



2023 – 2024 IFT Grant Summaries

Campolindo Sustainable Garden [R]

\$ 7,135 | Justin Seligman

Acalanes Education Association

The next phase in the Campolindo Sustainable Garden includes a major update for both our goat pens and grazing areas. Our grant will encourage students to help work on creating a more suitable environment for the goats that live at our school by allowing students to meet and connect with these animals and provide unique lessons and skills as well as volunteering opportunities. In addition, students will create new milkweed planting beds for migrating monarch butterflies.

Renaissance Design Club

\$20,000 | Sarah Kretovics

Alum Rock Educators Association

Our project will create a makerspace to expand project-based learning opportunities for our students. The project will include design competitions to build community and awareness throughout our school. In addition, students will build leadership and project coordination skills by offering workshops for peers and adults throughout the school year. We want to create a safe and inclusive space for all students to design and create materials they can be proud of while empowering them to create positive change in our community.

Outdoor Education for Mental Wellness

\$19,350 | Kasey Spencer

Anaheim Secondary Teachers Association

As a virtual school, our students spend a lot of time at home, sitting in front of a computer. As a result, they are less connected with the outdoors. Therefore, causing significant consequences to their intellectual and mental well-being. It has

been researched that “exposure to nature has been linked to improved attention, lower stress, better mood, reduced risk of psychiatric disorders, and even upticks in empathy and cooperation.” Our project will organize four outdoor field trips, and various workshops throughout the year to combat the hours spent in front of a screen. Each workshop and field trip will focus on developing students' abilities to advocate and champion their own mental wellness and sharpen their cognitive abilities. Students will learn to use maps, take care of nature, and learn to appreciate and participate in the healing nature of being outdoors. Students will also learn goal setting, leadership skills, and discipline to take care of themselves and others.

Making Cultural Connections: When Food Meets Tech

\$20,000 | Leslie Anderson

Anaheim Secondary Teachers Association

Multimedia and culinary students will embark on a collaborative journey of exploration, entrepreneurship, and experience through the lens of multimedia and food. In part one of the project multimedia students will write, film, and produce a travel commercial highlighting another country and its culture. Culinary students will research, plan, cook, and produce a food blog in collaboration with their multimedia counterparts on international destinations. Both classes will participate in an “International Friendsgiving” where students watch commercials, present food blogs, and prepare and feast on international cuisine. For part two of the project, culinary and multimedia students will collaborate to create an International Food Truck Project. Along the way, students will create an elevator pitch, business plan, advertising materials, and merchandise.



Teams will design a food truck to include a thematic menu and branding. Both projects culminate in presentations that will develop design skills along the way: logos, business cards, social media ads, website, and merchandise. For part three, after participating in each of the above projects, students will take a journey to a local “international” community and document their journey with video capturing the trip and student reflections. Lastly, students will participate in Disneyland’s Youth Education Series programs: “Disney Culinary Arts” and “Immersive Storytelling,” connecting to a community resource demonstrating careers in the fields of culinary and multimedia.

3D Design Lab

\$19,738.40 | Ricardo Torres

Anaheim Secondary Teachers Association

Students will learn to design models through digital software such as Tinkercad and Fusion 360. Students will use designs that are already freely accessible and created by professional 3D modelers, as well as bring their own ideas to life through the use of 3D printers and paint supplies. While the main goal of the project is the creation of prints, students will be able to use their 3D design skills in many STEM fields such as movies, animation, video games, and product design if they choose to pursue this passion. Students will also learn about entrepreneurship as they market their ideas to the school and community.

CPR Certification for Students

\$ 4,928.98 | Sherrita Blackshear

Anaheim Secondary Teachers Association

Imagine being a junior high school athlete and your teammate suddenly collapses during practice. The coach is across the field and the only people around are you and a couple of teammates. What would you do?

This scenario was proposed by an 8th grade health student after watching the NFL game where Damar Hamlin collapsed. This sparked a conversation about being prepared in an emergency situation and students’ desire to become trained in CPR and First Aid. This proposal will ensure that all students who want to gain the skills to help someone in an emergency, will be able to. Students will learn CPR and have the option to become certified through hands-on activities, demonstrations, role play scenarios, and the use of models.

Level Up Core

\$18,715 | Tina Alvahuante

Anaheim Secondary Teachers Association

Level Up Core strives to build student leaders when they first transition to junior high. Students enrolled in the Civics Core classes will think critically about current issues and perform civic activities so that they feel personally responsible for making a difference in their communities. Seventh-grade students begin the year by observing the school culture and learning about local government. They will participate in an intense one-day leadership training to discover their own strengths and become empowered to lead. Throughout the year, 7th and 8th grade Core student leaders will host quarterly student meetings, where they will collaborate with other student leaders from different organizations on campus with the goal of creating a positive culture and climate. For this reason, a key component of the project will include a school-wide volunteer program that Core students will pilot, implement, and run. By participating and observing as volunteers and leaders, students have a better sense of community needs, which leads to civic engagement. At the end of the year, student leaders will collect the data from the volunteer program,



create a presentation, and present it to the City of La Palma with the intent of working with the city to create a volunteer program for junior high students. Additionally, through the volunteering organization program, Core students will demonstrate different levels of citizenship, identify needs, and propose changes by developing service learning projects they will present in a Core Expo to the school, their parents, and the community.

NOVA Creator Academy Field Trips Opportunity

\$20,000 | William Hoffman

Anaheim Secondary Teachers Association

NOVA Creator Academy is an innovative 7th-12th grade media project that aims to inspire and empower students to become creative problem-solvers, entrepreneurs, and impact-driven leaders in their communities. NOVA is designed to provide students with the tools, skills, and mindset needed to succeed in today's rapidly changing media landscape. NOVA integrates a high-quality Career and Technical Education (CTE) framework developed by the Association for Career and Technical Education (ACTE), and rigorous academic content with hands-on experiences that prepare students for college, career, and life success. Through the NOVA Creator Academy, we hope to cultivate a generation of media-savvy students who can navigate the complexities of the digital age, understand the principles of business and entrepreneurship, and use their talents to make a positive impact in their communities and beyond. We hope to provide students with opportunities to explore new subjects and deepen their understanding of the world around them while fostering a sense of curiosity and creativity within their communities.

"Through Our Eyes" Community Event

\$17,648 | Xitlaly Sanchez

Anaheim Secondary Teachers Association

Eighth grade students will create and host a community tour from an asset-based perspective that highlights events, places, and people of historical and cultural significance. Students will spend the first quarter learning and reflecting about their community through critical examination of articles, writing prompts reflective of their own communities and unique experiences, and dynamic guest speakers. During the second quarter, students will choose a place, event, person, or group of people of historical or cultural significance. Next, students will form expert groups and conduct research about their chosen topic. During the third quarter, students will create custom maps of their community to highlight their chosen topic and write a script for their stop on the tour. Students will host the community tours at our "Through our Eyes" community event which will showcase student work and interests. After the event, students will record their scripts and overlay their voices with pictures to add to their e-portfolios along with their reflections.

