



GRANT AGREEMENT

The Intrepid Philanthropy Foundation (“Grantor”) and Davis Joint Unified School District (“Grantee”) hereby enter into this Grant Agreement (the “Agreement”) effective as of April 1, 2021.

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 “Educators Designing History Curriculum Through a Global Lens” (the “Project”) led by Linda Biewer-Elstob, as described in the proposal submitted for the 2021-2023 grant cycle, attached hereto (the “Proposal”). This Grant is for the period of April 1, 2021 – June 1, 2023, and shall be paid in April 2021 (\$20,000) and April 2022 (\$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, 2022 and December 1, 2022. A final report is due by June 15, 2023. 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: Davis Joint Unified School District
526 B Street
Davis, CA 95616

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

Davis Joint Unified School District

DocuSigned by:
By: Berit Aslila
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DocuSigned by:
By: [Signature]
D86A68721A094A4...

Title: Advisor

Title: Associate Superintendent of Business Services

Date: April 16, 2021

Date: April 22, 2021

Linda Biewer-Elstob



Educators Designing History Curriculum Through a Global Lens

Team Contact's School, City, and County	Patwin Elementary School, Davis, Yolo
Other School(s) Involved	North Davis Elementary School, Davis, Yolo Coach works for Curriculum and Instruction at the District Office, but home school is Patwin (above).
Primary Subject Area	Social Studies
Secondary Subject Area	Interdisciplinary
Project Goal	Through collaborative planning we will create interdisciplinary lessons with history at the forefront that will spark students' curiosity to become active global citizens, who respect human dignity and differences, and contribute to a better world.
Number of Team Members	5
Grade Level(s)	Elementary School
School Type(s)	Traditional Public
% of Students Qualifying for Free and Reduced Lunch for Each School	Patwin 20.87% North 19.26% Data from District Office
% English Learner Students for Each School	Patwin 15% North 17.4% based on CDE Dashboard

Linda Biewer-Elstob

Student Body Demographics for Each School	White Patwin (PAT) 257/60.2% North (NDE) 245/45.8% Hispanic PAT 74/17.3% NDE 96/17.9% African American PAT 14/3.3% NDE 21/3.9% Two or More Races PAT 28/6.6% NDE 33/6.2% Asian PAT 47/11% NDE 130/24.3% Filipino PAT 2/5% NDE 7/1.3% American Indian PAT 2/5% NDE 3/6% Pacific Islander PAT 1/2% NDE 5/9% based on CDE dashboard
	At Least Two Can Attend the Grantee Convening in August 2021 Yes

Brief Narrative

Our focus is to support teachers in becoming globally competent educators through reflection, equity-based curriculum design, and culturally responsive teaching practices. The project includes educators from two elementary sites who will examine and supplement our history curriculum using an equity lens. In collaboration with the UC Davis History Project and California Global Education Project, we will create a lesson database for teachers, focusing on multiculturalism, inquiry, literacy, and civic action. Our desired outcome is to develop teacher leaders who will continue to work with other teachers in designing multicultural history lessons that include culturally responsive pedagogy.

Project Details

	Time Period	What will your professional development project entail? Who will participate in each activity?
Year 1	May – Aug 2021	Jun/Aug: Attend UC Davis History Social Science Project (UCDHSSP) Led Workshop #1 & #2: Historical Thinking Design with an Equity Lens: Inquiry-Based Lessons, Lesson Essential Questions and Themes for Multigrade Articulation

Linda Biewer-Elstob

		<p>Monthly Team Led Book Club PLC: Becoming a Globally Competent Teacher - focus on teacher disposition Understand empathy Value multiple perspectives Commit to equity in pedagogy & lesson design.</p> <p>Jun: Baseline measure use Globally Competent Learning Self-Reflection Tool</p>
	Sept – Dec 2021	<p>Sep: Attend UCDHSSP Led Workshop #3: Historical Inquiry Picture Book Lesson Design</p> <p>Oct: Attend California Global Education Project (CGEP) Led Forum Focus: Global Competency Framework: 4 domains (instructional indicators: Investigate the World, Recognize Perspectives, Communicate Ideas, Take Action)</p> <p>Monthly Team Led Book Club PLC: focus-content knowledge Global conditions & current events Global interconnectedness Experiential understanding of diverse cultures Intercultural communication</p>
	Jan – May 2022	<p>Jan: Attend UCDHSSP Led Workshop #4: Hallmarks of Ethnic Studies</p> <p>Feb: Attend CGEP Led Workshop Focus: Empatico, Global Book Bags, UN Sustainable Development Goals</p> <p>Monthly Team Led Book Club PLC: focus on skills & lesson progress Communicate in multiple languages Create classroom environments that values diversity & global engagement Integrate global learning experiences Facilitate intercultural conversations Develop 'Glocal' partnerships Assess students global competence development</p>
Year 2	Jun – Aug 2022	<p>Jun/Aug: Attend UCDHSSP Led Workshop #5 & #6: Moving From Safe Spaces to Brave Spaces</p> <p>Monthly Team Led Book Club PLC: Rethinking Ethnic Studies & lesson progress/share/feedback Section 1 - Framing Ethnic Studies Section 2 - Indigeneity and Roots</p>
	Sept – Dec 2022	<p>Sept: Attend UCDHSSP Led Workshop #7: Supporting Productive Dialogue and Cultivating Brave Spaces in our Classrooms</p> <p>Dec: Attend CGEP Led workshop Focus: Local global resources</p> <p>Monthly Team Led Book Club PLC: Rethinking Ethnic Studies & lesson progress/share/feedback Section 3- Colonization and Dehumanization Section 4 - Hegemony and Normalization</p>
	Jan – May 2023	<p>Jan: Attend UCDHSSP Led Workshop #8: Topic Diversity & Inclusion versus Justice & Equity</p> <p>Monthly Team Led Book Club PLC: Rethinking Ethnic Studies & lesson progress/share/feedback Section 5 - Regeneration and Transformation Section 6 - Organizing for and Sustaining Ethnic Studies</p> <p>May - Team Led Reflection, Synthesis, Sharing, Celebrate Revisit the Globally Competent Learning Self-Reflection Tool for post data Lesson Share out</p>

