



2023-2024

Hudson Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

- Recommendation 5:** Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.
- Recommendation 6:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Recommendation 7:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.
- Recommendation 8:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.
- Recommendation 9:** Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.
- Recommendation 10:** Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.
- Recommendation 11:** Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.
- Recommendation 12:** Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.
- Recommendation 13:** Expand programs of instruction to the educational system to new families, including civics education.
- Recommendation 14:** Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.
- Recommendation 15:** Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

2022-2023 ELA Data Reflection i-Ready Reading Relative Placement Diagnostic 3 (Early On & Mid Above)* Hudson had an increase in the i-Ready-Reading Relative Placement, Diagnostic 3, from 36% (21-22) to 46% (22-23) an increase of 10%. The District average was 51%. Our sub-groups achieved as follows: 21-2222-23AA 20%26% Elem. AA 38%20% Hisp. 31%41% Elem. Hisp. 21%23% SpEd 7%16% Elem. SpEd. 25%30% ELL 12%26% Elem. ELL 21%16%* On i-Ready, our AA subgroup achieved above the previous year and above the District average on Relative Placement.* On i-Ready, our ELL subgroup achieved 24% points above last year and 10% points above the District average on Relative Placement. FRSA (K-2) 21-2222-23 District 22-23 K 59%50%46%170%66%66%255%69%72% Our 2nd grade FRSA had positive growth (+14%) but was slightly below the District average. Our sub-groups achieved as follows on FRSA: 21-2222-23 AA K 63%26% Hisp. K 50%53% SpEd K 60%50% ELL K 43%38% AA 160%50% Hisp. 162%87% SpEd 150%86% ELL 145%63% AA 266%80% Hisp. 239%54% SpEd 20%50% ELL 217%54% * In 1st grade FRSA, the only subgroup with growth was ELL (+18% points)* In 2nd grade FRSA, all subgroups had positive growth. SBAC-ELA (Grades 3-5) Met/Exceeded 21-2222-23 Overall 31%37% Elem Overall 47%48% AA 14%20% Elem AA 31%33% Hisp. 30%37% Elem. Hisp. 40%41% SpEd 5%9% Elem. SpEd 17%19% ELL 16%16% Elem. ELL 15%16% Grade 3 27%46% Elem 342%47% Grade 4 32%28% Elem 445%45% Grade 5 35%38% Elem 552%52%* Overall our SBAC-ELA, grades 3-5, percentage of Met/Exceeded grew 6%. * Every subgroup had positive growth in SBAC-ELA but we are 11% below the District average. * Both grades 3 & 5 had positive growth in SBAC-ELA. Priorities: The continued refinement of our small group instruction (SGI) and the implementation of the learnings from the Getting Reading Right (GRR) will be our school focus. Progress monitoring by classroom teachers and the Hudson Intervention Team will focus available interventions as needed.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

* By June 13, 2023, our subgroups (AA, Hisp., SpEd. & ELL) will be above the District average in Relative Placement as measured by the i-Ready Reading Diagnostic 3 administration.* By June 13, 2023, our Overall percentage of Met/Exceeded will be at least at the District average for each grade K-2 as measured by the FRSA.* By June 13, 2023, our percentage of Met/Exceeded for each subgroup will be at least at the District average for each grade K-2 as measured by the FRSA.* By June 13, 2023, our percentage of Overall Met/Exceeded will increase by at least 3% as measured by SBAC-ELA.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

EOY Data:i-Ready Math Relative Placement Diagnostic 3 (Early On & Mid Above)Hudson had an increase in the i-Ready Math Relative Placement, Diagnostic 3, from 31% (21-22) to 37% (22-23) an increase of 6%. The District average was 47%.Our sub-groups achieved as follows: 21-2222-23AA10%26%Elem. AA26%32%Hisp.27%36%Elem. Hisp.37%40%SpEd7%9%Elem. SpEd24%28%ELL6%24%Elem. ELL18%24%* On i-Ready, all our subgroups increased the percentage of Relative Placement over the previous year. * On i-Ready AA, Hisp. and SpEd were below the Relative Placement compared to the District average. SBAC-Math (Grades 3-5) Met/Exceeded 21-2222-23Overall21%27%Elem Overall38%40%AA3%16%Elem. AA20%23%Hisp.21%25%Elem. Hisp.26%33%SpEd 2%4%Elem. SpEd15%18%ELL4%13%Elem. ELL11%17%Grade 322%35%Elem 343%46%Grade 432%26%Elem 438%40%Grade 59%22%Elem 534%34%* Overall our SBAC-Math, grades 3-5, percentage of Met/Exceeded increased 6% over the previous year but we are 13% below the District average.* Every subgroup had positive growth in SBAC-Math.* Grade 3 had a 13% increase from the previous year. Priorities:Consistent implementation of the Cognitive Guided Instruction framework will continue to be our focus. Progress monitoring by classroom teachers and the Hudson Intervention Team will focus available interventions as needed.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

