

File ID Number	24-1367
Introduction Date	6/5/24
Enactment Number	24-1187
Enactment Date	6/5/2024
By	OS



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

June 5, 2024

To: Board of Education

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

Subject: Grant Agreement - LIGHT Awards Grant - Madison Park Academy-Upper

**ACTION REQUESTED:**

Approval by the Board of Education of a Grant Agreement by and between the District and Intrepid Philanthropy Foundation, San Francisco, CA, for the latter to support the teacher professional development project titled "Cultivating Conversation: Increasing Student Talk in the Classroom" at Madison Park Academy-Upper, for the period of April 1, 2024 through June 30, 2026, in an amount not to exceed \$30,000.00.

**BACKGROUND:**

Grant Agreement 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
24-1367	Yes	Grant	Oakland Unified School District, Madison Park Academy, Upper	To support the teacher professional development project titled "Cultivating Conversation: Increasing Student Talk in the Classroom".	4/1/24-6/1/26	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 a Grant Agreement for Madison Park Academy-Upper for fiscal years 2024-2026.

**ATTACHMENTS:**

Grant Face Sheet  
Grant Agreement

### OUSD Grants Management Face Sheet

<b>Title of Grant:</b> <b>Light Award</b>	<b>Funding Cycle Dates:</b> <b>4/1/24 - 6/1/26</b>
<b>Grant's Fiscal Agent:</b> <small>(contact's name, address, phone number, email address)</small> Intrepid Philanthropy Foundation 44 Montgomery St Ste 850 San Francisco, CA 94104-4610 (415) 543-0733	<b>Grant Amount for Full Funding Cycle:</b>  <p style="text-align: center;"><b>\$30,000.00</b></p>
<b>Funding Agency:</b> Intrepid Philanthropy Foundation 44 Montgomery St Ste 850 San Francisco, CA 94104-4610 (415) 543-0733  <b>Light Awards Program</b>	<b>Grant Focus:</b>  <p style="text-align: center;"><b>Professional Development / ELL support</b></p>
<b>List all School(s) or Department(s) to be Served:</b>  Madison Park Academy, Upper	

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><b>(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.)</b></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><b>(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.)</b></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? <b>(OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)</b></p>	<p>No</p>
<p>Who is the contact managing and assuring grant compliance? <b>(Include contact's name, address, phone number, email address.)</b></p>	<p>Name/Title:          Bianca Lorenz Gonzalez, Assistant Principal          Madison Park Academy, Upper</p> <p>Site: 215          Address: 400 Capistrano Drive,          Oakland, CA 94603</p> <p>Phone: (510) 879-2315          Email: Bianca.Lorenz@ousd.org</p>

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**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>	5/8/2024

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**Grant Office Obtained Approval Signatures:**

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

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## 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, 2024.

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 “Cultivating Conversation: Increasing Student Talk in the Classroom” (the “Project”) led by Alexander Rounds, as described in the proposal submitted for the 2024-2026 grant cycle, attached hereto (the “Proposal”). This Grant is for the period of April 1, 2024 – June 1, 2026, and shall be paid in May 2024 (\$20,000) and April 2025 (\$10,000).

2. **Use of Grant Funds.** Grantee shall use the Grant funds only for the purposes of the Project. Grantee shall repay to Grantor any portion of the Grant funds which is not spent or committed for these purposes. If the Proposal includes stipends as part of the Project budget, such stipends:

a) are limited to a maximum of \$1,000 per teacher per school year during the course of the grant period;

b) are generally to be paid equally, at the end of each school year during the course of the grant period, to each teacher who participates in the Project for the entire school year; and

c) may be available at Grantee’s discretion, in amounts equitably determined by Grantee with input from Project participants (subject to subsection (a) above), to any teacher who participated in the Project but (i) who is no longer participating in the Project for any reason at the time stipends are awarded, or (ii) who did not participate in the Project for the entire school year prior to the time stipends are awarded.

