



Thursday, March 18<sup>th</sup> 9-9:50am:

# Highlights of Exemplary Practices at Nonclassroom-Based Charters

As you arrive, please  
answer in the chat:

What's one (or more)  
thing(s) you're hoping to  
learn or talk about today?



Jonathan Slakey, Data Analyst



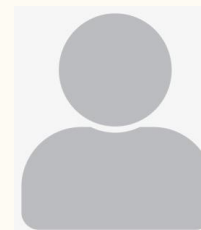
Bill Dobson, Assistant Director



Tammy Hushaw, Ed Services Director



J.J. Lewis, Superintendent & CEO



Jalyn Hall, Chief Instructional Officer





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# Agenda for today

Why today's session? (3 minutes)

Share recent research (5 minutes)

Best practice sharing (25 minutes)

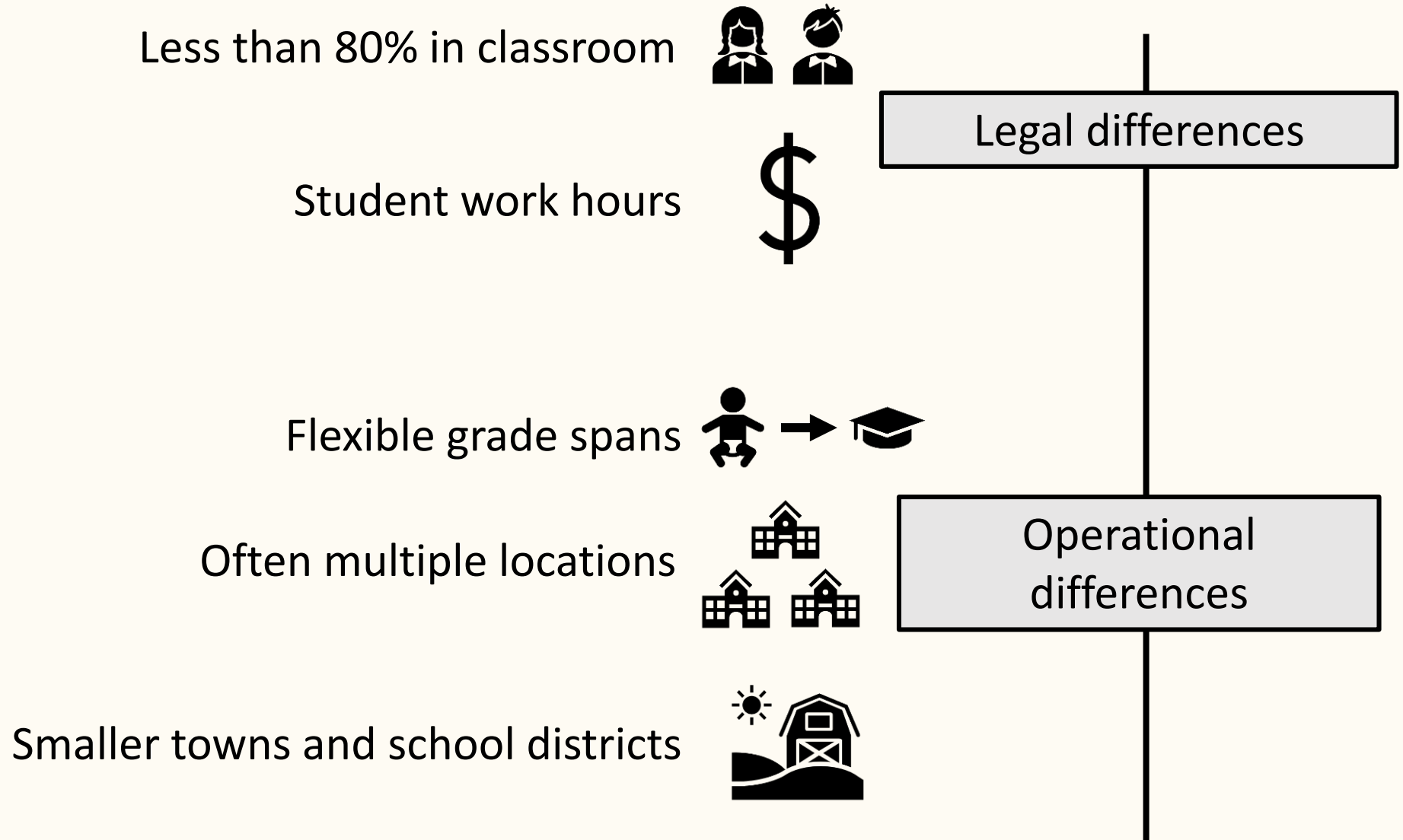
Discussion (15 minutes)

# Why focus on NCB best practice?

1. Recent public events
2. Differences of NCBs are poorly understood
3. Identify common practices across NCBs



# How are NCBs different?





# What is meant by ‘best practice’?

Actions taken by schools with strong academic records to create an effective learning environment for students.