* By June 13, 2023, our subgroups (AA, Hisp., SpEd. & ELL) will be above the District average in Relative Placement as measured by the i-Ready Math Diagnostic 3 administration.* By June 13, 2023, our percentage of Overall Met/Exceeded will increase by at least 3% as measured by SBAC-Math.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

* Our ELL i-Ready achievement is above the District average in Relative placement. Our FRSA ELL data improved in grades K-2 over the previous year.* Our total Cumulative EL Redesignation went from 18% (14) to 17% (15).* Our ELL percent of Met/Exceeded was 13% compared to the elementary 17%.Priorities:ELL strategies will be a focus to assist ELL students in reaching higher levels of achievement.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals
Written Analysis
With the implementation of ELlevation lessons and support structures along with the consistent practice of designated and integrated ELD instruction, English Language Learners will demonstrate language acquisition by improving 4% or more in the Well-Developed category as measured on the ELPAC Summative Assessment. Progress monitoring will be conducted regularly by classroom teachers and the intervention team to focus available interventions as needed.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings
Written Analysis
Our 2023 Pulse Survey data indicated the following in comparison to elementary school averages: Agency 77% 79% Belonging 70% 77% Identity 80% 80% Priorities: Our SEL Facilitator, Counselor, and Psychologist will lead the effort to improve upon our Pulse results data.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

With the implementation of the Harmony SEL curriculum and the additional support provided by our SEL Facilitator, Counselor, and Psychologist, there will be a 4% growth in each category (Agency, Belonging, and Identity) measured on the Pulse Survey. Progress monitoring will be conducted regularly through the administration of the Pulse Survey, review of the results, and co-determining an actionable response to support overall progress towards meeting our goal.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) By June 2023, 80% of students in TK-2 will be proficient on FRSA with a score of 90% or higher. By June 2023, 60% of students in grades 1-5 will make a year's growth on Reading iReady	Goal Partially or Not Met	We were not able to meet our FRSA and i-Ready ELA goals. However, we were able to maintain overall academic growth with the support of a Reading Recovery teacher, and two literacy specialists working with students throughout the year. Teachers maintained small group literacy instruction throughout their weekly schedules to target students who were not meeting grade level expectations.	We will continue to refine our small group instruction (SGI) and the implementation of the learnings from the Getting Reading Right (GRR), which is our school focus. Progress monitoring by classroom teachers and the Hudson Intervention Team will focus available interventions as needed.

