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By	



OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

May 8, 2024

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Bianca Lorenz, Assistant Principal, Madison Park Academy (Upper)

Subject: Grant Application - LIGHT Awards Grant - Madison Park Academy (Upper)

ACTION REQUESTED:

Approval by the Board of Education of submission of District’s Light Awards - Grant Application - Cultivating Conversation: Increasing Student Talk in the Classroom - to Intrepid Philanthropy Foundation, San Francisco, CA, seeking \$30,000.00, to transform classrooms into spaces filled with the voices of our English language learners and newcomers (rather than teachers). With this funding, they will hire Lead by Learning (LxL) to get much more out of our professional development planning meetings, and thus our department time. Specifically, through visioning sessions, monthly planning meetings, and a knowledge management system, they will work with the adult learning pros to design, reflect on, and refine the departmental professional development series to meaningfully transform the school and classroom culture, so that all teachers are creating and facilitating spaces where English learners can thrive at Madison Park Academy, for the period of April 24, 2024 through June 30, 2026.

BACKGROUND:

Grant proposal for OUSD schools for the 2024-2026 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
24-1022	Yes	Grant	Oakland Unified School District, Madison Park Academy (Upper)	To support professional development and English Language Learner (ELL) support.	4/24/24-6/30/26	LIGHT Awards Program, Intrepid Philanthropy Foundation	\$30,000.00

DISCUSSION:

The District created a Grant Face sheet process to:

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

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

FISCAL IMPACT:

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

- Grants valued at: \$30,000.00

RECOMMENDATION:

Approval by the Board of Education of District's Grant Application for Madison Park Academy for fiscal years 2024-2026.

ATTACHMENTS:

Grant Face Sheet

Grant Application - LIGHT Awards Grant

Grant Budget

Grant LIGHT Awards Program Application - Team Member Agreement Form

Letter of Support - Madison Park Academy

OUSD Grants Management Face Sheet

Title of Grant: Light Award	Funding Cycle Dates: 4/24/24 to 6/30/26
Grant's Fiscal Agent: <small>(contact's name, address, phone number, email address)</small> Intrepid Philanthropy Foundation	Grant Amount for Full Funding Cycle: \$30,000.00
44 Montgomery St Ste 850 San Francisco, CA 94104-4610 (415) 543-0733 info@lightawards.org Funding Agency: Light Awards Program	Grant Focus: Professional Development / ELL support
List all School(s) or Department(s) to be Served: Madison Park Academy 6-12	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Our project aims to transform our classrooms into spaces filled with the voices of our English language learners and newcomers (rather than teachers). It will build on work that we, a collection of teacher-leaders who meet biweekly to design professional development, have been facilitating during department time. As of now, each of us, busy with our instruction and pushing against deeply-ingrained teaching practice, have only managed modest impacts (too many teachers are still talking, while students are not!). With this funding, we will hire Lead by Learning (LxL) to get much more out of our professional development

	<p>planning meetings, and thus our department time. Specifically, through visioning sessions, monthly planning meetings, and a knowledge management system, we will work with the adult learning pros to design, reflect on, and refine our departmental professional development series to meaningfully transform the school and classroom culture, so that all teachers are creating and facilitating spaces where all our learners can thrive.</p>
<p>How will this grant be evaluated for impact upon student achievement?</p> <p>(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 4.22% 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.)</p>	<p>In two years our team will develop the skills, dispositions, and practices to lead equitable and impactful teacher learning communities focused on improving student discourse. While we feel confident about our content area expertise, we remain siloed in departments and need additional support to collaboratively build our teacher leadership capacity. Through the expert support, dedicated time for reflection, and individualized feedback afforded by this project, we'll further strengthen our ability to lead our colleagues through inquiry, norm on key practices, and support one another in ways that will ultimately make the work of teacher leadership more collective, impactful, and sustainable.</p>
<p>Does the grant require any resources from the school(s) or district? If so, describe.</p>	<p>The funds will need to be loaded into our school budget.</p>
<p>Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?</p> <p>(If yes, include the district's indirect rate of 4.22% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</p>	<p>Services are supported by an OUSD funded grant</p>
<p>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.)</p>	<p>No</p>
<p>Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)</p>	<p>Name/Title: Bianca Lorenz, Assistant Principal</p> <p>Site: 215</p> <p>Address:</p> <p>Phone: 818-472-2881</p> <p>Email: bianca.lorenz@ousd.org</p>