Bringing the Theater to a Performing Arts Desert

\$15,500 | Sarah Corp

Association of Rowland Educators

This project will provide opportunities for students to see live professional performing arts as a foundation for the high school theater and choir programs. It will also support the execution of community based theater for local school sites, creating exposure to the arts and inspiring more students to embrace the performing arts as a means for emotional expression, expanding creativity, and developing their own unique voice.



Grizzly Garden

\$13,058.60 | Amara Smallwood

Black Oak Mine Teachers Association

The Grizzly Garden will be a community garden located on the Golden Sierra High School campus. The garden will be utilized by science and cooking classes, and will be maintained by the Environmental Club along with community members. Parts of the garden will be available to the community on specific days for harvesting and planting. Produce from the garden will be available to students and distributed to the community through our Families and Schools Together (FAST) program. The garden will be a joint project between several student clubs and will partner with the FAST program to provide services to the community. In addition to growing produce, the garden will include a butterfly/pollinator garden that will be used in science and art classes. The Grizzly Garden will be a source of beauty and pride on our campus and will provide educational and vocational opportunities for our community.

STEM Gardening for All

\$13,800 | Melissa Phillips

Capistrano Unified Education Association

Kinoshita Elementary is a Title 1 school that serves a diverse community of students ranging from preschool to fifth grade. Our STEM garden will serve as an outdoor learning lab for all of our students and provide a unique opportunity to integrate STEM (science, technology, engineering, and math) into our curriculum while promoting outdoor activity and healthy living. Research shows that outdoor education can have a significant impact on student learning and development. By providing hands-on experiences, students are able to make connections between what they learn in the classroom and the real world. Additionally, a

STEM garden can serve as a tool to teach important life skills such as problem-solving, teamwork, and responsibility. Our STEM garden will be divided into different sections to cater to the different grade levels. For example, preschoolers will learn about basic plant life while fifth graders will learn about plant genetics and engineering. Additionally, the garden will provide opportunities to teach math skills such as measurement and geometry. The garden will include features such as raised garden beds, mesh animal protection measures, gardening tools, and automated irrigation and self-watering systems. We will also include technology such as weather sensors and soil moisture monitors to collect data and provide opportunities for analysis and interpretation.

Project Legacy: A Collaboration between 6th Grade and Kindergarten for an Enhanced Outdoor Kindergarten Playspace

\$ 6,964 | Rosyluz Jimenez

Chula Vista Educators

In Project Legacy, our 6th graders and kindergartners will work collaboratively to design and execute the enhancement of our outdoor kindergarten play and learning space. According to the CDC, 90% of children's time is spent indoors, and outdoor playtime is a developmentally appropriate need for 5-6-year-olds. Project Legacy will enhance and maximize our students' time spent outdoors while creating a collaborative project amongst grade levels to leave a lasting legacy on our school. This collaboration between our kindergarten and 6th-grade students and teachers will form teams across grade levels to reimagine our play area. This project will strengthen student relationships across grade levels, teachers, and families.



Innovative Community Building

\$20,000 | Amber Holloway

Compton Education Association

Generation #Social Media... Is it the Pandemic? Is it a sign of the times? Is it Social Media? Not sure, all we know is this place we call school has turned into a place of fear, sadness, and unhealthy competition to bring others down (to say the least). We centered everything around a student store. There is zero real money involved. Instead, students earn virtual money based off of behavior, assignment completion, etc. Their money is stored in an online banking app made for classrooms. They can then use their money to purchase school supplies, treats, stickers, etc. The best part about this system is that it is controlled by students. The entire store and banking system is monitored by adults but controlled by students. We even have parents checking their child's bank accounts and the reasons for deposits/withdrawals. It also teaches money management and behavior management.

STAR Quality Garden

\$10,885.92 | Brenda Forrester

Corona Norco Teachers Association

Our STAR Quality Garden is envisioned as a space where our students can take their learning from abstract to concrete by applying what they are learning in the classroom to creating a successful garden space where they will interact with nature. The project will be created from the ground up with construction, research, planning and implementation incorporating STEAM based learning. Collaborating with peers, parents, staff and community stakeholders will build a strong sense of community as they construct and maintain this space. As the project unfolds, our students can internalize our STAR qualities of safe, teamwork, accountable, and respectful and see how these social skills are

used by the adults they collaborate with. Both staff and students will utilize this space to enhance their social-emotional well-being.

All Cooped Up

\$10,119.17 | Katherine Aleman

Corona Norco Teachers Association

This project will provide project-based learning through indoor/outdoor activities that attract students that are otherwise not interested in academics and generate excitement among the entire school community. Additionally, chickens provide students with an opportunity to better understand how to properly care for and establish a positive relationship with animals. The project will provide many benefits to English Learners (ELs), including hands-on activities, peer interaction, rich language use, and a chance to explore personal interests. Working with the chickens and in the garden will provide hands-on learning that will give students the opportunity to develop their language skills in both their home language and in their new language of English.

Empowering Students to Master Reinforcement Learning through an AWS Deep Racer Competition

\$ 5,000 | Rob Fitzgerald

Covina Unified Education Association

This grant project supports an AWS DeepRacer competition aimed at engaging students in the exciting field of Reinforcement Learning. Reinforcement Learning is a subset of machine learning that focuses on developing algorithms that can make decisions and learn from experience, similar to how humans learn. The project will be structured around the framework of AI, robotics, and autonomous vehicles, providing an innovative and engaging way for students to learn about these technologies. The competition will involve students training



their own autonomous vehicles using AWS DeepRacer technology. All students will train their models in a virtual environment, then transfer these trained models into a physical, DeepRacer vehicle, where they will compete for the fastest time around the same printed track. Through this project, students will not only gain technical skills in Reinforcement Learning, but they will also learn valuable problem-solving, teamwork, and critical thinking skills. The significance of this project is underscored by a relevant stat: according to the World Economic Forum, the demand for AI and machine learning specialists is projected to grow exponentially over the next decade. The AWS Deep Racer competition provides an opportunity for students to gain hands-on experience in a rapidly growing field.

