

Williams Elementary Community School Implementation Plan, 2024-2025

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School Overview and Description

Williams is an elementary school serving 630 students (2022-23) grades K-3. Williams serves a largely low-income (70% of households eligible for Free and Reduced Meals) community that is majority Hispanic/Latino (89%), but has concentrations of African American (2%), White (6%), and Asian American and Pacific Islander (3%) students. Williams has relatively large proportions of both Multilingual Learners (19%) and Students with Disabilities (14%). In the recent past, Williams served about 6 foster youth and 3-6 McKinney-Vento (housing insecure-housing does not meet the physical, emotional, and physiological need) students annually. However, since January 2024 Williams has identified 22 McKinney- Vento Students.

Strategy 1: Shared Understanding and Commitment

Our Mission Statement showcases that “... we will work together to provide students with ‘First Best Instruction’ that incorporates practical lesson design techniques, proficiency in technology and methods to ensure students are learning meaningful context to reach their full potential as they become college and career ready.” Our vision is on “...preparing our 21st Century students for a global society where they must be proficient communicators, creators, critical thinkers, collaborators, and responsible citizens. “

Much of our mission and vision aligns closely with the Community Schools Framework:

- We are promoting and maintaining a supportive and nurturing environment
- We are implementing a Social Emotional Learning (SEL) curriculum
- We are a Character Counts Exemplary Schol District, at Williams we take this designation seriously and know it is our responsibility to ensure our students become citizens of strong character
- We welcome and encourage involvement of families and actively enlist their input
- We start from an asset-based approach that recognizes strengths and achievements
- We accept and appreciate diversity throughout our school community

However, we recognize that Williams is at the **Visioning** stage of becoming a Community School. We are articulating a common vision and commitment to change – both in practice and mindset – to transform our school-wide community in line with the mutually reinforcing pillars, commitments, and core principles of the Community Schools Framework. We believe that the prioritized systems, services, and supports envisioned under Community Schools vision will help us enable students and families to become more resilient, accelerate equity and dismantle barriers to learning, and empower our school community to participate in collaborative leadership.

Strategy 2: Setting Goals and Taking Action (Asset Mapping and Needs Assessment)

Staff from Williams participated in the series of five Community Schools planning meetings for all the schools in South Downey (Fall 2022 and Winter 2023). Bringing together a core group of approximately

40 people comprised of parents, community-based organizations, teachers, counselors, site administrators, and district leaders, these meetings provided a forum for active listening to school community needs. We learned together about the Community Schools Framework and discussed how best to prioritize school community needs in each of the four Community Schools Pillars. In addition, Williams sent staff and parents to regional focus groups (including events at Stauffer Middle School) where more than 50 family and community members, as well as rank-and-file school employees, were able to elaborate on their interests, desires, and vision for Community Schools.

Across South Downey there was a clear consensus for focusing on two of the four Community Schools Pillars: Integrated Supports and Family/Community Engagement. With district investment in campus Wellness Centers, stakeholders were especially interested in strengthening the systems and integration of Mental Health, Wellness, and SEL available to students and their families. At the same time, there was an acknowledgement that school in South Downey needed to do much more to involve a larger, and more representative cross-section of students and families into school programs and services, as well as a need for cultivating leadership among students and family members to allow for authentic and renewed participation in ongoing planning and decisions to set and implement school priorities.

These findings were articulated into a Community Schools planning grant for South Downey schools, successfully obtained in Spring 2023. Since then, Williams has conducted additional asset mapping and needs assessment to clarify needs, priorities, and direction for Community Schools including:

- Surveys of families (8 households responding)
- Surveys of school staff (29 staff respondents)
- Site visits to hear directly from teachers, family members, and school leaders on the vision and needs for Community Schools.
- Interviews with district support staff, particularly those involved in Mental Health services and MTSS, basic needs support, and family engagement.
- Interviews with community-based organizations, both nonprofits providing services and community forums of faith-based and business leaders in Downey.

