

Public Charter School Grant Program: Dissemination Sub-grant Showcase

Lighthouse Community Charter High School
Thomas Edison Charter Academy
California Department of Education

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction



Session Objectives

- Brief overview of the PCSGP
- Highlight two dissemination projects
- Identify at least one idea to take back to school site



Agenda

- Welcome and Introductions
- Lighthouse Community Charter High School
- Thomas Edison Charter Academy
- Q&A
- Closing



Introduction to the PCSGP

The Federal Public Charter Schools Grant Program is a sub-grant program funded by the Charter Schools Program (CSP), authorized under Title V, Part B, Subpart 1 of the Elementary and Secondary Education Act of 1965, (20 United States Code 7221-7221j) and the Consolidated Appropriations Act, 2016, and administered by the U.S. Department of Education (ED).

States that are awarded these federal funds distribute them in sub-grants to charter school developers to assist in the development and initial operations of newly established or conversion charter schools to develop high quality and high performing charter schools



Dissemination Sub-grant

California can use up to **\$2 million** of the PCSGP funds to award dissemination sub-grants to high quality charter schools for dissemination activities of best practices used in their schools. The dissemination sub-grant program is focused on closing the achievement gaps, and ensuring student academic success in state and national academic standards.



Dissemination Sub-grant Requirements

- One public presentation about the dissemination project
- Project deliverables/materials made available through the internet through the charter school and CDE website.





College and Career Readiness Program

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High School Designer



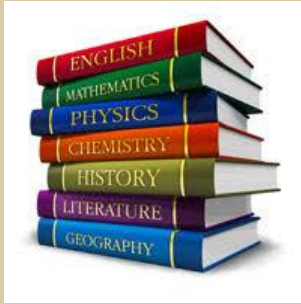
Who We Are

- Public K-12 charter in East Oakland
- Graduated our first class in 2009
- 41% of our graduates have completed college with Bachelor's degrees within six years, four times the national average for under-resourced students

Our College and Career Readiness Vision

All students will graduate from Lighthouse with access to multiple post-secondary pathways; for most of those students, that will include acceptance to a 4-year college.