Math	1) By June 2023 70% of students will meet proficiency for End of Course Math Assessments (Grades K-2) By June 2023 60% of students will make a year's growth on iReady Math (Grades 1-5).	Goal Partially or Not Met	We were not able to meet our End of Course Math Assessments and i-Ready Math goals. However, we were able to maintain overall academic growth with our focus of the Cognitive Guided Instruction framework.	We will continue building on our focus of consistent implementation of the Cognitive Guided Instruction framework. Progress monitoring by classroom teachers and the Hudson Intervention Team will focus available interventions as needed.
English Learner	1) Increase the ELPAC Summative overall "Well Developed + Moderately Developed" by 5% from 42% to 47% by Spring 2023.	Goal Met	We were able to meet this goal due to targeted interventions by teachers and literacy specialists.	We will focus on implementing designated and integrated ELD instruction and support structures through the use of the ELLevation platform. Teachers and intervention specialists will continually monitor progress to determine the impact of instruction throughout the academic year.
Culture/Climate	1) By June of 2023 reduce chronic absence from 22% (21-22) to 11%.	Goal Partially or Not Met	We were not able to meet our attendance goal. There were ongoing efforts to address absenteeism by our counselor, IOA, and ALL-In counselor. Parent and family outreach, coupled with school wide incentives and interventions were conducted to maintain absenteeism at a minimum.	Although we will continue addressing chronic absenteeism through organized efforts with our school's Attendance Team and program, we plan to focus on new climate and culture goals that target SEL growth through our Pulse Survey data. Our SEL Facilitator, Counselor, and Psychologist will lead the effort to improve our Pulse results data.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>School Counselor (.60 FTE)</p> <p>The school counselor will provide individual or group counseling sessions to targeted students related to SEL. The counselor will coordinate mental health services which will enhance the well-being of Hudson students. In addition, the counselor will work with the Family Resource Center and All In staff to increase parent engagement and student attendance. (IN 1)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>\$18,428 will be allocated for staff professional development in guided reading, Math Cognitively Guided Instruction and other curricular areas. (PD 1)</p>	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
<p>Substitute teacher will work with small groups to provide phonics and reading comprehension intervention. (IN 5)</p>	Limited or no impact	(Does not apply to this goal)	Limited or no impact	(Does not apply to this goal)
<p>Intermediate Office Assistant (IOA) - Bilingual Spanish (.50 FTE)</p> <p>The primary focus of the additional IOA time is to focus on Hudson's chronic absenteeism. The IOA will make calls and work with the principal and counselor to refer families to the SART and SARB process. The IOA will contact families to make them aware of the impact of chronic absenteeism on student achievement. The IOA will also provide assistance to Spanish-speaking families when they call or come into the office. (IN 2)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>\$20,000 will be allocated to purchase leveled guided reading libraries for small group instruction. The materials will be stored centrally and available for classroom teachers to check out as needed. (SM 1)</p>	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	(Does not apply to this goal)
<p>School Nurse (.20 FTE)</p> <p>The school nurse will provide individual or group counseling sessions to targeted students related to health problems which may be interfering with academics, behavior, or social-emotional growth. The nurse will coordinate health services which will enhance the health and well-being of Hudson students. (IN 3)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Materials and supplies will be purchased to supplement the curriculum. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Librarian (.10 FTE) The Librarian will provide direct literacy intervention in a push-in model in addition to her librarian duties. She will work with small groups of identified at-promise students to work on reading comprehension. (IN 4)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students’ instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p>

<ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>ELlevation</p> <p>iReady</p>
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
We need additional personnel to provide direct interventions to close the achievement gap. Elementary Reading - FRSA 50, Other 50	SEL Facilitator The SEL Facilitator will provide small group reading and or math interventions to close the academic gap. In addition, the SEL Facilitator will be part of the Hudson Intervention Team.	Identified At-Risk Students	Title 1 \$85,379 Program Facilitator .5 FTE - Title 1 100%	08/30/2023 - 06/13/2024 Daily	Principal	Records will be kept on the Intervention Tracker for individual students. Elementary Reading - FRSA 50, Other 50

<p>Many of our students are in need of additional social emotional interventions to be ready for learning. Chronic absenteeism is preventing students from academic progress. Culture-Climate Survey (Student-Staff) 50, SEL Survey 50</p>	<p>School Counselor (.50 FTE) The school counselor will provide individual or group counseling sessions to targeted students related to SEL. The counselor will coordinate mental health services which will enhance the well-being of Hudson students. In addition, the counselor will work with the Family Resource Center and All In staff to increase parent engagement and student attendance.</p>	<p>Identified At-Risk Students</p>	<p>Title 1 \$82,097 Counselor .5 FTE - Title 1 100%</p>	<p>08/30/2023 - 06/13/2024 Weekly</p>	<p>Counselor Principal</p>	<p>Group log will be kept outlining dates, duration and topic of group work. Culture-Climate Survey (Student-Staff) 50, SEL Survey 50</p>
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Health issues are contributing to the severe chronic absenteeism Hudson continues to experience. The nurse will provide intervention with medical/health needs that are hindering academic and social emotional progress. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	School Nurse (.20 FTE) The school nurse will provide individual or group counseling sessions to targeted students related to health problems that may be interfering with academics, behavior, or social-emotional growth. The nurse will coordinate health services that will enhance the health and well-being of Hudson students.	Title 1 \$27,731 Nurse Inspector .2 FTE - Title 1 100%	08/30/2023 - 06/13/2024 Biweekly	School Nurse	Log of health/medical referrals, health lesson plans, parent workshop agendas.