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Looked at websites



Categorized schools



Looked for trends



Interviewed higher performing NCBs



Looked for trends across interviews

Sharing  
recent research



# TWO SETS OF CATEGORIES

1. Instructional format
2. Program Specialty

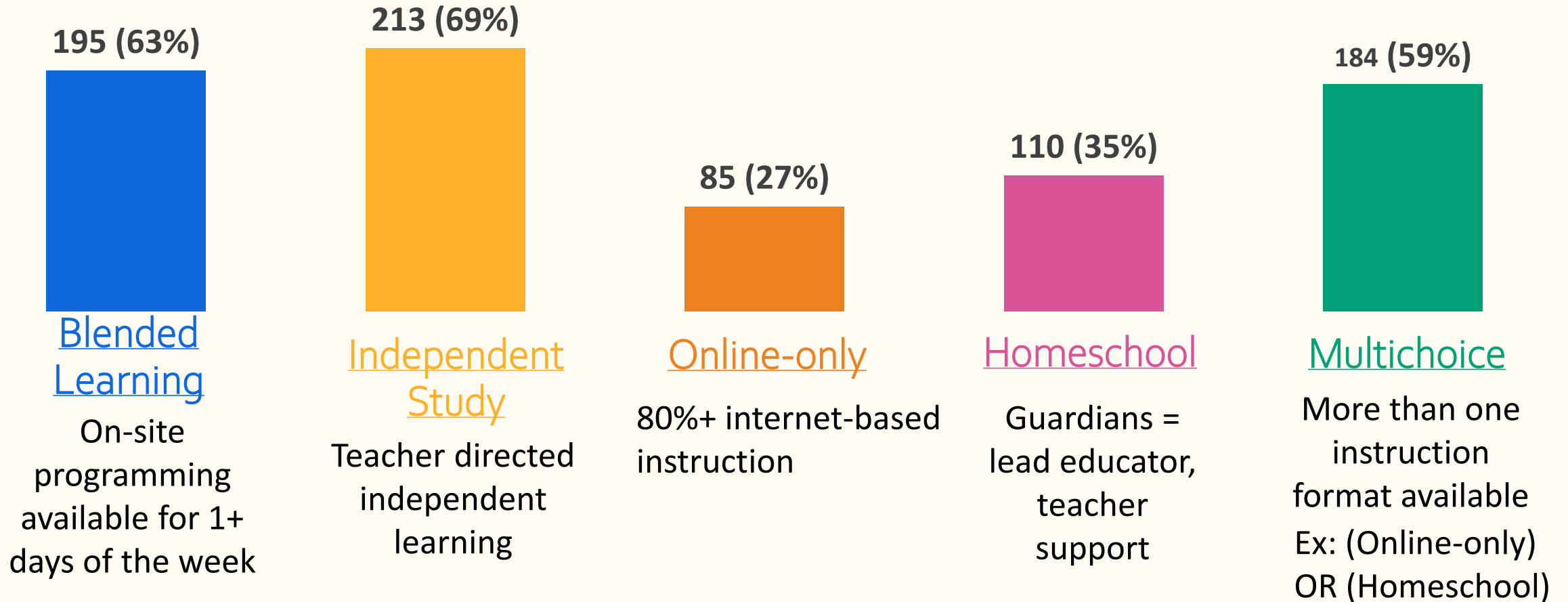




# Formats for NCB Instruction

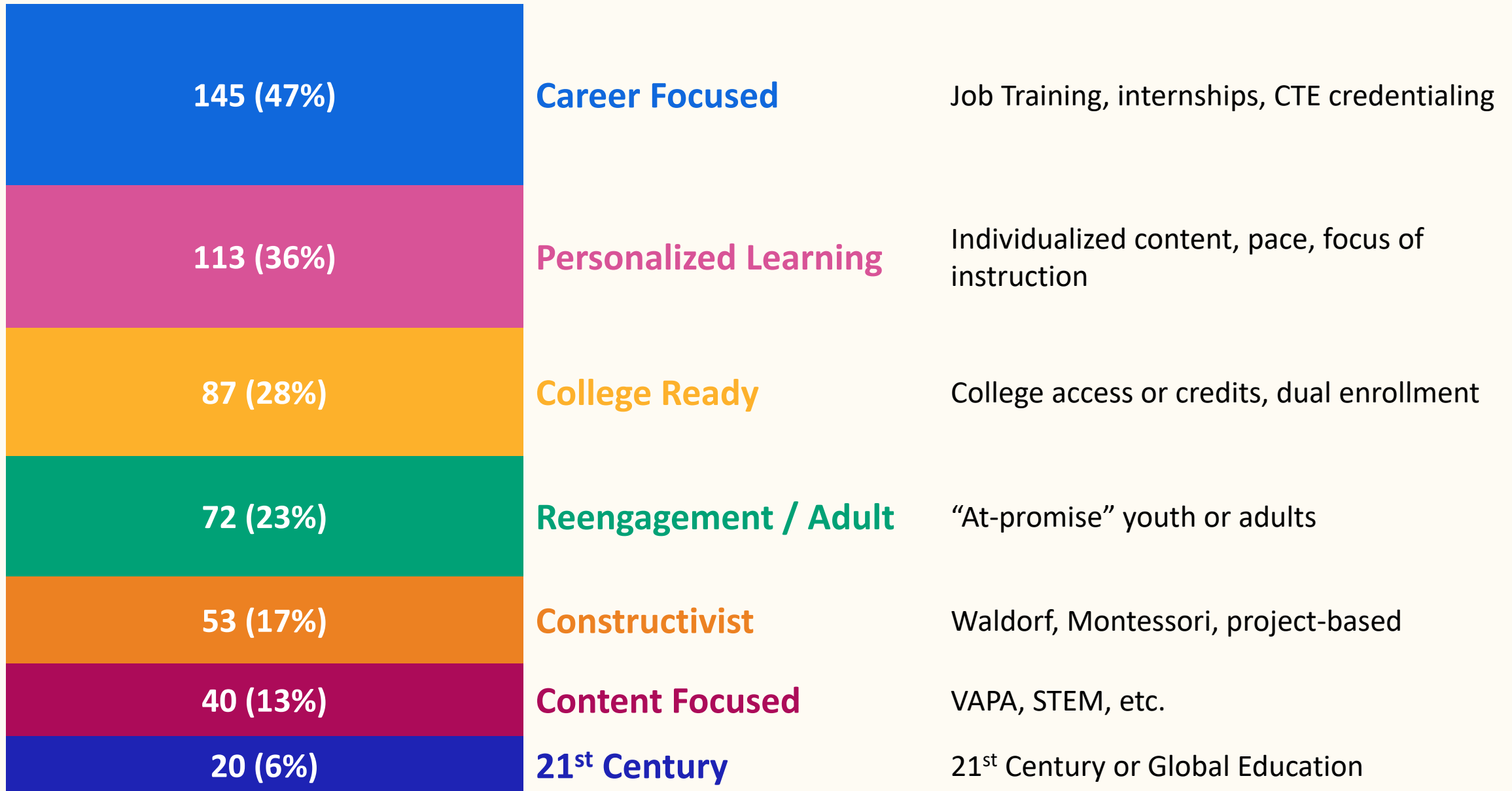


Figure 3. Prevalence of NCB Instruction Models





# Programs Offered at NCBs





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# Common Practices Identified through Interviews



