



All LEAs are required to complete, submit and present as an information item in a publicly scheduled governing board meeting the following 5 Local Indicators (Priority 1, 2, 3, 6, & 7) for the LEA's CA Dashboard.

This document includes **Russell Westbrook Why Not? Middle School** Local Indicators Self-Reflection Report for the Fall 2022 CA Dashboard Local Indicators submission.

PRIORITY 1: Basics – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, & Safe, Clean and Functional School Facilities

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto populated within the Dashboard for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

Findings reported:

1. **Number/percentage of misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions: 1 vacancy mid year**
2. **Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0%**
3. **Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): 0%**

NARRATIVE:

4. For the 2022-23 school year, 5 out of 10 teachers were identified as not appropriately credentialed and assigned as a result of the following:

Due to a nationwide teacher shortage, we were unable to fill all teaching positions for the year and needed to staff classrooms with teachers with Intern or Provisional Internship Permits. Our

goal is to increase the support for teachers in attaining preliminary and clear credentials and retaining these teachers through coaching and support. Our goal is to build teacher capacity and ensure that every RWWNMS student has a highly qualified, highly effective teacher with correct subject assignment for every content area and class.

PRIORITY 2: Reflection Tool for Recently Adopted Academic State Standards and/or Curriculum Frameworks

LEAs are required to rate each of the following using the following Rating Scale (lowest to highest):

- 1) Exploration and Research Phase
- 2) Beginning Development
- 3) Initial Implementation
- 4) Full Implementation
- 5) Full Implementation and Sustainability

Russell Westbrook Why Not? Middle School selected Option 2 Reflection Tool:

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

	1	2	3	4	5
English Language Arts					X
English Language Development				X	
Mathematics					X
Next Generation Science Standards (NGSS)					X
History-Social Science				X	

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

	1	2	3	4	5
English Language Arts				X	
English Language Development				X	
Mathematics					X
Next Generation Science Standards (NGSS)				X	
History-Social Science				X	

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (collaborative planning time, focused classroom walkthroughs, coaching).

	1	2	3	4	5
English Language Arts					X
English Language Development				X	
Mathematics					X

Next Generation Science Standards (NGSS)					X
History-Social Science				X	

OTHER ADOPTED ACADEMIC STANDARDS

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the State Board of Education for all students.

	1	2	3	4	5
Career Technical Education					X
Health Education					X
Physical Education					X
Visual and Performing Arts					X
World Language				X	

SUPPORT FOR TEACHERS & SCHOOL LEADERS

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

	1	2	3	4	5
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Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Russell Westbrook Why Not? Middle School has focused on building teacher capacity and effectiveness. The school has invested in high quality professional development and increased coaching structures. The retention of teachers and addition of new teachers has furthered the progress of CC Standards implementation.

PRIORITY 3: Parent & Family Engagement Self Reflection Tool

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

- *Building Relationships between School Staff and Families*
- *Building Partnerships for Student Outcomes*
- *Seeking Input for Decision-making*

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1) Exploration and Research Phase
 - 2) Beginning Development
 - 3) Initial Implementation
 - 4) Full Implementation
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school plans.

BUILDING RELATIONSHIPS:

	1	2	3	4	5
Rate the LEA's progress in developing the capacity of staff (administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					x

Rate the LEA's progress in creating welcoming environments for all families in the community.				X	
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					X
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				X	

Dashboard Narrative Box (Limited to 3,000 characters):

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Russell Westbrook Why Not? Middle School has demonstrated strength in building strong and positive relationships between and among families and staff members. Parent-team conferences are held every five weeks to align with progress reporting periods, and as requested by parent or teacher(s) to ensure that families are fully informed of students' progress in meeting A-G requirements for UC/CSU. In addition to monthly *Parent/Community Town Hall Meetings*, the school provides meaningful engagement through workshops focused on a range of topics included mental health and social emotional learning, College and Career awareness, and Academic Awards events. The school plans to increase parental engagement with literacy and STEM workshops, and increased family volunteer opportunities. The school provides a welcoming environment when parents enter campus with Spanish Language Support. Families have access to the Principal, Assistant Principal, and support team members. The school has extended outreach opportunities to provide struggling families with community resources during the pandemic. The school has a dedicated Parent Coordinator to support engagement.

