

# ONLINE LEARNING

**Coronado High School**

# WHERE ARE WE TODAY

**Profile of full-time SOLO student:** Prioritized commitments outside of school and during school hours, Interdistrict Transfers, COSA

**# of Students in full-time SOLO:** 2 students, 0.1% of total student population

**Grades at Semester:** Varies- not every student finished at semester, both have A's and B's

**What is working for these students:** Self-driven students, strong time management skills

**What is not working:** Neither student completed all classes by the target deadline.

# WHERE ARE WE TODAY

**Profile of a part-time SOLO student:** These students are looking for a flexible schedule, student athletes with before and after school commitments, COSA, different type of coursework, acceleration

**# of Students in part-time SOLO:** 25 students, 2% of student of student population

**Grades at Semester:** Totally varied, no failures, range from C- to A

**What is working for these students:** Self-motivation/ discipline to be successful, placement with content-area teacher, regular communication with teacher, clear deadlines, clear attendance policies

**What is not working:** Managing their time to maintain progress, infrequent communication with their teacher, having a high standard of integrity in their coursework

# WHERE ARE WE TODAY

**Profile of a credit recovery student:** Students who have failed or earned a D in a class and need to recover the credit/ improve grade

**# of Students in credit recovery:** 113 total students, 9% of student population

**Grades at Semester:** Grades are varied as students finish courses at their own pace

**What is working for these students:** Having deadlines with benchmarks, placement with content area teacher, regular communication with teacher, having students remediate course before advancing in course sequence, credit recovery grades counting towards athletic eligibility

**What is not working:** Time-management, academic integrity, not having set timeline to finish course without consequence, mixed classrooms with success-skills, CR, and SOLO- many distractions

# WHERE ARE WE TODAY

**Home Hospital/ IEP Decisions:** Students who have severe anxiety and depression, who do not attend school on a regular basis as a result utilize online courses at home.

# 2015-2016 SOLO

- Transition year with full-time Pathways students grandfathered in to CHS
- Provided access to instructors at Palm Academy and CHS
- Increased but limited attendance requirement; did not see student success
- A number of students returned to CHS
- SOLO/ Pathways was not a growing program
- Limited resources prevented us from offering full-time access to all content area teachers

# 2016-2017 SOLO

- Pathways Charter School was determined to not be viable.
- Coronado High School maintained vision of providing flexible schedules and opportunities for students
- Incorporated online learning courses as an ala carte opportunity for students.
- CHS scheduled online courses throughout the day for students to enroll in an alternative classroom environment
- Limited resources and interest prevented CHS from offering Math, English, Science, and Social Studies throughout the full school day as a blended learning model
- Students have limited access to their content area teacher
- Students struggle to meet the pacework, which requires them to attend class regularly
- Structure and supports provided, but benefits of online learning suffered: flexible scheduling, working at your own pace, working outside of a traditional classroom

# 2017-2018 VISION

- Online learning used as a credit-recovery tool
- Opportunity for partial-credit recovery
- Intervention purposes
- Change courseware to increase academic integrity with plagiarism tools
- Counselors reported that zero students have requested to take online independent study courses for original credit for the 2017-2018 school year