

RUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2025-26										
School Name:		Hughbanks Elementary School				Site #	6107155	Date	February 5, 2025	
School Mission and Vision										
The mission of Hughbanks Elementary School, the illuminating northern lights, is to inspire our Huskies to pursue a “PAWS-itive” future, to ensure all students have the foundation to become creative and productive individuals through a vital, inclusive system distinguished by:										
-High expectations for student achievement (utilizing Positive Attitudes With Success-PAWS) -Positive connections among school, students, and families -Active community engagement -Appreciation and acceptance of cultural diversity -A safe, engaging, and respectful learning environment										
Community School Advisory and Implementation Team - members that contributed to this document (add rows as needed)		NAME				REQUIRED ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))				
		Dr. Danielle Osonduagwuike				Principal				
		April Gardner				Program Specialist				
		Julius Magee				Instructional Strategist				
		Maria Barron				Parent/School Site Council President/Site Strategies				
		Kendra Washa				Reading Specialist				
		Deanna Avila				Teacher/PBIS Internal Coach/Site English Learner Facilitator				
		Elisa Lugo				Teacher/Grade Level Lead/ELOP Facilitator				
		Mindy Enns				Teacher/Grade Level Lead/ELOP Facilitator				
School Demographics										
Special Populations	% Socioeconomically Disadvantaged	%English Language Learners					%Foster Youth	%SPED	% Homeless	
	80.4%%	15.9%%					1.2	10.6%	8.1%	
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	White	Multiracial		
	11.3%	0.2	0.2	81.8%	0.2	0.7	3.0%	2.5%		
CCSPP GRANT OBJECTIVES: Grant objectives are directly linked to the RUSD 2023-2026 strategic plan. Priority 1: Rigorous and relevant learning experiences to ensure each student's holistic development Priority 2: Exemplary staff who meet the holistic needs and nurture the aspirations of each student Priority 3: A culture of high expectations within the RUSD community Priority 4: Full engagement of families in the education of their children Priority 5: Bridge school and community learning opportunities										
NEEDS ASSESSMENT - CCSPP PRIORITY ANALYSIS										
PRIORITIES		Assets / Strengths <i>What are some of our strengths for Priority listed?</i>				Gaps/Challenges <i>What are some of our challenges for Priority listed?</i>		Deepest Underlying Cause <i>What are some of the reasons why we have these challenges?</i>		
Rigorous and relevant learning experiences to ensure each student's holistic development		Standards' Based Teaching at each grade level; Collaboration at all grade levels; Math and Science Rotations to enhance student motivation and learning; Targetted intervention for extra supports; Power Hour (Universal Access Time); Positive Behavior Interventions & Supports Expectations, Schedules, Standards are posted; Inclusive Model in support of students in Special Services ; Instructional strategist for instructional support and intervention; Reading Specialist- Foundations of Literacy; ELOP Programs: tutoring, sports, Wear Your CROWN; Quest; Media Team, school student leadership opportunities- Debate Team; Student Council; Who's Your Hero Mentoring Program; Boys' Mentoring Program; Gardening Project				Some inconsistencies in implementation and/or lack of fidelity to the implementation plans. Scheduling and resources to strengthen the MTSS implementation; Need for professional development in UDL and Inclusive Practices		New instructional staff members each year; Student groups with high chronic absenteeism rates		
Exemplary staff who meet the holistic needs and nurture the aspirations of each student		All certificated teachers possess a clear credential. Each have EL certifi				Most teachers on campus have less than 8 years of experience in providing instruction that include high levels of equitable practices.		Lack of system to provide continuous professional development to support educators at all levels. Lack of attendance at PD offered.		