3. **Prohibitions.** No part of this grant may be spent for influencing legislation within the meaning of IRC Section 4945(e). This grant is not earmarked to be used to carry on, directly or indirectly any voter registration drive, and there is no agreement, oral or written, whereby Grantor may cause Grantee to engage in any such activity. Grantee shall not use any portion of the Grant funds in a manner inconsistent with Internal Revenue Code (“IRC”) Sections 170(c)(1), 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, 2025 and December 1, 2025. A final report is due by June 15, 2026. Grantor shall provide templates for all Grant reports.

44 Montgomery Street, Suite 850  
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 850  
San Francisco, CA 94104

Grantee: Oakland Unified School District  
Legal Department  
1011 Union Street, Site 946  
Oakland, CA 94607

10. **Additional Representations and Warranties.** Grantee represents and warrants to Grantor that (a) this Agreement constitutes the legal, valid, and binding obligation of Grantee, enforceable against Grantee in accordance with its terms except as enforcement may be limited by any applicable bankruptcy, insolvency, reorganization or similar laws affecting creditors' rights generally and except as enforcement may be limited by general principles of equity; (b) Grantee has the absolute and unrestricted right, power, authority and capacity to execute and deliver this Agreement and to perform its obligations hereunder; (c) Grantee does not support or conduct, directly or indirectly, violence or terrorist activity of any kind; and (d)



accepting this Grant, and paying any stipend described in the Proposal, does not constitute a violation of any contract with any teacher's union to which Grantee or the Project participants may be subject.

11. **Relationship; Tax Reporting and Withholding.** Grantor may have helped select the individuals identified in the Proposal to carry out the Project. Should such individuals become unavailable to complete the Project at any time during the term of the Grant, Grantor may help identify and select different or additional individuals to carry out the Project. Notwithstanding the foregoing, nothing herein shall be construed to make Grantee, its employees, independent contractors, officers and agents, or any teacher who may receive a stipend from Grant funds, an employee or independent contractor of Grantor. As a result of the Grant, Grantee, its employees, independent contractors, officers and agents, and any teacher who may receive a stipend from Grant funds, shall not be entitled to worker's compensation, unemployment, disability, health, or retirement benefits, vacation or sick pay, or for any benefits provided to employees under federal, state or local laws, from Grantor, and Grantor shall not withhold any portion of the Grant for these benefits, or for federal or state income taxes, or for social security taxes. Grantee is responsible for ensuring that either Grantee or any other entity paying out stipends in connection with the Project include the stipend payments in any required wage reporting and employment tax filings or issue any required Form 1099s, as applicable, in connection with paying the stipends.

12. **No Assignment.** Grantee shall not assign any of its rights or delegate any of its obligations under this Agreement to any individual or entity without the prior written consent of Grantor, which consent may be given or withheld in the Grantor's sole discretion.

13. **Successor and Assigns.** This Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and permitted assigns, subject to Section 12 above.

14. **Construction.** Every covenant, term and provision of this Agreement shall be construed simply according to its fair meaning and not strictly for or against any party hereto. All pronouns and variations thereof shall be deemed to refer to the masculine, feminine or neuter, singular or plural, as the context may require.

15. **Headings.** Section and other headings contained in this Agreement are for reference purposes only and shall not be used to describe, interpret, define or limit the scope, extent, or intent of this Agreement or any provision hereof.

16. **Dispute Resolution.** In the event of a controversy, dispute or claim between the parties hereto, relating to this Agreement, the parties hereto agree that the following procedure shall be used in an attempt to resolve the dispute:

(a) A meeting (the "Initial Meeting") shall promptly be held at which the parties hereto shall attempt to resolve the dispute through their respective representatives who shall have full decision making authority regarding the matters in dispute.

(b) If an Initial Meeting has not occurred within ten (10) days after a party hereto has requested in writing such a meeting of the other party to this Agreement or if the dispute has not been resolved to the mutual satisfaction of the parties hereto within thirty (30) days following the written request for the Initial





Meeting, the dispute shall be submitted to mediation facilitated by a neutral mediator mutually approved by the parties hereto, which approval shall not be unreasonably withheld or delayed by either party hereto. If the parties to this Agreement cannot agree on a mediator, the Superior Court of the County of San Francisco shall appoint a mediator. Mediation shall be held in San Francisco, California. Any costs and fees, other than attorney fees, associated with the mediation shall be shared equally by the parties hereto.