Our Core College Readiness Practices



College and career prep is part of the core curriculum



Multiple pathways, including 4-year college acceptance

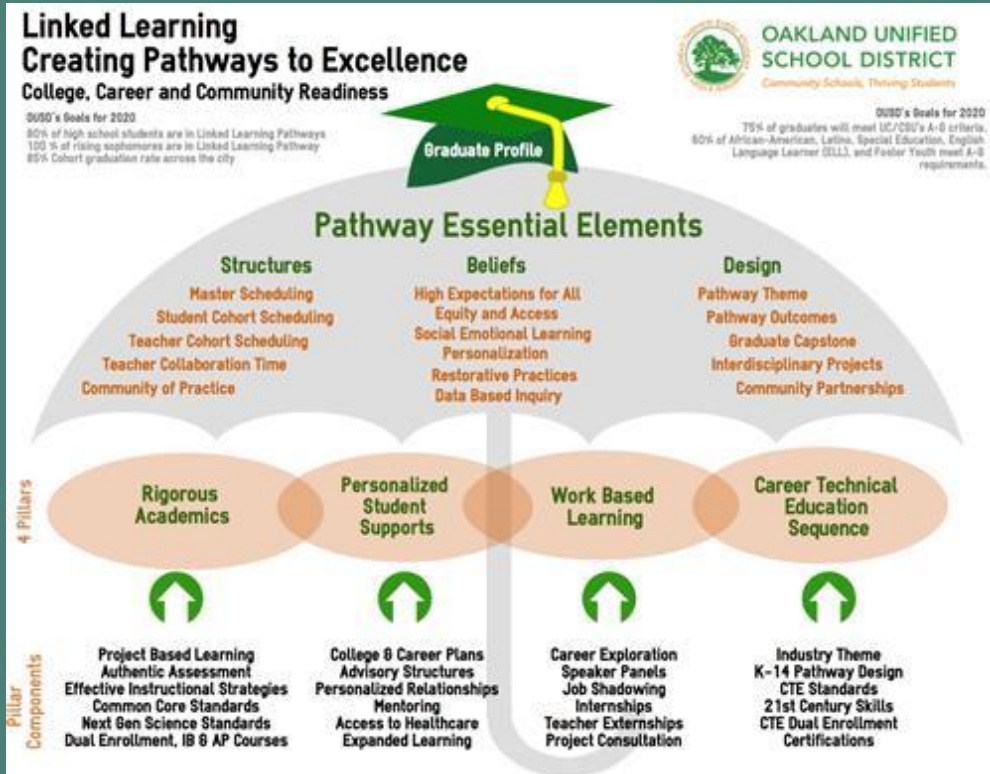


Narrow the opportunity gap



Families as partners

Our Core Career Readiness Practices

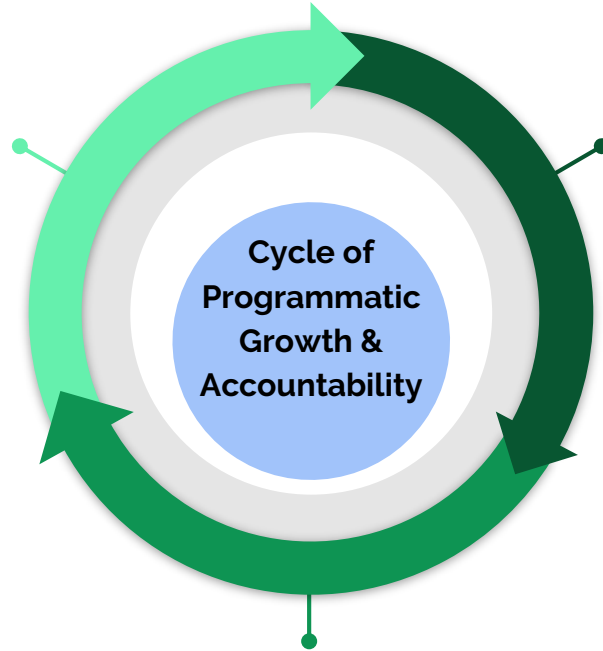


- We implemented our Product Design and Innovation pathway this school year
- All juniors participate in a semester-long internship

PURPOSEFUL

Facilitate universal access to college and career preparation

- Workshops and activities
- 1-1 meetings with students
- Classroom assignments
- Internships
- Field trips (EG college visits)



RELATIONSHIP-BASED

Build meaningful and trusting relationships

- With students
- With families
- With professional colleagues
- With community members

LEARNER-DRIVEN

Collect and utilize data, research, best practices

- Qualitative and quantitative measures are both important
- Need to keep track of individual and collective goals/outcomes
- Look for patterns and ways to test hypotheses
- Stay up to date on research and best practices from other practitioners


Our Learnings and Reflections

- Shift from emphasis on 4-year college for all
- Important to consider and plan for differences between Lighthouse and where students are attending college
- Practice flexible fidelity in response to student, family, staff and community needs

What's Next

- More alignment to graduate profile (backwards planning)
 - Delineating 9/10 college/career curriculum
 - Passage (10 & 12)
- Pathway development (connections to industry)
- Enhancing support for alumni
- Increasing info and access to vocational programs (outside of traditional 2-year and 4-year college degrees)

LCPS Graduates are:



- Purposeful and Self-Aware**
 - Develop and take pride in identities
 - Cultivate interests and career objectives
 - Set, monitor, and achieve goals
- Relationship Builders**
 - Show empathy and resolve conflicts
 - Collaborate effectively with diverse people
 - Develop and maintain physical and emotional health
- Independent Lifelong Learners**
 - Use agency to lead own learning
 - Reflect and seek feedback
 - Demonstrate stamina and persistence
- Committed to Service & Justice**
 - Advocate for self and others
 - Demonstrate leadership
 - Interrupt privilege and the status quo
- Academically proficient**
 - Demonstrate disciplinary literacy
 - Produce high-quality work
 - Persist in solving authentic problems

Questions?

If you would like to contact us, you can reach us at:

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Feedback Forms

We would appreciate it if you could fill out a short feedback survey (**yellow paper**) and hand it to us on the way out.

Thank you!