<p>Hudson has a significant chronic absenteeism issue. We have a number of students from the Cabrillo Villages and elsewhere who struggle to send their children to school. With our large percentage of Spanish-speaking parents there is also a need to staff our office with Spanish-speaking personnel. Attendance/Chronic Absenteeism Rate 100</p>	<p>Intermediate Office Assistant (IOA) - Bilingual Spanish (.50 FTE) The primary focus of the additional IOA time is to focus on Hudson's chronic absenteeism. The IOA will make calls and work with the principal and counselor to refer families to the SART and SARB process. The IOA will contact families to make them aware of the impact of chronic absenteeism on student achievement. The IOA will also provide assistance to Spanish-speaking families when they call or come into the office.</p>	<p>Title 1 \$45,186 Intermediate Office Assistant .5 FTE - Title 1 100%</p>	<p>08/30/2023 - 06/13/2024 Daily</p>	<p>IOA Counselor</p>	<p>Monthly attendance reports for the principal's review and to share with staff and School Site Council.</p>
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Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
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No supplemental budgeted items have been approved.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	255068
Title I Parent and Family Involvement (3008)	2899

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	40320

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Thomas Espinoza	
Staff	Classroom Teacher	Kristen Bolin	06-14-2024
Staff	Classroom Teacher	Melissa Brooks	06-14-2024
Staff	Classroom Teacher	Kristin Givens	06-14-2025
Staff	Non Classroom Teacher	Brandon Kent	06-14-2024
Community	Parent	Kimberly [REDACTED]	06-14-2025
Community	Parent	Trisha [REDACTED]	06-14-2025
Community	Parent	Corazon [REDACTED]	06-14-2025
Community	Parent	Tina [REDACTED]	06-14-2025
Community	Parent	Corey [REDACTED]	06-14-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Marianne [REDACTED]
DELAC Representative	Parent of EL Student (required)	Maria [REDACTED]
Principal or Designee	Staff Member (required)	Thomas Espinoza
Secretary	Staff Member (required)	Brandon Kent

Name	Representing
Dennis [REDACTED]	Parent of EL Student
Ker [REDACTED]	Parent of EL Student
Vina [REDACTED]	Parent of EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/01/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	-Tutoring for select ELL students to increase academic achievement. -Workshops for parents on content areas and parent education. -Extended learning opportunities (after-school activities to encourage attendance).
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Reclassification Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/15/2023

6. What was SSC's response to ELAC recommendations?	The topic of who would be selected for tutoring was discussed. There was clarification regarding students who are selected are done so strategically based on student data to support specific needs, such as students with disabilities and English Language Learners. The council unanimously agreed parent workshops would benefit parent engagement and involvement, which would result in student success. Extended Learning Opportunities were discussed as a positive incentive to improve overall attendance rates for English Learners.
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Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/15/2023
2. The SSC approved the **Home-School Compact** on 10/12/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/12/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 10/10/2023, 10/11/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/15/2023
6. The SPSA was approved at the following SSC Meeting: 11/15/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) -

Hudson Elementary School -

Identified Populations

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input checked="" type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input checked="" type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District’s LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD’s CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC **11/15/23**

Signature of Principal

Signature of SSC Chair

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities (*optional*)

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create “watch lists” – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's “intervention tracker” or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



ELIZABETH HUDSON ELEMENTARY

Soaring to Success
Thomas Espinoza, Principal



2023-2024 HOME-SCHOOL COMPACT

Developed by the Hudson School Site Council
Revised and Adopted October 12, 2023

We know that learning can take place only when there is a combination of effort, interest, and motivation. As we are all committed to _____'s progress in school, we are going to do our best to promote his/her achievement.

This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort. Together we can improve teaching and learning.

As an educator, I pledge to:

- Provide motivating, interesting, and challenging learning experiences in my classroom using techniques and materials which work best for the child.
- Explain my expectations, instructional goals, and grading system to children and parents.
- Explain and enforce the school and classroom discipline policy and the attendance policy to the children and parents in order to ensure a safe, positive, and healthy learning environment.
- Encourage students to respect each other and work together.
- Teach all the necessary concepts to the students before regular homework is due.
- Establish a collaborative, cooperative atmosphere with parents as partners.
- Listen to my students and give them time to think, explain, and ask questions.
- Give my students a voice in their own learning.