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

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

17. **Remedies.** Grantee shall immediately repay to Grantor any portion of the Grant funds which is spent or committed for any purpose other than the purpose for which this Grant was made. If Grantor in its reasonable discretion determines that Grantee has substantially violated or failed to carry out any provision of this Agreement, including but not limited to failure to submit adequate reports when due, Grantor may, in addition to any other legal remedies it may have, refuse to make any further grant payments to Grantee under this or any other grant agreement, and Grantor may demand the return of all or part of the Grant funds not properly spent or committed to third parties, which Grantee shall immediately repay to Grantor. Notwithstanding Section 16 above, Grantor may also avail itself of any other remedies available by law. This Agreement may be enforced by Grantor by an action for specific performance and injunctive relief or by any other appropriate remedy by any court having jurisdiction. Grantee acknowledges and agrees that Grantor shall have the legal standing necessary to bring any suit it deems necessary to enforce the terms of this Agreement.

18. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes all prior and contemporaneous agreements, understandings, negotiations and discussions, whether oral or written, of the parties with respect thereto.

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

20. **No Agency.** Grantee and not Grantor is solely responsible for all activities supported by grant funds, the content of any product created with grant funds, and the manner in which any such product may be disseminated. This Agreement shall not create any agency relationship, partnership, or joint venture between the parties, and Grantee shall make no such representation to anyone.

21. **No Waiver.** The failure of any party hereto to enforce at any time or for any period of time any one or more of the terms or conditions of this Agreement shall not be a waiver of such terms or conditions or of that party's right thereafter to enforce each and every term and condition of this Agreement.

22. **Severability.** In the event any provision or portion of a provision of this Agreement is held to be invalid, void or unenforceable, the rest of the Agreement shall, so long as its enforcement is consistent with the intent of the parties in entering into this Agreement, remain in full force and effect and shall in no way be affected, impaired, or invalidated.



23. **Governing Law.** This Agreement, the respective rights and obligations of the parties hereto, and any dispute or claim arising from or relating to this Agreement, shall be construed and interpreted in accordance with the laws of the State of California, without reference to its conflict of laws provisions.

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

IN WITNESS WHEREOF, the Grantor and Grantee have approved and executed this Agreement effective as of the date first above written.

**Intrepid Philanthropy Foundation**

**Oakland Unified School District**

DocuSigned by:  
By: Joanne Elizabeth Schneider,  
8071BC2140BF479...  
Title: Advisor to the Foundation  
Date: May 7, 2024

By: Sonja Agil  
Title: Chief Academic Officer  
Date: 5/8/2024

Benjamin Davis 6/6/2024  
Benjamin Davis, President, BOE  
Kyla Johnson-Trammell 6/6/2024  
Kyla Johnson-Trammell, Superintendent & Secretary,  
BOE

Approved as to form by:  
Roxanne De La Rocha 5/6/2024  
OUSD Staff Counsel Date

Alexander Rounds



## Cultivating Conversation: Increasing Student Talk in the Classroom

<b>Team Contact's School, City, and County</b>	Madison Park Academy 6-12, Oakland, Alameda County
<b>Other School(s) Involved</b>	
<b>Primary Subject Area</b>	Foreign Language, ELL, or ELD
<b>Project Goal</b>	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.
<b>Number of Team Members</b>	5
<b>Grade Level(s)</b>	Middle School, High School
<b>School Type(s)</b>	Traditional Public
<b>% of Students Qualifying for Free and Reduced Lunch for Each School</b>	85%
<b>% English Learner Students for Each School</b>	38% - English Language Learner 20.7% - English only 40.2% - Reclassified English Language Learner 0.5% - TBD 0.6% - Initial English Fluent
<b>Student Body Demographics for Each School</b>	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
<b>At Least Two Can Attend the Grantee Convening in Summer 2023</b>	Yes

### 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.

Alexander Rounds

## Project Details

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	<b>Time Period</b>	<b>What will your professional development project entail? Who will participate in each activity?</b>
Year 1	May – Aug 2024	- 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.
	Sept – Dec 2024	- 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.
	Jan – May 2025	- 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
Year 2	Jun – Aug 2025	- 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.
	Sept – Dec 2025	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.
	Jan – May 2025	- 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

Alexander Rounds

**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.

Alexander Rounds

Professional Learning Providers	Professional Learning Providers: Choices Justifications
Lead by Learning ( <a href="https://weleadbylearning.org/">https://weleadbylearning.org/</a> )	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.

