

## Advanced Robotics

**Temecula Valley EA, Kelly Maxey, \$5,000**

In 2012, I was one of 50 teachers nationwide selected to participate in the NASA Endeavor Teaching Fellowship. I spent 18 months working with NASA scientists to develop educational units that would impact student learning in real-world contexts. The focus was STEM and it was during this time that Robotics became my passion. As a result, two years ago my classroom at [Vail Ranch Middle School](#) became the first in Temecula Valley USD to offer an Introduction to Robotics class. The purpose of this grant is to purchase materials to expand my program to include Advanced Robotics.

## Aptos Chess Club

**United Educators San Francisco, Claude Clermont, \$5,000**

The [Aptos Middle School](#) Chess Club has been in existence for the past five years, managed and financially supported by the teacher. The club meets every day during lunchtime and participates in two Chess tournaments per year. Grant funds will be used to purchase new chess sets, new timers, trophies, rewards, and more funds to go towards visits to challenge other schools and food to fuel the students once a week.

## Aquaponics Garden and Science Learning

**Center, Anaheim Secondary TA, Gema Suarez, \$20,000**

Two CTA members will lead a team of students, parents, administrators, and non-profit organizations to engage students in a strength-based learning project. They will construct and maintain an aquaponics garden/science learning center (AG/SLC) on a dedicated and ready-to-build site located near the center of the [Katella High School](#) campus. Partnering groups include the School District, Renewable Farms (builder and learning site); KHS clubs (garden, STEM, Culinary); and Hi-Tech Services (in-kind evaluation services). Students will work together as teams and participate directly in the operation and maintenance of the AG/SLC. Their parents will have an opportunity to be involved in an urban agricultural and aquaculture project and, hopefully, these experiences will encourage students to seek further education and careers in STEM fields.

## Assistive Technology Lending Library: Unlocking Communication Potential

**Kern County EA, Sarah Peet, \$7,032**

The funds from this proposal will assist in establishing a comprehensive assistive technology (AT) lending library. KCSOS serves approximately 1,171 students with IEPs. Many of these students have disabilities that require the use of assistive technology, and there is currently no local AT

lending agency. The lending library will be an invaluable resource to over 125 special educators, who may trial a variety of devices with their students before finding the right fit. Assistive technology can be as simple as a pencil grip or as involved as a multi switch system navigating a communication application on an iPad. [Kern County Superintendent of Schools \(KCSOS\)](#) has found the largest number of AT referrals to be in the area of Augmentative and Alternative Communication- the focus of Phase 1 of the AT Lending Library.

## Books for Students, Selected by Students

**Maxwell TA, John Patterson, \$5,000**

In February of 2016, Maxwell Jr. High flooded. Our students lost almost \$2,000 worth of books that had been purchased with profits from our Scholastic book fair. The books were cataloged and ready to go on the shelves. The students were devastated - so we created a program in the junior high where students were in charge of creating grade level teams, selecting their own books, and physically delivering them to the school. It was fantastic. This grant will extend the concept to 3<sup>rd</sup>-5<sup>th</sup> grade students at [Maxwell Elementary School](#). We want to continue to prove that nothing is better than a student recommending a book to a peer.

## Building Community Through Watershed

**Education, Rocklin Teachers Professional Assn, Rebecca Cihak, \$20,000**

A previous grant promoting a watershed environmental project at [Sunset Ranch Elementary](#) and [Robert Down Elementary](#) was a big success. Our students became knowledgeable ambassadors of the environment. They took their scientific research and spearheaded a community outreach, encouraging others to become more environmentally conscious. The project attracted the attention of other schools, and two nature centers. This grant will further this work by creating joint environmental education projects and field research with four schools. In addition, we seek to build a student-led conservation stewardship program for the public at the two museums.

## CELL- Connect-Ed Life-long Learners

**Bassett TA, Christina Topjian, \$20,000**

CELL (Connect-Ed Life-long Learners) looks to revolutionize the educational journey of [Bassett High School](#) students by focusing on each student's strengths and learning styles to construct a new model for learning. This model will guide students to college and careers opportunities through collaboratives of all stakeholders (parents, family, alumni). Using the Thrively strength-based assessment, all stakeholders will work with students to create personalized

learning paths that will guide the students beyond high school. Using mentor resources, students will connect their personal journey to community members and professional partners, expanding their own education beyond high school and culminating in a College and Career Expo. We believe that this focus on rigor, relevance, and relationships will spark new success, motivation, and passion in our students' learning journey.

