VirtualLearningAcademy

Breaking Down the Barriers of Time and Place

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VLACS Students

- Public: 65.0%
- Home: 23.0%
- VLACS: 5.0%
- Private: 3.0%
- Drop-outs: 3.0%
- Charters: 1.0%
Why do students take our courses?

- Students with at least 1 risk factor 59.5%
- School limitation 33.3%
- Require flexible schedule 31.5%
- Meet high academic standards 16.2%
- Meet state mandate 12.6%
- Drop out recovery 0.7%
Our time bound mentality has fooled us into believing that we can educate all of our students all of the time in a school year of 180 six hour days.
Early Grade Retention and Student Success
Evidence from Los Angeles

Jill S. Cannon • Stephen Lipscomb
with research support from Karina Jaquet

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http://www.ppic.org/main/publication.asp?i=910
Earning credits based on seat time and/or age.
compete /kəmˈpiːt/ v [I, Intransitive]
- (in sb) (for sth) try to beat others who are trying to compete
- (for the contract) try to gain: companies are competing
  for the contract/to gain

We have limited claims, so it is highly
unlikely

comprehensive

sth; ~ (in doing sth/to do sth) ability: No one doubts her
ability: No one doubts her

competence in solving

○ competence in solving

○ of a court, a judge, etc...
Students are advanced to higher-level work upon demonstration of competence, not age or seat time
Standards held constant, time can vary.
The relationship between student and teacher is fundamentally changed. Teachers take on a stronger role as facilitator and coach of learning rather than simply delivering content.
How can these ideas support your transformation?

How can VLACS support your transformation?
Questions?

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