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Introduction Date	8/25/21
Enactment Number	21-1342
Enactment Date	8/25/2021
By	If



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

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

August 25, 2021

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer  
Amie Akuma, Principal, Fred T. Korematsu Discovery Academy

Subject: Grant Agreement - Intrepid Philanthropy Foundation - Fred T. Korematsu Discovery Academy

**ACTION REQUESTED:**

Approval by the Board of Education of a Grant Agreement between the District and Intrepid Philanthropy Foundation c/o Rockefeller Philanthropy Advisors, accepting \$30,000.00 in funding to support the 2021 Leveraging Innovation by Growing and Honoring Teachers (LIGHT) Grant Award Program for the teacher professional development project titled "Amplifying Student Voice: Developing Teachers to Support East Oakland's Young Writers, for the period April 1, 2020 through September 1, 2023, pursuant to the terms and conditions thereof, if any.

**BACKGROUND:**

Grant Agreement for OUSD schools for the 2021-2023 fiscal year 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
21-1700	Yes	Grant	Oakland Unified School District, Fred T. Korematsu Discovery Academy	To support the 2021 Leveraging Innovation by Growing and Honoring Teachers (LIGHT) Grant Award Program for the teacher professional development project titled "Amplifying Student Voice: Developing Teachers to Support East Oakland's Young Writers	April 1, 2020 - September 1, 2023	Intrepid Philanthropy Foundation c/o Rockefeller Philanthropy Advisors	\$30,000.00

**DISCUSSION:**

The District created a Grant Face sheet process to:

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

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

**FISCAL IMPACT:**

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

- Grants valued at: \$30,000.00

**RECOMMENDATION:**

Approval by the Board of Education of a Grant Agreement for Fred T. Korematsu Discovery Academy for fiscal year 2021-2023, pursuant to the terms and conditions thereof, for the grant year, if any.

**ATTACHMENTS:**

Grant Face Sheet  
Grant Agreement

## OUSD Grants Management Face Sheet

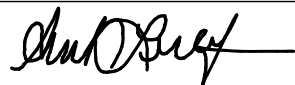
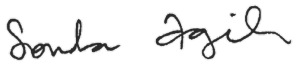
<b>Title of Grant:</b> 2021 Leveraging Innovation by Growing and Honoring Teachers (LIGHT) Grant Award Program	<b>Funding Cycle Dates:</b> April 1, 2020 – September 1, 2023
<b>Grant's Fiscal Agent:</b> <small>(contact's name, address, phone number, email address)</small> Rockefeller Philanthropy Advisors 44 Montgomery Street, Suite 1400 San Francisco, CA 94104 415.543.0734 <a href="mailto:jostroff@rockpa.org">jostroff@rockpa.org</a>	<b>Grant Amount for Full Funding Cycle:</b>  \$30,000.00 Distributed over two (2) years.
<b>Funding Agency:</b> Intrepid Philanthropy Foundation via the Rockefeller Philanthropy Advisors 44 Montgomery Street, Suite 1400 San Francisco, CA 94104	<b>Grant Focus:</b> "This team of elementary teachers will regularly meet with the Bay Area Writing Project (BAWP) coaches to design a project-based, action-oriented, writing curriculum that integrates expository, persuasive, and narrative writing into standards based social studies and science units. They will place special emphasis on drawing parallels to current events, and creating opportunities for students to interact with the community at large and find their public voice, learning how to be active participants in civic life. In addition to their work with BAWP, team members will also participate in interactive workshops, classroom observations, collaborative planning, lesson testing, examinations of student writing, and share outs of learnings with teachers in their school community." (Light Awards Project Abstract)
<b>List all School(s) or Department(s) to be Served:</b> Fred T. Korematsu Discovery Academy	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The outcomes of this grant are: <ol style="list-style-type: none"> <li>vertically aligned K-5 student facing checklists (called "rubrics" in the grant) for expository, persuasive, and narrative writing standards that will help students self-monitor their learning and contribute to school-wide student achievement of academic standards and amplify student voice.</li> <li>project-based unit outlines that will help new teachers be able to create action-oriented learning that will amplify student voice and civil action.</li> </ol>
How will this grant be evaluated for impact upon student achievement?  <small>(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 5.56% 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.)</small>	There will be a couple of ways we will evaluate for impact during this grant. <ol style="list-style-type: none"> <li>First, an ongoing evaluation by the teachers as we look at our students' writing and metacognition around their writing and the checklists during the grant period.</li> <li>Second, we will have reflections about the success of utilizing the project-based outlines during the second year.</li> <li>Third, comparing school-wide writing results as teachers utilize the checklists with their students and project-based unit outlines to make sure the writing is pushing student voice.</li> </ol>
Does the grant require any resources from the	Yes. We will need OUSD substitutes.