### **Comprehensive Health and Wellness Program**

**San Diego EA, Emalyn Leppard, \$20,000**

#### **Montgomery Middle STEAM Magnet School's**

Comprehensive Health & Wellness Program has developed into a thriving team of parents, teachers, university students, and community stakeholders. Building upon the successes of the previous grant, our new proposal aims for schoolwide and community impact. It will: A) solidify the foundation for a Health Science, Nutrition and Culinary Program aligning with local high school programs; B) increase the scope of activity of our successful Family Dinner Nights; and C) will further strengthen school-community relations by implementing the Linda Vista Stepping Stones Project. Utilizing the existing 10,000 sq. ft school garden, which includes an aquaponics system, fruit orchard and the classroom kitchen, students will collaboratively learn to raise fish and food, with a focus on water conservation and better nutrition. These activities will also foster a positive culture of healthy living through food and exercise for themselves and their greater community for years to come.

### **Creating Bilingual Scientists Through Science Olympiad**

**Hanford Elementary TA, Deborah Arnold, \$17,507**

Schools across the nation participate in Science Olympiad, a competitive program that promotes student engagement and interest in Science, Technology, Engineering, and Mathematics. Through this program, students develop career-ready skills such as teamwork, creativity, problem-solving, and collaboration. Our dual-language immersion school, **Jefferson Charter Academy**, has recently implemented its own Science Olympiad program with hopes it will provide confidence and optimism for our Central Valley students to enter the world of STEM. This grant will provide necessary science materials for a hands-on redesign of our program. Students will use these supplies to better prepare for competitions, as well as impact our younger Águilas through student-led initiatives.

### **CURTAINS UP!**

**Ontario-Montclair TA, MaryKay Scheid, \$20,000.00**

The Curtains Up! program will expand student interest in performing arts through a focused collaboration between elementary, middle, and high school classrooms. We will invite students at all levels to attend shows, participate in competitions, create original dramatic material, and develop

quality performances. Students FROM **Vernon Middle** and **Buena Vista Elementary School** will be involved in all aspects of performance, including critiquing, research, writing, stage management, directing, costume creation, Vset design, technical theatre, marketing, and performance. Younger students will learn from both their teachers and their student mentors; older students will learn valuable leadership skills as they foster a love for performing arts with their younger peers.

### **DREAMS of STEM, Oceanside TA, Kelli Mocny, \$15,455**

**Foussat Elementary School** is establishing a lab to develop our "STEM for ALL" and moving towards "STEM FOCUS" criteria based on the San Diego STEM Quality Criteria Rubric. Our lab is named the D.R.E.A.M.S. lab for Design, Research, Engineering, Art, Math and Science. Students design solutions to problems using science, engineering, and math concepts. Students use technology (presentation apps, podcasting, Google Suite for Education) to reflect and showcase their learning. Our lab inspires creativity and increases students' communication, critical thinking, and collaboration in our content standards. Our STEM lab will be a permanent fixture at our school where teachers are able to use the materials and space to meet Science, Math, Technology and Art standards and prepare for Design and Engineering Standards in the K-5 NGSS standards.

### **EHMS Teaching Garden**

**Elk Grove EA, Anthony Sanchez, \$20,000**

This grant will fund the construction of a functioning student-centered garden at **Edward Harris Jr. Middle School**. The garden will become an integral part of the school's core curriculum. Our goal is to provide a space for teachers of all content areas to incorporate hands-on lessons with their students involving: soil science, plant life, weather, garden ecosystem, and the human harvesting and processing of various plants. The garden will consist of raised beds for growing plants, a shaded area with tables and a sink, a garden shed, and a weather station. Edward Harris Jr. Middle has 1,176 students with 76% of them living in poverty and in an urban area. This garden will open access to the knowledge, skills, and interest in future careers that will have a long-lasting impact on the lives of our students.

### **ELD Newspaper, East Side TA, Lisa Adhikari, \$5,000**

**Andrew P. Hill High School** is a welcome school for newcomers to the U.S. who are taking on the challenge of living in a new culture and learning a new language. The grant will enable us to start an online English Language Development (ELD) newspaper to enrich and motivate their formal learning. We will start as a club, but plan to grow into an ELD elective class. The newspaper will provide them with a medium to tell stories that celebrate their lives, share their thoughts, ideas, and beliefs in a creative manner, while at

the same time connecting them to the wider community. The students will run the newspaper in a gradual release model, which will impart in them a sense of responsibility and ownership. It will give them a chance to enhance and develop skills to add to their resume for their college and job applications.

