Site Specific Information for

James Foster Elementary School

Jayme Rutter, Principal

Included is the…

SUSD 2026-2027 Annual Notification and Handbook

Robert Hernandez, Ed. D. | Superintendent

Excellence in Elementary Education

PROUD SCHOOL SITE OF THE SAUGUS UNION SCHOOL DISTRICT

📝 Letter from the Administrator

Welcome to James Foster Elementary School! We are excited to begin another incredible school year and look forward to partnering with you to make it a successful and rewarding experience for every student. We encourage you to take an active role in your child's education, knowing that strong partnerships between home and school are essential to student success.

At James Foster, we are committed to providing a safe, supportive, and engaging learning environment where every student can thrive. Our goal is to meet the academic, social, emotional, and physical needs of each child while inspiring them to reach their full potential. Through high-quality instruction and meaningful learning experiences, we prepare our students with the knowledge, skills, and character needed to succeed in school and beyond.

This handbook is designed to provide important information about the Saugus Union School District, James Foster Elementary School, and our programs, policies, and procedures. We hope it serves as a helpful resource throughout the school year.

Our door is always open, and we welcome your ideas, questions, and feedback. By working together, we can ensure a positive, memorable, and successful school year for every student.

We look forward to an amazing year!

Sincerely,

Mrs. Jayme Rutter

I. Site Specific Information

Notification/Communication to Parents/Guardians

Notifications from School

James Foster Elementary uses ParentSquare as our primary communication platform. All school and classroom communication, including important announcements, event reminders, and updates, will be shared through ParentSquare. Families will also receive a school newsletter every other week with school highlights, upcoming events, and important information.

In addition, we post flyers on the community bulletin board located at the front of the school and use our school marquee to share reminders and upcoming events. Please check these resources regularly to stay informed.

School-Wide Expectations

At James Foster Elementary, our SOAR expectations provide a common language for creating a safe, respectful, and positive learning environment. These expectations are taught, modeled, practiced, and reinforced in every setting across campus, helping students build the skills they need to be successful in school and in life.

SOAR Stands For:
S – Safety First
O – Own Your Actions
A – Accept Others
R – Ready to Learn

Together, students, staff, and families work to reinforce these expectations and celebrate positive choices. By living our SOAR expectations each day, we strengthen our school community and help every Falcon thrive.

Arrival/Dismissal Procedures

School Arrival

Gates Open: 7:35 a.m.
School Begins: 8:00 a.m.
Students should arrive on time and be ready to learn by 8:00 a.m.

Front Parking Lot

The front parking lot is reserved for families displaying a valid handicap placard and our SDC families. There are only two designated handicap parking spaces available.

TK & Kindergarten Arrival

* Parents and caregivers must walk their student to Gate 1 (TK/K Yard) for drop-off.
* Please say goodbye at the gate so students can enter campus independently.
* TK and Kindergarten students do not participate in valet unless they have an older sibling who uses valet.
* Please remain on the sidewalks.
*Walking through the parking lot is prohibited.

Grades 1–6 Arrival

- All students in Grades 1–6 should enter campus through Gate 4 (Fire Lane Entrance).
- Students arriving by valet will be dropped off in the designated valet area and walk directly to Gate 4.

Recommended Route for the Valet Line

To help traffic flow safely and efficiently:

- The easiest way to enter the valet line is by traveling north on Pamplico from Seco Canyon Road.
- If approaching from Carnegie Avenue, avoid making a left turn directly into the valet line. Traffic often backs up, leaving little room to enter safely.
- Instead, continue to Santa Clarita Road, turn left onto Pamplico Drive, and enter the valet line from that direction.
- Left turns into the school parking lot are not recommended once arrival procedures are underway.

Dismissal Procedures

Dismissal Times

TK & Kindergarten: 12:25 p.m. (Monday–Friday)
Grades 1–6: 2:25 p.m. (Monday, Tuesday, Thursday & Friday)
Wednesday Dismissal (Grades TK–6): 12:25 p.m.

TK & Kindergarten Dismissal

Parents and caregivers must pick up their student at the designated gate. Please wait in the designated areas outside the gate.

Dismissal Locations

Monday, Tuesday, Thursday & Friday dismiss at the following locations:
TK: Gate 1 (TK/K Yard)
Kindergarten: Gate 2 (by the MPR)

Wednesday - All TK & Kindergarten students: Gate 1

Please remain on the sidewalks. Walking through the parking lot is prohibited.

Grades 1–6 Dismissal

Students will be dismissed at the following locations:

Grades 1–2: Gate 2 (by the MPR)
Grades 3–6: Gate 4 (Fire Lane Entrance)

We encourage families to establish a consistent pick-up location with their child prior to dismissal.

Valet Pick-Up

To help traffic flow safely and efficiently:

Enter the valet line from Pamplico Drive via Seco Canyon Road whenever possible.
If approaching from Carnegie, it is recommended that you continue to Santa Clarita Road, turn left onto Pamplico Drive, and enter the valet line from that direction.

Left turns into the school parking lot are not recommended during dismissal, as there is typically not enough space to enter safely.

Students will enter cars from the valet line location, along the curb in front of Pamplico Park.

- Continue to pull forward when safe
- Students must enter/exit the passenger side of the car
- Adults must remain in the vehicle
- Students in car lines need to be able to unfasten/fasten seatbelts and exit vehicles unattended. If your child
- cannot enter and exit without assistance, please park your car nearby and walk your child to the designated parent area.

Walking To and From School

It is encouraged to walk to and from school site if at all possible. There are crossing guards at Carnegie Avenue/Pamplico Drive and Myrin Court/Pamplico Drive.

Changes in Students Health Information/Emergency Pick Up or Drop Off/Demographics Information

Please keep your student's information up to date in Infinite Campus, including your address, phone number, email address, emergency contacts, and authorized pick-up individuals. If you are unable to update your information, please contact the main office so we can ensure your records remain current.

Site Daily Schedule

James Foster Elementary
Daily Bell Schedule and Assembly Schedule
2026-2027

Regular School Day
7:35a Playground Yard Duty Begins
7:57a Line-up Bell
8:00a Begin School (TK – Grade 6)

9:15a-9:35a Recess (TK)
9:35a-9:55a Recess (K-2)
10:00a-10:20a Recess (Grades 3-4)
10:25a-10:45a Recess (Grades 5-6)

11:05a-11:50p First Lunch (TK -Kindergarten)
TK eat first, then play
K play first, then eat
11:30a-12:15p Second Lunch (Grades 1-2)
11:55a-12:40p Third Lunch (Grades 3-4)
12:20p-1:05p Fourth Lunch (Grade 5-6)

12:25p Dismissal (Grades TK-K)
2:25p Dismissal (Grades 1-6)

Rainy Day
Follow the same recess schedule. Only students getting a snack from the cafeteria, go to the MPR. Students play and eat in classrooms.

Lunch times are the same. Students will walk to MPR to eat and teachers pick up from the MPR. See inclement weather schedule.

Early Release Wednesdays and All Minimum Days (Grades TK-6)
7:35a Playground Yard Duty Begins
7:57a Line-up Bell
8:00a Begin School (TK - Grade 6)

9:15a-9:35a Recess (TK)
9:35a-9:55a Recess (K-2)
10:00a-10:20a Recess (Grades 3-4)
10:25a-10:45a Recess (Grades 5-6)

11:05-11:50p TK/K Lunch ONLY

Upper Grade Minimum Day (Grades 3-6)
Grades TK-2 students follow same schedule as Regular School Day with dismissal at 2:25p

Office Procedures and Communication

If you need to bring an item to your student during the school day, please bring it to the main office in the Administration Building. Office staff will ensure the item is delivered to your student at an appropriate time.