As a parent, I pledge to:

- Send my child to school fed, rested, and ready to learn.
- Talk with my child about his/her school and after-school activities every day in a positive, supportive manner. Ask questions, such as, "What did you learn at school today?"
- Support the school's homework, discipline, uniform, and attendance policies.
- Find out how my child is progressing by looking at schoolwork, attending parent conferences, Back-to-School Night, and Open House, and registering for and checking ParentVue, and Canvas.
- Provide quiet study time at home and encourage good study habits.
- Encourage my child to read for at least 20 minutes per day.
- Encourage my child to treat others with respect and work together.
- Establish a cooperative relationship with the teacher as a partner.
- Share pertinent information about my child with the teacher and contact him/her immediately if I have concerns.

As a student, I pledge to:

- Work as hard as I can on my school assignments.
- Discuss with my parents what I am learning in school.
- Follow the school and classroom rules.
- Ask my teacher questions when I don't understand something.
- Treat others the way I want to be treated.
- Come to school on time every day unless I am sick.
- As a student, I pledge to read for at least 20 minutes per day.

MOST IMPORTANTLY, WE PROMISE TO HELP EACH OTHER CARRY OUT THIS AGREEMENT.

Approved for distribution: Thomas Espinoza

----- Please tear off and return to your teacher -----

Education is important to all parties involved. Therefore, we provide our signatures to this **2023-24 Home/School Compact** in a spirit of commitment to a positive school experience.

Student's Signature _____

Date _____

Parent's/Caregiver's Signature _____

Date _____

Teacher's Signature _____

Date _____



ELIZABETH HUDSON ELEMENTARY

Soaring to Success
Thomas Espinoza, Principal



2023-2024 PACTO DE HOGAR-ESCUELA Desarrollado por el Concilio Escolar de Hudson 12 de octubre, 2023

Sabemos que el aprendizaje solo puede tener lugar cuando hay una combinación de esfuerzo, interés y motivación. Como todos estamos comprometidos con el progreso de _____ en la escuela, haremos todo lo posible para promover el logro de el o ella.

Este acuerdo es una promesa de trabajar juntos. Creemos que este acuerdo se puede cumplir con el esfuerzo de nuestro equipo. Juntos podemos mejorar la enseñanza y el aprendizaje.

Como educador, me comprometo a:

- Proporcionar experiencias de aprendizaje motivadoras, interesantes y desafiantes en mi salón de clases utilizando técnicas y materiales que funcionen mejor para el niño.
- Explicar mis expectativas, metas de instrucción y sistema de calificaciones a los niños y padres.
- Explicar y hacer cumplir la política de disciplina de la escuela y el aula y la política de asistencia a los niños y padres para garantizar un entorno de aprendizaje seguro, positivo y saludable.
- Animar a los estudiantes a respetarse unos a otros y a trabajar juntos.
- Enseñar todos los conceptos necesarios a los estudiantes antes de que se venza la tarea regular.
- Establecer un ambiente colaborativo y cooperativo con los padres como socios.
- Escuchar a mis alumnos y darles tiempo para pensar, explicar y hacer preguntas.
- Dar a mis alumnos una voz en su propio aprendizaje.

Como padre, me comprometo a:

- Enviar a mi hijo/a a la escuela alimentado, descansado y listo para aprender.
- Hablar con mi hijo/a sobre su escuela y actividades después de la escuela todos los días de una manera positiva y de apoyo. Hacer preguntas como, "¿Qué aprendiste hoy en la escuela?"
- Apoyar las políticas de la escuela sobre tareas, disciplina, uniforme y asistencia.
- Averiguar cómo está progresando mi hijo/a mirando el trabajo escolar y asistiendo a las conferencias de padres, la Noche de Regreso a la Escuela, la Casa Abierta, el registro y verificación de ParentVue y Canvas.
- Proporcionar un tiempo de estudio tranquilo en casa y fomentar buenos hábitos de estudio.
- Animar a mi hijo/a a leer durante al menos 20 minutos al día.
- Animar a mi hijo/a a tratar a los demás con respeto y a trabajar juntos.
- Establecer una relación de cooperación con el maestro como socio.
- Compartir la información pertinente sobre mi hijo/a con el/la maestro/a y contactarlo/la de inmediato si tengo inquietudes.

Como estudiante, me comprometo a:

- Trabajar tan duro como pueda en mis asignaciones escolares.
- Hablar con mis padres sobre lo que estoy aprendiendo en la escuela.
- Seguir las reglas de la escuela y del salón de clases.
- Preguntarle a mi maestro/a cuando no entiendo algo.
- Tratar a los demás como quiero que me traten a mí.
- Venir a la escuela a tiempo todos los días a menos que esté enfermo.
- Como estudiante, me comprometo a leer al menos 20 minutos al día.