Linda Biewer-Elstob

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Please explain why this project is important.

Lessons created by the LIGHT Team will foster awareness and curiosity about how the world works, and provide students with an appreciation of cultural differences. By understanding and considering multiple perspectives, using critical thinking skills and problem solving abilities, students will begin to make connections between themselves, others, the world, and history.

Have you engaged in professional learning on this topic before?

Our project builds on the districts' commitment to bring a TK-12 Ethnic Studies curriculum to our schools. As teachers we value multiple perspectives and diverse identities. We encourage students to engage in respectful action through global awareness and historical knowledge. What this project fulfills is the opportunity and means to have dedicated time to work collaboratively on a united goal with expertise and a framework to guide us. Without this project, collaboration might occur, but with less focus and uniformity on the final product - a database of lessons for teachers to draw from.

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

Team members will grow professionally from this project because they will be designing curriculum with a new lens. The team will have time to reflect on their dispositions as globally competent teachers, learn new content and pedagogical skills that will enrich their teaching. Using the History Inquiry Learning Cycle teachers will design lessons that include essential questions and themes to help students make personal connections between history, their place in the world, and current global issues. Our team is passionate about teaching history where students are engaged and empowered. This is rare in textbooks, so our focus is to create our own current curriculum with our students in mind.

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

Our team is committed to historical inquiry that embraces equity, multiculturalism, and diverse voices. We are interested in history and interdisciplinary teaching. We represent various grades so we span elementary and can build on the work of the previous grade, both in content and historical thinking strategies. The team has collaborated on action teams and trainings, but never with such a focus. We will facilitate collaboration by spreading the work out evenly over 2 years and by starting with an agreed upon calendar, norms, expectations, vision, and clear, measurable goals and outcomes.

How will you share what you learn?

We plan to share our lessons and instructional strategies with other teachers during district grade level/site collaborations. All lessons will be posted to Canvas for all district teachers to use. Upon completion of the grant, we plan to continue the curriculum writing to include more teachers building capacity across the district. As a TK-12 Instructional Coach and Induction mentor (beginning teacher support), I can include this work in my workshops and regional network meetings. This work has the potential to expand beyond the district to a wider regional level.

If your proposed project includes in-person meetings/conferences/etc., please detail how you could adapt your project to a virtual format while still achieving your same goal(s).

Since our project does not involve travel, all meetings could be transferred to a virtual format very easily. The same goals could be achieved since collaboration is still possible virtually. We are currently set up for Zoom, so we could use that platform if we need to.

Other Information (Optional)

In addition to time to design curriculum, learn new content and pedagogy, we also plan to use some of the funding to begin a picture book library all teachers in the district can utilize. Most of our lessons will include picture books in the design. Our mission is to create a few lessons per grade level, with the ultimate goal of 24 lessons and a start to a picture book library after the two year project. The books and lessons are non-consumable and will only grow as we continue our work after the project is completed, hopefully with new teachers at the table collaborating with us.

Linda Biewer-Elstob

Team Member Information

Name	Current Teaching Position	Years at Current School	Total Years Teaching	Contact Information
Linda Biewer-Elstob <i>(Team Contact)</i>	TK-12 Instructional Coach Induction mentor to new teachers Intern Instructor California Global Education Fellow Teacher Leader Area 3 Writing Project	3 yrs Instructional Coach - 21 yrs in the district	31 years of teaching	lbiewer@djustd.net (530) 400-7215
(Christine) Elise Brewin	6th grade social studies teacher- teaches 3 classes - full time (6th grade is still elementary in our Davis.)	1.5	6.5	ebrewin@djustd.net
Erin Espinoza	6th Grade Teacher, Full Time, all subjects - possibly moving down to primary during the grant period.	2 years	12 years	eespinoza@djustd.net
Renee Christine Neal	5th grade full time, all subjects except Science	5 years	16 years	rmeal@djustd.net
Janice Brehler	4th Grade, Multiple Subject - Full Time	2 years	11 years	jbrehler@djustd.net