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Tanisha Garrett	<i>Tanisha Garrett</i>	01/10/24
Chief Academic Officer	Sondra Aguilera	<i>Sondra Aguilera</i>	4/8/2024

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant-Dawson	<i>[Signature]</i>	
Superintendent	Kyla Johnson-Trammell		5/9/2024
President, Board of Educatio	Benjamin Davis	<i>[Signature]</i>	5/9/2024



Cultivating Conversation: Increasing Student Talk in the Classroom

Madison Park Academy 6-12, Oakland, Alameda County

Application

Project Name

Cultivating Conversation: Increasing Student Talk in the Classroom

Project's Primary Subject Area

Foreign Language, ELL, or ELD

Project's Secondary Subject Area

Reading or Writing

Total Number of Team Members Proposed

5

Grade Level

Middle School

High School

Brief Narrative

Our project aims to transform our classrooms into spaces filled with the voices of our English language learners and newcomers (rather than teachers). With this funding, we will hire Lead by Learning (LxL) to get much more out of our professional development planning meetings, and thus our department time. Specifically, through visioning sessions, monthly planning meetings, and a knowledge management system, we will work with the adult learning pros to design, reflect on, and refine our departmental professional development series to meaningfully transform the school and classroom culture, so that all teachers are creating and facilitating spaces where English learners can thrive.

May - August 2024 (Summer 1)

- Lead by Learning (LxL) will facilitate a day-long retreat for our Professional Development team (a team comprised of our department leads). The goal of the retreat will be to engage in visioning and goal setting for our next two years of department PD.

September - December 2024 (Fall 1)

- LxL will facilitate monthly meetings for our PD team to develop our capacity to facilitate inquiry work focused on student talk in our departments. We will look at data from our adult learners and develop collaborative structures that can be used to support the inquiry cycles. Additionally, LxL will support our inquiry work by providing tools and systems for progress monitoring and data collection.

- Based on this, department leads will facilitate monthly department meetings.

January - May 2025 (Spring 1)

- LxL will support Mid-year reflection
- Continue monthly meetings with LxL to develop adult leadership capacity
- Monthly department meetings will continue. Teachers will use focal student data to iterate their teaching practice.
- LxL will provide a Summary of Progress report to support us in evaluating impact and sharing the inquiry work done by each teacher

June - August 2025 (Summer 2)

- LxL will facilitate an end of year reflection with PD team where PD team utilizes Summary of Progress report and teacher reflections to make recommendations for next school year
- LxL will facilitate a beginning of year retreat to (re)clarify goals and vision for year 2 of the project. We will particularly focus on areas in which we want to continue to grow our leadership capacity and specify student talk outcomes.

September - December 2025 (Fall 2)

We will repeat the cycle again:

- LxL will facilitate monthly meetings for our PD team to develop our capacity to facilitate inquiry work focused on student talk in our departments. We will look at data from our adult learners and develop collaborative structures that can be used to support the inquiry cycles.
- Based on this, department leads will facilitate monthly department meetings.

January - May 2026 (Spring 2)

- LxL will support Mid-year reflection
- Continue monthly meetings with LxL to develop adult leadership capacity
- Monthly department meetings will continue. Teachers will use focal student data to iterate their teaching practice.
- LxL will provide a Summary of Progress report to support us in evaluating impact and sharing the inquiry work done by each teacher
- PD team will reflect on the the two years of inquiry and envision where to go next

What is your project goal and why?

Our project aims to create classrooms where our English learners have the opportunity to engage in frequent, meaningful dialogues in order to simultaneously master all of their subjects and rapidly acquire language skills.

Why is this project important?

At MPA, we serve a population of predominantly English language learners. However, many of our teachers either consider language instruction to be “another teacher’s job” or feel ill-equipped to support multilingual learners. Helping teachers elevate and amplify the voices of all our students will not only dramatically impact many of their trajectories but also shift the culture of the school.

Have you engaged in professional learning on this topic before?