To protect valuable instructional time, we do not interrupt classroom instruction for deliveries. Items will be delivered as soon as possible during a natural break in the school day. We appreciate your understanding and support in helping us maximize learning time for all students.

If you need to get a message to your student during the school day, please contact the school office by calling the office or sending a message through ParentSquare. You may also send a message directly to your student's teacher through ParentSquare. Please keep in mind that teachers are actively engaged in instruction and may not see messages immediately. For time-sensitive or end-of-day changes, please contact the main office directly to ensure your message is received and communicated to your student.

Student Class Placements

Teachers, special education staff, and administration meet together each June to create classes for the coming school year. Many factors are considered to help each classroom have a balance and variety of different learners. We work as a team to determine the place that will best support your child in his or her learning.

Sometimes we have combination classes because we do not have enough of a grade level for a full classroom. In that situation, the classroom teacher teaches the grade level standards for each class to the appropriate students. For example, a 1/2 combination classroom would have first grade students learn first grade standards and second grade students would learn second grade standards.

In addition, sometimes classroom enrollment changes after school starts, and we need to make adjustments to classrooms. Please note that while we seek to minimize changes, there are times changes need to be made. In addition, we also ask that you work together with your child's new teacher as a team to best support your child's new learning environment. If you wish to request a classroom placement change, you may complete a change request form that can be found in the main office.

Student Awards and Assemblies

James Foster Elementary celebrates student achievement throughout the year with five schoolwide award assemblies. Students may also be recognized at Saugus Union School District Board of Education meetings for outstanding accomplishments. Families will be notified by the teacher or school office if their student is receiving an award and invited to attend.

Upcoming assembly information will be sent in the newsletter or notification from the teacher.

Lost and Found

Our Lost and Found is located on campus outside the library. Throughout the year, lost items will also be displayed in front of the school to help families locate missing belongings. We encourage families to label all personal items with their student's name and check the Lost and Found regularly, as unclaimed items may be donated periodically.

Saugus Union School District

Excellence in Elementary Education

Annual Notification and Handbook

2026-2027

District Mission:

The Saugus Union School District, in partnership with the home and community, is committed to **Excellence in Elementary Education**.

This section provides information about district policies, practices and procedures. Each site is responsible for implementing district practices to meet the needs of the school and community.

Robert Hernandez, Ed. D. | Superintendent

Respect | Integrity | Learning | Teamwork | Enthusiasm

Letter from the Superintendent

Greetings Saugus USD Families,

At Saugus Union School District, we believe that strong partnerships among our families, schools, and communities are an integral part of each student's success. We are committed to creating a safe, inclusive, and supportive learning environment that nurtures the growth of each of our students.

The 2026-2027 SUSD Annual Notification and Handbook is intended to serve as a resource to our students, parents, caregivers, staff, and our Board of Trustees. Our handbook outlines important policies, procedures, and expectations as they relate to academics, student wellness, and safety.

We encourage you to review the handbook carefully and reference it throughout the school year. With your support and encouragement, we can continue to build a school community in which all students can thrive academically, socially, and emotionally. We thank you for your continued support and partnership, and look forward to a successful school year.

Sincerely,

Robert Hernandez, Ed. D. | Superintendent
Saugus Union School District

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I. General Information

District Website: www.saugususd.org

The District website contains information related to the Saugus Union School District.

Educational Equality/Equity: Immigration, Citizenship, Antisemitism Prevention - EC 234.7, 244, 262.3, 280, 3380, 48980, 48980(g), 51500, 51501, 60151-60152

All persons in public schools, regardless of their immigration status, or status of their parent or guardians, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic, are to be afforded equal rights and opportunities in the schools, and are not to be discriminated against on the basis of these specific characteristics in any program or activity conducted by the school that receives or benefits from state financial assistance or enrolls students who receive state financial aid.

School officials are prohibited from collecting information or documents regarding citizenship or immigration status of students or their family members. The District has adopted a policy that prohibits discrimination, harassment, intimidation, and bullying based on those actual or perceived specified characteristics as well as a process for receiving and investigating complaints.

The Superintendent reports to the governing board any requests for information or access to the school site by an officer or employee or a law enforcement agency for the purpose of enforcing the immigration laws in a manner that ensures the confidentiality and privacy of any potentially identifying information.

School staff members are encouraged when an employee is aware that a student's parent or guardian is not available to care for the student, to work with parents or guardians to update the emergency contact information and not to contact Child Protective Services to arrange for the student's care.

Students have a right to a free public education, regardless of immigration status or religious beliefs. The District has adopted model policies created by the California Attorney General, limiting immigration enforcement at public schools ensuring that public schools remain safe and accessible regardless of immigration status/solution, you have the right to appeal directly to the California Department of Education (CDE).

To report a concern or request more information about our anti-discrimination policies, please contact:

District Compliance Officer: Jennifer Stevenson, Ed. D.

Asst. Superintendent of Human Resources

Phone: (661)294-5300, ext. 5133 | Email: jstevenson@saugususd.org

Arrival and Dismissal Time

Playground supervision begins a minimum of 15 minutes prior to the start of school. For safety reasons, students should not be on school grounds before that time. Students should go directly home or to the Child Development Program upon dismissal. Parents who drop off and/or pick up students during the school day must wait at the entrance gates and not enter the campus with their child unless they have specific business at the school. All visitors must report to the office to sign in (see Visitor/Volunteer section for more details). For the safety and security of our students and to minimize disruptions, we ask that all parents and others abide by this rule.

Campus Supervision

No formal supervision is provided after school, on weekends, or holidays. Members of the general public should not be on school property during off-hours. Being on campus/school property during non-operating hours constitutes trespassing which is subject to the actions set forth in the California Penal Code 554.1.

Class Placement

Under the direction of the Principal, school staff recommends the most educationally beneficial placements for students. This recommendation is based upon school records, past performance, and staff observation. The principal is responsible for the final assignment.

Back-To-School Night/Open House

On Back-to-School Night parents have an opportunity to visit their child's classroom and hear the teacher explain expectations and curriculum for the school year. At most sites, it is an evening for adults, and students should not attend. However, school site staff may hold a "meet and greet" event in which students are invited to attend. Children are welcome at Open House in the Spring. Open House is an opportunity for all family members to visit the classrooms.

Field Trips

Field trips are used to complement the curriculum. Signed field trip forms are required for each field trip. Permissions can also be completed through the Campus Portal during online registration and ParentSquare. Students must ride on the bus both to and from field trips. Field trip and transportation approved by the District Office, Principal, and Transportation Department.

Parent/Family/Teacher Communication/Information EC - 51101

The parents and guardians of pupils enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children.

Formal Parent/Family/Teacher communication includes the three Progress Report Cards, and a fall and spring conference. Fall and spring Parent/Family/Teacher conferences present an opportunity to discuss progress throughout the year. They are scheduled in conjunction with the second report card. Informal communication may include: notes between home and school, newsletters, campus visits, phone calls, student behavior contracts, informal meetings, ParentSquare messages and posts, and email. To participate in the district offerings of parent/family education and to provide parental/family input to the local training programs for parents and families, please contact an Education Services representative for more information on how you may contribute.