Student Greatness Club

\$17,036 | Anna Fishman

Downey Education Association

Our grant project will create a club at our high schools that work on strengthening students' greatness. The club will enable students to understand and maximize the use of their talents to filter their interactions, make decisions, and ultimately achieve excellence in all areas. The club will give students an opportunity to discover what is right about them and provide a safe space for discussing identity and strengths with others. Through the language of strengths, they can gain insight into why they think or behave similarly or differently from others. The activities of the club will focus on teaching students how to identify their innate talents, become aware of biases created by those talents, and refine how they use them to reach their full potential. In addition, students will learn strategies for taking personal responsibility for their decisions, language skills for communicating effectively

with others, and ways of self-assessing progress toward goals related to academics as well as life skills such as time management and stress management.

El Salón ("the living room")

\$ 4,200 | Richard Heilemann

El Monte Union Education Association

El Salón ("the living room") provides a chance for students and their families to come together in our newly modernized art classroom for monthly celebrations of the visual arts. Starting the school year with a fresh new room provides an opportunity to involve students and their families in the living growth of the room into a comfortable and welcoming space...a classroom. After being displaced from our art classroom for its months-long modernization, we landed in a small computer lab with a somewhat different atmosphere than my students were used to. With limited space inside and dramatic weather outside, I decided to modify our focus. Students began shooting photographs around school with their phones, putting these sophisticated tools to excellent use. Each day started with a new theme ("Things keep their secrets," "Nature/Not Nature", etc...) and the finished artwork was displayed in a gallery-style show for open house, hung and managed by students. At our open house I saw families talking about artwork. They began with their own student's work, but kept pointing and talking as they went around the room. In a school where parents report feeling somewhat distant from the school, my project brings them into the classroom to share what their students are learning and creating, starting valuable conversations and connections, and building capacity for shared visions.



Peers Uniting Peers Art (PUP Art)

\$ 5,000 | Kirsten Josephson

Escondido Elementary Education Association

The goal of this project is to build connections between Special Day Class (SDC) students and other students throughout the school. In recent years, a small number of students (10-15) have become PUPs, which is a student who mentors and collaborates with SDC students. Through these experiences, SDC students and PUPs developed confidence and friendships. The PUP Art project will expand this concept to a larger number of art students (over 500). First, all students will be educated on how to support their SDC friends and gain practice interacting with SDC students through teambuilders. This will promote empathy and reduce prejudice. Then, art students will be given choices for participation. At the first level (mandatory), students will work collaboratively to create art projects that promote disability inclusion/justice or create art templates for SDC students. For the second level (optional), students will work on projects with SDC students in art class. In level three (optional), select experienced students will create and teach art lessons to SDC students in art or SDC class. The ultimate goal of the project is that all students develop confidence, enhance learning, and develop social skills.

Wellness Spaces for Calm and Connection

\$16,250 | Sarah Magee

Fort Bragg District Teachers Association

The staff at Dana Gray Elementary School is committed to nurturing our students' social-emotional health. Through this project we plan to establish wellness spaces on campus where students and staff can connect with each other to build positive relationships and apply the emotional regulation strategies we are teaching in our SEL lessons. First, we will create calm corners in each classroom.

Second, we will establish a wellness center on campus to offer a safe place where students and staff have a quiet place to reset and refocus when overwhelmed. In addition to the calm spaces, the wellness center will include a group meeting area for holding restorative circles, student peer mentor meetings, and connecting with families in a welcoming, disarming environment. The development of these wellness spaces will improve our school culture by opening up spaces on campus for calm and connection.

Improving School Climate

\$ 9,000 | Joanne Pipersky

Franklin-McKinley Education Association

Before COVID, our school had a very positive school climate and a close knit student community with great pride, spirit, and involvement. We have lost much of that due to the lack of activities outside of the classroom. This project will bring student leadership back into full bloom with the return of school rallies, spirit weeks, dances, sports days, charity drives, community service events, and competitions all of which will be initiated, planned, and participated in by the student leaders and student body. These events will promote and teach responsibility and self-reliance. In addition, they will promote ownership within the school and community.

Sustainable Garden Project

\$16,924 | Andria Sandoval

Fullerton Secondary Teachers Organization

This project aims to support adult students with special needs enrolled in the Adult Transition Program to create a sustainable community garden space at both Sunny Hills and La Sierra High School campuses utilizing an abundance of gardening methods such as raised garden beds, vermiculture composting, and water conservation. Students will



collaborate in peer teams to construct, participate and observe the planting, propagation, growth and cultivation of a multitude of plant varieties in hands-on, project-based learning. Through these activities, students will learn life-long skills of responsibility, teamwork, and ownership. While working and learning in the garden, students will gain valuable skills in leadership, communication, and growth mindset by continuous engagement with peers and the community. We are eager to utilize this garden to grow healthy foods and native plants; develop lessons to support garden activities in math, science and reading; and to preserve natural resources. Furthermore, by exposing students to these important life lessons and activities that are tied with the garden, we are teaching them functional skills, responsibility, and self-reliance, all skills they can use well into their post-secondary life.

Outdoor Learning Lab and Native Garden

\$11,400 | Ashley Hill

Fullerton Secondary Teachers Organization

The goal for the Outdoor Learning Lab and Native Garden is to create a dynamic outdoor learning space for science students in all levels of classes. The area would give students a place to practice sustainability, engage in hands-on Science and Engineering Practices outlined in the three dimensions of the Next Generation Science Standards (NGSS), take ownership of their learning, and facilitate mental well-being. We currently have multiple classes tasked with environmental action projects tied to the six guiding principles in the Blueprint for Environmental Literacy for California. Our plan for the initial year is to have students take ownership of the Outdoor Learning Lab to plan and design features to attract native species and build a community garden space.

Through the process of building and maintenance, our garden will foster a sense of community amongst parents, teachers, students, and community members.

Student Newspaper The Monarch Times, Hear ME Roar!

\$ 4,445 | Annie Bogue- Mladinich

Hayward Education Association

Journalism was created by a group of passionate students who believed that information is an essential component to a thriving community. Many political scientists say the media is the fourth branch of our democracy and without it we would have little access to what is happening in the world around us. Without this knowledge we would not be able to participate in politics which would essentially leave "we the people" out of the equation. For a school to be inclusive, responsive, and evolving students need to discuss and interact as a collective with the news that matters in their daily lives so they can participate and inspire change. This project will allow our students to create a club that delivers this space for our community. Students will work collaboratively to deliver a safe space for student empowerment as they print a newspaper to engage with the community and give access to our diverse readership.

Journeys!

\$ 5,000 | Elisabeth Jacobsen

Hemet Teachers Association

Each child in Ms. Jacobsen's reading intervention classroom (about 90 students that come for about 30 minutes a day) will get a passport that is stamped when they read a book (family signature required) with the name of the book and one student written sentence that states, "This book took me to...". This passport will get filled out throughout the year, and students will keep



the passport until the end of the year. New books will be bought throughout the year for students to add to their home library and read. Students will be able to share their passports in their classroom throughout the year, and share out at an end of the year celebration.