## Team Member Information

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Name	Current Teaching Position	Years at Current School	Total Years Teaching
Alexander (Zander) Rounds <i>(Team Contact)</i>	10th grade and sheltered newcomer, World History, Humanities Department Co-Lead.	2	7
Jack	9th grade and sheltered newcomer, math	5	7
Courtney McGuire	7th/8th Grade Science	3	3
Sydney Barnett	11th/12th Grade Intermediate and Advanced Media Art and Design	2	5
Trina Brown	9-12 Study Skills	3	3

## Principal Information

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Principal Name	# of Years at Current School	Email Address	Phone Number
Tanisha Garrett	5	Tanisha.garrett@ousd.org	5108792315

## Grant Administration

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Recipient Organization	Tax ID	Contact	Phone	Email
Oakland Unified School District	94-6000385	Lisa Spielman	510-381-3972	lisa.spielman@ousd.org

Alexander Rounds

## **Grant Processing Fees**

3.10

**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?**

- 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](https://www.ousd.org/board-of-ed/calendar?cal_date=2024-04-01)

## **Budget Notes**

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**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 \$1,000 per team member per school year during the two years of the grant period. Please note that stipends are to be paid at the end of each of the two school years during the course of the grant period.

**Restrictions:** Funds for technology, equipment, and classroom supplies may not exceed \$5,000 for a \$20,000 proposal or \$8,000 for a \$30,000 proposal. It is permissible to include a line item for reimbursement for travel expenses to go to and from the convening. Please visit [lightawards.org/eligibility](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.

<b>Project Name</b>	
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Category	Amount	Explanation
<b>Consultants (Lead by Learning)</b>	See below	
Visioning and Goal Setting Session	\$5,200.00	Two beginning of the year visioning and goal setting sessions to develop shared leadership around common goals
Monthly Design Team Meetings	\$19,400.00	Monthly design team meetings (2 hours/month over Zoom) to cultivate internal teacher leader capacity to design and lead adult learning for colleagues
Knowledge Management Tools	\$1,000.00	Knowledge mangement tools and Summary of Progress report in June to evaluate impact and support the sharing of outcomes.
Opt-In Communities of Practie Membershi	\$1,200.00	Eligible for membership in Lead by Learning's Opt-in Communities of Practice
Materials/Supplies/Equipment	\$0.00	
Travel	\$0.00	
Substitute Teachers	\$0.00	
Stipends	\$3,200.00	The 5 members of the team will be paid \$320 per member per year.
Other/Incidentals/Administrative	\$0.00	
	<b>TOTAL</b>	
<b>TOTAL GRANT BUDGET</b>	<b>\$30,000.00</b>	





### 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 Strosani  
Printed Name

[Signature]  
Signature and Date

3) Courtney McGuire  
Printed Name

[Signature] 1/11/24  
Signature and Date

4) Trina Brown  
Printed Name

Trina Brown 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  
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510.879.2315



**LIGHT Awards 2024 Grant Cycle  
Application Follow-Up Questions**

**"Cultivating Conversation Increasing Student Talk in the Classroom"**

1. *It sounds like you've chosen to partner with LxL to develop your team's leadership capacity to lead teacher PLCs/PD, i.e., deepen knowledge of inquiry and facilitation. Will they also be deepening the team's knowledge of increasing student talk? To what extent does LxL have expertise with increasing student talk in the classroom?*

Yes, in addition to developing our team's capacity to lead PLCs/PDs, LxL will also deepen our knowledge of how to increase student talk. The organization has extensive expertise with increasing student talk in the classroom: Sarah Sugarman, the Senior Director of LxL, explained that improving the quality of student discourse and academic discussion is "one of the most common instructional focus areas" of their participating sites, as well as "one of the top areas of instructional improvement" reported by Lead by Learning's educators over the past three years. (For reference, here are some LxL [teachers' stories from the field](#) that illustrate how the LxL inquiry process can enable teachers to gather and analyze multiple forms of data, including audio and video, to understand how to improve their instruction to support increased student talk.)