school(s) or district? If so, describe.	The grant has teachers observing one another and money has been set aside in the grant budget to pay OUSD substitutes to cover classes.
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 5.56% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No
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.)	Amie Akuma, Principal, Fred T. Korematsu Discovery Academy Oakland Unified School District 10315 E Street Oakland, CA 94603 510-639-3377 <a href="mailto:amie.lamontagne@ousd.org">amie.lamontagne@ousd.org</a>

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**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal/Administrator	Amie Akuma		5/25/2021
Chief Academic Officer	Sondra Aguilera		6/18/2021

**Grant Office Obtained Approval Signatures:**

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



## GRANT AGREEMENT – AMPLIFYING STUDENT VOICE

The Intrepid Philanthropy Foundation (“Grantor”) and Oakland Unified School District (“Grantee”) hereby enter into this Grant Agreement (the “Agreement”), effective June 11, 2021.

The Agreement incorporates by reference all terms shown in the attached Exhibit A, with the following changes:

- The final date of the grant period is adjusted from June 1, 2022 to September 1, 2023.
- An additional interim grant report will be due on December 15, 2022.
- The final grant report due date is adjusted from June 15, 2022 to September 15, 2023.

All other terms contained in Exhibit A are adopted as set forth therein.

Agreed:

### For Oakland Unified School District

Shanti Gonzales, President, Board of Education 8/26/2021

Kyla Johnson Trammell, Secretary, Board of Education 8/26/2021

Donna Agil 6/18/2021  
Signature Chief Academic Officer Date

Approved as to form by OUSD Staff Attorney Joanna Powell on 6/9/21.

### For the Intrepid Philanthropy Foundation

J. Schneider 6/21/2021  
Rockefeller Philanthropy Advisors Date

# **Exhibit A**



## 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, 2020.

1. **Grant Award.** Grantor hereby awards a LIGHT Awards grant in the amount of \$30,000 (the "Grant") to Grantee for Korematsu Discovery Academy for the teacher professional development project titled "Amplifying Student Voice: Developing Teachers to Support East Oakland's Young Writers" (the "Project") led by Tania Hughes, as described in the proposal submitted for the 2020-2022 grant cycle, attached hereto (the "Proposal"). This Grant is for the period of April 1, 2020 – June 1, 2022, and shall be paid in April 2020 (\$20,000) and April 2021 (\$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 \$500 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, 2021 and December 1, 2021. A final report is due by June 15, 2022. Grantor shall provide templates for all Grant reports.

44 Montgomery Street, Suite 1400  
San Francisco, CA 94104  
T 415 543 0734 F 415 543 0735  
lightawards.org



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

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

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

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

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

Grantor: Intrepid Philanthropy Foundation  
c/o Rockefeller Philanthropy Advisors  
44 Montgomery Street, Suite 1400  
San Francisco, CA 94104

Grantee: Oakland Unified School District  
1000 Broadway #295  
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.

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**

DocuSigned by:  
*Joanne Schneider*  
By: 2480BA6660B04E5,  
Title: Philanthropic Advisor  
April 24, 2020  
Date: \_\_\_\_\_

**Oakland Unified School District**

DocuSigned by:  
*Ryan Nguyen*  
By: 361BC70043BF4FA...,  
Title: CONTROLLER  
Date: April 24, 2020

*Shanthi Gonzales*  
\_\_\_\_\_  
Shanthi Gonzales  
President, Board of Education  
8/26/2021

*Kyla Johnson Trammell*  
\_\_\_\_\_  
Kyla Johnson Trammell  
Secretary, Board of Education  
8/26/2021

Tania Hughes



## Amplifying Student Voice: Developing Teachers to Support East Oakland's Young Writers

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<b>Team Contact's School, City, and County</b>	Korematsu Discovery Academy, Oakland, Alameda County
<b>Other School(s) Involved</b>	N/A
<b>Primary Subject Area</b>	Arts
<b>Project Goal</b>	Our goal is to improve how we teach writing at our school by designing a project-based, action-oriented writing curriculum and aligning how we teach writing and evaluate student work across the grade levels.
<b>Number of Team Members</b>	5
<b>Grade Level(s)</b>	Elementary School
<b>School Type(s)</b>	Traditional Public
<b>% of Students Qualifying for Free and Reduced Lunch for Each School</b>	95%
<b>% English Learner Students for Each School</b>	56%
<b>Student Body Demographics for Each School</b>	African American - 15% Latino - 74% Multiple Ethnicity - 2.5% Pacific Islander - 2.5% White - 1.2% Not reported - 1.1% Native American - .4% Asian American - 2.9% Filipino - .4%
<b>At Least Two Can Attend the Grantee Convening in August 2020</b>	Yes