LO MÁS IMPORTANTE, NOS PROMETEMOS A AYUDARNOS UNOS A LOS OTROS A LLEVAR A CABO ESTE ACUERDO.

Aprobado para distribución: Thomas Espinoza

----- Por favor recorte y regrese a la/el maestra/o -----

La educación es importante para todas las partes involucradas. Por lo tanto, proporcionamos nuestras firmas para este pacto entre el hogar y la escuela 2023-2024 con un espíritu de compromiso con una experiencia escolar positiva.

Firma del Estudiante _____

Fecha _____

Firma del Padre/Guardian _____

Fecha _____

Firma del/la Maestro/ra _____

Fecha _____



ELIZABETH HUDSON ELEMENTARY

Soaring to Success
Thomas Espinoza, Principal



Hudson Elementary Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Hudson Elementary has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Hudson Elementary's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Hudson Elementary agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, Hudson Elementary Family Involvement Guidelines that the Hudson Elementary and families of participating children agree on.
- notify families about the Hudson Elementary Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the Hudson Elementary Family Involvement Guidelines available to the local community.
- periodically update the Hudson Elementary Family Involvement Guidelines to meet the changing needs of families and Hudson Elementary.
- adopt the Hudson Elementary's home-Hudson Elementary compact as a component of its Hudson Elementary Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities, and procedures in accordance with this definition:

PART II

DESCRIPTION OF HOW THE Hudson Elementary WILL IMPLEMENT REQUIRED Hudson Elementary FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Hudson Elementary will take the following actions to involve families in the joint development and joint agreement of its Hudson Elementary Family Involvement Guidelines and its Hudson Elementary-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district training or Hudson Elementary site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan a meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting

- ii. Advertise in Title I Newsletter, at Back-to-Hudson Elementary night, through teleparent, etc.
 - At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Family Involvement Guidelines & Home-Hudson Elementary Compacts
 - iii. Oral and written translations are made available for Spanish and Khmer families to allow for discussions
- 2. Hudson Elementary will take the following actions to distribute to families and the local community, the Hudson Elementary's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Counter
 - Back to Hudson Elementary Night
- 3. Hudson Elementary will periodically update its Family Involvement Guidelines to meet the changing needs of families and Hudson Elementary:
 - At SSC and ELAC meetings
 - Family information meetings
 - Hudson Elementary site council must vote to approve the guidelines
- 4. Hudson Elementary will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this Hudson Elementary, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on Hudson Elementary marquee, through Hudson Elementary school loop and teleparent
 - Child care provided
- 5. Hudson Elementary will provide updated information to families about Title I programs throughout the Hudson Elementary year:
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings, and other family meetings (PTA/PTO/CAAP, etc.)
- 6. Hudson Elementary will provide families with a description and explanation of the curriculum in use at Hudson Elementary, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Hudson Elementary will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops; Family surveys
 - Principal chats
 - In Hudson Elementary newsletters
 - Back-to-Hudson Elementary night
 - At SSC & ELAC meetings
- 7. Hudson Elementary will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in the early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals

8. Hudson Elementary will submit to the district any family comments if the Hudson Elementary wide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
 - At Hudson Elementary site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH-STUDENT ACADEMIC ACHIEVEMENT

1. Hudson Elementary will build the Hudson Elementarys' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the Hudson Elementary involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
 - District training offered for families and staff
 - Family education workshops on site
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC, and other district family forums/meetings
 - District website resources: click "P" for Parent University
2. Hudson Elementary will incorporate the Home-Hudson Elementary Compact as a component of its Hudson Elementary Family Involvement Guidelines:
 - Outlines shared responsibility of home, Hudson Elementary, and students in academic achievement
 - Developed, discussed, and reviewed at the first SSC and ELAC meetings
 - Hudson Elementary site council must vote to approve the compact
 - Distribute during Parent-Teacher conferences
3. Hudson Elementary will, with the assistance of its district, provide assistance to families of children served by Hudson Elementary in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
4. Hudson Elementary will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops: Importance of Attendance, Literacy at Home, Managing Time
5. Hudson Elementary will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services
6. The Hudson Elementary will, to the extent feasible and appropriate, take the following actions to ensure that information related to the Hudson Elementary and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language, the families can understand:
 - Available staff members will be doing the translations of written materials/notifications that are sent to families