During the 23-24 school year, Oakland’s English Language Learner & Multilingual Achievement Office (ELLMA) has to come our site to facilitate two one-hour professional development sessions on student talk protocols. In each session, ELLMA has offered some input on the importance of student talk, created opportunities for our staff to engage in two talk protocols, and encouraged teachers to try the protocols in their classes.

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

In two years our team will develop the skills, dispositions, and practices to lead equitable and impactful teacher learning communities focused on improving student discourse. While we feel confident about our content area expertise, we remain siloed in departments and need additional support to collaboratively build our teacher leadership capacity. Through the expert support, dedicated time for reflection, and individualized feedback afforded by this project, we’ll further strengthen our ability to lead our colleagues through inquiry,

norm on key practices, and support one another in ways that will ultimately make the work of teacher leadership more collective, impactful, and sustainable.

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

As the members of the Professional Development Committee, we lead each content area at MPA while collectively designing and reflecting on schoolwide instructional practices. We bring vital and diverse perspectives from our various years of teaching experience, content specialties, and lived identities. We have already built trusting relationships, established protocols for collaboration, and developed consistent methods for working through healthy disagreement through our bimonthly meetings, so we are well-positioned to continue to build our capacity as teacher leaders through a new project.

How will you share what you learn?

Sharing our learning is a key feature of our project. One of our primary goals with this project is to develop an aligned and inquiry-based approach to collaborative learning across content areas, so after our sessions with Lead by Learning we'll bring our new practices back to our bimonthly department meetings and use them to structure our work around on student discourse. Moreover, by modeling Lead by Learning's collective inquiry practices in content-specific settings, we hope to increase overall staff investment in a longer-term culture of collaboration and transformative inquiry.

What professional learning providers are you engaging?

Lead by Learning (<https://weleadbylearning.org/>)

Why did your team choose the previously mentioned professional learning providers and conferences?

Three members of our team previously participated in LxL inquiry work and have experienced the power of its structured, student-data-centered learning conversations to transform collaboration among adults, and, by extension, outcomes for the most vulnerable students. Through a Design Team Partnership, LxL will help our teacher leaders design and implement inquiry cycles that will increase teacher capacity to interrogate assumptions and develop adaptive expertise - the ability to express wondering and uncertainty, identify goals, and clarify next steps.

OTHER INFORMATION (Optional)

Budget

Proposed Budget 2024-26.pdf

Budget Narrative (Optional)

Team Contact Name

Alexander (Zander) Rounds

Work Email 1

alexander.rounds@ousd.org

Personal Email 1

zanderrounds@gmail.com

Mobile Phone Number 1

617-763-1007

Current Teaching Position

10th grade and sheltered newcomer, World History, Humanities Department Co-Lead.

Number of Years at Current School

2

Number of Years Teaching

7

Full Name 2

Jack

Work Email 2

jack.strosahl@ousd.org

Personal Email 2

jackstrosahl@gmail.com

Mobile Phone Number 2

5099107880

Current Teaching Position (grade, subjects, status)

9th grade and sheltered newcomer, math

Number of Years at Current School

5

Number of Years Teaching

7

Full Name 3

Courtney McGuire

Work Email 3

courtney.mcguire@ousd.org

Personal Email 3

mcguirec87@gmail.com

Mobile Phone Number 3

(805) 468-5656

Current Teaching Position (grade, subjects, status)

7th/8th Grade Science

Number of Years at Current School

3

Number of Years Teaching

3

Full Name 4

Sydney Barnett

Work Email 4

sydney.barnett@ousd.org

Personal Email 4

barnettsydneye@gmail.com

Mobile Phone Number 4

6198501633

Current Teaching Position (grade, subjects, status)

11th/12th Grade Intermediate and Advanced Media Art and Design

Number of Years at Current School

2

Number of Years Teaching

5

Full Name 5

Trina Brown

Work Email 5

trina.brown@ousd.org

Personal Email 5

trina1913@yahoo.com

Mobile Phone Number 5

626-890-9232

Current Teaching Position (grade, subjects, status)

9-12 Study Skills

Number of Years at Current School

3

Number of Years Teaching

3

Full Name 6

Work Email 6

Personal Email 6

Mobile Phone Number 6

Current Teaching Position (grade, subjects, status)