Parent/Caregiver Participation in School Meetings/Conferences

If the parent's/caregiver's employer has 25 or more employees, the parent/caregiver must be allowed to attend school meetings and events for your children, up to a maximum of 40 hours each year without discrimination or fear of job loss. Purposes to attend child-related activities include: enrollment in grades 1-12, to address child care or school emergencies, behavior or discipline problems that require immediate parent attention, sudden school closure, or natural disaster. ("Parent" refers to a parent, guardian, stepparent, foster parent, or grandparent of, or a person who stands in.) If an employer discharges, threatens to discharge, demotes, suspends or otherwise discriminates against the parent, the employee may be entitled to reinstatement and reimbursement for lost income or benefits. See Labor Code 230.8 for more details.

Children must have a TB clearance on file at the school and review and sign a Volunteer Code of Conduct form. Please contact the school office for more information regarding this policy. Parent/caregiver "volunteers" may not bring siblings or other non-students on campus as supervision is not available during school hours.

Megan's Law – PC 290

Information about registered sex offenders in California can be found on the California Department of Justice's website, http://meganslaw.ca.gov/. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

Celebration

Non-food celebrations are encouraged. Schools shall limit celebrations that involve food during the school day to no more than two per year. Food and beverages for class parties should strive to meet the nutrition standards for foods and beverages sold individually. If the celebration is not part of the National School Lunch Program, the celebration must occur after the last lunch period. Non-food celebrations might include: birthday books, special occasion items such as pencils, erasers or stickers, special classroom activities, or classroom donations.

Movies

Movies shown at school must be rated "G."

Positive School Climate

One of our core values is respect. We are committed to providing a positive environment where students can learn and expect all students, staff, parents, guardians and visitors on campus will use appropriate language and demonstrate behavior conducive to promoting a caring, safe atmosphere.

All schools within the Saugus Union School District are implementing Positive Behavior Interventions and Supports (PBIS). This is a multi-tiered system of support (MTSS) providing a framework to promote positive and safe school climates by clearly identifying positive behavioral expectations and explicitly teaching the desired behaviors to students. For more information about PBIS at your child's school, contact the site administrator or your child's teacher.

Pupil Safety: Child Abuse Prevention and Neglect Reporting/ Employee Misconduct EC 11164, 32280-32282, 44010, 4424.5, 4483.1, 44939.5 and 5190

The Saugus Union School District is committed to maintaining a safe, respectful, and supportive learning environment for all pupils and has adopted policies and procedures to prevent child abuse, address school employee misconduct, and promote safe school environments. The School/District maintains written policies that clearly define appropriate interactions and professional boundaries between pupils and all adults on campus, including school employees, volunteers, contractors, and governing board members. These policies are intended to protect pupils and staff and to prevent misconduct, abuse, and grooming behaviors.

The District's policies limit and regulate electronic, text, and social media communications between pupils and adults. Communications must be professional, school related, age-appropriate, and transparent. Private or inappropriate electronic communications with pupils, especially those excluding parents/guardians, are prohibited.

Under California law, all school employees, volunteers, contractors, and governing board members who work with pupils are mandated reporters of suspected child abuse or neglect. Mandated reporters are required to report known or reasonably suspected abuse to the appropriate authorities. The Saugus Union School District provides annual mandated reporter training, including recognizing abuse, grooming behaviors, reporting duties, and professional boundaries via Keenan SafeSchools.

In addition, the District provides age-appropriate child abuse and neglect prevention education to pupils, including instruction on recognizing inappropriate behaviors and accessing help or reporting concerns. Parents/guardians will be notified of this instruction and may exercise opt-out rights as allowed by law.

Any pupil, parent/guardian, employee, or community member who has concerns regarding misconduct, boundary violations, or suspected child abuse is encouraged to report concerns promptly to school administration or through appropriate reporting channels. Please contact the Saugus Union School District, Human Resources Dept., Jennifer Stevenson, Ed. D., Asst. Superintendent of Human Resources, 661-294-5300, ext. 5133.

Policies regarding professional boundaries, supervision, mandated reporting, and pupil safety are available upon request at the school office and on the [School District Website]. These policies have been adopted by July 1, 2026, and reviewed annually.

Civility on School Grounds- EC 32210, 48904

Any person who willfully disturbs any public school or any public-school meeting is guilty of a misdemeanor and shall be punished by a fine of not more than five hundred dollars ($500). It is unlawful for any person, except a parent/guardian acting toward his/her minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

It is the intent of the Governing Board to provide an orderly and safe learning environment in which students and adults feel comfortable, share the responsibility for maintaining a positive school climate, and take pride in their school, its achievements, and its environment. This policy promotes mutual respect, civility, and orderly conduct among members of the school community including all employees, parents/guardians, students, and the public at all schools, district facilities, and at extracurricular events. This policy is not intended to deprive any person of his/her right to freedom of expression that is protected from government restriction on school grounds and district facilities/activities. Uncivil conduct does not include the expression of controversial or differing viewpoints.

The basic purpose of this policy is three-fold:

1. To promote a work and learning environment that is safe, productive, and nurturing for all staff and students, and to encourage the free flow of ideas without fear or intimidation.

2. To provide our students with appropriate models for respectful problem-solving and conflict resolution.

3. To reduce the potential antecedent for violent conduct, such as fear, anger, frustration, and alienation, especially by making problem-solving procedures and alternatives to violence readily accessible to both students and adults.

For the purpose of this policy, uncivil conduct includes the following:

1. Directing vulgar, obscene, threatening, or profane gestures or verbal and/or written communications at another person

2. Taunting, jeering, inciting others to taunt or jeer at a person
3. Yelling at another person during a meeting or conference
4. Repeatedly interrupting another person who is speaking at an appropriate time and place
5. Imposing personal demands at times or in settings where they conflict with another's assigned duties, supervision responsibilities, and established practices
6. Using racial/ethnic, religious, religion, gender, color, sexual, sexuality, or disability epithets
7. Gesturing in a manner that would put a reasonable person in fear for his/her personal safety
8. Invading the personal space of a person after being directed to move away
9. Physically blocking a person's entrance to or exit from a room or location
10. Remaining in a classroom or school area after a teacher or administrator in authority has directed one to leave
11. Conduct which is likely to interfere with a peaceful conduct of the activities of the campus or facility

Students' Personal Property

Personal items of value (cameras, electronic games or devices, toys, trading cards, etc.) should not be brought to school since loss, theft, or damage is possible. Also, such items can be distracting to the educational process and may be confiscated by school personnel. The District is not liable or responsible for lost or stolen items.

Electronic Signaling Devices – EC 48901.5

The use by any person, including a pupil, of any electronic signaling device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. The only allowable use would be acceptable if it is determined by a licensed physician that the pupil must use it for the health and safety of a pupil.

Any pupil in violation shall be subject to appropriate disciplinary action. Smartphone use may be prohibited by districts, charter schools, and county schools while a student is at a school site and under supervision and control of staff. There are health and special education limits or usage that may differ from the general student population but must be in writing and kept on file in student records for confidential record keeping and reasons.

Please refer to Board Policy Mobile Communication Devices 5131.8 for the most updated guidance.

Electronic Listening or Recording Devices - EC 51512, EC 48901.5

The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. The only allowable use would be acceptable if it is determined by a licensed physician that the pupil must use it for the health and safety of a pupil. Any pupil in violation shall be subject to appropriate disciplinary action. Any student in violation shall be subject to appreciate disciplinary action. Any person, other than the student willfully in violation will be referred to the appropriate authorities.

