their own classrooms -plan an all-staff PD for the end of the spring semester where we share our overall learnings -design a cross-content professional development series for Fall 2027 on how to implement foundational literacy and sentence level strategies

Why is this project important?

Most OIHS students arrive with limited or interrupted formal education, reading at a Kindergarten level. We have a very short window to teach students to read the complex English texts needed to be successful beyond high school. Understanding the mechanics of sentence structure is the critical missing link in our curriculum that will make a substantial difference in our students' reading progress.

Have you engaged in professional learning on this topic before?

Each member of our reading department has engaged in extensive professional development (PD) related to foundational literacy skills and academic literacy. However, we have not had the opportunity to engage in PD explicitly related to teaching sentence structure (in part because there are few trainings available and those that do exist - the ones we want to pursue as grantees - are costly). If we aren't awarded a Light Award grant, we would still launch an inquiry cycle to tune our practices as reading teachers to include a more explicit focus on syntax, but without the guidance from experts.

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

We are educators who thrive off of expanding our practices and expertise, so this project will contribute to our renewed sense of purpose and drive. The support of this grant will allow us to make strides in improving our teaching practices and transforming reading progress and outcomes for our newcomer students. As educators, this project will provide us with more confidence and agility in the classroom, and the sense that we are not operating in the dark (potentially at students' expense) but instead according to research in the field. By pushing our own practices as individual teachers and as a group, we will also further strengthen and enhance our professional relationships.

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

Each of us has a strong commitment to teaching reading to newcomer high schoolers with education and literacy gaps. Combined, we have taught at OIHS for 45 years. As a team, we have worked closely together to develop a reading class sequence which has already shown remarkable student growth. But even with this many years of teaching and collaboration, we remain passionate, as always, to learn and to keep improving our practices. We are inspired with possibility and enthusiasm for the work to come - its technical aspects and its potential outcomes for students.

How will you share what you learn?

OIHS has a robust professional development structure that prioritizes teacher-led sharing of best practices. Our plan is to share our work with our school throughout the grant cycle: through informal "lunch and learn" sessions during year two, and then a formal professional development (PD) on our findings and practices toward the end of year two. In the fall of 2027, we will support our staff with more PD and coaching for how to implement these new reading strategies into their own curriculum. We also hope to share our work with other OUSD newcomer teachers and at literacy conferences.

Professional Learning Providers	Professional Learning Providers: Choices Justifications
We have chosen to work with Strategic Inquiry (https://strategicinquiry.com) because it is the only organization with expertise in teaching sentence structure to multilingual learners. Strategic Inquiry's model engages teacher teams in inquiry cycles to eliminate students' literacy skill gaps and improve students' writing through various evidence-based writing strategies. The organization has worked with numerous high schools serving newcomers across the country.	This year, our team used Strategic Inquiry's book, <i>Sentence Strategies for Multilingual Learners</i> , as a guiding text for our initial inquiry into how sentence structure relates to literacy development. One of our team members has also worked with Strategic Inquiry staff in another context, creating benchmark rubrics for portfolio projects as an alternative assessment to New York's Regents exams. When we broached the Strategic Inquiry team about our proposal, they were enthusiastic about partnering with us to create custom professional learning offerings for our specific context.

Other Information (Optional)

Only some of the team will participate in the Summer 2025 Strategic Inquiry PD series due to scheduling conflicts (The PD is only offered at 9am EST, and therefore requires us on the west coast to attend at 6am which isn't feasible for all of us. Additionally, some of us have already made plans that conflict with the dates). Those that cannot attend over the summer will attend in the fall. We decided to split the group instead of all waiting until the fall because of so much excitement and desire to begin our professional learning and apply to our planning for the 2025-26 school year.

Team Member Information

Name	Current Teaching Position	Years at Current School	Total Years Teaching
Aly Kronick (Team Contact)	9-11th grade Reading C teacher 12th grade Reading Intervention teacher Reading Department Lead	10	12
Jen Kelly-Dewitt	9-10th grade Reading A teacher Instructional Coach	18	18
Katy Reese	9-11th Grade Reading B teacher	2	10
Loraine Woodard	9-11th grade Reading D teacher 11th grade team leader	14	25
Molly Farmer	9-11th grade Reading C teacher	1	7

Principal Information

Principal Name	# of Years at Current School	Email Address	Phone Number
Tom Felix	3	tom.felix@ousd.org	(510) 879-2142

Grant Administration

Recipient Organization	Tax ID	Contact	Phone	Email
Oakland Unified School District, Oakland International High School	#94-6000385	Tom Felix	(510) 879-2142	tom.felix@ousd.org

Grant Processing Fees

No

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?

Our district requires us to submit an Intent to Apply and we have done so already. Our district requires incoming grants to be reviewed and approved by the board at board meetings. Upcoming board meetings will be held on March 12th, April 9th, May 14th

Budget Notes

The budget is split between staff stipends, substitute teachers for teacher release days, workshop costs and consultant costs for Strategic Inquiry staff's custom offerings, and retreat costs (lodging and food).

While we will spend significant time planning, reviewing data, and tuning practices during regularly scheduled departmental meetings, we know that this project will require intensive, focused time together away from campus. These retreats will allow us to delve into the heart of our work, its challenges and opportunities, and to develop meaningful strategies to implement in our classroom. They will also help us further develop as a team.

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 2025 - June 2027.

Stipends: If your proposal includes stipends as part of the project budget, such stipends are limited to a maximum of \$1,000 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 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.