### Brief Narrative

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Teachers will regularly meet with Bay Area Writing Project coaches to design a project-based, action-oriented, writing curriculum that integrates expository, persuasive, and narrative writing into standards based social studies and science units. Special emphasis will be placed on drawing parallels to current events, and creating opportunities for

Tania Hughes

students to interact with the community at large and find their public voice, learning how to be active participants in civic life. Professional development experiences will include interactive workshops, classroom observations, collaborative planning, lesson testing, and examination of student writing, and sharing learnings with other teachers.

## Project Details

	<b>Time Period</b>	<b>What will your professional development project entail? Who will participate in each activity?</b>
Year 1	May – Aug 2020	In a BAWP summer institute, project team members will explore research based teaching practices for building a robust and engaging writing program for young writers. Practices include academic writing with grammatical correctness and writing to build understanding. We will consider issues of equity and community engagement, empowering students to have a voice in what matters most to them. Teachers will have time to plan and support one another by sharing personal expertise and experiences.
	Sept – Dec 2020	Our team will apply what we learned from attending BAWP-led summer institute. Meeting every other week after school, we will collaborate on lesson planning, share student writing, and report on new practices and tools that we test in our classrooms. Three coaches from BAWP will help facilitate our work and provide expertise on the teaching of writing. Visits to observe classrooms at other schools with similar student populations will allow to see other models of writing instruction.
	Jan – May 2021	In January, the team will gather for a BAWP Saturday seminar to reflect on work done in Fall 1. During Spring 1 we will continue to share, twice monthly, instructional materials and student work. As part of this work we will also refine rubrics to evaluate the effectiveness of lessons. Classroom observations will again allow us to see different models of teaching. At the end of the semester, the team will share work, instructional questions, and student writing with the entire KDA staff.
Year 2	Jun – Aug 2021	Team members will gather, in collaboration with BAWP, to explore teaching practices studied and implemented during year 1. We will build and extend this work by developing plans for two "lesson studies" during the 20-21 school year. As part of Lesson Study, team members will collaboratively study an instructional practice. Through these "research lessons" we will observe and analyze student learning in order to build shared professional knowledge about effective teaching.
	Sept – Dec 2021	We will continue to meet twice monthly to collaborate on lesson planning and share instructional practices. Our "lesson study" work will investigate the effectiveness of specific practices as we observe lessons in each others classrooms. These observations will be followed by a collaborative reading and analysis of the student writing resulting from the lessons. We will address the question of what the writing suggests about how we might refine and improve our instructional practices.
	Jan – May 2022	In January, the team will gather for a BAWP Saturday seminar to analyze, through a focus on student writing, the effectiveness of instructional practices and teaching materials from the Fall 2 Lesson Studies. Building on this analysis we will observe each others classrooms as part of a second round of Lesson Studies during the Spring 2. The project will culminate with the sharing of instructional findings with the KDA staff and a student publication with the KDA community.

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

As a whole school, we have done intentional studies on science writing, but have not had the chance to engage in action-oriented professional development. Two of our teachers are NatGeo certified educators with experience making units with a call to action at the end, and one teacher has extensive experience with project-based learning; however creating standards-aligned, action-oriented projects with vertical alignment rubrics has

Tania Hughes

not been part of our training. Regardless, we will continue individually to try to incorporate writing centered calls to action in our units.

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

Team members will grow in their abilities to use and create units of study that are standards-based and vertically aligned by being aware of how their projects build on projects in the student's past experience. This will help teachers bring meaningful writing instruction to students of an action-oriented community. This will provide an opportunity for team members to effectively and collectively merge their experiences and expertise to create a vertical alignment for the writing process. Our hope is to spend more time making the curriculum meaningful and rigorous as we clarify our writing goals for ourselves and our students, promoting successful instruction and student learning.

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

Our team is comprised of teachers from each grade level who collectively identified our challenges and seek solutions. We are committed to our school and community and to developing a culture of collaboration among teachers. This is expressed through grade level team teaching and the production of community events. To build on this momentum and our commitments, the creation of vertically aligned curricula is of paramount importance. This will improve our instruction, strengthen the sense of school community, and bolster each student's self esteem and ability to achieve.