Cell Phones - EC 51512

Students may possess smart watches, cellular phones, or other electronic signaling devices but may not use them during the school day unless deemed medically necessary and documented by a physician. The physician's recommendation should be a part of the student's Health Care Plan. If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device, he/she shall return it at the end of the school day. Subsequent offenses may require a parent/guardian to pick up the device. In accordance with BP/AR 5145.12 - Search and Seizure, a school official may search a student's mobile communications device with consent, including, but not limited to, reviewing messages or viewing pictures.

The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the student, willfully in violation shall be guilty of a misdemeanor. Any student in violation shall be subject to appropriate disciplinary action.

Responsibility of School/District Property - EC 4890

Parents or guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

Dress Code and Appearance - EC 35183

The County Board believes that appropriate dress and grooming contribute to a productive learning environment. The County Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program. "Dress for Learning" is a first step toward maintaining the safety of students within our school and community and enhancing the learning process. Apparel and grooming must not inhibit participation or cause disruption in any

phase of the instructional program. Casual clothing is recommended for school except for special "dress-up" occasions. Tennis shoes are essential as students do not change for P.E. and feet need to be protected. Students may wear sun-protective clothing including, but not limited to, hats while outdoors. Information regarding procedures related to the use of sunscreen is available at each site.

In order to assist us in maintaining an effective learning environment and to keep the focus of the classroom on learning, the following attire is appropriate for students:

- Jeans, cords, denims, slacks, simple dresses, skirts, and shorts (no shorter than finger-tip length)
- Shirts, T-shirts, blouses, and sweatshirts
- Tennis shoes with flat, non-skid soles – socks are to be worn at all times

The following attire is inappropriate for students:

- Oversized and baggy clothing, cut-offs (i.e., shirts, pants, jeans, tank tops with oversized armholes; pants are to fit around the waist and not drag on the ground)
- Clothing with inappropriate language or advertisements, or any reference to alcohol, drugs, tobacco, weapons, gangs, or violence.
- Gang-related clothing (i.e., long belts, trench coats, chains, chain wallets, caps worn backwards, etc.)
- Tube/halter tops, spaghetti strap tops/dresses
- Bare midriffs or revealing tight-fitting shirts and shorts
- Undergarments which are not covered by clothing
- Sandals, Jellies, Crocs, open-toed shoes, sling backs, platform shoes, backless shoes, cleats, and shoes with retractable wheels
- Expensive and long dangling jewelry, especially earrings, that may pose a safety hazard
- Make-up or tattoos
- Excessively short skirts or shorts (no shorter than finger-tip length)

Homework

The purpose of homework is to extend and reinforce classroom learning, to involve parents/guardians in their child's learning, and to contribute to the student's personal growth through self-discipline and the satisfaction that comes from a successful learning experience.

Suggestions to Students:

- Understand what the homework assignment is and how to do it.
- Know when the assignment is due.
- Take all necessary materials and supplies home to do the assignment.
- Take responsibility for finding out about and completing missed assignments.

Suggestions to Parents/Caregivers:

- Homework should be completed independently as practice for students.
- Provide a quiet study area with good lighting.
- Remind the student to do the homework assignment.
- Assist the student in understanding the directions.
- Compliment the student's effort in completing the homework.

Long-term projects may periodically affect the duration of homework. Class work that is not completed within the given time period at school may be completed at home. Please contact your child's teacher should you have questions about homework.

Statewide Academic Achievement Testing Notification - EC 60615, 6162.5

The County Board recognizes that state achievement test results provide an indication of student progress in achieving state academic standards and may be used to promote high-quality teaching and learning.

The County Superintendent or designee may administer mandatory student assessments within the California Assessment of Student Performance and Progress (CAASPP) as required by law and in accordance with Board policy and administrative regulation.

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:

Smarter Balanced Assessment Consortium Assessments

The Smarter Balanced computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.

California Science Tests (CAST)

The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

California Alternate Assessments (CAA)

Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAA. Test examiners administer the computer-based CAA for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors. Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS.

California Spanish Assessment (CSA) for Reading/Language Arts

The optional CSA for Reading/Language Arts in Spanish is aligned with the California Common Core State Standards en Español. This computer-based test allows students to demonstrate their Spanish skills in listening, reading, and writing mechanics.

Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. It is important that all students participate in state assessments. This allows us to individually examine student growth and progress towards standards mastery. The state monitors district participation, practices, and growth required to ensure proficiency of standards.

California College Guidance Initiative - EC 60900.5

The California College Guidance Initiative (CCGI) is part of California's efforts to close the gaps between systems and ensure that all California students, especially those who have been underrepresented in higher education can move seamlessly from K-12 to college and career. CCGI provides a set of college and career planning tools designed to help students plan for and apply to California public colleges and universities. To support these efforts, CCGI receives enrollment data for all public-school students enrolled in grades six through twelve through California student Achievement Data System (CALPADS). CALPADS is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments and other data for state and federal reporting. The shared data will be used to provide students and families with direct access to online tools and resources and will enable the student to transmit information shared with the CCGI to both the following:

1. Postsecondary educational institutions for the purpose of admissions and academic placement.

2. The Student Aid Commission for purposes of admissions and academic placement.

English Language Proficiency Assessments for California (ELPAC)

The Initial English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that is given to newly enrolled students whose primary language is a language other than English. The annual ELPAC is a summative assessment that is administered to all English learners in order to identify students' English language proficiency level and to measure their progress in learning English.

Physical Fitness Test

The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

II. Attendance

Residency -EC 48200, 48204, 48204.3, and 48204.6

Each person between the ages of 6 and 18 years is subject to compulsory full-time education.

Each person shall attend the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located. A pupil shall not be enrolled for less than the minimum school day established by law.

Exceptions are for persons enrolled in charter school, home school or other private school enrollments, and other online charter school options.

Regular school attendance is essential for student learning, academic success, and social development. Students who attend school consistently are more likely to achieve higher academic outcomes, stay engaged in learning, graduate on time and avoid the need for academic or legal interventions. Parents/guardians are legally responsible for ensuring their child attends school regularly and on time. The school is committed to supporting students and families in improving attendance. When attendance concerns occur, the school may offer attendance conferences, counseling or support services, academic interventions, referrals to school or community resources, and other support.

A student shall be deemed to have complied with residency requirements for school attendance in a school district, provided he or she is any of the following:

a. An emancipated student who resides within the boundaries of the school district

The child of a military family may continue at his or her school of origin, regardless of any change of residence of the military family during that school year, for the duration of the student's status as a child of a military family.

For a student whose status changes due to the end of military service of his or her parent/guardian during a school year, the student may continue his or her education in the school of origin through the duration of that academic school year.

The school district will request that the parent or legal guardian provide reasonable evidence that a student meets the residency requirements for school attendance. If an employee of the school district reasonably believes that the parent or legal guardian has provided false or unreliable evidence of residency, the district may make reasonable efforts to determine that the student actually meets residency requirements, in accordance with board policy. (EC 48204.2)

Change of Residence/Emergency Information

It is the responsibility of parents/guardians, foster care and caregiver adults to inform the school of any change of address, telephone number or emergency information. Parents must provide a manner to receive both written (U.S. Mail) and oral communication (telephone, cell). For the protection of the student's health and welfare, and to facilitate immediate communication with the parent/legal guardian or caregiver, the parent/legal guardian is required to provide current emergency information via the parent/guardian portal or on an official Emergency Card. Every parent/legal guardian or caregiver must complete an online Emergency Card for each student at the time of enrollment.