Areas of growth include having a larger number of families attend school events, and extended outreach to parents who have never attended school activities/ events. This area of focus will involve individual

calls and outreach by the Parent Coordinator. An area of emphasis was providing more opportunities for parents/caregiver to provide feedback about the Instructional Program and School Climate and Culture. The school will address low response rates to annual surveys through increased communication and outreach.

Building Partnerships for Student Outcomes

Building Partnerships	1	2	3	4	5
Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.				x	
Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.				x	
Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				x	
Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				x	

Dashboard Narrative Box (Limited to 3,000 characters): Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Russell Westbrook Why Not? Middle School provides a range of professional learning opportunities for leaders and teachers to improve relationships with families. The school is actively involved in the PBIS cohort through the LA County Office of Education which includes engagement in the community for all stakeholders. The school has effectively developed partnerships with community agencies to support struggling families impacted during the pandemic for mental health, food insecurity (food bank) and agencies that provide housing. The staff has been trained in meeting students and families social-emotional needs through trauma informed practice. The school has effectively established structures and systems that inform families of student progress through Multiple Systems of Support and Intervention. Academic Intervention is provided during Power Hour and After School Tutoring. Staff and families collaborate to improve student outcomes. Communication with teachers, counselors, support staff and leaders occur daily.

Areas of growth include more structures and outreach to engage families of Multilingual Learners and SWD to increase their involvement in order to support learners. Initiatives to improve in this area include parent trainings and workshops that focus on learning about these areas.

Seeking Input for Decision Making

Seeking Input	1	2	3	4	5
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Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				x	
Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			x		
Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.				x	
Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				x	

Dashboard Narrative Box (Limited to 3,000 characters): Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

School leaders and staff engage in consistent improvement process opportunities to creatively engage families in decision making. The staff plans to increase the number of in-person events and activities, and to elicit increased family input related to the instructional program, safety, and learning conditions. The school will increase the number of offerings and restructure the way families are engaged through the following strategies; more frequent, school to home communication, provide more technology accessibility, shared accountability, share data with families, have parents select workshop topics, share positives as well as areas of growth.

PRIORITY 6: School Climate

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions have, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Findings reported:

Student survey results are pending.

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PRIORITY 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

INSTRUCTIONS: LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Russell Westbrook Why Not Middle School is operated by LA Promise Fund (LAPF), a nonprofit organization dedicated to preparing students for success in College, Career, and Life. In addition to managing Russell Westbrook Why Not High School and Russell Westbrook Why Not Middle School, LAPF provides resources and programs to support the school and program. Russell Westbrook Why Not Middle School currently serves 140 students in grade 6-8 of with student demographics that include: 67 % Hispanic, 31 % African American, 2% other, 36% English Learners (EL), 18.5% Students with Disabilities (SWD), 14% Foster Youth (FY), and 93% Socioeconomically Disadvantaged (SED).

Russell Westbrook Why Not? Middle School provides all students with access to a broad course of study in alignment with Ed Code 51210 (where applicable) based on our Educational Model. Teachers are supported in delivering rigorous, standards-aligned lessons that embed relevancy and social-emotional learning. The school provides College and Career Readiness through introduction to Career Technical Education (CTE) realized through a focus on Digital Media Arts and Entertainment and a related Pathway. Students participate in a Civic Action Project and participate in an Expo to Present to a public audience. These elements of the instructional model prepare students for high school and postsecondary success.

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2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

An analysis of the measures listed above demonstrates that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad course of study. At Russell Westbrook Why Not Middle School, all students in grades 6-8 have access to and are enrolled in English, Math, Social Science, Science, Physical Education, and enrichment, including unduplicated students and students with exceptional needs. All students are enrolled in Promise Time (Advisory), which builds connectedness, addresses social-emotional learning, and provides College and Career Awareness. Promise Time is structured and goal oriented and supports positive school climate and culture. All students in grades 6-8 have access to the CTE Pathway (Digital Media Arts and Entertainment). There are no differences in accessibility to courses, across student groups at the school.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Currently, 100% of the students have access to a broad course of study and Russell Westbrook Why Not? Middle School will continue to monitor this to ensure no barriers arise to change access.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Russell Westbrook Why Not? Middle School has provided all students with access to a broad course of study. Input from staff and students has led to additional electives to be offered for the upcoming school year. Data will continue to be monitored and revisions made, with implementation as needed.