Free Choice Reading in 4 Languages

\$19,520 | Emmi Kohout

Irvine Teachers Association

Free Choice Reading in 4 Languages aims to bring diverse libraries to our 20 French, Korean, Chinese, Spanish, and heritage Spanish classrooms across 6 schools in our district. Our team is a cross-district group of World Language teachers who collaborate regularly to share strategies and reflect on practice. We are united by our passion to bring this opportunity to our students. Free choice reading allows students to explore their interests while deepening their language proficiency. Leveled readers also bring the voices of others, straight from other cultures, into our classrooms through a variety of characters and diverse perspectives. Through comprehensible and engaging reading, students can see themselves and others through literature that is written just for them. This will provide choice, representation, and individualized challenge for every student!

Dramatic Play Project Proposal

\$ 4,344 | Rosalina Bonilla

Jefferson Teachers Association

Social-Emotional development is crucial in a Transitional Kindergarten (TK) classroom. The students in TK are 4 to 5 years of age and usually come to school with little or no preschool experience. They need to learn academic skills, social skills, independence, and communication. The best way to facilitate this learning is through play.

Developing an imaginative dramatic play area can be overwhelming, but with the correct tools and supplies, the results are creative, problem-solving, well-rounded students. This project will allow me to work with the students to create a monthly dramatic play area that includes student input and investment, as well as teach them the social-emotional skills they need in the classroom, school campus, at home, and in their community. Each month the dramatic play area will focus on a unit that includes a skill TK students need to be successful in life, a social-emotional book, and a theme for the dramatic play area. The social-emotional books can be borrowed by families who would like to review the skills at home. Practicing social-emotional skills in the dramatic play area can create equity, solidarity, advocacy, and agency in my TK classroom and beyond.

Black Student Union Initiative

\$19,180 | Danyelle Hodge

Lake Elsinore Teachers Association

In recent years, there seems to be an increase in the tension of racial relations in the Lake Elsinore Unified School District. Some of the most notable sources of this tension include the wide-spread use of the n-word, and a lack of unity amongst the Black students in the district. With Black students making up only 3.9% of the entire district, collaboration, unity, and historical education is vital to the success of our Black students. The BSU Initiative will bring awareness to the unique issues and topics faced by the Black student population in LEUSD. The project includes a district-wide Black Student Union Summit, bringing together the BSUs from 3 high schools, a middle school, and a K-8 school. It also includes hosting an HBCU College & Career Fair, attending field trips to cultural museums, and a collaboration with



the district's Jr BSU (first through fifth graders) for a family event. Lastly, the Black Student Union Initiative will run a district-wide Anti-N-Word campaign which will include buttons, posters, and lesson plans for each grade level from fourth through twelfth grades.

The Gateway Program [R]

\$14,872 | Sergio de Alba

Los Banos Teachers Association

The Gateway Program is designed to create avenues for tangible growth and learning by students in our socioeconomically disadvantaged neighborhood. For the past 22 years, we have continued to develop new components to our Gateway Program that have enriched the lives of our students, enhanced their education, and ensured participation by parents and community stakeholders. At the center of our program is the empowerment of our disenfranchised community. Thanks to a previous IFT grant we were able to construct three new gardens that have impacted learning in a powerful way. The Gateway Program is now focusing on increasing its efforts to understand climate change and other environmental issues and we have added a money management component that allows students to learn the importance of this topic. Additionally, art has been proven to increase academic success which makes the improvement of our art elements vital to our student's growth. The key to having achieved this level of success is ensuring that we adapt to remain relevant in how and what is needed by our students. Our focus with this grant is to continue to expand to deliver powerful lessons, and as a bonus, offer an abundance of fruits to provide healthy alternatives for students.

Social Emotional Learning - Family Art Nights

\$ 4,377.68 | Maria Lomelin

Monrovia Teachers Association

The purpose of this project is to expose families to the Arts along with Social Emotional Learning. Wild Rose School of Creative Arts will host 4 family evenings throughout the year. Each night childcare, dinner, social emotional lessons through a trauma informed lens, and art projects will be provided. Families will use a variety of art mediums, and will come together in community to build connections with each other and develop an inclusive social climate at our school.

The Wellness Park Project

\$ 8,652.15 | Maria Avila

Montebello Teachers Association

Our school is committed to providing a safe and supportive environment that promotes our students' physical, emotional, and social well-being. Our goal is to develop a Wellness Park located on campus. A Wellness Park will allow students to get active, connect with nature, and learn important life skills. In this post-pandemic era, there is a great need for mental wellness at our site. This green space would allow for interactive activities, gardening, and stations similar to that of a fitness path. The overall goal is to improve the psychological well-being of our community. It is our belief that interacting, engaging, and socializing in an open, green space can help reduce stress, improve mood, and help address loss, grief, and trauma.

Country Lane School Garden

\$15,000 | Caroline Sienknecht

Moreland Teachers Association

An outdoor classroom garden space at Country Lane Elementary School has numerous benefits for students, the school community, and neighborhood. The garden



space will provide experiential learning where students can explore, discover, and learn about concepts related to agriculture, food systems, nutrition, and environmental stewardship. Our school vision is “Be curious, Be kind, Be the change” which lends itself perfectly to a school garden. The hands-on experience encourages higher-order thinking skills such as analysis, synthesis, and evaluation, which are essential for students to develop critical thinking. Additionally, the garden will encourage curiosity among students, sparking their interest in the natural world, and allow them to learn and engage in an interactive way. Moreover, the space will provide a platform for students to develop behavioral, social, political, and environmental skills where students learn to work cooperatively in the garden and learn to appreciate each other's efforts. The garden will also require the school community and volunteers to help maintain and manage it, providing opportunities to collaborate on projects that benefit the environment and community. Finally, the garden space will also benefit the neighborhood by creating a space that fosters a sense of pride and hope. The community can watch the next generation learn about taking care of the planet, inspiring them to take action themselves.

Cultivating Young Gardeners at Alta Heights
\$ 8,285 | Leslie Gracia

Napa Valley Educators Association

Gardens are a place where students can explore, create, and relax as they work to maintain a space that nourishes their emotional, physical, and mental needs while connecting them to their community and to nature. The mission behind this project is to create a sustainable garden complete with the tools needed to support young learners with the NGSS and other subject areas, while boosting their social-emotional skills.

Gardening has been known to improve mood, boost self-esteem, provide exercise, improve nutritional health, increase attention span, and encourage social bonds. There is a critical need to foster these attributes, especially post COVID, as our students continue to acquire the skills they need to alleviate stress and anxiety while they heal. Students will learn how to grow and harvest their own food, engage in healthy habits, and connect concepts to state standards. Collaboration in the garden between students within their own class, as a grade level, and with multi-grade interactions with our existing buddy program will expand and strengthen social integration. Students will be encouraged to try new produce and share their abundance with our broader school community. This outside learning space will give students an opportunity to move beyond the four walls of the typical classroom environment, making connections between their lessons while applying this newfound knowledge to the world around them.