Emergency information should include, but is not limited to the following:

1. Home address, email address, and current telephone, including cell phone
2. Employment/business addresses and phone numbers
3. Relative/Friend's name, address, and telephone numbers authorized to pick up and care for the student in an emergency situation, if the parent/legal guardian cannot be reached.

Students will not be released to anyone not listed as an emergency contact unless the parent/legal guardian has provided written authorization.

Intradistrict Attendance - EC 46600

(1) The governing boards of two or more school districts may enter into an agreement, for a term not to exceed five school years, for the interdistrict attendance of pupils who are residents of the school districts.

(2) The agreement may provide for the admission to a school district other than the school district of residence of a pupil who requests a permit to attend a school district of proposed enrollment that is a party to the agreement and that maintains schools and classes in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive, to which the pupil requests admission.

Once a pupil in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive, is enrolled in a school pursuant to this chapter, the pupil shall not have to reapply for an interdistrict transfer, and the governing board of the school district of enrollment shall allow the pupil to continue to attend the school in which the pupil is enrolled, except as specified in paragraphs (2) and (4).

(3) The agreement shall stipulate the terms and conditions under which interdistrict attendance shall be permitted or denied. The agreement may contain standards for reapplication agreed to by the school district of residence and the school district of enrollment that differ from the requirements

prescribed by paragraph (1). The agreement may stipulate terms and conditions established by the school district of residence and the school district of enrollment under which the permit may be revoked.

(4) The designee of the superintendent of the school district of residence shall issue an individual permit verifying the school district's approval, pursuant to policies of the governing board of the school district and terms of the agreement for the transfer. A permit shall be valid upon concurring endorsement by the designee of the governing board of the school district of proposed enrollment. The stipulation of the terms and conditions under which the permit may be revoked is the responsibility of the school district of enrollment.

(5) Notwithstanding paragraph (2), a school district of residence or school district of enrollment shall not rescind existing transfer permits for pupils after June 30 following the completion of grade 10, or for pupils in grade 11 or 12.

Transfers

Students are assigned to schools based on the site boundaries. In the event that a site is at capacity, the student may be assigned to another school in the district.

Involuntary Transfers

A school administrator may recommend an involuntary transfer of a student if convicted of a violent crime and the victim attends the same school. Parents/Guardians must be notified in writing and have the right to a meeting with the administration. The school will first attempt to resolve any conflict prior to transferring. Periodic reviews will be considered for returning to the school site if there is no on-going danger to either student or others on campus. The governing board makes the final decision.

Intradistrict Attendance - Transfers Within Saugus Union School District Schools

Students whose parents/guardians currently reside within district attendance boundaries may apply for an intradistrict transfer. No student who currently resides in the attendance areas of a school can be displaced by students transferring from outside the attendance area. Information regarding the availability and procedures for requesting a transfer from their resident school will be provided annually in January-February. The District determines space availability and school transfers. This allows parents to request the school their child may attend. Admission will be granted subject to an unbiased selection process. Application forms and procedures are available from your school's office. Transfers may be revoked for poor attendance, tardies, discipline reasons or lack of space. Once the intradistrict transfer is approved, an annual review of the transfer is not required.

If the student moves from the address on the transfer documents or from the current school boundary area, a new transfer request form must be completed. If the school is closed to transfers, the transfer request will be denied. The student will still be able to enroll at their school of residence based on the new address or request a transfer to any open transfer school within the district. Transportation is not provided for students on intradistrict transfers.

Interdistrict Attendance - EC 46600 (et seq.) Transfers Between Districts

A student may attend a school district outside the district of residence. Transfers are subject to board policy and approval. Application forms and procedures for attending a school outside of the district are available at the district office and apply to students in grades TK-6 only. Parents/Guardians may apply for interdistrict permits for a "future year request" up until 15 days before school begins for the school year (EC 46600.1(e). A "current year request" is an interdistrict transfer request received starting 15 days before school begins for the school year (EC 46600.1(c)). Requests for the future year may be submitted beginning in the open enrollment period, typically in February each year.

If the student moves from the address on the transfer documents or from the current school boundary area, a new transfer request form must be completed. If the school is closed to transfers, the request for transfer will be denied. The student will still be able to enroll at their school of residence based on the new address or request a transfer to any open transfer school within the district. Transportation is not provided for students on interdistrict transfers. Transfers may be revoked for poor attendance, including tardies, discipline reasons, falsification of residency, or lack of space.

Once the interdistrict transfer is approved, an annual renewal of the transfer is not required. Students on interdistrict transfers will be notified of their transfer status annually to confirm the transfer is still active.

If the interdistrict transfer is denied, the parent/guardian has the right to appeal the denial to the Los Angeles County Board of Education (LACOE) within 30 calendar days from the date of the district's final denial. A student who is appealing a decision for an interdistrict permit approval through LACOE may be eligible for provisional admission to the desired district in grades TK-6, while continuing through the appeal process, if space is made available by the desired district, not to exceed two months. If no decision has been made at that time, the student must enroll at their school of residence or another school. Provisional attendance does not guarantee that the interdistrict transfer will be approved.

The District will notify a parent/guardian submitting a current year request of its final decision within 30 calendar days from the date the request was received and notify future year requests of the final decision as soon as possible, but no later than 14 calendar days after the beginning of instruction in the school year. A parent/guardian's failure to meet any established timelines is considered an abandonment of the transfer request.

The school district of residence cannot prohibit the transfer of a student who is a child of an active military duty parent/guardian to a school district of proposed enrollment if that district approves the application for transfer.

Nor may a district prohibit an interdistrict permit release when no intradistrict permit options are available to a victim of bullying. A "victim of an act of bullying" means a student that has been determined to have been a victim of bullying by an investigation pursuant to the complaint process described in Section 234.1 and the bullying was committed by any student in the school district of residence, and the parent/guardian of the student has filed a written complaint regarding the bullying with the school, school district personnel, or a local law enforcement agency.

"Bullying" means any severe or pervasive physical or verbal communication made in writing or by means of an electronic act directed toward one or more students that results in placing a reasonable person in fear of harm to self or property. It may cause a substantially detrimental effect on physical or mental health, interfere with academic performance or the ability to participate in or benefit from the services, activities, or privileges provided by a school, and may be done in person or online. Bullying may be exhibited in the creation or transmission of bullying online, on or off the school site, by telephone or other device in a message, text, sound, video, or image in a post on a social network internet website or burn page that creates a credible impersonation of another student knowingly and without consent for the purpose of bullying. Sharing or forwarding messages contributes to the act of bullying.

A student who has been determined by personnel of either the school district of residence or the district of proposed enrollment to have been the victim of an act of bullying, as defined in EC 48900(r), shall, at the request of the parent or legal guardian, be given priority for interdistrict attendance under any existing agreement or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement.

A student who becomes a victim of a violent crime while in or on the school grounds must be offered the opportunity to transfer to a safe public school within the school district, within ten calendar days. If there is not another school within the area served by the district, the district is encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring school district to accept students through an interdistrict transfer. Primary examples of violent criminal offenses in the Penal Code include attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, and hate crimes.

For more information, please contact **Mrs. Michelle Barries, Assistant Superintendent of Student Support Services at (661) 294-5300, Ext. 5147.**

Right to Appeal

Interdistrict Attendance Applicants may appeal to Los Angeles County Office of Education if interdistrict attendance permit is denied within 30 days. A student who is appealing a decision for an interdistrict permit approval through the County Office of Education may be eligible for provisional admission to the desired district in grades TK through 12, while continuing the process of appeal. There is **no** appeal process if an intradistrict attendance permit is denied.