### **Encourage, Embrace, Empower**

**San Diego EA, Nancy Lara, \$4,055**

The goal of this program is to impact and empower young women to make successful choices through coaching, mentorship, community building, and strength-based restorative justice practices. This grant will help expand a restorative justice group for 5<sup>th</sup>-grade girls at [Angier Elementary School](#). The students will attend bimonthly meetings and grant funds will enable us to expand the program by offering additional engaging activities, more sessions, and more opportunities to develop their personal skills and build on their strengths.

### **Engaging Students and Families Through Home Visits**

**Elk Grove EA, Kristen Couchot, \$9,400**

Student and parent engagement improves student outcomes and enriches the school. Home visits are a proven strategy for improving engagement. The staff at [Albiani Middle School](#) began home visits nearly two years ago and expanded our program during the last school year. As Albiani is not a Title I school, the grant funds will help sustain and expand the program to include Transitional Visits for incoming 7<sup>th</sup>-graders, as well as Celebrations/Workshops for all who participate in home visits. Our goal is to ease the transition from our small feeder elementary schools into our large middle school by developing relationships with students and families before the school year begins. These relationships will continue to be strengthened throughout the year and will allow students to reach their greatest potential.

### **Family Reading Partners**

**Hemet TA, Denise Newberry, \$5,000**

Families reading and discussing quality literature together instills a love of reading and understanding of stories to their children. It also develops verbal communication and vocabulary. We will invite the families at [Little Lake Elementary School](#) who have students in the reading intervention program and first of family TK/K students. We will provide families a place to come twice a month for one hour after school to share a reading experience with their child. Books, refreshments, and related extension activities will also be provided. The parents and children will participate in reading experiences to develop a love of reading in the home. Behavior expectations will be established so that everyone participating will be able to enjoy their time reading as a family.

### **FOSS: Science Kits for All**

**NEA ACLC United, Sarah Singer, \$16,653**

[NEA Community Learning Center](#), a project-based learning school, is excited to expand our science offerings using the Next Generation FOSS Science curriculum across our K-8 grades. We are eager to add FOSS kits to our K-2 and 6-8 grade science classes. The FOSS program uses hands-on science kits designed to extend the learning outcomes of projects through direct science experiences for all learners. FOSS also promotes peer learning and collaboration, fostering student interdependence. The addition of these FOSS kits will increase our K-2 learners' science readiness and deepen our 6-8 learners' understanding. They will significantly improve our ability to offer comprehensive weekly science instruction to all learners.

### **Full STEAM Ahead**

**Los Gatos Elementary TA, Dianna Hill, \$4,950**

The Full STEAM ahead project seeks to complement the science, technology, and math components of a new schoolwide initiative by focusing on arts integration and gardening. Through in-depth study of life cycles, students at [Louise Van Meter Elementary](#) will develop a deeper understanding of our interconnectedness and interdependence with organisms. Students will plan, develop, and maintain two raised garden beds and create clay tiles to contribute to a community mosaic for the STEAM community garden just outside the new STEAM classroom.

### **Garden Enhancement**

**Sutter Co. Supt. of Schools Staff Assn, Michael Greer, \$4,750**

Students and staff at [Feather River Academy](#) will revamp our garden and repair our green houses to include more students and community members. The intent is to effectively repair and upgrade or greenhouse for year-round use and developing a student plant business for our students with disabilities so that they can learn lifelong skills. Increasing our garden size and using new techniques that will help us provide fresh vegetables for our school lunch program with enough left for students in need to take home. Of the 90 students, approximately 50 are special education students and other 40 are at-risk students.

### **Healthy Bodies, Strong Minds, Satisfying Relationships**

**Jamestown TA, Greg Haney, \$5,000**

What can 17 CTA members do to strengthen an entire community? [Jamestown Elementary School](#) is the hub of our rural community. Our TK-8 school has a population of 85% socially-economically disadvantaged families that already relies on our school to host Scouts, church groups, NA, AA, parenting classes, a Family Resource Center, and a toddler center. This grant will enable us to build on the

strengths that already exist by enhancing relationships between our educators and the community. We are hoping to organize monthly family nights that will improve interpersonal relationships, build healthy minds, and promote healthy bodies and to positively impact student achievement.