PART IV

DISCRETIONARY Hudson Elementary FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The Hudson Elementary Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that Hudson Elementary, in consultation with its families, chooses to undertake to build families' capacity for involvement in Hudson Elementary to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the Hudson Elementary district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in Hudson Elementary-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children’s education, arranging Hudson Elementary meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at Hudson Elementary;
- adopting and implementing model approaches to improving family involvement;
- establishing a district-wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

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PART V
ADOPTION

Hudson Elementary’s Family Involvement Guidelines have been developed jointly with and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s Hudson Elementary School Site Council members on **10/12/23** and will be in effect for the period of **one Hudson Elementary year**. The Hudson Elementary will distribute the Guidelines to all families on or before **11/02/2023**. Hudson Elementary, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.




 Signature of Principal

October 12, 2023

 Date



ELIZABETH HUDSON ELEMENTARY
Soaring to Success
Thomas Espinoza, Principal



Guía de Participación Escolar para las Familias de al Escuela Primaria Hudson 2023-2024

Como escuela que recibe fondos del Título I, Parte A (Título I), la Primaria Hudson ha desarrollado junto con los miembros del Consejo Escolar y distribuido a las familias de los niños participantes, Pautas de participación escolar y familiar, que contienen información requerida por la sección 1118(b.) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de la Primaria Hudson para la participación familiar y describen cómo la escuela implementará una serie de actividades específicas de participación familiar. El Pacto Hogar-Escuela está incorporado a las Pautas de participación escolar y familiar.

PARTE I

La Escuela Primaria Hudson está de acuerdo en implementar los siguientes requisitos:

- desarrollar conjuntamente con y distribuir a las familias de niños participantes, la Guía de Participación Escolar para las Familias que la Escuela Primaria Hudson y las familias hayan acordado.
- informar a las familias acerca de la Guía de Participación Escolar para las Familias en un formato comprensible y uniforme y, al grado posible, distribuir esta Guía a las familias en un idioma que ellos puedan entender.
- hacer que la Guía de Participación Escolar para las Familias esté disponible a la comunidad local.
- periódicamente actualizar la Guía de Participación Escolar para las Familias para satisfacer las necesidades cambiantes de las familias y de la Escuela Primaria Hudson.
- adoptar el contrato entre el hogar y la Escuela Primaria Hudson, el cual aborda a la importancia de una comunicación continua y significativa (es decir, conferencias anuales, reportes de progreso, acceso al personal y oportunidades para servir como voluntarios en el salón de clase) entre la Escuela Primaria Hudson y la familia, como un componente de la Guía de Participación Escolar para las Familias.
- ser gobernada según la siguiente definición legal de participación de la familia, y llevar a cabo los programas, las actividades y los procedimientos de acuerdo con esta definición:

PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA PRIMARIA HUDSON IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

1. La Escuela Primaria Hudson tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
 - La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
 - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
 - ii. Composición del SSC
 - iii. Consideraciones Presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores

- Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.
 - i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión
 - ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Escuela Primaria Hudson, por medio de llamadas telefónicas automáticas, etc.
 - En las reuniones:
 - i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
 - ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Escuela Primaria Hudson
 - iii. Tener disponible interpretes para las traducciones orales y escritas para las familias en español y camboyano para permitir discusiones
2. La Escuela Primaria Hudson tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
 - En la reunión del SSC y ELAC
 - Sección del Boletín Informativo
 - Reunión Anual del Título I
 - Mostrador de la Oficina Principal
 - Noche de Regreso a la Escuela Primaria Hudson
 3. La Escuela Primaria Hudson actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la Escuela Primaria Hudson:
 - En las reuniones de SSC y ELAC
 - Reuniones informativas para las familias
 - El Concilio del Plantel Escolar deberá votar para aprobar la guía
 4. La Escuela Primaria Hudson convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos en esta Escuela Primaria Hudson, y el derecho de las familias de estar involucrados
 - Llevar a cabo distintas reuniones durante horarios flexibles
 - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
 - Anuncios en el tablero electrónico de la Escuela Primaria Hudson, por medio de “Hudson Elementary SchoolLoop” y llamadas telefónicas automáticas
 - Se proporcionará cuidado de niños
 5. La Escuela Primaria Hudson proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo:
 - Sección del boletín informativo
 - Mostrador de la Oficina Principal
 - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
 6. La Escuela Primaria Hudson les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la Escuela Primaria Hudson, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. La Escuela Primaria Hudson también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños:
 - Talleres para las familias; encuestas para las familias
 - Pláticas con el director(a)
 - En el boletín informativo de la Escuela Primaria Hudson
 - Noche de Regreso a la Escuela Primaria Hudson
 - En las reuniones del SSC y ELAC

