

School Support and Readiness Assessment Summary Report

School: Family School Digital Academy	LEA: Los Lunas Public Schools
School Leader: Clair Toledo	LEA Leader: Ryan Kettler
SSRA Team Leader: Max Perez	Date: November 8, 2023
School Description	
<p>Los Lunas Family School, now renamed Family School Digital Academy (FSDA), is a K-8 online academy offering flexible learning options to meet the needs of every student. The school is located in the central area of Los Lunas. Students engage in a high-caliber curriculum with personalized support from highly qualified teachers. The Digital Academy is a full-time online program where students receive most content, instruction, and support online.</p> <p>Los Lunas Schools recently launched a community of schools known as Los Lunas Opportunity School (LLOS). With the new name, two existing schools [Family School Digital Academy (FSDA) and Century High School (CHS)] are combined. LLOS aims to provide an innovative program to meet the needs of families and students. Los Lunas Opportunity School cultivates connections and expands offerings through a community of schools. This configuration provides the community with alternative educational services from K through 12th grade and a Graduation, Reality, and Dual-Role Skills (GRADS) program, including centrally located childcare for students and staff.</p>	
School Successes and Celebrations	
<p>As FSDA has undergone a change in leadership and welcomes Principal Toledo. They have also hired new staff, and the school's energy is rejuvenated. The learning community is adapting its mission and direction to pursue a positive reputation. The staff is working to establish the basic educational foundation of engagement. Firstly, the staff is outlining systems to increase student attendance and, more importantly, ensuring that learning outcomes are meaningful and prioritized when students are present.</p>	
DOMAIN 1: CULTURE & EQUITY	
<p><i>To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?</i></p>	
Promising Practices:	
<p>Because FSDA serves a unique community that has embraced a non-traditional school setting, the staff attends to the comprehensive needs of their students—academic, emotional, and social. Parents and students report that the staff cares about them and their success. Feeling valued and</p>	

cared for creates safe learning environments where students are willing to take the risks required for deep learning outcomes.

Principal Toledo is experimenting with different models to determine the most appropriate and effective configuration for serving students in grades K-8.

Opportunities for Growth:

When students and families enroll in a unique school like FSDA, it is essential to communicate clear expectations for attendance, engagement, learning, and credit accumulation from the onset. Online participation allows considerable flexibility, which may be challenging for families to monitor independently. During interviews, it was reported that the school does not have clear consequences for students not attending or participating after several days.

Additionally, students and parents reported concern about how much time students are required to be on computers. Expectations and rationale for attendance at virtual sessions and in-person Friday sessions need to be clarified and communicated to families and students.

As Principal Toledo and her team determine how best to serve their community, students with disabilities (SWD) may need special attention to ensure the school meets individualized education minutes and learning needs.

Potential Next Steps:

The current hybrid online and in-person service model may not work; Principal Toledo will analyze available data to determine aspects that need adjustments. Along with the school's overarching academic and graduation goals, school leaders need to identify what success looks like for attendance, grades, GPAs, and graduation. As FSDA is meant to be a unique school setting, establishing individual student performance outcomes would increase the ability of students and families to monitor their growth. This is critical for SWDs. A balance of online and face-to-face learning can be determined with involvement from parents, staff, and students.

DOMAIN 2: LEADERSHIP

To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?

Promising Practices:

Principal Toledo has created expectations for in-person teacher attendance, which is critical for a school that depends on a consistent schedule like online schools. Additionally, teachers are accountable for engaging students in learning activities.

Opportunities for Growth:

As an online service model can be more isolating than a traditional model, compounded by the unclear expectations of attendance and engagement, FSDA would benefit from a central mission, vision, or overarching goals that all stakeholders can embrace and contribute to. Basing this collective movement on the 90-Day Plan is the first step. When necessary, frequent and consistent communication, celebration, and adjustment will bring the community together. While cultivating a strong school community committed to high student outcomes looks different at FSDA, it is no less critical.

Potential Next Steps:

Principal Toledo will convene a team that includes staff, parent, and student voices to review progress and concerns to determine strategies and next steps toward solidifying a central mission and vision and a highly effective service model. Once the mission is articulated, the team will identify ways that the learning community can use it as a daily anchor to drive improvement outcomes. To determine the impact, school leaders will monitor relevant student, classroom, and schoolwide developments to determine systematic adjustments.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?

Promising Practices:

The school has ensured that students are equipped with instructional materials and supplies that can be utilized at home for online learning. Manipulatives and hands-on learning increase student engagement and deepen student understanding.

An intentional assessment strategy is essential to monitoring learning and identifying content knowledge and skills for which students may need to be retaught or reinforced. FSDA is now using interim assessments to assess academic progress. This data will indicate that the school's service model, improvement goals, and mission are working.

Opportunities for Growth:

Los Lunas Public Schools provide Instructional Infrastructure that the school may not be maximizing. Based on interviews, there may be curricular misalignment and an overreliance on educational software as the primary curriculum and method of delivery. Teachers can meet the students' needs in a way that online programs cannot. The school needs to identify what that looks like, which may vary by grade or student.

If the school leaders will standardization expectations of instructional design and content delivery learning, outcomes will increase. To do so, there are opportunities to build formal

processes for alignment and collaboration throughout the learning system, including formalized Professional Learning Community meetings and other forms of teacher collaboration.

Potential Next Steps:

Schoolwide practices will improve when the school leadership establishes and communicates expectations for taking attendance and outlining a data-driven configuration of software-driven and teacher-driven instruction. Additionally, Principal Toledo and her team can create structures and resources to support teachers to improve teaching and ensure deep student learning.

Relevant professional development related to teaching grade level standards to mastery, supporting students with special needs, and setting instructional expectations with norms, incentives, and appropriate consequences will have a significant impact on teacher and student performance. The first step for Principal Toledo to provide support and accountability is to set clear expectations.