For additional information about attendance, please contact your local school or call the **Saugus Union School District, Student Support Services at (661) 294-5300.**

Regular Day Instructional Minutes

Transitional Kindergarten	200 minutes
Kindergarten	200 minutes
Grades 1-6	320 minutes

A student misses essential learning when absent, therefore, students are expected to complete missed assignments.

Tardiness - EC 48260

Children should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. A student is considered tardy when they are not present in their assigned classroom or instructional area at the scheduled start time of the school day or class period. If a child is late, the child should bring a note from home to the school office. Excessive tardiness disrupts instruction and impacts student learning.

Absences — Every absence must be verified. Parents/Guardians must send a note, message or call the school office. The following information should be included:

1. Your child's name and teacher's name
2. Date of the absence
3. Exact nature of illness or reason for absence
4. Anticipated duration of absence
5. Your name and signature

Students with excessive absences and/or tardiness may be referred to the School Attendance Review Team (SART).

Appointments

When a medical appointment is necessary, schedule it for non-school time or arrange for your child to be in school before and/or after the appointment.

Truancy Definitions – EC 48260, 48262 and 48263.

A student is considered truant after three full-day absences without a valid excuse or three tardies of more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Examples of truancy include missing an entire school day without an excuse, leaving school without permission or excessive unexcused tardiness. Repeated unexcused absences may lead to parent notification, attendance conferences, referrals to a School Attendance Review Team(or similar intervention), and additional actions by the district.

After a student has been reported as a truant three or more times in a school year and the district has made a conscientious effort to meet with the family, the student is considered a *habitual truan*t.

A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205.

For questions regarding attendance policies, please contact Student Support Services, at 661-294-5300, ext. 5147.

Truancy Consequences – EC 48260.5, 48263, 48267, 48268 and 4826

Parents will be notified if their child is identified as a truant. Parents are obligated to compel their child to attend school. District staff will offer to meet with the parents to discuss solutions and offer alternative educational options to help address the truancy. In addition, school personnel are available to meet with the pupil and family to develop strategies to support the pupil's attendance at school and offer available mental health and supportive services.

Chronic Absenteeism – EC 60901

A student is considered chronically absent when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences- excused, unexcused and suspensions. It is an important measure because excessive absences negatively impact academic achievement and student engagement.

Saugus Union School District urges parents/guardians to make sure their children attend school regularly and to schedule medical, dental, counseling and other appointments after school, on the weekend if possible or during school holidays. The district also asks that travel or other absences be avoided during the time that school is in session. The higher the students' daily attendance rate, the more the student will learn and the greater participation of classroom instruction, social emotional development and academic programs. The school calendar is designed to minimize issues for families that travel and allow them to plan vacations to minimize student absences.

Excused Absences – EC 48205

Students, with the written consent of their parents/guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.

No student shall have his or her grade reduced or lose academic credit for any excused absence or absences under EC48205, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. EC48980(j).

(a) Notwithstanding Section 48200, a student shall be excused from school when the absence is:

- Due to the student's illness, including an absence for the benefit of the student's mental or behavioral health.
- Due to quarantine under the direction of a county or city health officer.
- For the purpose of having medical, dental, optometry, or chiropractic services rendered.
- For the purpose of attending the funeral services of a member of the student's immediate family, or as determined by the student's parent/guardian, a person so closely associated with the student as to be considered the student's immediate family, so long as the absence is not more than five days per incident.
- For the purpose of jury duty in the manner provided for by law
- Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent/guardian, including absences to care for a sick child, for which the school shall not require a note from the doctor.

- For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the student's religion, attendance at religious retreats, attendance at an employment conference (of the student), or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

- For the purpose of spending time with a member of the student's immediate family, who is an active duty member of the uniformed services, as defined in EC § 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period to be determined at the discretion of the superintendent of the district.

- For the purpose of attending the student's naturalization ceremony to become a United States citizen.

- Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people.

- Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school.

- Work in the entertainment or allied industry for a period of not more than five consecutive days and maximum of five absences per school year.

- Participation with a nonprofit performing arts organization in a performance for a public school audience

- For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the student, or a person that is determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, has died, so long as the absence is not more than three days per incident. (i) To access services from a victim services organization or agency. (ii) To access grief support services. (iii) To participate in safety planning or to take other actions to increase the safety of the student or an immediate family member of the student, or a person that is determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, including, but not limited to, temporary or permanent relocation. Any absences beyond three days for each of the reasons described above shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.

A. A student absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of the class from which a student is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

B. For purposes of this section, attendance at religious retreats shall not exceed one (1) school day per semester (AB 1503).

C. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

D. "Immediate family" as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the student.

When a student has had 10% absences in the school year for illness, any further absences for illness you may be required to verify by a physician in accordance with Board Policy AR – 5113(c). Students who are absent for 10% or more of the school year, for any reason, are considered chronic absentees. EC 60901(2)(c)(1). Both excused and unexcused absences count towards a student's overall chronic absenteeism.

Release During School

Students may not be released to relatives or other adults unless there is a note from the parent/guardian or that person is listed on the emergency card and brings proper identification. Medical, dental, and other appointments should be made outside of the regular school day. If it is necessary to make an appointment during the school day, a parent/guardian must come to the office to release the student and reenter.

Lunch

It is important that students do not leave campus during school hours, except under these conditions:

1. Students going home for lunch on a regular basis must have a signed permit in the office.

2. If a student goes home for lunch occasionally, a note must be brought each time.

Attendance Options:

Independent Study Contract (ISC) – Alternative Education - EC 51744–51749.6

a) The Legislature finds and declares that by offering a range of quality educational options, including classroom-based, hybrid, and nonclassroom-based programs, local educational agencies can better tailor instruction to pupils, thereby improving academic outcomes while maximizing enrollment.
b) It is the intent of the Legislature that local educational agencies offer educational programs that best serve the needs of their pupils.
c) It is also the intent of the Legislature to encourage local educational agencies, when adopting a written policy pursuant to Section 51747 or 51749.5, to consider offering more than one independent study model for short- and long-term placements in accordance with Sections 51747, 51747.5, and 51749.6.

(Added by Stats. 2022, Ch. 52, Sec. 72. (AB 181) Effective June 30, 2022.)

Independent Study Contract (ISC) is by choice and may not be mandated. If for any reason your student will be absent from school for 1 day or more, an independent study contract can be arranged. For planned absences, please give the office 5 days in advance of the absence. Information is available at your school office. Each district and charter school that chooses to offer ISCs must have policies for independent student courses or curriculum equivalent time to complete work expectations equal to what is offered in person. In addition, short-term (less than 15 school days) and long term (16 or more school days) requires the ISC engagement defined per the policies adopted by the governing board. The ISC agreement must be signed as directed by office staff or prior to beginning a long-term ISC. ISC agreements must be updated to include equitable access to students with disabilities based upon individual student needs.

Instruction for students with Temporary Disabilities – EC 48206.3, 48207,48207.3, 48208

A student with a temporary disability, which makes attendance in the regular day classes or the alternative educational program in which the student is enrolled impossible or inadvisable, may receive individualized instruction provided in the student's home for one hour a day. Please contact your child's school office for further information.