Overall, the school community assets most frequently mentioned included:

- Parents actively engaged through volunteer activities, committee opportunities, sharing their opinions and areas of expertise to build capacity for school improvement and student success
- Schoolwide use of the whole child approach to ensure our students academic, physical, and emotional needs are met by offering a variety of supports.
- Extended Learning Opportunities which offer student clubs of interest, sports opportunities, performing groups, mentoring programs, parent/child learning, tutoring, and community service opportunities

We have documented additional key assets and described the most critical needs below for each of the Four Community School Pillars with our description of the **Plan for each of the 4 Pillars of Community Schools** below.

Core staffing for Community Schools

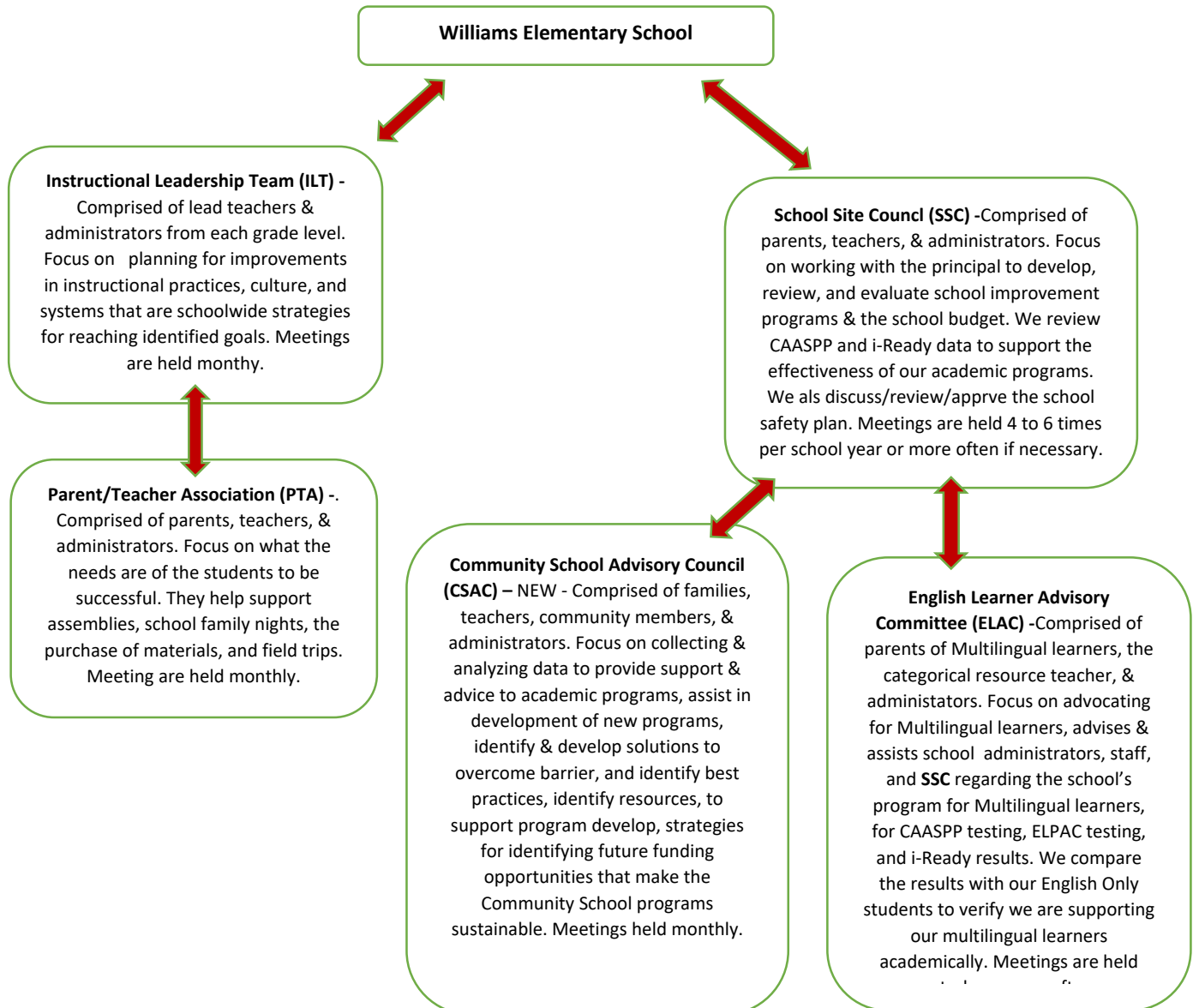
As detailed in our budget for Community Schools, core staffing in support of Community Schools implementation will be centered on two additional staff positions:

- A Community Schools Specialist (0.3 FTE). This classified position will be responsible for advancing and reinforcing the implementation of Community Schools within the Stauffer feeder pattern (Stauffer (grades 6-8) and both Imperial (grades 4-5) and Williams (grades TK-3)). They will be responsible for ensuring that Core Commitments, Goals and Actions in Williams' Community School Plan are implemented in an inclusive and coordinative fashion across the multiple stakeholder groups and partners working with Williams and our larger feeder pattern. Working closely with school community leaders, the CS Specialist will also serve as the liaison for Williams to district-wide Community Schools governance and coordination.
- A Family and Community Engagement (FACE) liaison (1 FTE). This classified position will be responsible for leading family and community outreach and engagement in the Williams school community. Efforts will focus on enhancing school-home communication, expanding opportunities for families to provide ongoing input and feedback, and providing educational opportunities and training workshops in key areas of community interest and in alignment with school-wide priorities.

These two staff positions will work closely with school administrators and other teacher and family leaders in the school community to coordinate the implementation of our Community Schools action plan detailed for each of the four Community Schools pillars below.

Strategy 3: Collaborative Leadership

The graphic below provides an overview of how we structure Collaborative Leadership at Williams. As detailed in Pillar 4 below, we are proposing to add a Community Schools Advisory Committee comprised of parents, students, administrators, teachers, school staff, and community partners. This board will work to collect and analyze data, to guide the Community School program at our school. This will ensure the program is representative of our schools needs, and focused on shared leadership. The Community School Advisory Committee will identify and monitor needs to ensure effective coordination of services, while also ensuring close collaboration with community partners.



Plan for each of the 4 Pillars of Community Schools

Below we have provided a plan for implementing Community Schools in each of the 4 Pillars. For each pillar, we provide context and priorities that arose from our Needs Assessment and Asset Mapping process (WHY), a set of goals with concrete activities and strategies (WHAT), and a description of staffing, alignment, measurable outcomes, and plans for sustainability (HOW). In this way, we have embedded key components of the Community Schools Implementation Plan for each pillar including:

- Strategy 4: Coherence: Policy and Initiative Alignment
- Strategy 5: Staffing and Sustainability
- Strategy 6: Strategic Community Partnerships
- Strategy 7: Professional Learning
- Strategy 8: Centering Community-Based Curriculum and Pedagogy Expand the work we currently have with one teacher to a school-wide celebration of family culture at least one event related to culture and community per year
- Strategy 9: Progress Monitoring and Possibility Thinking

Pillar 1: Integrated Supports

Within the Integrated Supports Pillar, Williams is at the **Visioning** level. A campus Wellness Center was recently established (Fall 2022) and has been well received across the school community. Although our neighboring middle school has had a Wellness Center for some time, we are in the process of developing a model that articulates with them and provides a grade TK-3 continuum of care tied to Whole-Child model and encompassing Mental Health, SEL, and Wellness. We continue to learn and inform ourselves about these issues, and staff and families are eager to receive more training and resources. We know, for example, that family members are also in need of counseling services and that some are still stigmatized by the mention of Mental Health. We see that students are challenged by interpersonal relationships on campus and often bring challenging situations from home into school. We also see that we need a shared understanding and vocabulary for talking about prevention and proactive SEL and Wellness. We need to explore how to expand access to services creatively, given the need and the constraints of staffing. The table below provides two goals and a structure for summarizing our intended approach to implementation of Integrated Supports:

<p>Goal 1: Develop a Multi-Tiered System of Support (MTSS) inclusive of both mental health and social emotional learning (SEL). Address key barriers to learning with systems that ensure a safe, welcoming, supportive learning environment for all.</p>			
Existing Assets	Critical Needs	Collective Commitments and Strategies	Key Staffing and Partnerships
<p>Clear consensus for deepening school efforts focused on improved access and use of Mental Health, SEL, and Wellness services.</p> <p>Strong interest in addressing needs along the continuum of mental health in groups (social skills, anxiety, strategies for frustration), by school faculty to support the parent and student community.</p> <p>Currently training teachers to use breathing and grounding exercises for calming.</p> <p>Use parent engagement events to incorporate MH best practices, such as “Pastries with the Principal,” on Feb.16 we will calm strategies/ techniques and the ABCs of Behavior.</p> <p>Success in PBIS, including student incentives</p>	<p>Address growing levels of student anxiety, stress, grief, and other Mental Health issues that serve as barriers to learning</p> <p>Increase focus on prevention that is wellness oriented.</p> <p>Develop “SEL for home” where students follow through on learned skills and strategies.</p> <p>Expand creative opportunities in the classroom for staff self-care and well-being.</p> <p>Inviting parents to our school site for a series of workshops to learn about mental health and how to support their child at various developmental stages. (Experts in the field to be invited and included.)</p>	<p>Augment school capacity to provide Mental Health related MTSS:</p> <ul style="list-style-type: none"> - Expand and scale universal preventative and early identification services (MTSS Tier 1) for students and families. - Add clerical staff to campus Wellness Center to ensure greater coordination of services. <p>Provide family educational workshops on:</p> <ul style="list-style-type: none"> - SEL, especially strategies for parents to use in home and out-of-school settings to reinforce school efforts (e.g., positive social interaction and interpersonal relationships) - School-based mental health, especially early identification and strategies for dealing with depression and anxiety <p>Provide training for both teachers and support staff on:</p> <ul style="list-style-type: none"> - Calming strategies and other self-care techniques to address staff mental health needs - SEL skills building and other proactive interventions (e.g., meditation, mindfulness, etc.) for de-escalating student behavior issues. 	<p>On-site Wellness Center staffed by Clinical School Therapist (CST).</p> <p>On-site, full-time, Clinical School Therapist.</p> <p>One counselor from JFCS, one day per week.</p> <p>BSW and MSW interns</p> <p>FACE Liaison for family and community outreach, partner coordination, and ongoing communication.</p> <p>CS Specialist for convening and coordinating collective commitments and documenting accountability.</p>
<p>Strategy 4: Coherence - Alignment to LCAP and SPSA</p>	<p>Clear linkage to LCAP Goal 2 (Safety and Wellness): All students have a sense of safety, school connectedness, and have their social and emotional needs met.</p>		

	<p>Linkage to LCAP Goal 5 (Family/Community Engagement): Involve parents and community in school and district decision-making; provide tools, build connections, and enhance meaningful and transparent communication.</p> <ul style="list-style-type: none"> Training and knowledge building of families to better understand MTSS, SEL and MH will help reinforce this district goal.
Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability	<p>Develop a MTSS plan that spells out systems and services at each Tier</p> <p>Increase awareness of school-based MTSS services among families by 10%</p> <p>Decrease perceptions of MH stigma among families by 20%</p> <p>Increase number of students/families participating in Tier 1 Wellness Center services by 10%</p>
Plan for Sustainability	<p>Training all staff in MTSS and Trauma-informed approaches will help to sustain Williams's capacity to provide Tier 1 using existing faculty and staff; we should be better equipped to leverage our campus Wellness Center</p> <p>Longer term, we aim to work with our district to investigate sustainable funding for school-based and school-linked Behavioral Health (BH) services available through California's Child and Youth Behavioral Health Initiative (CYBHI) including:</p> <ul style="list-style-type: none"> Possible hiring of Wellness Coach to provide Tier 1 and Tier 2 MTSS services District participation in the Multi-Payer Fee Schedule to allow for reimbursed BH services (provided by Wellness Coaches and existing PPS credentialed staff) when this opens to all LEAs in January 2025