A culture of high expectations within the RUSD community	Strategics, Common Goals, professional development, and collaboration among site and District educators	High population of SpEd Students and SSTs in process. Consistency of professional development and collaboration for all educators.	Need to build a system centered around the consistent reflection on current practices and culural biases	
Full engagement of families in the education of their children	Governance: School Site Council; English Learner Advisory Committee (ELAC); African American Parent Advisory Council (AAPAC); Parents United for Students with Special Services @ Hughbanks (PUSSSH) Involvement: Wear Your CROWN Showcase; Think Together Family Events; Literacy/Numeracy Nights; CAASPP All Star Night; Coffee with the Principal; Trimester Awards Assemblies; Monthly Hughbanks' Celebration; School Volunteers; Winter Showcase; Cultural events (Hispanic Heritage; Reclassification Celebration; Black History Celebration	Low, on-site engagement of families; Low attendance at on-site family events centered on educational topics (literacy, numeracy, science)	Need to increase motivation and relationships with all stakeholders; Families and staff availability during and after school hours; scheduling	
Bridge school and community learning opportunities	RUSD Family Summit; Family Literacy & Numeracy Fair; LCAP Community Meetings: DAAPAC; DELAC; SEPAC; SEL Lessons for families; Family and Community Engagement (FACE) Sessions; Community Garden	Raising awareness of the resources provided and being able to receive those resources consistently	Need for more community partnerships for human and fiscal resources specifically for the school site to assist with academic achievement goals/enrichment of learning experiences/civic responsibility and family engagement	
STRATEGIC ACTIONS & GOALS				
PRIORITIES	Strategic Actions What are the key strategic actions to support developing a community school? (please list at least one for each priority)	MEASURABLE GOALS & ACTIVITIES Include a SMART Goal for each Action		
Rigorous and relevant learning experiences to ensure each student's holistic development	Ongoing training, collaboration and professional development on Culturally & Linguistically Responsive Teaching (CLRT) and writing instruction	Year 1- To Increase the capacity of teachers and staff for highly effective implementation of culturally relevant and trauma-informed instruction- 50% of Hughbanks staff will engage in CLRT professional development by April 2026; All teachers will participate in at least 2 sessions of Professional development on Writing Instruction; Identify the project based learning experiences that will be implemeted each trimester to enhance student literacy and numeracy		
Exemplary staff who meet the holistic needs and nurture the aspirations of each student	Continuous training and professional development for Universal Design Learning	By December 2026, 1 trauma-informed professional development will be identified and planned to be provided to identified staff members for the 2026-2027.		
A culture of high expectations within the RUSD community	Additional reading specialist and staff to support early literacy	By December 2026, use resources for 1 to 2 staff members dedicated to bridging the school with the community building impactful partnerships.		
Full engagement of families in the education of their children	Publish and provide menu of opportunities for families to engage in their children's learning.	In Fall 2026, Hughbanks will offer 1 resource fair to comunicate school goals and raise awareness of expectations, supports, and resources. In Winter 2026 and Spring 2027, faciliate 2 sessions of the Family Leadership Institute convening a minimum of 15 parents and community members for each session.		
Bridge school and community learning opportunities	Create opportunities to build language and practical skills for families in reading and math through community partners	By March 2027- create a plan to identify student interests and identify the resources needed for the create of a Pathway to connect students with community promoting civic responsibility and future readiness;		
STAFFING				
STAFF ROLES	Explain the plan for establishing and/or maintaining staff to work to implement the CCSPP Plan.			
Family and Community Engagement Specialist (FACES) (Site level manager)	Schools awarded the grant will hire a Family and Community Engagement Specialist (FACES) to work with Community School Implementation Teams, manage the implementation of the grant deliverables including data collection and reporting, and sustain and expand school and community partnerships to support the growth of the Community Schools.			
Agent: Community Schools (District level support)	The district-level Agent: Community Schools will coordinate professional learning and development for site-level RUSD Community Schools Family and Community Engagement Specialists and provide district-level coordination and support to ensure the success of site-level community school planning and implementation activities.			
COMMITMENTS				
Self Assessment Key: Exploring: no practice or plan in place but desire to implement; Emerging: initiating a practice or practices; Evolving: practices in place but refining/improving; Excelling: Strong practices in place.				
COMMITMENTS - Our school agrees to implement the core principles of Community Schools, including the following Cornerstone Commitments with this application:		Commitment Confirmed	Self Assessment - Select from drop down	Brief Description of Self-Assessment Answer
A Commitment to Assets-Driven and Strength-Based Practice: California's community schools view students, their families, and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history, and culture. California community schools view the language of students and family members as a vital asset to be uplifted. California's community schools understand language to be family, history, culture, and community. Community schools focus on building an embracing culture of individual and communal wellness. An essential component to this assets-based lens towards sustaining wellness is ensuring that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.		☑	Evolving	Positive Behavior Interventions & Supports. Teachers pro
A Commitment to Powerful, Culturally Proficient and Relevant Instruction: California's community schools commit to be driven by teaching and learning that are relevant to, inclusive of, and centered in the wisdom, history, culture, and experience of students, families, and communities. This culturally rooted instructional practice should be inspiring, inquiry-oriented, project-based, multi-modal, collaborative, interactive, and informed by the ideals of co-learning. Community schools prioritize experiential learning that deepens connection to and engagement with the community. By expanding learning beyond the school walls and the school day, community schools redefine traditional constructs who teaches, where we learn and how we build understanding.		☑	Evolving	Hughbanks began CLRT Professional Development in 202