Number of Years at Current School

Number of Years Teaching

Signatures from Team Members

Team Member Signatures.pdf

Grantee Convening

Yes

Signed Letter(s) of Support

Signed Letter of Support-- Light Award - Google Docs.pdf

Name of Team Contact's School, City, and County

Madison Park Academy 6-12, Oakland, Alameda County

Other Schools (with City/County)

School Type(s)

Traditional Public

% of Students Qualifying for Free and Reduced Lunch

85%

% English Learner Students for Each School

38% - English Language Learner

20.7% - English only

40.2% - Reclassified English Language Learner

0.5% - TBD

0.6% - Initial English Fluent

Student Body Demographics

Total students: 657

11.9% - Black/African American

1.2% - Asian

1.5% - Pacific Islander

80.8% - Latino

0.9% - Multiple ethnicity

1.1% - White

Total teachers = 41

Additional Info:

Principal Name

Tanisha Garrett

Principal's Number of Years at Current School

5

Email

Tanisha.garrett@ousd.org

Phone Number

5108792315

Additional Principal Information

Grant Recipient Organization

Oakland Unified School District

Federal Tax Identification Number

94-6000385

Contact Person at Grant Recipient Organization

Lisa Spielman

Contact Person Title at Grant Recipient Organization

Strategic Resource Planning, Director

Contact Phone Number

510-381-3972

Contact Email Address

lisa.spielman@ousd.org

Grant Processing Fees

3.10

If Your Grant Recipient is Your School District

- Yes, our school has an intent to apply and it has been submitted

- Yes, the board meetings calendar is updated here: https://www.ousd.org/board-of-ed/calendar?cal_date=2024-04-01

File Attachment Summary

Applicant File Uploads

- Proposed Budget 2024-26.pdf
- Team Member Signatures.pdf
- Signed Letter of Support-- Light Award - Google Docs.pdf

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		
Category	Amount	Explanation
Conferences, Workshops, and Trainings (fees & registration)	\$0.00	
Consultants	\$26,800.00	We have already met with Senior Director Sarah Sugarman, who sent us pricing for two years of support.
Materials/Supplies/Equipment	\$0.00	
Travel	\$0.00	
Substitute Teachers	\$0.00	
Stipends	\$3,200.00	Members of the PD team who participate in two years of the grant period will be paid a stipend of no more than \$500.
Other/Incidentals/Administrative	\$0.00	
	TOTAL	
TOTAL GRANT BUDGET	\$30,000.00	



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

Project Name: Cultivating Conversation: Increasing Student Talk in the Classroom

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) Alexander (Zander) Rounds
Printed Name (Team Contact)

[Signature] 1/11/24
Signature and Date

2) Jack Strosahl
Printed Name

[Signature]
Signature and Date

3) Courtney McGuire
Printed Name

[Signature] 1/11/24
Signature and Date

4) Trina Brown
Printed Name

[Signature] 1/11/24
Signature and Date

5) Syd Barnett
Printed Name

[Signature] 1/11/24
Signature and Date

6) _____
Printed Name

Signature and Date



MADISON PARK ACADEMY

January 9, 2024

Light Award Committee:

This letter is to offer my strong support for our dedicated team of teachers at Madison Park Academy to receive a Light Award grant. Madison Park Academy is a relatively new high school. This year, we will be graduating MPA's eighth senior class. Working with our students, staff and community, we have begun crystalizing our mission, and how we serve our MPA community. With a majority population of English Language Learners and a growing newcomer population, it is clear that we must prioritize the language development expertise at our school site, but we have been waiting for the right time and the right teacher leaders to head up this work.

This team of teachers and site leaders are strong in their own right. We are so excited to receive the training and support needed in order to lead this work and take our campus to a new level with the support of Lead by Learning. I truly believe our efforts will have a transformative impact on our entire 6-12 community. It is my hope we will be granted the \$30,000 Light Award Grant, in support of our teachers.

I understand, 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 do not hesitate to contact me with any additional questions.

Thank you,

Tanisha Garrett

Tanisha Garrett
Principal, Madison Park Academy 6-12
tanisha.garrett@ousd.org
510.879.2315