Pillar 2: Family and Community Engagement

Within the Family and Community Engagement Pillar, Williams is at the **Engaging** level. We are communicating with families regularly, using multiple methods and across multiple platforms (e.g., Dojo, monthly parent meetings, PTA, etc.). Parents are expressing their needs, and we are actively trying to adapt. For example, families have been clear with us about the need for more interactivity with staff, more events that involve and recognize their children, and more flexibility on scheduling of school events and activities. There are also a host of topics and issues that families have requested for workshops and training that align with their interests and/or our school's priorities. Surveys of our stakeholders for Community Schools planning revealed the most interest for focusing on communication and parent education. The table below provides a structure for summarizing our intended approach to implementation of Family and Community Engagement:

Goal 2: Deepen and strengthen family engagement with enhanced staff-family interactions and culturally relevant parent educational opportunities.

Existing Assets	Critical Needs	Collective Commitments and Strategies	Key Staffing and Partnerships
Regular school-home communication across multiple methods (email, social media, website, newsletter) and platforms (Dojo, Blackboard, etc.)	Provide opportunities for more interaction between school staff and families. Refine and curate education workshops for parents in line with expressed desires and formats	Host parent engagement events in the late afternoon and early evening to accommodate work schedules. <ul style="list-style-type: none"> - Provide food and childcare to encourage greater participation - Include more families in staff breakfast and holiday events 	Administrators & categorical resource teacher FACE Liaison for family and community outreach, partner coordination, and ongoing communication.
PTSA goes above and beyond to be a part of the community and the entire school.	Involving families in efforts to reduce chronic absenteeism	Revise family educational workshops and training to include: <ul style="list-style-type: none"> - Parental role in behavior and academics. - School Safety - Mental Health - ELA - Math (GGI) - Vertical Articulation with feeder schools 	CS Specialist for convening and coordinating collective commitments and documenting accountability.
Student Study Team meets regularly with teachers and families to ensure students are receiving necessary resources.	Building a community of families involved in school volunteerism		External partnership for family services and outreach via PTA, PTA Helps Room, Kiwanis and Rotary Clubs of Downey, and Assistance League.
We have a new Spanish Dual Immersion program for TK and Kindergarten; next school year it will expand to 1st grade.	Involve families in efforts to reduce chronic absenteeism		
The FACE liaison to identify preferred communication school/home		Create an opportunity for teachers and staff to complete a community immersion project and assign them to a particular community agency to explore rendered services.	
Feeder collaboration and coordination. Third grade visits Old River School and principal from Old River meets with interested parents, we send out communication through Dojo letting our parents know about special events at ORS and at Stauffer M.S.		Establish a robust parent volunteer program to have parent volunteers on our campus and support our learning environment. Reduce chronic absenteeism rate by implementing Whole Child evidenced-based strategies	