# Common practices at NCBs

Personalized



Mix of  
Live/Offline



Flexible  
Timing



Teacher-Student  
Relationships



Guardian  
Participation



Adaptable



Student  
responsibility



Fulfilling  
community need



# Common practice:

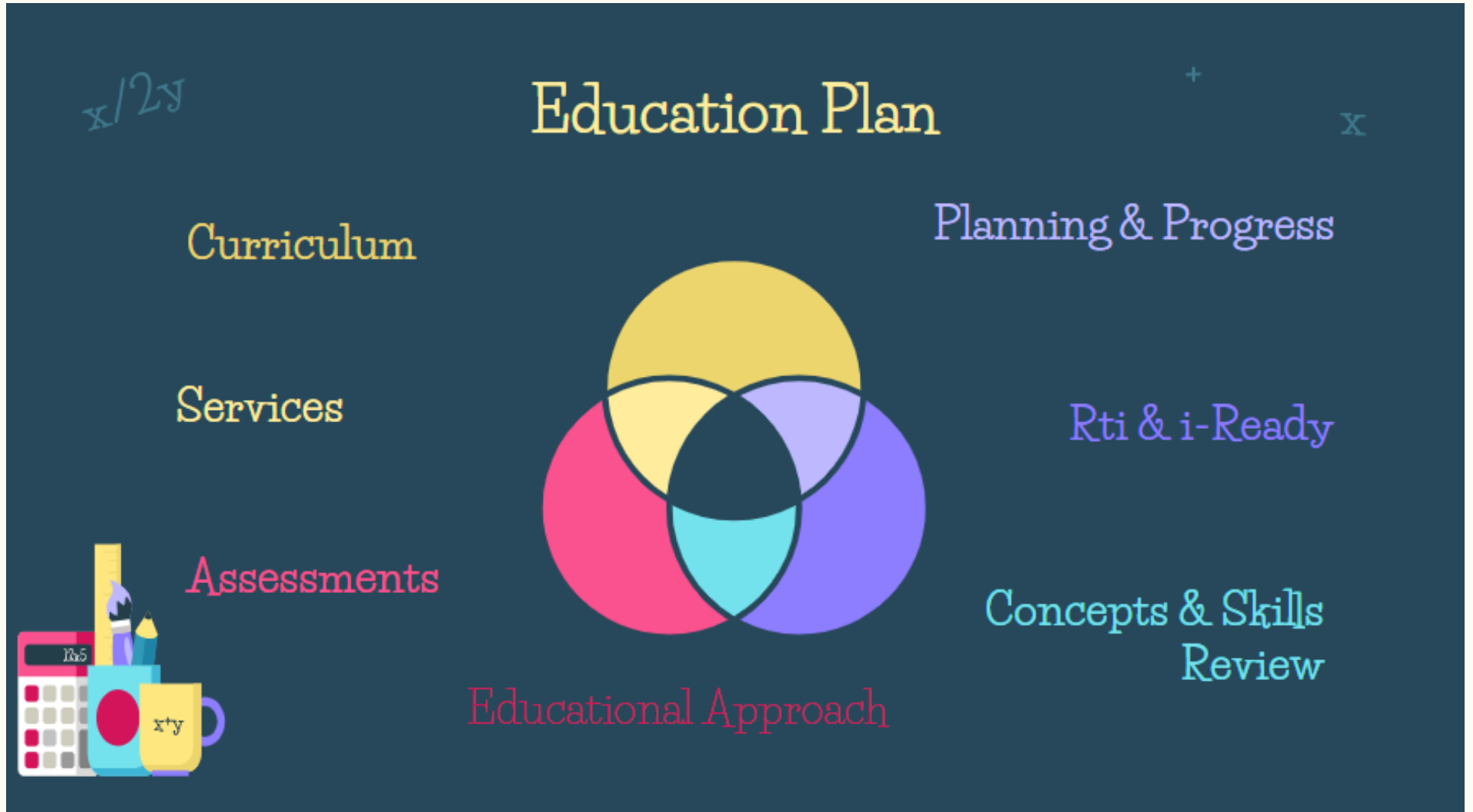
“Even with the core curriculum, we try to offer supplemental work that’s related to what their interests are, to help them refine and verify exactly what their interest is.”

## Personalized Learning



“counselors now offer a class which all incoming 9th graders take, where they start thinking about how much do I need to make if I want to live, how expensive are homes and things like that. Really, that's really the nuts and bolts of life, right? What are you going to do after, what is your plan?”

“whether that’s 2/4-year, military, gap year, we want to make sure that after your time with Compass, you find the tools and skills you need to be successful in your next chapter.”





## Personalized Learning and Educational Plan

<b>Student Name/District ID:</b>		<b>School:</b> ___ CWEB ___ CW ___ CWCV	<b>Learning Style:</b>
<b>Academic Year:</b>	<b>Grade Level:</b>	<b>Education Specialist:</b>	



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# Common practice:

“We know that folks are coming to our program for flexibility so you’re not required to attend and if you can’t make it, the learning lab is recorded, and you can still access it after.”

## Mix of Live/Offline



## Flexible Timing



“In our hybrid model, the students come to the campus for instruction three days a week at two of our sites and two days a week at the other, but just because of space.”





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# Common practice:

## Teacher-Student Relationships

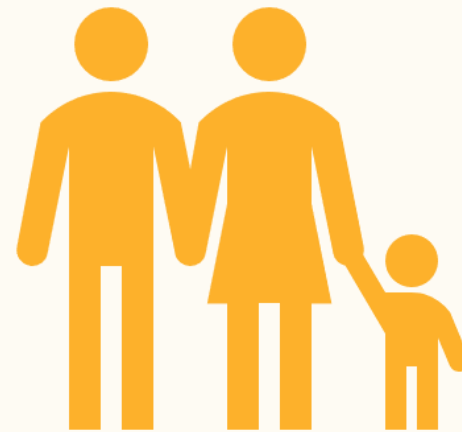




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# Common practice:

## Guardian Participation





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# Common practice:

Student  
responsibility



Adaptable





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## Common practice:

Fulfilling community  
need





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# Discussion



As site-based schools start to consider returning to at least partially in-person instruction...

What's an essential instructional practice at your school that you'd recommend for site-based programs?



In the past, CTA and others have criticized the funding levels of NCBs...

What do you want California lawmakers to know about the funding levels of NCBs?



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# Audience Questions





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# Closing Thoughts



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Thank You