### History Through the Creative Mind

**Hemet TA, Kirsten Ingbretsen, \$4,530**

History Through the Creative Mind is a seventh and eighth grade history program at [Idyllwild School](#). It is designed to enhance history education through creative expression. Seventh grade students will study world history from the medieval times forward and eighth grade students will study American History. The focus of the program is the use of art journaling, individual and collaborative projects including, but not limited to, school murals to express history, diversity, and tolerance. The intent is to build stronger community relations with our local boarding high school, [Idyllwild Arts Academy](#), along with our veteran's community through the local chapter of the American Legion. Parent involvement will be emphasized through classroom events, guest speakers, and gallery walks. The goal and hope for this program is to make history education thoughtful, reflective, and engaging for all students so they will have an understanding that they can be the change they wish to see in the world.

### Imperial Valley Discovery Zone

**Imperial TA, Dan Gibbs, \$10,000**

The Imperial Valley Discovery Zone (IVDZ) will enable [Imperial High School](#) students to facilitate teacher generated NGSS-aligned lessons and field trips for elementary students at [Hulse and Waggoner Elementary Schools](#). In addition, IVDZ will support STEM literacy in our region by organizing engineering challenges, maintaining a Makerspace, and attending community events with informal STEM exhibits. The mission of our project is to tap into our students' curiosity to bolster their knowledge and interest in STEM learning. We plan to let go of traditional science teaching methods in favor of a more student-centered approach to make STEM careers part of their future.

### Inquiry Engineering

**Napa Valley EA, Nanette Saucedo, \$7,196**

Inquiry Engineering is project-based learning with an emphasis on technology. All of the projects require engineering design and the use of scientific hypothesis. This approach utilizes the reasoning process to first develop a question or observe a problem, then utilize cognitive tools to help solve that problem. Third-grade students at [Phillips Magnet Elementary](#) demonstrate these skills in many ways. As second language learners, they came up with the idea that if the problem is read aloud to them, it is often easier

to solve. That led to the creation of animated Math Boards using Makey-Makey and Scratch coding to add the dimension of voice to the story problems they wrote. Their second development was a gaming keyboard that would allow them to easily play games, while their third project was designing a robot to enter the Napa Makers Faire. The grant will be used to acquire the necessary tools and equipment.

### Kitchen in the Garden

**Sebastopol Elementary TA, Maguire Laurie, \$17,224**

We are proud of our educational, productive, and beautiful garden at [Park Side Elementary School](#). The year-round garden curriculum emphasizes planting and growing the garden as well as preparing, eating, and learning about nutritious food. Our garden educator provides lessons in gardening and/or cooking to all students once/week. Our goal is to build an actual outdoor kitchen and increase the functionality and capacity of our in-garden cooking and cleaning stations so that our garden educator and students can continue harvesting, preparing, and cooking garden produce with much greater ease, efficiency, and sustainability. Innovation and creativity will naturally increase when we spend less time on set-up and more time on prepping and implementing our curriculum.

### Learning with a Lens: PBL and School Newscast

**Lucia-Mar Unified TA, Leigh Groshart, \$18,132**

Through this grant, [Nipomo Elementary](#) students of all ages will have the opportunity to film skits, weather forecasts, news broadcasts, book reviews, character development segments, etc. The project will have two distinct areas to empower our students' voices: a weekly school news broadcast and an ongoing location to film videos for classroom projects. The weekly school news broadcast will be produced and directed by 5th/6th grade students yet will allow for participation of all students. Students will demonstrate creativity and imagination and be able to meaningfully share their work with an audience of peers, school staff, parents, and family members.

### Liberty Elementary School and Community

**Garden Liberty TA, Nancy Grimmus, \$20,000**

Our vision is to expand the [Liberty Elementary School](#) garden/ag science areas by adding an outdoor classroom, expanding the garden beds, adding a green house, orchard, and weather station. This will provide hands-on learning opportunities in all core areas of study. We need to expand the current number of garden beds to include our special education students, our behavior intervention students, and our Ag science students, as well as to provide a community area for parents. We want our students to learn life skills

and responsibility by sustaining the greenhouse, outside gardens, tree nursery, and ornamental landscaping areas. We hope to help our students discover their own strengths through various creative and unique community service projects. Our goal is to create a self-sustaining garden program that fosters an awareness of community and the environment in our whole student body.