Biliteracy Focused Play Workshop for Equity
\$18,275 | Cynthia Suarez

Natomas Teachers Association

Studies show that play is one of the most effective ways for young children to learn. This project aims to enhance the play experiences of our emergent bilingual students in TK and kindergarten. The project has two main objectives, first, to purchase developmentally appropriate, open-ended materials and resources. These materials will expand the implementation of the literacy-based play workshop, which is a student-driven, instructional approach that allows students to plan, implement, and reflect on their play choices. The structure of the play workshop time allows students to practice emergent literacy skills including book making, retelling, and revision. When



emergent bilingual children engage in purposeful play and inquiry-based activities they are more likely to learn strong linguistic and social skills, develop strong agency, and have higher levels of academic and intellectual achievement in both languages. The second objective is to use our shared space to host four family workshops to empower families to use their children's play to support literacy at home. The family workshops will be a time when parents can share their cultural competencies and assets with the school community as they participate in sessions focused on ways to support their children's academic, linguistic, and social-emotional growth through play and literacy.

OJHS Garden Revitalization

\$5,808 | Courtney Schmitt

Oakdale Teachers Association

This project will create the framework needed to build a robust gardening program accessible to all students and staff at our school site and the elementary sites within our district. The goal of the OJHS Garden Club is to create an inviting and usable space for students to have hands-on learning experiences through gardening. Students will plant, grow and harvest a variety of herbs, vegetables, and flowers while participating in farm to table experiences like tasting stations and share tables. In addition, students will work alongside community members to plan and budget for gardening activities like floral arranging and cooking classes to gain valuable skills in leadership and communication. Our garden space will be cross-curricular in nature allowing all departments and subjects at our school site to utilize the space for hands-on and project based learning. This space will allow us to foster an understanding of sustainability and caring for the earth, while promoting positive

attitudes about food nutrition and the physical benefit of gardening. Our gardening space will be open to all TK-8 students throughout the district including our students with physical limitations. Lastly, revitalizing our garden will create an outdoor classroom and green schoolyard area that promotes mental health well-being, collaboration, and positive socialization amongst students.

Student Artists Exhibition at the Autumn Lights Festival

\$19,950 | Aya Allen

Oakland Education Association

Every year in October, the Gardens at Lake Merritt in Oakland host an art exhibition called The Autumn Lights Festival. This festival hosts about a hundred local artists who create light art displays for ticket holders to admirer at night. Oakland High School students in the Visual Arts Academy will create an art piece for this event. Our two hundred students will each have a part in a collective light box display that will run for three nights at this wonderful community event. The light box display will hold graphic design art and photographs created, painted, and decorated by the students. The light boxes will be put on semi-permanent display in Uptown Oakland in a participating store front. This is a great opportunity for our students to gain hands on experience of what it takes to be professional artists creating large scale works of art for a public exhibition. Students will express their creativity and gain valuable project management skills.

The Philanthropic Woodshop Class

\$ 4,950 | Brett Hardy

Ocean View Teachers Association

Middle school students will develop important Career Technical Education (CTE) skills while working on this philanthropic



project. During the project, we will work in tandem with a local high school, preschool, and local businesses. Classes will create simple projects to share with one of the preschools in our district. The local high school will assist our students with creating spinning tops, pens, and ornaments. The high school and a local business will support our project by helping at our quarterly open house nights. Four times per year, students will invite family and the local community to our shop to teach them the skills they have learned. These open house nights will be a great opportunity for our students to be the teacher for the night. By the end of the school year, our students will be well equipped to continue their CTE pathway in high school and beyond!

From Seedlings to Scholars

\$19,586.28 | Cynthia Lopez

Ontario-Montclair Teachers Association

This project will dramatically increase action and student agency as students engage in inquiry, research, planning, and executing outdoor education learning experiences. Each activity will utilize a concept based approach in order to access higher order thinking, cooperation, and trans-disciplinary skills. The project will include culturally significant gardening practices, plants, and caretaking knowledge. Two capacity building aspects of the project include: a parent docent program to build bridges to the community, families, students, and staff; and a student ambassador program, embedding garden “life” into everyday school activities from a student centered perspective. Finally, demonstrating that gardens can connect us to a continuum of life’s cycles, we will host a future-oriented college and career fair for students featuring college majors and careers in STEAM, especially outdoor and garden related fields.

Awaken Your Inner Photographer

\$20,000 | Dr. Malinda Hurley

Ontario-Montclair Teachers Association

The goal of the Awaken Your Inner Photographer project is to awaken my 7th and 8th grade middle school student’s inner photographer by offering them the opportunity to learn all aspects of photography. As students learn, they will come to understand that there is much more to photography than taking a selfie. Students will receive a year-long comprehensive look into the world of photography. They will develop many skills including an understanding of how a camera works, what makes photography an art, how to choose meaningful subjects that awaken their inner passion, the Elements of Composition, Elements of Art, Principles of Design, and the significance of backgrounds and foregrounds. Lastly, students will participate in a Photography Art Gallery Walk that will allow their photography to be showcased for parents, the school community, and surrounding district schools to enjoy and critique. Some student photographs will also share the space in our local art contests. This project will develop a student’s inner passion for photography and lay a foundation of art skills that they can build upon in their future if they wish to become a professional photographer.

Mosaic Murals

\$ 4,143.02 | Taren Allen

Oroville Secondary Teachers Association

In recent years, our rural community has experienced wildfires, flooding and homelessness. A mosaic mural designed and created by ceramic students will not only beautify our mundane cinder block structures on campus but will provide a healing opportunity for students and staff to process recent traumatic events. A mosaic mural



displayed in a public space on campus for everyone to enjoy will connect people through artistic expression, community dialogue, education, and enjoyment. It will inspire participation, appreciation of art, and celebration of our resilient community. It will highlight the history of our town and its people, giving voices to unheard students and generate a positive collective memory. This project will provide meaning and a sense of identity and understanding of the people who live, work, and visit here.

Blooming Our Bilingual Brains & Establishing Our Roots

**\$20,000 | Elizabeth Vieyra
Palm Springs Teachers Association**

Our project will introduce students to gardening plants and harvesting fruits and vegetables throughout the year. Students will conduct research to learn about the best plants to grow in Palm Springs. Part of that research will include visits to botanical gardens in Southern California to learn about the plants that can flourish in our community and what it takes to grow a successful garden and its positive impact on the community. Students will plant different items throughout the year depending on the season and their interests. Each garden bed would focus on a specific plant, and students will work in teams to care for their garden bed. Having a garden at Vista del Monte Elementary School will empower students and allow them to see how it contributes to our school, community, and environment.