		<ul style="list-style-type: none"> - Design relationship-centered learning environments to develop a sense of student belonging. - Implement a "Here Everyday Ready to Learn & On Time" (HERO) Program 	
Strategy 4: Coherence - Alignment to LCAP and SPSA	<p>Clear linkage to LCAP Goal 5 (Family/Community Engagement): Involve parents and community in school and district decision-making; provide tools, build connections, and enhance meaningful and transparent communication.</p> <ul style="list-style-type: none"> • Emphasis on transparent communication and training of families on school resources, services, and programming. <p>SPSA linkage Strategy/Activity 5- Parent Involvement in Increasing Student Achievement</p> <ol style="list-style-type: none"> 1. Parents will be provided with information about upcoming events at school through School-Wide DOJO, Instagram, PTA Social Media(s), and Monthly school-Wide calendar. 2. Parents will be asked to participate in surveys that will assist the school in providing better service for all students. 3. Parents will be informed of student progress through individual progress reports sent home between trimesters. (No additional cost.) 4. Parents in Education- Instructional Talks during our Pastries with Principals. Parents will be given necessary materials. (No additional cost.) 5. All parents will be provided the opportunity to participate in the English Learner Advisory Committee and School Site Council as a member or attend the meetings. 6. All home communications will be translated. (No additional cost.) 7. Childcare will be provided for parents of EL and Title I students during Parent Education, Back to School Night, and Open House 8. Interpreters will be available during parent education. 9. Parents will be asked to participate in surveys that will assist the school in providing better service for all students. 		
Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability	<p>Increase by 10% the number of family participants in workshops and programming</p> <p>Increase by 10% positive perceptions of families to annual school climate and LCAP surveys</p> <p>Reduce chronic absenteeism by 10%</p>		
Plan for Sustainability	Gradually shift funding for FACE liaison from Community Schools funding to Title I, Title III, and LCF sources so this staff position can be sustained longer-term		

Pillar 3: Extended Learning Time

Within the Extended Learning Time Pillar, Williams is at the **Visioning** level. We have focused to date on ensuring access to academic tutoring services. As part of the Community Schools planning process, we confirmed that Williams stakeholders placed the highest priorities on increasing student access to academic support services. Williams currently provides academic intervention in ELA & Math for students in grades 1-3. Students attend a 6-week session 3 times a week. We serve 50 students in tutoring per session three times a week. We know that families view academic support as a top priority, so we would like to expand capacity and staffing for academic tutoring and other extracurricular enrichment. We are also building a closer relationship with DFEO, our district's extended day provider, to design after-school extracurricular activities and course offerings that are most culturally relevant and responsive to our families and school community. The table below provides a structure for summarizing our intended approach to implementation of Extended Learning Time:

Goal 3: Increase alignment between regular school day and extended day programming with academic support, while also providing additional opportunities for fun extracurricular opportunities.			
Existing Assets	Critical Needs	Collective Commitments and Strategies	Key Staffing and Partnerships
Mindful Mondays offers students a morning meeting to start the week with mindfulness techniques.	Expand academic tutoring and homework help offerings during before and after school hours.	Expand capacity to provide academic support beyond the regular school day.	DFEO, our district's provider of Extended Day learning. They contract with vendors to provide recreation and extracurricular offerings.
Williams currently provides academic intervention in ELA & Math through after school tutoring in grades 1-3. Students attend a 6 week session 3 times a week. We serve 50 students in tutoring per session.	Provide more extracurricular activities that are aligned with requests from students and the community.	Expand student access to extracurricular activities, particularly interactive learning activities for parents and children, as as additional after-school clubs of student interest	FACE Liaison for family and community outreach and communication on extended day opportunities.
We provide Saturday School monthly, lead by our V.P. and Categorical Teacher. (offering art, SEL, mindfulness, health & wellness.			CS Specialist for convening and coordinating collective commitments and documenting accountability.

Strategy 4: Coherence - Alignment to LCAP and SPSA	<p>Linkage to LCAP Goal 1 (Student Success): All students graduate college and career ready, equipped with 21st Century learning skills of creativity, communication, collaboration, critical thinking, and civic responsibility.</p> <ul style="list-style-type: none"> Extended day programming develops and reinforces these components of student success <p>Connection to LCAP Goal 2 (Safety and Wellness): All students have a sense of safety, school connectedness, and have their social and emotional needs met.</p> <ul style="list-style-type: none"> Extended day programming helps reinforce SEL and other aspects of school connectivity by providing extracurricular and enrichment options to students. <p>Linkage to SPSA Strategy/Activity 3</p> <ul style="list-style-type: none"> Teachers and/or interventionist will provide before and after school tutoring.
Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability	<p>Increased number of students participating in tutoring and other academic support by 10%.</p> <p>Increased extended day enrollments by 10%; reduce the number of families on waitlist for DFEO services.</p>
Plan for Sustainability	<p>Work with DFEO and its access to Extended Learning Opportunity Program (ELO-P) funds as longer-term funding for modified and expanded programming before and after-school.</p> <p>Leverage Title I and LCFF for staffing of academic tutoring after-school.</p>