7. La Escuela Primaria Hudson coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo “Head Start”, “Early Head Start”, Escuela Primaria Hudsons públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:
 - Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en Escuela Primaria Hudsons selectas
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. La Escuela Primaria Hudson entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
 - En las reuniones del Concilio del Plantel Escolar

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE

1. La Escuela Primaria Hudson construirá la capacidad de la Escuela Primaria Hudson y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la Escuela Primaria Hudson, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación:
 - Talleres ofrecidos por el Distrito para las familias y el personal escolar
 - Talleres educativos para la familia en el plantel escolar
 - Conferencias Entre Familias y Maestros
 - Talleres para la familia publicadas en la página del Internet del Distrito
 - DCAC, DELAC y otros foros/reuniones para las familias del distrito
 - Recursos de la página del Internet del Distrito: oprimir “P” para Universidad de Padres
2. La Escuela Primaria Hudson incorporará el Contrato entre la Familia y la Escuela Primaria Hudson como un componente de la Guía de Participación Escolar para las Familias:
 - Delinean las responsabilidades compartidas del hogar, la Escuela Primaria Hudson y el estudiante en cuanto al rendimiento académico
 - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
 - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
 - Distribuir durante las conferencias de padres y maestros
3. La Escuela Primaria Hudson, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la Escuela Primaria Hudson para entender temas tales como los que se encuentran a continuación:
 - las normas del contenido académico del Estado
 - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. La Escuela Primaria Hudson, con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
 - Talleres para las familias Importancia de la Asistencia, Literatura en Casa, Manejando el Tiempo
5. La Escuela Primaria Hudson, con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
 - Talleres para Maestros y miembros del personal
6. La Escuela Primaria Hudson, al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender: (Nombrar acciones)

- Personal disponible hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

PARTE IV: COMPONENTES DISCRECIONALES DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS


La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la Escuela Primaria Hudson, en consulta con sus familias, elije comprometerse para fomentar la capacidad de las familias para la participación en la Escuela Primaria Hudson para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

- incluir a las familias en el desarrollo de la capacitación de maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación;
- proveer la capacitación de alfabetización necesaria para las familias del Título I, fondos de Parte A, si el distrito escolar ha agotado, con toda razón, todos los otros recursos disponibles para brindar fondos para dicha capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de las familias, incluyendo los costos de transporte y cuidado de niños, para permitir la participación de las familias en reuniones relacionadas a la Escuela Primaria Hudson y sesiones de capacitación;
- capacitar a las familias para mejorar la participación de otras familias;
- para poder maximizar la participación de las familias y la participación en la educación de sus niños, programar reuniones escolares en distintos horarios, o realizar conferencias en casa entre maestros u otros educadores, quienes trabajan directamente con los niños que participan, con familias que no pueden asistir a dichas conferencias en la Escuela Primaria Hudson;
- adoptar e implementar los métodos modelos para mejorar la participación de las familias;
- establecer un concilio asesor de familias a nivel distrito (DCAC) para brindar consejos en todos los asuntos relacionados a la participación de las familias en el Título I, programas parte A;
- desarrollar apropiadamente los papeles que desempeñan las organizaciones en la comunidad y negocios, incluyendo las organizaciones de fe, en las actividades que participan las familias; y
- proveer otro apoyo razonable para actividades que requieren la participación de las familias según la sección 1118 de acuerdo a lo que puedan solicitar las familias.

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PARTE V: ADOPCIÓN

Esta Guía de Participación Escolar para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela Primaria Hudson el 12/10/23 y estarán vigentes por un periodo de un año lectivo. La Escuela Primaria Hudson distribuirá la Guía a todas las familias el 2/11/2023 o antes. La Escuela Primaria Hudson, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.



 Firma del Director(a)

12 de Octubre, 2023

 Fecha