### **Literature Circles Extended: Empowering Students, Chico Unified TA, Lindsay Van Dewark, \$5,000**

With Literature Circles Extended: Empowering Students, all **Pleasant Valley High School** juniors taking the American Literature course will be able to choose which novel they wish to read, engage in 21st century literature that focus on relevant social issues with a team, and then be empowered to create a project that addresses the novel's social issue for their high school's campus. Students will engage with community members for ideas, inspiration, and donations for their team's project that connects to the social issue addressed in their novel. This grant expansion will allow the teacher to facilitate the learning experience for all by promoting student autonomy, interaction, and choice.

### **Lodi'S TEAM, Lodi EA, Elizabeth Ing, \$18,415**

Lodi'S TEAM will enable **Lodi High School** students to experience multiple activities both within and beyond the typical school day and site. As students pursue the studies within science and engineering, they can engage in the outreach Science APPLE program, Aquaponics, Science Olympiad, Rocketry, Robotics, Storm Drain Detectives and 3D printing. Community members, parent volunteers, and teachers will assist students in finding their passion through these programs. Students from diverse backgrounds will be encouraged to become experts in their field of choice and to train younger students from surrounding schools. We hope to truly empower each student touched by this program.

### **Maker Space- The Audacity of Imagination UT of Santa Clara, Linda Berger, \$19,937**

**Central Park Elementary School** is in Silicon Valley, a seat of innovative thinking- and this innovation often comes from wondering 'what if?'. Encouraging this forward thinking drives our school. This grant allows students, school families, and community members to see our creative ideas realized in our Maker Space. Students will create project plans, blueprints, prototypes, coding, models...whatever they dream up. A fully-equipped Maker Space allows staff and students greater opportunity to dig deeper with ideas and share projects with families and community through parent education, Activity Nights, and take home Making Kits. Then, let the future begin!

### **Miles for Meadow View Susanville TA, Ashlyn Paredes, \$6,160**

"Miles for Meadow View" promotes health and wellness within students and their families at **Meadow View Elementary**. Students will individually work towards completing a 100-mile walking or running goal from September to May. By walking or running with their family members, students will also be promoting family time. During this eight-month period, students will be encouraging community members to get outside and exercise. In May, students will host a Meadow View 5K fun run and will be inviting families to participate. Ultimately, our goal is to encourage family time while staying active and healthy.

### **Mno Grant Garden Project**

#### **Antioch EA, Tricia Davis, \$3,300**

This year, presenters from the Gardens at Heather Farm led students in collaborative groups to document, analyze and report on the biodiversity found in their school garden. Teachers continue to cover the topic of Biodiversity using California's recommended Environmental materials and are collaborating to develop a common Biodiversity unit that is NGSS aligned. These grant funds will enrich our students' learning experience by exposing them to diverse creatures and their habitats and bring in local Biodiversity speakers from the Gardens at Heather Farm. Working across grade levels from kindergarten to 6<sup>th</sup>-grade, we will facilitate mentorships between younger and older students. Sixth grade students at **MNO Grant Elementary** will lead younger peers in developing a plan to conserve biodiversity in their school yard. This relationship building between grade levels expands knowledge, strengthens communication skills, and helps build stronger communities.

### **Murrieta Valley High School Link Crew**

#### **Murrieta TA, Aimee Freemer, \$3,300**

Link Crew at **Murrieta Valley High School** is a leadership program that "links" the incoming freshmen with junior and senior leaders. These leaders will mentor and guide the freshmen through their first year of high school. The mentoring begins even before school starts with an orientation, social functions throughout the year, one-on-one and small group connections, teaching academic and life lessons in the classroom, recognitions for good grades, participation in sports, and performing arts.

### **NCLUSD Musical Theatre**

#### **Newman Crows Landing TA, Hardy Reeves, \$16,040**

The Newman Crows Landing USD Musical Theatre Dept. is an after-school program at **Orestimba High School** that involves students from fourth-grade to seniors. This grant will give the students an opportunity to be on-stage,

backstage, and running lights and sound to produce a performance of Disney's *Newsies*. The program will bring students from multiple grade levels and experiences together to perform at a local theatre in front of community members, parents, and guest artists.