Pillar 4: Collaborative and Shared Decision-Making

Within the Collaborative and Shared Decision-Making Pillar, Williams is at the **Visioning** level. While there are a host of traditional school governance forums, we would like to use the Community Schools grant to reimagine school decision making, integrating greater family and community voice and opportunities for input. We also need to show our school community how the different governance bodies and forums work cohesively together to advance an agenda supportive of our vision for increase academic achievement, greater equity and cultural relevance, and a welcoming, safe learning environment where barriers to access have been dismantled. Williams will embed Community Schools into existing governance bodies, as well as provide a new forum focused on oversight and continuous improvement monitoring of Community Schools implementation. The table below provides a structure for summarizing our intended approach to implementation of Collaborative and Shared Decision-Making:

<p>Goal 4: Provide multi-stakeholder forums for planning, coordination, and shared decisions responsive to Community Schools issues and needs; increase opportunities for gathering input from all school community stakeholders and meaningful engagement in school governance.</p>				
Existing Assets	Critical Needs	Collective Commitments and Strategies	Key Staffing and Partnerships	

Parents are important members of our SSC and ELAC; parents are involved in campus decisions, school activities, and budget items. Parents are actively involved in our PTA, volunteer in classrooms and attend family/school functions	Strengthen parent interest and involvement in school governance and parent organizations; make opportunities for family input more plentiful and obvious	<p>Increase opportunities for family voice and learning aligned with cultural proficiency projects and Community School goals.</p> <ul style="list-style-type: none"> - Monthly Pastries with the Principal and ELAC meetings. <p>Establish a Community Schools Advisory Council that is at least 60% family and community</p> <ul style="list-style-type: none"> - Focus on planning and monitoring of the Community Schools Implementation Plan - Operate in parity with ELAC and PTSA as advisory governance bodies that report to the SSC <p>Provide Professional Learning:</p> <ul style="list-style-type: none"> - Provide leadership development training for interested school staff and family members on Community Schools governance - Train parents in the promotores model of outreach and advocacy 	<p>SSC, ELAC, and PTSA members</p> <p>School site administrators</p> <p>School Categorical Advisor and ELD Coordinator (oversee ELAC)</p> <p>FACE Liaison for family and community outreach and training tied to school governance.</p> <p>CS Specialist for convening stakeholders, coordinating collective commitments, and documenting accountability.</p>
Strategy 4: Coherence - Alignment to LCAP and SPSA	<p>Clear linkage to LCAP Goal 5 (Family/Community Engagement): Involve parents and community in school and district decision-making; provide tools, build connections, and enhance meaningful and transparent communication.</p> <ul style="list-style-type: none"> • The strategies we have outlined above are intended to do precisely this. <p>Additional linkage to LCAP Goal 4 (Staff Development): Hire the best teachers and ensure a highly effective staff; promote opportunities for shared and distributed leadership.</p> <ul style="list-style-type: none"> • Williams is developing school staff leaders who can participate in school governance and work effectively with families and the larger school community as representatives and liaisons for shared decision-making 		
Progress Monitoring and Possibility Thinking - Measurable Outcomes and Accountability	<p>Train at least 20 parents in a leadership development cadre.</p> <ul style="list-style-type: none"> • Recruit and involve at least 5 of these for the new Community Schools Advisory Committee <p>Recruit at least one community (external) partner to participate in the new Community Schools Advisory Committee</p> <p>Involve at least 20 parents in regular ELAC participation</p>		

Plan for Sustainability	The collective commitments above are not dependent on funding. Rather, these require a change in mindset and renewed energy in service of multi-stakeholder collaboration that is equitable and meaningful.
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