2. *Will student talk be integrated into year 1 alongside the focus on adult collaboration and inquiry work with LxL, or is it primarily addressed in year 2? How will the project plan differ between year 1 and year 2?*

Student talk will be a thread in both year 1 and year 2. This will be a continual process to analyze adult learning data and reiterating the collaborative structures within our adult learning time. That said, in the PLCs that we run, all teachers will likely engage in two different student-talk related inquiries across both years. The hope is that there will be growth within adults' confidence and implementation of student talk strategies and resources into year 2 as a result of our adult learning reflection and support from LxL.

3. *How does the work your team will do with Lead by Learning be different from the work members have previously done with the organization?*

We have had a few teachers complete teacher-led inquiry as teachers, but we have never partnered with Lead by Learning to look at adult learning data as a way to inform and iterate on our professional development and instructional coaching. Moreover, the professional development that teachers have completed has focused on individual inquiry cycles that have not been tied to student talk structures.

4. *The budget says there are \$3200 for stipends, but you will only need \$2500 for stipends based on your itemization. Is this something you would like to revise?*

We would like to keep \$3200 for stipends. These funds will be used to compensate members of the PD team, which includes everyone on the LIGHT award team. The school site will be supplementing stipends that are not covered by the LIGHT award funding. This number was the amount that was leftover after the consultancy fees from LxL, and we would like all team members to be compensated.

5. *Since Lead by Learning is the bulk of the funding for this grant proposal, can you share more of an itemization of the services that will be provided in your budget? It would be beneficial to know, the breakdown of consultant fees over the two years, including activities such as designing and leading a 4-day retreat, the number of monthly meetings, observations, etc.*

Here is the cost breakdown that we received from LxL for each year.

## Yearly Services with Cost Breakdown

<b>VISIONING AND GOAL-SETTING SESSION</b> One beginning-of-year visioning and goal-setting session to develop shared leadership around common goals.	2600
<b>MONTHLY DESIGN TEAM MEETINGS</b> Monthly Design Team meetings (2 hours/month over Zoom) to cultivate internal teacher leader capacity to design and lead adult learning for colleagues.	9700
<b>KNOWLEDGE MANAGEMENT TOOLS</b> Knowledge management tools and Summary of Progress report in June to evaluate impact and support the sharing of outcomes.	500
<b>OPT-IN COMMUNITIES OF PRACTICE MEMBERSHIP</b> Eligible for membership in Lead by Learning's Opt-In Communities of Practice including the Black, Indigenous, and People of Color Leaders Network (BLN) and the White Educators Anti-Racist Inquiry Network (WEAIN).	600
<b>YEARLY TOTAL</b>	13400

6. *Is your LIGHT team the same as the department leads that will be at the LxL retreat? If not, could more department leads be part of the LIGHT team? Why or why not?*

All of the Department Leads at Madison will be at the LxL retreat, and are part of the LIGHT team; we are a small 6-12 school with about 90 kids per grade. In addition, we plan to include Shelley Goulder and Lena Peck, two Teachers on Special Assignment who support literacy instruction across the school. We didn't include them as part of the LIGHT team in the initial application because we were unclear if they counted as teachers since they aren't in the classroom full time.

7. *How do you plan to change the mindset of some teachers that language instruction is "another teacher's job"?*

In short, by changing the culture of the school, starting with the inquiry cycles we will be running with the support of LxL. One of the critical features of LxL inquiry work is that it requires teachers to look and listen closely at what students are saying and writing. Teachers will bring student work to all of the PLCs we design. We believe that when those teachers who might believe that language instruction is "another teacher's job" actually take the time (and are supported) in listening to the words their students are producing, it will become much clearer to them that they play an integral role in the language that their students do or not produce. Moreover, when teachers see and feel how this language focus can allow them to be more effective, and to create classrooms that are full of student voices rather than their own, we believe they will internalize the mindset that they are a language teacher. Finally, we are aided in this by having members of all of our departments - including math, science, and CTE - on the LIGHT team, who can help create buy-in within their departments.