A Commitment to Racially Just and Restorative School Climates: California's community schools commit to creating, nourishing, and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions. This commitment extends not only onto the playground and cafeteria, but into every classroom and office. The commitment explicitly expects the presence of restorative practice rather than punitive, exclusionary discipline that detaches students from school and from needed supports, too often activating a school to prison pipeline. Such punitive disciplinary practices are inconsistent with this commitment and run counter to the spirit and intent of the CCSPP Framework.		Evolving	MultiTiered Systems of Support (MTSS) for Academics and Behavior
A Commitment to Shared Decision Making and Participatory Practices: California's community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations. All school interest holders including students, families, staff, and community members must have genuine engagement in decision making about school climate, curriculum, and services. Shared decision-making practices must also prioritize transparency and shared accountability to ensuring information is both available and accessible, so that all interest holders can fully participate. This commitment to authentic power sharing at both the school site and within the LEA should also be evidenced through demonstrated support from all interest holders at each step of a school's community school implementation plan.		Evolving	Shared Leadership- Teacher Team Leaders; Lead Literacy Coach

EDUCATIONAL PARTNER ENGAGEMENT

Please list the strategies you have already done and will use to engage educational partners through all phases of CCSPP Implementation (promising practices listed below, [please edit based on your site](#)):

Students	Students will be actively engaged through surveys, weekly check ins using Clever; student projects; focus groups, peer leadership roles, and others as determined by students themselves, school staff and site Advisory Committee.
Families/Caregivers	Families will be actively engaged through surveys, attendance at meetings and events; reflection about their leadership roles, and others as determined by families themselves, school staff and site Advisory Committee.
Teachers/School Staff	Teachers will be actively engaged through surveys, focus groups, leadership roles, and others as determined by teachers themselves, school staff and site Advisory Committee.
Community Partners	Community Partners will be actively engaged through surveys, focus groups, leadership roles, and others as determined by school staff and site Advisory Committee.
Advisory Committee (SSC or Community School focused group)	Schools will utilize SSC team, instructional team leaders, board members of all parent advisory teams or identify another group of stakeholders that includes at a minimum Principal, Community School Manager, teacher(s), parents, students (as members or via feedback collected in surveys/focus groups) and community partner (e.g. Expanded Learning, School Based Health Center, Family Resource Center, co-located preschool (ES), Pathway Organization (HS). CCSPP Advisory Team will co-create the plan based on needs assessment and identify strategies for future budget planning.