A student with a temporary disability who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a student with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the student will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A student with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting. The total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. Services are provided for one hour per day for each day of absence in accordance with the school calendar, for a maximum of five hours for a regular school week. If necessary, the district of residence may provide instruction in the home for the days the student is not receiving instruction in the hospital setting, depending upon the temporary doctor's orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program.

Homeless Education - EC 54453, 49069, 51225.1, and 51225.2; 42 USC 11432

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all school-aged children who are homeless to the same free and appropriate public education that is provided to non-homeless students. A student who is homeless is defined as a person between the ages of birth (Early Head Start and Head Start Programs) and twenty-two (special education students) who lack a fixed, regular, and adequate nighttime residence. The student has the right to attend either the school of origin (the school that the student was last enrolled or attended when housed) or the current school of residence. If a dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school's decision by contacting the district's homeless liaison in the Student Support Services office. The liaison is available to address circumstances of eligibility, to provide parents/guardians with educational and related opportunities/services available to their children and to provide meaningful opportunities for them to participate in the education of their children.

The law requires the immediate enrollment of students who are homeless, which is defined as "attending class and participating fully in school activities". Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the district homeless liaison to refer parents/guardians to all programs and services for which the student is eligible. Referrals may include, but are not limited to: free nutrition, special education services, tutoring, English Language Learners programs, Gifted and Talented Education program, preschool, before and after school services or any other program offered by the school or district. The district shall ensure that transportation is provided, at the request of the parent/guardian/unaccompanied homeless youth, to and from the school of origin, if feasible.

Foster Youth Education - EC 42238.01,47605, 47605.6, 48204, 48645.5, 48853, 48853.5, 51225.1, 51225.2

Students supervised by the Department of Children and Family Services (DCFS) and placed in licensed foster homes, Short-Term Residential Therapeutic Programs [STRTP, (formerly referred to as group homes), with relatives, or residing with biological parent(s) have additional rights and enrollment protections that promote school stability. Students who are the subject of a DCFS voluntary placement agreement or Department of Probation (in certain circumstances) are also included within the definition of students in foster care. In addition, a dependent child of the court of an Indian tribe, consortium or tribes, or tribal organization is afforded the same guarantee of rights as the foster children identified through the county court systems.

Every LEA is required to designate a staff person as the educational liaison for foster children.

The district employs a liaison to work with foster youth and their parents/guardians to ensure their educational rights regarding enrollment, proper educational placement, and transfer between schools or districts. For more information about available resources or questions, contact the homeless/foster youth liaison, Mrs. Shannon Cunningham, Student Support Services Office at 661-294-5300, ext. 5124.

Intersession Programs: Foster Children and Homeless Youth: Priority Access EC 48850 and 48853.5

Students placed in foster care and students experiencing homelessness are granted priority access for intersession. If the student moves during an intersession period, the student's parent, legal guardian, educational rights holder, or Indian custodian in the case of an Indian child, or, an unaccompanied homeless youth, (if there is no parent, guardian, educational rights holder, or Indian custodian) shall determine which school the student will attend for intersession.

Pupil Placement: Special Education: Foster Children: Nonpublic, Nonsectarian Schools or Agencies: School of Origin - EC 48853.

A nonpublic school (NPS) is considered as a school of origin for a student placed in foster care with exceptional needs. If the student is moved to another placement, the student is able to maintain enrollment at the NPS site due to school of origin rights.

Educational Equity: Discrimination: Antisemitism Prevention- EC 244, 262.3, 280, 33800, 48980, 51500, 51501, 60151 & 60152

Saugus Union School District is committed to maintaining a learning environment free from discrimination, harassment, and bias. All instructional materials, textbooks, and teacher-led discussions must be factually accurate and free from content that promotes unlawful discrimination.

This includes specific protections against antisemitism and bias based on shared ancestry or ethnic characteristics. Saugus Union School District is required to ensure that all curriculum aligns with state standards and does not subject students to a hostile environment. Any materials found to be discriminatory or factually inaccurate regarding protected groups will be removed from the classroom.

If you believe your student has experienced discrimination or that instructional materials violate these standards, you have the right to file a uniform complaint with UCP Coordinator and provide evidence that supports the allegations. The district will investigate and respond to all formal complaints within 60 days.

If Saugus Union School District fails to meet this timeline or if you are unsatisfied with the local resolution, you have the right to appeal directly to the California Department of Education (CDE).

To report a concern or request more information about our anti-discrimination policies, please contact:

Jennifer Stevenson, Ed. D., Asst. Superintendent of Human Resources/Uniform Complaint Procedures Officer, at 661-294-5300, 5133. Uniform Complaint Procedures (UCP)

III. Academic Services

English Language Development (ELD)

Services are designed to meet the needs of students who qualify for assistance in acquiring English language skills.

The focus of the district's ELD Services is to provide students who have a primary language other than English with:

1. A means to facilitate the acquisition and mastery of the English language,
2. Access to the core curriculum,
3. A support system that takes into consideration the student's cultural and family values, regardless of language proficiency,
4. Support for parents of students learning English.
5. The program is designed to facilitate each student's ability to speak, understand, read, and write English and facilitate full participation in English mainstream programs.

The goals of the district align with state goals, to:

1. Develop fluency in English.
2. Develop a positive self-concept.
3. Promote cross-cultural understanding.
4. Provide equal opportunity for academic achievement.
5. Include, when possible, academic clarification of instruction through the students' primary language.

Requesting a Language Acquisition Program

Language acquisition programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c]).

Saugus Union School District is required to provide a Structured English Immersion (SEI) program. SEI is a language acquisition model for English Learners in which nearly all classroom instruction is provided in English with curriculum and a presentation designed for students who are learning English. Your child is provided instruction specific to their current language proficiency according to the English Language Development Standards. Students receive systematic language instruction in a designated block of time in which they learn the tools and strategies to apply throughout the core curricular areas.

Parents/Guardians may choose a language acquisition program that best suits their child.

Schools in which the parents or legal guardians of 30 students or more per school or the parents or legal guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

Parents/Guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (LCAP). (*EC* Section 52062) If interested in a different program Structured English Immersion, please contact Carin Fractor, Ed. D., Assistant Superintendent of Education Services, 661 294-5300, Ext. 5111.

Gifted and Talented Education (GATE)

The Saugus Union School Districts' GATE Program supports a quality educational program for all gifted and talented students in order to develop knowledge, skills, abilities, and values that empower students to reach their full potential. SUSD recognizes that Gifted and Talented students warrant a qualitatively differentiated program, within the regular classroom setting, to meet their special needs, and implements a program of depth and complexity at all school sites. Formal identification and program participation takes place in 3rd - 6th grades, although all teachers (TK-6) are trained in differentiated strategies.

Goals for Students:

1. To participate in differentiated instruction within the regular classroom day, as part of cluster grouping by grade level or ability-grouping across grade levels.
2. To exceed the California content standards through advanced and more complex, differentiated study that will contribute to a realistic, healthy self-concept.
3. To participate in a standards-based, state-adopted curriculum for all students in which gifted students will be challenged to exceed these standards across the curriculum using the dimensions of depth and complexity, and, when appropriate, acceleration, to meet their needs.
4. To meet individualized cognitive and affective needs in content, process and enrichment within a differentiated curriculum which addresses individual needs, interests, and abilities.
5. To utilize content standards-based, state-adopted challenge materials/resources when appropriate to enrich and accelerate learning and to make connections across the curriculum, in place of, not in addition to, standard materials.
6. To work independently and apply academic rigor to their work.
7. To develop self-generating, problem-solving abilities and to develop sensitivity and responsibility towards others.
8. To develop and enhance leadership skills and qualities through educational experiences.
9. To demonstrate understanding of core curriculum through integration of talents in the Visual and Performing Arts.
10. To participate in GATE Clusters or Ability Groupings with teachers who have advanced training in gifted education.