Building Advocates and Leadership Experience through Student Council

**\$ 4,377 | Rachel Foster
Pittsburg Education Association**

When elementary students are constantly asking, “How can we make our community better?” the answer is student council!

Through learning the democratic process, students will engage in student council activities that will center around learning about themselves, learning about their school community, their larger community as a whole, supporting their community by creating a community service project, and taking part in our school board meetings where they will learn how decisions are made, but more so being able to see adults that look like them making a decision and giving back to their community where they grew up. Highlands student council will be a year-long commitment with informational meetings, monthly activities throughout the year, college tours, community service, a presentation to the school board, and an end-of-year celebration awards assembly. This engagement will foster confidence, team building, advocating, academic writing, speaking, and engaging with others despite any differences as they work for a common cause.

Teachers & Students: All About Education Podcast

**\$ 8,009.96 | Rebecca Carp
Rancho Santa Fe Faculty Association**

This innovative, student-centered project aims to empower students, teachers, and families by building meaningful connections between education and community. Our goal is to engage students in learning while providing opportunities for them to develop important skills such as public speaking, communication, critical thinking, and teamwork. A selected group of teachers will work collaboratively together with students, sound editing technicians, and website developers to create a platform for a local school community to discuss student driven topics. In order to generate interest to reach a larger demographic of listeners, teachers and students will work together to develop



topics and research pertinent background information to create an outline of questions. This data will then be used to guide interviews. Although these recordings will be based around student reflections and personal experiences, the community will also serve as the lens of focus. The intended outcome is to provide an opportunity for educational representatives to work toward building a more creative, inclusive, and equitable learning environment. By learning about current events, different fields of study, and topics relevant to themselves, students will develop a global perspective to apply real-life skills toward their future. Built into this plan is the development of a website, which the students will learn how to curate in order to provide a space for the local community to support this academically student driven project.

Project AAC Access

**\$ 4,934 | Dr. Monica Hudnall
Robla Teachers Association**

This project aims to increase accessible communication for all with the use of a post mount communication board for the school playground and starting an Augmentative and Alternative (AAC) Communication Lab. A post-mount communication board increases opportunities for inclusion and access to the most common words used to communicate across multiple settings. Starting an Augmentative and Alternative Communication (AAC) lab will provide access to a collection of low-tech, mid-tech, and high-tech materials and systems designed to support language development and promote communication.

Building and Empowering Future Leaders through Student Council

**\$12,682 | Angelia Brye Jones
Sacramento City Teachers Association**

This project will allow scholars in 4th-6th grade from all academic and social emotional backgrounds to develop life long skills, increase self-esteem, and learn about the democratic process. In addition, scholars will have opportunities to enhance their writing skills, listening skills, speaking skills, peer-to-peer relationships as well as student-to-adult relationships on campus. The entire TK-6 student body will benefit from the work of the council, as the council will strive to enhance both the physical and social environment for all scholars. The Parkway student council will start with an informational assembly for 4th thru 6th grade scholars. The assembly is meant to get scholars excited about being on the Parkway council! The assembly will encourage ALL scholars to run for either President, Vice President, Secretary, Treasurer, or a 4th-6th grade class representative. Interested scholars will attend a lunch informational workshop on how to complete the required student council applications and give scholars an opportunity to ask specific questions about the election process and the overall goals of the Parkway Student Council. To summarize my project, the aim is to teach scholars about our democratic process and to empower them to express themselves through their voice!

Equity Through Literacy

**\$18,000 | Stephanie Cruz
San Diego County Associaton of Educators**

The Equity Through Literacy Project deploys reading as a means of social and economic mobility while nurturing a love of reading among opportunity youth in Juvenile Court and Community Schools. Students and



teachers at each of our twenty school sites will co-construct literacy activities designed to capture students' interest while supporting literacy development. Individual school activities may include hosting debates, creating film shorts, and visual or performing arts activities tied to selected literature. At the onset of the project, each student will meet with a literacy support team consisting of the teacher, a parent or guardian, and a staff member selected by the student. The purpose of this meeting is to discuss the student's reading level, set growth goals, and educate the student and parent on the connection between literacy and socioeconomic and educational success. Throughout the year, the team will monitor each student's progress. All schools will host award ceremonies, competitions, and exhibitions designed to encourage participation and foster engagement while bringing the school and the community together to honor student achievement. Each activity will culminate with a student-facilitated exhibition where students will showcase their work and demonstrate their learning to parents, community partners, and the greater school community. Teachers, families, and community partners will be invited to help plan and participate in the award ceremonies.

Access to Independence

\$19,000 | Amanda Morgan

San Juan Teachers Association

Access to assistive technology for students with and without disabilities is vital to promote their independence. When people hear the word assistive technology they automatically think of speech generating devices, but it can be any device or object that allows a person to become more independent. With 3D printers students will create and assemble items from start to

finish for students within the district and community. This would allow us to create and maintain a lending library for students, other schools in our community, and for our students to take home.

Making Dreams Come Alive on Stage

\$13,298 | Elizabeth Garcia

San Lorenzo Education Association

Rumi, the 13th century Persian poet once wrote "When you do things from your soul, you feel a river running through you, a joy." Performing arts is the vehicle with which we allow our souls to express themselves. Musical theater is a uniquely human experience where we are able to transcend the mundane with a musical note, a piece of art, a movement, a phrase or an emotion, and gain access to universal human experiences. The After School Drama Club will cultivate an appreciation of the arts, build confidence in children, promote public speaking, and allow students to feel more comfortable in themselves and their identities. As our school continues to grow our Dual Language Immersion Program, we hope to provide authentic bilingual plays where students can showcase their bilingualism and bi-literacy. We are beyond excited for our future thespians who will make the written word come alive in theatre.

Building Buddies

\$13,318 | Christine Miringoff

San Marcos Educators Association

Building Buddies is the most anticipated and engaging part of a very long day of TK and kindergarten! The students have the freedom to explore many different hands on engineering activities. It is an opportunity for our students to cultivate interpersonal relationships and perfect those all important social interactions by practicing communication skills required to maintain a



working relationship. They are required to find a partner, work through the design process, problem solve, and ask for direction when needed. The project incorporates the school community with a monthly invitation for parents to create and build with their students.