### **P.I.I.G. (Physics in Intermediate Grades)**

**Plumas Lake TA, Jessica Ledford, \$8,526**

Expanding Engineering and Robotics in the Intermediate Grades to Physics in the Intermediate Grades is a continuation of a STEM driven, project-based initiative to reach 100% of the students at [Riverside Meadows Intermediate School](#) in multiple content areas. Physics in the Intermediate Grades will allow students to get excited about science, technology, engineering, and math by encompassing multiple disciplines to gain a greater understanding of the Physical Sciences and Mathematical Concepts with 3D design, Smart Carts, and Rocketry. By creating hands-on opportunities, as well as advancements for student ingenuity and design, students are able to take base knowledge and expand their thinking and analytical skills through experience and observation.

### **Pittsburg High Biodiversity Project**

**Pittsburg EA, Tascha Barnes, \$4,530**

By working across grade levels from kindergarten to high school, the Gardens at Heather Farms has been able to bring in curriculum aligned to both the NGSS and California Environmental Principles and Concepts. Pittsburg and Antioch teachers are actively engaging students in data collection, analysis and problem solving to determine how to increase the health of their school gardens. As a model school, MnO Grant Elementary has started the Gardens' Biodiversity lesson with their sixth graders. These students came up with ideas and will guide the younger students in increasing biodiversity in their school garden. Teachers at [Pittsburg High School](#) would like to learn from this model and extend this approach to having high school students guide surrounding elementary students in the same manner. Although each grade level has different core standards to address, allowing students to interact between grade levels helps older students strengthen their knowledge base and presentation skills and builds their community involvement.

### **Poplar Food Network**

**Pleasant View EA, Somphane Hunter, \$17,545**

Poplar Food Network (PFN) is a project between students, parents, educators, and community partners: Paint Poplar, FoodLink for Tulare County, Kiwanis of Porterville, Association of Mexican American Educators, and Outlaw Consulting Group. With food as the driving vehicle, the PFN will strengthen the relationship between parents and their children's academic abilities. The project will highlight culturally appropriate foods while introducing new foods

and cooking skills. Students and families from [Pleasant View Elementary](#) will work with educators to collaborate on recipe development and present their creations to each other. Classes and interviews will be recorded and edited by professionals to create a cooking channel.

### **Prepare for the Future: Coding and Career Focused Education**

**Capistrano Unified EA, Judy Blakeney, \$5,000**

[Aliso Viejo Middle School](#) students prepare for the future through coding and career focused education in the Career and Technical Education lab. Through practical exploration of 16 career modules, student learning opportunities are extended by engaging in coding, digital media, and design, among other career pathways. This career-oriented curriculum is enhanced by implementation of a design-thinking collaborative innovation process, which promotes the 4Cs: collaboration, creativity, critical thinking, and communication to solve real-world problems and prepare today's students for success in the future. Students will create podcasts, digital portfolios, and BreakoutEDU inquiry-based games to share and extend their real-world, future-ready learning.

### **Rally Around Fitness**

**Moreno Valley EA, Staci Reinalda, \$20,000**

[March Mountain High School](#) and the ACTION Program is seeking a grant to expand our annual Rally Around Fitness event. March Mountain is a model continuation school and the ACTION program is a transition program for students 18-22 years of age to gain vocational skills and life skills through community participation. The Rally Around Fitness project is a powerful and vibrant outlet for student achievement. It champions inclusion across all abilities, while also serving every high school in the district. Rally Around Fitness is a way to join general education, at-risk students, and moderate to severe students to engage socially and actively. The objective of the Rally Around Fitness is to support our district goal of being champions for equity and develop life-long skills/relationships for social responsibility through a series of physical activities and traditional sports.

### **Reaching Beyond the Notes**

**Association of Linden Educators, Heather Small, \$20,000**

"Reaching Beyond the Notes" was created as a big picture, multi-year project to rebuild the foundation and to give scaffolding support to our performing arts program at [Linden High School](#). It allows the teachers and directors to open up the bigger world to our students every day by encouraging them to connect to the community, the music, other musicians, and their future in a new and personal way. This grant will allow us to continue the successful and impactful work from the grant we received last year.

## **Ruus Shakespeareans**

**Hayward EA, Paul Garrison, \$5,000**

The Ruus Shakespeareans is an after-school program for 5th and 6<sup>th</sup>-graders at [Ruus Elementary](#). They put together an annual unabridged production of one of Shakespeare's plays. Within each play, the students also perform a full set list of contemporary music that helps to tell the story. Each song, typically a rock song, is related to the theme of the play. The band's instruments include guitars, keyboard, drums, and vocals. The Ruus Shakespeareans learn about language and diction, teamwork, focus, discipline, patience, and commitment, among other things. In 2016, the program expanded to include former students who return to mentor the current students. These grant funds will enable the students dedicate their Saturdays to studying Shakespeare, mathematics (primarily Algebra), and SAT exam prep.