Principal Information

Principal Name	# of Years at Current School	Email Address	Phone Number
Gay Bourguignon	6	gbourguignon@djustd.net	530-757-5394

Additional Principal(s) Information: North Davis Elementary - Sarah Rosen sroseen@djustd.net (530) 757-5475

Socioeconomically Disadvantaged
Patwin 96/22.5%
North 105/19.6%

Students with Disabilities
Patwin 71/16.6%
North 66/12/3%

Homeless
Patwin 0
North 1/.2%

Foster Youth
Patwin 2/.5%
North 2/.4%

English Learners
Patwin 64/15%
North 93/17.4%

based on CDE dashboard

Linda Biewer-Elstob

Grant Administration

Recipient Organization	Tax ID	Contact	Phone	Email
Linda Biewer-Elstob (lbiewer@djud.net)	68-0343640	DJUSD Fiscal Contact: Director of Fiscal Services: Mallory Arevalos	530-757-5300	Fiscal Contact: marevalos@djud.net

Grant Processing Fees

DJUSD Indirect fees 5.45%

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?

The following two questions were confirmed by Director of Fiscal Services: Mallory Arevalos

Does your district require you to submit an Intent to Apply? If so, please confirm you have done so. No, they do not.

Does your district require that incoming grants be reviewed and approved at board meetings? No, they do not.

Budget Notes

The bulk of our budget is devoted to first rate, up-to-date professional development with the History Project and California Global Education Project. They will tailor the professional development to our specific needs and requests. Specific topics will be finalized with more depth once the team convenes, and specific needs are discussed. Our work will be focused around the two books we will be using (Becoming a Globally Competent Teacher and Rethinking Ethnic Studies). A 3rd book, funded by teachers, will also be used - 'Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students.'

The LIGHT team teachers will be the grade level leaders, but will be able to collaborate with other teachers not on the grant. This grant will fund all day substitutes for the team, however, the district will fund some subs for other teachers who may join in on this collaborative lesson plan writing or workshop attendance.

PROPOSED BUDGET - PLEASE READ BELOW BEFORE COMPLETING

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

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

Stipends: If your proposal includes stipends as part of the project budget, such stipends are limited to a maximum of \$500 per team member per school year during the two years of the grant period. Please note that stipends are to be paid at the end of each of the two school years during the course of the grant period.

Restrictions: Funds for technology, equipment, and classroom supplies may not exceed \$5,000 for a \$20,000 proposal or \$8,000 for a \$30,000 proposal. It is permissible to include a line item for reimbursement for travel expenses to go to and from the convening. Please visit lightawards.org/eligibility 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	Educators Designing History Curriculum Through a Global Lens
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Category	Amount	Explanation
Conferences, Workshops, and Trainings (fees & registration)	\$1,000.00	California Global Education Project Global Forum Convening - 5 teachers x \$100 conference registration = \$500, California Global Education Project Training for teachers on Global Competency, Empatico Exchanges, Global Book Bags, and implementing the United Nations Sustainable Development Goals = \$500 (As a Global Education Fellow, our cost is reduced.)
Consultants	\$18,000.00	Professional Learning Services by the History Project at UC Davis. Summer 1 = \$4500, Fall 1=\$2,250, Spring 1 = \$2,250, Summer 2 = \$4,500, Fall 2=\$2,250, Spring 2 = \$2,250
Materials/Supplies/Equipment	\$1,800.00	Book Club - one book per teacher (Becoming a Globally Competent Teacher , Rethinking Ethnic Studies \$375), Picture Book Library (28 books @ \$20 = \$560), 4 books per teacher to go with lesson design 5 teachers x 4 books @ \$20 = \$400 Office Supplies (Easel paper, markers, sticky notes, journals, pens, note flags for research, folders, etc...) \$500
Travel	\$0.00	
Substitute Teachers	\$2,700.00	Fall 1 = 4 teachers @ \$167 a day = \$668, Spring 1 = 4 teachers @ \$167 a day = \$668, Fall 2 = 4 teachers @ \$167 a day = \$668, Spring 2 = 4 teachers @ \$167 a day = \$668, No substitute costs for Instructional Coach (Grant Coordinator). total \$2672
Stipends	\$5,000.00	5 teachers at \$1000 (\$500 per year)
Other/Incidentals/Administrative	\$1,500.00	DJUSD Grant Processing Fees
TOTAL GRANT BUDGET	TOTAL	Please note amounts are rounded to the nearest \$100 dollars as requested. Actual anticipated costs are in the explanation column. Consultant costs will be paid out over two years. Budget will not exceed \$20,000 the first year.
	\$30,000.00	

Teacher Discretionary Fund

Any unused funds due to price fluctuations may be used to provide additional books or other materials for classroom use to support curriculum.