Project Name		Foundational Literacy and Syntax for Newcomer Multilingual Learners
Category	Amount	Explanation
Conferences, Workshops, and Trainings (fees & registration)	\$5,000.00	Registration for Strategic Inquiry's Combinations workshop (5 team members x \$1,000 registration fee = \$5,000 total).
Consultants	\$10,000.00	Customized Strategic Inquiry workshops and inquiry cycles facilitated by Strategic Inquiry leaders. The cost of each workshop is \$1,000 for 2.5 hours. (9 workshops x \$1,000/workshop = \$9,000). Each workshop is facilitated by two people from the Strategic Inquiry, which will be conducted remotely. We are also including paid planning time for the Strategic Inquiry team to prepare for the workshops between December 2025 and December 2026. (10 hours x \$100/hour = \$1,000 total). If this is not needed, we will apply this money to an additional workshop that they facilitate.
Materials/Supplies/Equipment	\$0.00	
Travel	\$4,000.00	Lodging for our two team retreats planned in Summer 2026 and Spring 2027. (\$2,000/retreat x 2 retreats = \$4,000 total).
Substitute Teachers	\$3,400.00	Substitute teachers for two day retreat during the Spring 2027 school year. (\$337/daily rate x 5 team members x 2 days = \$3370 total)
Stipends	\$5,000.00	Stipend for each team member. (5 members x \$1,000 stipend = \$5,000 total)
Other/Incidentals/Administrative	\$2,600.00	Meals during our two retreats in Summer 2026 and Spring 2027. (6 meals x 5 people x \$30/meal= \$900 x 2 retreats = \$1800 total) Food/drinks for team meetings. (\$400/year x 2 years = \$800 total)
TOTAL GRANT BUDGET	TOTAL	
	\$30,000.00	



LIGHT Awards Program Application

Team Member Agreement Form

Project Name: Foundational Literacy and Syntax for Newcomer Multilingual Learners

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) Aly Kronick
Printed Name (Team Contact)

Aly Kronick 1/22/25
Signature and Date

2) Molly Farmer
Printed Name

Molly Farmer 1/22/25
Signature and Date

3) Jen Kelly-DeWitt
Printed Name

Jen Kelly-DeWitt 1/22/25
Signature and Date

4) Kathryn Reese
Printed Name

K Reese 1/22/25
Signature and Date

5) Loraine Woodard
Printed Name

Loraine Woodard 1/22/25
Signature and Date

6) _____
Printed Name

Signature and Date



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

OAKLAND INTERNATIONAL HIGH SCHOOL

January 22, 2025

Oakland International High School
4521 Webster Street
Oakland, CA, 94609

To whom it may concern:

It is my pleasure to write this emphatic letter of support for the reading teachers at Oakland International High School as they seek the support of a Light Award to deepen their work with students developing English literacy. This grant would allow the reading department to deepen their knowledge of how to teach syntax to students so that it improves students' comprehension of complex texts and simultaneously improves students' writing skills. Together with the reading teachers, I am hoping that in the second year of the grant, their learning can be shared with the larger faculty to enable more collective, school wide practices that support student literacy development.

The work the reading department seeks to deepen through this grant is central to our instructional improvement work. The reading teachers work closely with each other and in coordination with administration and our instructional coach. We are prepared to organize our professional development calendar to enable their work, both with each other and with the larger faculty.

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.

Please accept this letter as a token of the unequivocal support the reading teachers have in this endeavor, and thank you for your consideration.

Sincerely,

Tom Felix
Principal



LIGHT Awards 2025 Grant Cycle

Application Follow-Up Questions

“Foundational Literacy and Syntax for Newcomer MLLs”

Can you elaborate on why teaching sentence structure is so important for the newcomer students? And why is this type of training not usually included in other ELL professional learning?

1. Why is sentence structure so important for newcomer students?

A problem that we often encounter working with our high school aged newcomer students is that they can understand the meaning of individual words in a sentence but not what the sentence is saying overall. This is especially true when they are reading grade level texts with complex sentences that contain multiple phrases and clauses. Research shows that learning sentence structures (how different words work together in a sentence) and understanding how a sentence conveys an idea can help build students’ reading comprehension and writing abilities. In other words, when students understand the basic building blocks of sentences (subject and predicate, plural vs. singular nouns, present vs. past tense verbs, etc.), they are better able to understand what they are reading, as well as use those structures in speech and in writing. Some research that supports this is:

- Hennessey, 2022: “[Seriously, Syntax Matters: Crucial Connections to Comprehension](#)”
- Shanahan 2022- “[What teachers need to know about sentence comprehension](#)”
- Moats, 2009, “[What Does Syntax Have to Do With Reading Comprehension](#)”
- Sorenson et. al, 2021, “[Not All Sentences Are Created Equal](#)”
- Cain, 2007, “[Syntactic Awareness and Reading Ability](#)”
- Shanahan, 2020, “[Why We Need to Teach Sentence Comprehension](#)”
- Gillis, 2025, “[Syntax: Knowledge to Practice](#)”

2. Why is this not included in other ELL professional learning?

Professional development related to sentence structure is most often geared toward educators of elementary students. At the secondary grade levels, sentence structure is often overlooked based on an assumption that students have learned and mastered sentence reading and writing earlier in their schooling. As a result, professional learning for secondary teachers of ELLs more often focuses on training teachers in providing sentence stems (i.e. I believe that...) and/or language functions (i.e. compare/contrast, cause/effect, etc.) to support student writing and on methods for giving students access to complex texts via scaffolding, visual support, translanguaging, etc. A lot of emphasis is placed on teaching vocabulary at the single word or phrase level, but not about how we put those sentences together in sentences. However, what we have found as teachers at Oakland International High School is that our



students haven't necessarily learned sentence structure in their home language, and regardless, now need to learn new rules as applied to English in order to be able to comprehend texts and generate their own original sentences.