## **SBRYC Strength Based Justice Implementation**

**San Bernardino TA, Mikki Cichocki, \$19,700**

San Bernardino City Unified has successfully launched a Restorative Youth Court and is in the process of developing and expanding its capacity throughout the organization. [San Bernardino Restorative Youth Court \(SBRYC\)](#) began as a pilot program in 2014. Since its inception, it has grown to serve hundreds of student volunteers and respondents who would have otherwise been suspended, expelled, or received a police citation. SBRYC embraces the fundamental principles of restorative justice. Our goal for SBRYC is to broaden students' experiences that embrace a strength-based justice approach and positive youth development model.

## **SCIENCE EXPLOSION!**

**Inglewood Teachers Association, Aba Ngissah, \$20,000**

Science Explosion! 2019 will expand beyond [Hudnall Elementary School](#) to engage TK-12<sup>th</sup>- grade students in STEAM disciplines. Students will be exposed to practicing scientists, artists and career choices in fun and engaging hands-on activities and competitions. Students will use the 5E Model (Engage, Explore, Explain, Elaborate & Evaluate) to explore as they ask questions and conduct experiments to find their answers. Students, teachers, parents, principals, STEAM industry leaders, district and community leaders will work together on activities such as the human anatomy, robotics, structural design, wind power, coding, web design, art competitions, short films and much more! The plan is to conduct workshops, assemblies, and competitions at other school sites in Inglewood. CTA ILC teachers from Inglewood and Lennox will also participate in SCIENCE EXPLOSION!

## **Sí se Puede! Book Club**

**Hanford Elementary TA, Josefa Bustos Pelayo, \$3,661**

This project is a multicultural book club at [Jefferson Charter Academy](#) that promotes positive values through reading,

thinking, discussing, presenting and, finally, activism. Selected students in upper grades will read nine diverse books that will encompass the values that were lived and promoted by important activists in our community such as Cesar Chavez and Dolores Huerta. Students will meet monthly to discuss the book themes/values that impact them, as well as those around them. The values include: service/sacrifice, helping, self-determination, non-violence, accepting all people, respect life, celebrating life, knowledge is power, and innovation. In addition, students will tour the CSU Fresno's Library, Laureate lab, and Arne Nixon Center. Finally, students will end the year planning and participating in a gallery walk.

## **Sixth Grade Portable Science Labs**

**Hanford Elementary TA, Juan Padilla, \$19,563**

[Jefferson Charter Academy](#) is a STEM Dual immersion School. For the past four years we have integrated the NGSS standards throughout all the grade levels. We plan to build on our current strengths, including a motivated staff with a common goal, a supportive principal, whom has provided science and NGSS professional development as well as collaboration time. The grant will be used to develop a well-equipped portable lab that is user-friendly, inspirational and will enable working through the design process. The portable lab, which will be used by sixth graders, will be equipped with things like microscopes, petri dishes, slides, a fire extinguisher, and other various supplies that will better prepare our students for the real world of STEM based learning.

## **Social Emotional Education, West Sacramento TA (formerly Washington TA), Natalie Ryland, \$3,511**

This project centers around Social Emotional Learning (SEL) by using curriculum and resources to foster safe and supportive learning environments at [Elkhorn Village Elementary School](#). Students will learn SEL skills, such as Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. Learning will center around activities for class meetings and home activities. Additional resources include games to practice SEL skills, a peace corner, and tools for self-management. Taking time in class to address the needs of the whole child will lead to increased academic success and fewer behavioral issues.

## **Students Go Pro with Video**

**West Sacramento TA, Sally DeLaMora, \$4,489**

Building on learned technology skills, 2nd & 3<sup>rd</sup>-grade students at [Southport Elementary](#) will be able to acquire video expertise that will enhance their learning experience and allow them to "show what they know" to a broader audience. They will use their beginning programming knowledge and their robotics experience using BeeBots and Finch robots to develop GoPro videography skills. The goal is

to produce presentations that can be shared on our school website. Students will be introduced to 21st century media skills and the responsibilities associated with them, as they collaboratively plan, record, and edit various presentations using GoPros, Green Screens, and WeVideo.