*McFadden Institute of Technology (M.I.T.)
Spyder Lab*

**\$19,637.61 | Graciela Camacho Pulido
Santa Ana Educators Association**

McFadden Institute of Technology's Spyder Lab focuses on 21st century S.T.E.M. project based learning. Students apply to be part of the Spyder Lab cohort and are under the guidance of teachers, mentors, and staff. The Spyder Lab is a work-based school project that prepares our next generation of entrepreneurs and graphic leaders. Students' leadership and public speaking skills are developed through consultations with clients and practicing along with Speech and Debate advisors. Club advisors, school administrators, SAUSD district personnel, and others meet with students to provide product design, descriptions, and client needs for their project based learning. It is infinitely motivating for students to complete the design cycle of brainstorming, design, and production.

Miller News

**\$ 4,450 | Christopher LeVander
Santa Maria Elementary Education
Association**

Miller News is a news crew and speaking, reading, and listening club designed to keep the school updated with current events and happenings around campus. We aim to highlight our district-adopted positivity project and create a positive culture around our school. Students will conduct interviews with students and adults around the school

using microphones and tablets to discuss questions of the week. In addition, students will take pictures of positive social interactions outside as well as artifacts students create inside the classroom. Finally, we will edit videos and create a script so we can record news updates for our school. The goal is to provide the school with updated events, highlight student projects, and build positivity.

*Super Sensory Environment for Student
Success*

**\$17,800 | Lela Alcocer
Santa Maria Elementary Education
Association**

Sensory play encourages learning through exploration, curiosity, problem solving and creativity. It supports our students' development of fine and gross motor skills, language development, and social skills. Sensory play has positive impacts on self-regulation and a child's ability to calm. Providing a sensory rich environment will benefit all students including our English Language Learners and special needs students in preparation for kindergarten and beyond. This project will create a sensory rich environment in our classrooms and in our students' homes. Our project includes sensory activities, consultations with occupational therapists to improve our practice, focus on parent engagement with Make-and-Take Sensory Nights, and monthly family activity guides to develop the whole child.

Arts Exploration Club

**\$ 1,549.67 | Toby Deanne DeGrandpre
Snowline Teachers Association**

Students face overwhelming stressors such as family pressures, academic challenges, and daily barrage of external concerns. This Social-Emotional Learning (SEL) project focuses on 5th grade students (and possibly



4th) who show an interest in art and want to learn more. The primary goal of the project is to offer students a safe outlet to express themselves in a positive way and expand their skills before they transition to middle school. The secondary goal is to help students see the connection between academic studies and art. The Arts Exploration Club will expose students to different fine arts media, digital artwork, and artists, as well as historical and cultural works of art. Sessions will include learning about the history of art (at the elementary level), cultural art, art techniques, and freely applying what they learn in their own art. They will have a chance to experiment with acrylics, watercolors, graphite pencils, charcoal pastels, mixed media, and clay. Students will also maintain a journal that will give them a resource to take notes, sketch ideas, and express their own opinions about art. At the end of the year, students will present their favorite pieces in an art show held in the community. By the end of the year, students will have developed basic skills in art, responsibility, and goal setting, as well as seeing a connection in what they learn academically to give them purpose for future studies.

Asian American Oral Histories & Graphic Memoir of San Diego Project

**\$ 3,000 | Joseph Allen Ruanto-Ramirez
Southwestern College Education Association**

With the newly established History and Ethnic Studies Department, this project is part of the Asian American Studies Program and seeks to bridge oral histories of Asian American communities in San Diego and art. Students will interview local organizations and community members about their history and experiences in San Diego, and work on a graphic memoir of a particular experience of their interviewees.

Gathering In The Generations Garden

**\$ 3,852.52 | Liza Gesuden
Teachers Association of Long Beach**

The Generations Garden will be a safe and inviting green space for all students, teachers, and families to cultivate relationships to the land and one another. Our 7th graders start the school year with the essential question, "What can one generation learn from another generation?". The Generations Garden will be a centerpiece for this opening unit as we invite their elders to gather and share their connections to food and land. Throughout the school year, the garden will provide opportunities for experiential and interdisciplinary learning. In history, students will trace the origins and migrations of different plants and foods, as well as learn about how farming and agriculture developed around the world. While in math, students will use equations to plan backwards from a desired harvest date to determine when to plant and make predictions about the growth of plants. The school year culminates with a focus on the impact humans have on the environment, so our students will reflect on what actions need to be taken to ensure that the environment is healthy for future generations. The Generations Garden will be a generative learning space that promotes and preserves our cultural practices, as well as builds upon the abundant ancestral knowledge in our community.

United in the Community

**\$18,309 | Vanessa Mosqueda
Teachers Association of Long Beach**

Our project "United in the Community," will allow our students to engage with the community in order to learn, collaborate, come up with ideas, and find solutions. Students will learn about opportunities and ways to access what they, their family, and



their community needs. The project will include lessons about the community, using culturally relevant picture books and texts, as well as supplemental learning resources, school neighborhood field trips to city hall, the fire station, and the main library. The lower grades will do a cartography project that reflects the neighborhood community with ideas for what they would like to see incorporated. The upper grades will design and implement a community service project.

Elementary Science Engagement!

\$19,656 | Denise Daguimol

Teachers Association of Norwalk-La Mirada

Our project is centered on three core components: exposure, awareness, and application of science and technology skills in elementary. To accomplish these goals, a collaborative cohort of 5 elementary teachers at 4 different sites will bring science skills and awareness to students, families, and staff. In addition, the cohort will coordinate and plan classroom visitations and assemblies. Our 3 main events will be a STEAM Night, Coding Night, and a School Science Fair. The STEAM Night and Coding Night will have interactive stations run by staff, secondary students, and professionals from the science community. These events will expose participants to science skills and concepts in a fun and safe environment. They will also bring awareness to students and families about the possibilities of a science pathway in secondary. For the School Science Fair all students will be given the opportunity to participate in a self chosen activity to showcase and present. Students will choose from a host of topics within STEAM and Computer Science.

To Infinity and Beyond Inflatable Planetarium

\$18,899.35 | Julie Kusiak

Teachers of Encinitas

First grade NGSS curriculum is very exciting but when it comes to the study of patterns in space, it can be very difficult for six year olds to grasp concepts that are literally out of this world. We aim to bring this study down to earth with the aid of an inflatable planetarium, inflatable planets, and an inclusive earth sciences selection of books. We will be able to demonstrate the rotation of the earth causing day and night, the pattern in the phases of the moon and how this is the basis of calendar systems, the revolution of the earth around the sun and its tilt on its axis causing the seasons, as well as the constellations of the northern and southern hemispheres and the infinite universe. Our first graders will be immersed in space as we use the planetarium for multiple inquiries throughout our study. Students will be able to revisit the planetarium in third and fifth grades as they continue exploring space, Earth's spheres, and the planets in our solar system. Lastly, they will explore the inflatable planet models that will inhabit our classrooms, and read books that represent diversity and inclusion in the study of earth sciences.