**Thomas Edison Charter
Academy
Dissemination Grant**

February 2019

INTRODUCTION

- TECA has been an independent nonprofit charter school for more than 8 years, and in operation for over 17 years, serving over 730 students in TK-8th Grade.
- The program serves families throughout the city, and the majority of students are from the Mission and Noe Valley Neighborhoods with over 80% qualifying for free and reduced lunch, and 29% English Language learners.

TECA VISION

Thomas Edison Charter Academy provides a positive learning environment that promotes educational excellence and includes creative and performing arts for all students. Students will be motivated, accomplished, and self-sufficient participants in a diverse community of learners. We envision a school where students will learn to take ownership of their education and be prepared to be successful in high school and aspire to pursue college.

SUCCESS

- TECA has twice (2016, 2018) been recognized by Innovate Public Schools as one of the Top 10 Bay Area Schools, for its success in reducing the achievement gap in eighth grade mathematics.
- Historically the school has sent the majority of its graduates onto the highest performing public schools in the city, including Lowell and School of the Arts, as well as to many private schools.

DUAL LANGUAGE @ TECA

In 2010, based on the family and teacher interest, TECA developed a dual language program.

In 2011, TECA began providing students with 50-50 instruction in Spanish- English from Kindergarten.

In 2018, TECA was awarded a highly competitive federal grant to refine and disseminate, their dual language model.

TECA's dual-language program continued to expand annually, and beginning in 2018-19, TECA had instruction in both English and Spanish for students from Kindergarten to 6th grade.

GRANT OBJECTIVES

Our objective is to sustainably expand our dual language program, and to become a local leader in dual language programs, through engaging in meaningful collaboration with peer communities to disseminate and share models in alignment with Global California 2030.

The mission of Global California 2030- to equip students with world language skills to better appreciate and more fully engage with the rich and diverse mixture of cultures, heritages, and languages found in California and the world, while also preparing them to succeed in the global economy.

GOALS OF GRANT



Engage our teachers in meaningful professional learning to support their capacity as dual language educators.



Engage in dialogue with our families and support their understanding of our dual language program.



Create a curated list of resources for those building dual language programs.



Provide opportunities for meaningful collaboration and networking with other dual language providers.

GRANT TASKS/WORK TO DATE

Quarters 1 and 2	Quarters 3 and 4
✓ Create master timeline and define Roles & Responsibilities	Participate in Dual language-specific Professional Development
✓ Schedule PLC and Other Meetings	Create blueprint for program
✓ Purchase Related Supplies	Build TECA site capacity
✓ Research/Connect with other Dual language School Programs	Develop network with Peer Schools to share ideas
✓ Participate in Winter Conference	Expand website
✓ Solicit input from families	Host parent learning event
✓ Develop evaluation plan	Host Global Learning Day at TECA
✓ Engage in Site Visits	Evaluate success of program

BASELINE TEACHER JAN 2019

TEACHERS DESCRIBE NEEDS THAT THEY HOPE BE MET IN GRANT.

I would like to have training in lesson planning and use of technology to support dual language instruction.

I would like to see sample schedules of others operating 50-50 programs. I also want clarity of best practices.

Training and support for English Learner students.

I would like to see more focus on ELD and SLA strategies to support all my students.

How to bring non-native Speakers up to speed in target-language in only 2.5 hours per day

I would like to see more education for dual, non-dual and parents on how the dual language program works.

FAMILY FEEDBACK

On November 29, 2018 and January 31, 2019- TECA families engaged in focus groups. These were some of their questions.



Can the upper grade dual language programs be clarified about how/when instruction is provided in English and/or Spanish?

Can non-native Spanish speaking students receive 1:1 Spanish tutoring?

Why 50/50 compared to other 80/20 or other models?

What other programs are 50/50 dual language in the Bay Area?

INTENDED GRANT OUTCOMES

Increased school capacity to implement a sustainable and successful dual language program.

Expand dual language community, with TECA serving as a hub of regional knowledge and dissemination.

Increase family understanding of TECA's dual language program and family capacity to support student success.

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CDE PCSGP Resources:

<https://www.cde.ca.gov/sp/cs/re/pcsgpadmin.asp>