### **The Den: Vocational Training Center**

**San Joaquin County EA, Jennifer Barry, \$20,000**

The Den at [Redwood School](#) will enhance training opportunities for 240 special education students, 7th grade through young adults (age 22), from San Joaquin County. This project will serve students with severe disabilities, including Down Syndrome, Autism, and Cerebral Palsy and other severe cognitive disabilities that create challenges in attaining employment. The project will enhance the current workspace, including the addition of adaptive technology. The project will: teach assembly, office, retail, and food service industry tasks in a supportive and structured environment; train teachers and support staff; and provide open houses that bring together teachers, students, family members, and community business leaders.

### **T-Shirt Printing Class**

**Tulare City, TA, Ryan Turner, \$1,137**

With this grant, we will be able to purchase equipment for a graphic design class at [Cherry Avenue Middle School](#). It will enable the students to take their designs off the screen and into a physical reality by creating t-shirts for all school events. Our hope is that eventually we will be able to do projects for the entire school district. The T-shirts will be used at school for prizes, events, and fundraisers. With the purchase of this equipment, students will be able to design and create shirts (and other products such as hats, mugs, and glasses) for different school functions. Having students be the creators, creates a huge buy-in from them and a bigger sense of ownership of what happens at school. Students will learn skills that they will be able to use in their lives outside of school, and even fold those into a career.

### **Virtual Keys to College and Career Success**

**San Diego County Assn of Educators, Theresa Siega, \$4,108**

This grant provides at-risk high school youth at Juvenile Court and Community Schools [Cuyamaca Prep](#) with the technology, skills, and guidance for college and career success. The purchase of one Google Expeditions Kit allows a “roving tech cart” to be used in any one of JCCS’ twenty-four school sites in San Diego. Students practice job interviewing skills using the virtual reality app Virtual Speech, participate in “virtual field trips” to colleges, and conduct research on various careers of choice. Also, at JCCS’ monthly parent meeting night, parents can go on “virtual field trips” to colleges in the U.S. and abroad.

### **Western High School's Link Crew Program, Anaheim Secondary TA, Monique Flores, \$20,000**

[Western High School's](#) Link Crew program trains upper classmen to mentor incoming Freshmen to assist them in a positive high school transition. The program is designed to help Freshmen connect with their school in order to create the highest level of social and academic success. The upper-classmen work to develop leadership and communication skills and to give the 9<sup>th</sup>-graders an opportunity to reflect on their strengths and abilities and to foster a growth mindset. Through numerous social activities and classroom experiences both mentors and freshmen will become more empathetic and responsible citizens.

### **Wholesome Food and Hispanic Culture, Butte County TA, Christine Holzhauer, \$5,000**

This grant is an extension of a previous garden grant at [Hearthstone Elementary School](#). It will emphasize prepared food from our school garden and the following student activities with a local-community connection: Student Spanish language exchange, community Hispanic restaurant “walks” and student-created ceramic bowls of Hispanic design, all reflecting the aesthetics of the Hispanic culture. Students will grow in critical-thinking skills and project-based learning using academics, career, cultural, social, and emotional aspects. This project includes cultural and educational activities with universal access for a diverse group from Spanish and art classes, with inclusion of Special Education students to promote cultural interconnectedness, academics, career awareness, and life skills. Students in Spanish class cultivate and continue pen pal relationships with those students in Valencia, Spain, to deepen cultural understanding of language, culinary and ceramics to provide global learning to prepare students for future careers.

### **Zentastic: Healthy Minds, Healthy Bodies, Healthy Lives, Fontana TA, Robill Brannum, \$20,000**

The purpose of the Wellness Center & Meditation Garden at [Fontana High School](#) is to promote our Positive Behavior Intervention Support (PBIS) program. It is student-centered, and focuses on their personal, emotional, social, and academic needs. The Center & Garden will provide students space to explore creativity through artistic expression. It will also promote student responsibility and self-reliance by providing students with psychoeducational resources regarding personal responsibility and affect regulation. Students will participate in Restorative Practices using community-building circles to help them develop a sense of community, self-regulate their own emotions, and resolve conflicts. The grant’s focus is on assisting the students’ ability to maximize their strengths while decreasing deficits. In addition, other staff members will be able to use the center to conduct circles, conflict mediation/resolution, mental wellness presentations and trainings.