Madrona Avenue: Puppet & People Productions

\$15,953 | William Gachuz

Torrance Teachers Association

Madrona Avenue is an initiative that will bring puppetry and media production into the classroom. Through Madrona Avenue our school and students will connect to our community through workshops, surveys, performances, and beyond, as many of our productions will be available online. Using both modern media production and classic puppetry, students will engage in the creation



of educational content, newscasts, and public service announcements that reflect their understanding, interests, culture, language, and stakeholder status. Providing access to materials, technology and equipment, students working in teams will learn the fundamentals of media production, puppet making, and puppeteering. Using puppets will increase inclusivity and representation by allowing students with anxiety or concerns about privacy to have an on screen presence. Moreover, a puppet's design and persona will be developed by students. Fundamentally, both media production and puppetry are cooperative group endeavors, however, individuals will be responsible for completing tasks specific to the roles they adopt such as operating cameras, repairing puppets, selecting music, and independently learning to work with a specific puppet. Parents, siblings, friends, and other community members will be welcomed and encouraged to engage and participate.

STEAMing Ahead

\$18,734 | Katy Thompson

Tulare City Teachers Association

Collaboration and cooperation are the focus of STEAMing Ahead. This project includes a set of learning tools that will allow students from kindergarten through sixth grade a chance to explore hands on activities in science, math, language arts, and history. In addition, students will have exposure to technology such as coding, robotics, and augmented reality for future learning and job interests.

3D Printing

\$14,640 | Aschli Hicks

Turlock Teachers Association

The goal of this project is to increase student engagement, understanding, and accessibility through the use of 3D printers. By utilizing 3D

printers, physics teachers will create hands-on manipulatives for students, while enabling them to design, print, and experiment with laboratory equipment that reflects their cultural perspectives, fostering a deeper understanding and appreciation of science. In 2024-2025 and beyond, collaboration between other science classes and departments will lead to cross-curricular projects, furthering student engagement and access.

Algebra to Action: Solving Real-World Problems with Sustainable Solutions

\$ 3,300 | Courtney Mallett

Tustin Educators Association

This project aims to incorporate the United Nations Sustainable Development Goals (SDGs) into high school Algebra curriculum to help students become more engaged and motivated learners while preparing them to become global citizens. The project will be implemented in two phases. In Phase 1, themed units will be developed based on the SDGs that align with the Common Core curriculum standards of high school Algebra. In Phase 2, students will create a yearlong portfolio that showcases their learning and contribution towards solving a real-world problem related to the SDGs. The project's ideal outcome is for students to complete a civic engagement project and qualify for the State Seal of Civic Engagement. The project aims to make Algebra more relevant and connected to real-world issues while also developing skills and knowledge necessary to solve real-world problems.

Sounds That Feed The Soul

\$19,868.18 | Cheryl Carter-Harris

United Teachers Los Angeles/NEA (UTLA)

This is an interdisciplinary project involving music, English, history, and math classes. Scholars will download a school appropriate



song of their choice with lyrics. They will make 5 cuts to the music creating a 2-minute clip, use a fade-in and fade-out, and use 5 different effects. In English class they will read a culturally relevant novel and write a reflective essay. Scholars will use the music software to remove the vocals from their track. They will produce a title and lyrics that represents the struggle of an ethnic group of their choosing and create a new title and song lyrics that represent that struggle. They will record their voice on the track. In history class, they will write a paper that outlines the struggle of the group they chose and compare it to another group that they have learned about in history class. Scholars will create a music video for their song. They will create a story board with at least 10 pictures, create a lyric sheet, synchronize their video clips to the audio track, add effects to the video, add subtitles to the video, and add a song name/artists to the beginning of the video. In their math class, they will have a graphical project involving how they synchronized their audio to their music video. A Video Release Party will take place at the end of the semester. Community members, district personnel, parents and our entire school will be invited.

Transformative Justice Leadership Program

**\$17,400 | Elizabeth Seamens
United Teachers Los Angeles/NEA
(UTLA/NEA)**

This project expands student leadership at our Community School campuses; supports educators in implementing restorative and culturally relevant practices; and creates healthy, welcoming, and violence free schools. Our team is composed of teachers and Community School Coordinators from four LAUSD Community Schools sites: Woodrow Wilson High School, Valley Oak Center for Enriched Studies, Academic

Leadership Community, and Los Angeles School for Global Studies at the Miguel Contreras Learning Complex who have previously collaborated on social justice education initiatives. The following are our components: TJ Healing Dialogue Circles at least once a week for school identified Tier 2 & 3 students; arts workshops facilitated by community artists; RJ experts and school staff working with students to create a written and artistic artifact; an after school program that will focus on teaching the systemic causes of community violence, substance abuse, and allow students to develop leadership and community organizing skills using Youth Participatory Action Research (YPAR) methods; and a low to no cost Restorative Justice Salary Point class utilizing culturally relevant curriculum. The teachers along with TJLP student leaders and community stakeholders will develop a school-wide Restorative Justice plan.

Affirming and Inclusive Schools for LGBTQ+ Students

**\$ 5,000 | Kristina Southern
United Teachers Los Angeles/NEA (UTLA)**

Data shows that many students continue to be bullied and discriminated against due to their actual or perceived sexual orientation or gender identity and expression. Those same students are more likely to experience an increase in depression and anxiety, often missing classes and attempting suicide. The same surveys and research (from GLSEN and the Trevor Project) also indicate that having an affirming school climate and adults around are the top two protective factors. This project aims to create safer, affirming, and welcoming school environments for all students, especially our LGBTQ+ students through support for Gender Sexuality Alliance (GSA) clubs. The project will provide swag; visible symbols like flags, stickers, and



posters; and workshops for educators, administrators, and caregivers on how to be affirming.

Cultivating an All-Inclusive On-Campus Garden

**\$ 8,997 | Marylynn Amiot
United Teachers Los Angeles/NEA
(UTLA/NEA)**

The goal of this project is to enhance our horticulture strand to facilitate access to a broader range of gardening experiences. All students attending Willenberg Career & Transition Center are 18 –22-year-olds with disabilities. Our school's garden areas are maintained by our students. Developing adapted garden spaces will provide better access for students with mobility challenges. Sensory/herb gardens and areas with quiet spaces assist students with sensory challenges to engage in gardening activities. Having a variety of adapted tools will give students with physical challenges a broader range of gardening tasks they can engage in. The goal is to provide all our students with life skills they can use not only at home, but for employment after culmination. By providing our students with access to the right tools to successfully garden, their opportunity to engage in future gardening related opportunities is wide open. With better accessibility, more students will be actively engaged in activities alongside each other; the barriers limiting students with certain limitations from certain gardening tasks, and to "sitting on the sidelines" will be greatly reduced.