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

With our larger staff, we will share our collaborative inquiry process and instructional learnings on supporting student writers, developing tools for assessing and evaluating writing, and responding to student work. In addition, we will contextualize these learnings through a focus on integrated social studies and science units. This will allow our colleagues to help students produce quality writing relevant to content learning that provides a sense of agency and civic responsibility. We would also want to share our information as part of district wide monthly development meetings.

### **Other Information (Optional)**

N/A

## **Team Member Information**

<b>Name</b>	<b>Current Teaching Position</b>	<b>Years at Current School</b>	<b>Total Years Teaching</b>	<b>Contact Information</b>
Tania Hughes (Team Contact)	4/5 STEM - science-based writing, Instructional Leadership Team, NatGeo Certified Educator, 3-5 Science and Social Studies Vertical Alignment Drafter	4	7	tania.hughes@ousd.org 323-690-5622
Dana Hinchliffe	3rd Humanities: Instructional Leadership Team, ELD Curriculum Lead, Project-based Learning, 3-5 Science and Social Studies Vertical Alignment Drafter	4	28	dana.hinchliffe@ousd.org
Maria Pirner	Kindergarten: Instructional Leadership Team, Science Leadership Team, Upward Roots Coordinator, NatGeo Certified Educator, Technology Site Lead	4	7	maria.pirner@ousd.org

Tania Hughes

Raul Castellanos	1st/2nd - all subjects: Faculty Council, former Math Lead and OEA Representative	4	4	raul.castellanos@ousd.org

## Principal Information

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Principal Name	# of Years at Current School	Email Address	Phone Number
Amie Lamontagne	4	amie.lamontagne@ousd.org	510-639-3377

*Additional Principal(s) Information:* N/A

## Grant Administration

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Recipient Organization	Tax ID	Contact	Phone	Email
Fred T. Korematsu Discovery Academy	11977	Amie Lamontagne (Principal)	510-639-3377	amie.lamontagne@ousd.org

### Grant Processing Fees

\$0

**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?**

N/A

## Budget Notes

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Our budget is designed to support a cumulative project over two years. The primary means of professional development in year 1 will be through input. We will attend a week long BAWP-led institute focused on K-5 writing instruction, and have regular meetings with BAWP coaches and attend BAWP-led workshops during the school year. Year 2's professional development will primarily happen through our own output. With the support of a BAWP coach, we will put our year 1 learnings into practice using a lesson study protocol. In the summer we will attend a BAWP-led mini institute to collaboratively design lessons and continue our school year meetings. During year 1 funds will allow us to observe classrooms of BAWP teacher consultants. In year 2 funds will support our observations of lessons being taught in one another's classrooms. Our project will culminate with sharing our instructional findings and celebrating student work.



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 2019 - May 2021.

**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.

Project Name	Amplifying Student Voice: Developing Teachers to Support East Oakland’s Young Writers
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Category	Amount	Explanation
teacher participant stipends	\$4,000	4 teachers x \$500/teacher per year
coach stipends & substitutes	\$10,800	Year 1 3 coaches @ \$2700 (planning & facilitation of bi-weekly meetings, planning release days, school visits)  Year 2 1 coach at \$2700 (planning & facilitation of bi-weekly meetings, coach sub release)
food	\$1,200	meeting snacks, end of year luncheon
teacher participant & coach substitutes	\$4,600	Year 1 2 school visits & planning release day/teacher \$200/sub  Year 2 Fall & Spring lesson study, \$200/sub
publications	\$500	end of project writing
mid-year sat conference	\$900	\$700 fo workshop presenters; \$200 for materials and lunch
summer institutes	\$8,000	Year 1 1 week institute (\$6,000)  Year 2 2 day institute (\$2,000)
TOTAL GRANT BUDGET	TOTAL	
	\$30,000.00	





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

**Project Name:** Amplifying Student Voice: Developing Teachers to Support East Oakland's Young Writers

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 in Calistoga, CA on August 3 - 4, 2020. 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) Tania Hughes  
 Printed Name (Team Contact)

Tania Hughes 1/9/2020  
 Signature and Date

2) Dana Hinchliffe  
 Printed Name

[Signature] 1/9/2020  
 Signature and Date

3) Maria Pirner  
 Printed Name

[Signature]  
 Signature and Date

4) Raul Castellanos  
 Printed Name

Raul Castellanos 1-9-2020  
 Signature and Date

5) [Signature]  
 Printed Name

\_\_\_\_\_  
 Signature and Date

6) \_\_\_\_\_  
 Printed Name

\_\_\_\_\_  
 Signature and Date



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

7 January 2020

To Whom It May Concern:

I am writing this letter in support of 4 teachers from Korematsu Discovery Academy (KDA) participating in professional development with the Bay Area Writing Project (BAWP) during the 2020-2021 and 2021-2022 school years with the Light Award. Their focus will be on vertical alignment with writing rubrics for action project units. Upon completion of the project, Amplifying Student Voice: Developing Teachers to Support East Oakland's Young Writers, the teachers will share their findings with the rest of our teaching staff in an effort to improve instruction at a school-wide level.

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 reach out if you have any questions about my recommendation.

Sincerely,

A handwritten signature in black ink, appearing to read 'Amie Lamontagne', with a long horizontal flourish extending to the right.

Amie Lamontagne  
Principal, Korematsu Discovery Academy  
[amie.lamontagne@ousd.org](mailto:amie.lamontagne@ousd.org)  
(510) 639-3377



## LIGHT Awards 2020 Grant Cycle Application Follow-Up Questions

### "Amplifying Student Voice"

*Why did your team decide to engage in PD with the Bay Area Writing Project? Have people on your team or at your school engaged in professional development from the Bay Area Writing Project before?*

Our team chose to engage with BAWP because our afterschool program has recently started using their services and we are excited about the techniques they are using and want to use them in our classrooms along with learning more strategies. BAWP has a way of helping teachers learn best practices to teach students how to write and we are very excited to learn from them. Our afterschool teachers have gotten to do a three day seminar with BAWP and raved about it. None of the LIGHT Award teachers have ever worked with them.

*What is the rate of pay for the BAWP coaches and why does your team need three coaches for this grant? (budget didn't outline this)*

BAWP coaches receive \$75/hr. We are actually thinking of two coaches per year, but also trying to stay with the \$20,000 year one and \$10,000 year funding limits. We're not sure how literally to take that yearly breakdown for the \$30,000 two year budget. We also noted that funds not spent year 1 can be carried over to year 2. In this context our plan is to have two coaches in year 1 and carry over unspent year 1 coaching funds to fund an additional coach into year 2.

*In the budget under Summer Institutes, I wanted to confirm whether the Year 2 two day institute is the same thing as the BAWP Saturday Seminar referred to in the project details.*

In both years there will be a summer institute as well as a spring conference. In year one, the summer institute will focus on writing in the elementary classroom. It will last for one week and serve as a kick-off for the year ahead. The year one spring conference will happen near the end of the school year and focus on reflecting on and documenting PD learnings from the first year. In year two the summer institute will be focused on lesson study planning and last for two days. Like the year one spring conference, the year two spring conference will happen near the end of the school year and focus on reflecting on and documenting PD learnings from both years.

*Does KDA currently utilize any OUSD adopted Language Arts curriculum, and specifically writing (ie Units of Study)?*

*Currently KDA uses the Lucy Calkins writing curriculum mandated by OUSD. We often feel this curriculum does not meet the needs of our students as they cannot relate to much of it. Several of our teachers do not feel comfortable delivering a scripted curriculum and there are assumptions that students are English Proficient while the majority of our students are English Learners which makes accessing it difficult. The Calkins' curriculum is also very isolating and we believe our students deserve the project based, community approach that BAWP encourages. We have been looking for options to supplement this curriculum to help our students become successful writers.*

*For the after school bi-weekly team meetings, how many will be facilitated by BAWP coaches?*

Each semester, all nine bi-weekly meetings will be facilitated by BAWP coaches. Agendas for meetings will be designed around ongoing participant-identified needs emerging from the analysis of lessons and student work.

*How many team members do you anticipate will attend the year 1 BAWP summer institute? Is the \$6,000 fee in the budget for all team members? And same question for the year 2 two-day institute?*

The \$6000 fee for the year one summer institute will cover the design and delivery of the week-long course specifically for our team members. Course design will be based on a needs-assessment of team participants. The \$2000 fee for the year two summer institute will cover the design and delivery of a two-day course specifically for our team members.

*Can you please further describe the “publications” in the budget for the “end of project writing”?*

The end of project publication will showcase student work created in lessons designed as part of our PD experience. The publication will be shared with students, families, and the larger school community.

*How many observation days will there be for each teacher per year (to observe other classrooms or each other)?*

Each teacher will have two observation days each year. In year one, we plan to have two observation days and one planning release day, equalling a total of 3 sub days for each teacher. In year two, we plan to have two observation days, equalling a total of two sub days per teacher. Revisiting the budget we recognize that we made an error in calculating for subs. Our original budget for substitutes over two years was \$4600. We will actually only need \$4000 for substitutes for the two years. This change brings our total budget for year one to \$19,400 instead of \$20,000.