Title I

Title I is a federally funded program that provides financial assistance to schools with high numbers of children who qualify for the free/reduced lunch program to help ensure that all children meet challenging California academic standards. Cedarcreek and Rio Vista Elementary Schools qualify for Title I services and offer specialized programs for students who are identified as being in need of additional assistance. Parents/Guardians of students enrolled in a Title I school may request information regarding the professional qualifications of their child's classroom teacher, including the type of credential(s) the teacher holds and the educational level and subject area(s) of the teacher's college degree(s).

Acceleration/Retention

Parents/Guardians will be notified early in the year if their child is identified as being at risk for retention. Parents/Guardians have the right to consult with school personnel regarding any decision to accelerate or retain and to appeal that decision. Parents /Guardians seeking acceleration or retention please contact your site principal.

Safe and Drug Free School Communities

The Saugus Union School District mandates District schools to be free of alcohol, tobacco, and drug use among students and staff by promoting a "no use" philosophy consistent with California law. The use of tobacco and nicotine products is prohibited on school or district grounds, buildings, and vehicles and within 250 feet of a youth sports event. The products prohibited include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine, that mimic the use of tobacco products.

This prohibition applies to all employees, students and visitors at any school-sponsored instructional program, activity or athletic event held on or off district property.

Any written joint use agreement governing community use of district facilities or grounds shall include notice of the district's tobacco-free schools' policy and consequences for violations of the policy. Any employee or student who violates the district's tobacco-free schools' policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

Students found to be in possession or use of paraphernalia or tobacco products (including e-cigarettes) may be referred to an outside organization for additional support and the parent/caregiver will be notified. Any other person who violates the district's tobacco-free schools' policy shall be asked to refrain from smoking.

Additionally, our district is committed to the safety of all our students. Although the long-term effects of many synthetic drugs on physical and mental health are not yet known, immediate effects on a students' education, family, and life could be long-lasting.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but with a slightly altered chemical structure created to evade existing restrictions against illegal substances. These drugs may include synthetic cannabinoids, methamphetamines, bath salts, and fentanyl. Illicit fentanyl can be added to their drugs to make them cheaper, more powerful, and more addictive and has been found in heroine, methamphetamine, counterfeit pills, cocaine and other drugs.

Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Unless tested, it is difficult to tell if drugs have been laced with fentanyl because it cannot be seen, smelled or tasted. Additional information regarding fentanyl is available from the CDPH's Substance and Addiction Prevention Branch.

School Site Council

The School Site Council is an integral part of the school improvement process. Elected committee members include parents/guardians, teachers and other personnel in addition to the Principal. Site Council's functions include, but are not limited to, the following:

1. Participating in decision-making processes through involvement in assessing educational needs, planning the educational program, defining goals and evaluating the program, and approving the Single Plan for Student Achievement.

2. Facilitating communication between school, parents/guardians, and community.

3. Informing and advising school staff regarding community conditions, aspirations and goals.

4. Supporting school programs for parents/guardians, teachers, students and community.

English Language Proficiency Assessment for California (ELPAC)

The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English as determined by the Home Language Survey completed as part of the enrollment process. The test measures English proficiency in listening, speaking, reading, and writing. Information from the ELPAC helps your child's teacher provide support in the right areas.

State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten through grade twelve. The ELPAC is aligned with California's 2012 English Language Development Standards, and is comprised of two separate ELP assessments:

1. Initial ELPAC—an initial identification of students as English learners; administered only once

2. Summative ELPAC—an annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level; administration window is February 1 to May 31

Additional information on the ELPAC along with parent/guardian resources such as practice tests and informational videos are available at https://www.elpac.org/resources/. Please contact your child's teacher or the school office for specific questions about your child's English language proficiency.

Physical Fitness

PE instruction of at least 200 minutes every 10 days shall be provided for students in grades 1-6.

Physical Fitness Test

School districts are required to administer the Physical Fitness Test (PFT) annually to all students in grades five, seven, and nine. The FITNESSGRAM® is a set of tests designed to evaluate health related fitness and to assist students in establishing lifetime habits of regular physical activity.

The complete FITNESSGRAM® test battery measures student participation in the following areas:

1. aerobic capacity
2. body composition
3. muscular strength, endurance and flexibility

Teachers and administrators are responsible for preparing students to do their best on the test by providing instruction and appropriate practice in the skills and abilities that are tested. Schools will provide students with appropriate practice as part of the regular physical education (P.E.) program throughout the year. Fifth grade students are tested in May.

More information about the FITNESSGRAM® is posted on the internet at: www.cde.ca.gov/ta/tg/pf

School Accountability Report Card (SARC) EC 35256, 3525.8

This report is posted on the District website, www.saugususd.org. Parents/Guardians may request a copy of the report at their school office. A standard template for the report card is provided by the California Department of Education at: http://www.cde.ca.gov/ta/ac/sa. It may be in English only and may require you to provide appropriate translations.

Academic Standards

Grade levels have a set of academic content standards for each subject area. See Appendix A.

Adopted Curriculum

Reading Language Arts

K-6: McGraw Hill

Mathematics

K-6: McGraw Hill

Social Studies

K-6: Studies Weekly

Science

K-6: STEMscopes

Social Emotional Learning

TK: Second Step

K-6: Character Strong SEL

IV. Child Development Programs

After School

The Saugus Union School District offers an After-School Program for transitional kindergarten through sixth grade students at all 15 school sites. This daily program closes at 6:00 p.m.

An After School Education and Safety (ASES) grant/contract helps serve families at Cedarcreek Elementary School, while the rest of the school-age programs are self-supporting through parent/guardian tuition and Expanded Learning Opportunities Program (ELOP) funding.

The daily after-school program consists of organized indoor and outdoor activities, a planned homework time, academic enrichment and expanded learning opportunities, and a nutritious snack. Throughout the year, enrichment clubs are offered through the program at no additional cost. Each program is staffed by highly qualified and trained individuals.

An adult/child ratio of one adult staff to every 20 children is maintained in all programs for grades 16 and 1:10 for Transitional Kindergarten/Kindergarten.

Preschool

Saugus Union School District offers three state-preschool preschool programs at Cedarcreek, Rio Vista, and Rosedell. These are state-funded preschools for income eligible families. We also provide a fee-based collaborative preschool program at Bouquet Canyon Early Learning Academy.

Both of these programs provide all students a developmentally based pre-academic curriculum that promotes the child's cognitive, social, emotional, and physical development in preparation for transitional kindergarten/kindergarten. Child-directed and teacher-initiated activities designed to promote success for each individual child are implemented daily. Learning and discovery centers are provided every day to allow children the opportunity to explore, develop, and expand on interests, skills, and concepts introduced by the preschool instructors.

Each preschool program is staffed by highly qualified child development professionals and appropriate ratios are maintained at all times. The state preschool programs serve children who reach four years of age by September 1st of the current school year. If space permits, children who reach three years of age by September 1st of the current school year may also be enrolled. The fee-based collaborative preschool program serves children who reach three and four years of age by September 1st of the current school year.

V. Student Services

Food Service

The district partners with School Day Café, a program of the Santa Clarita Valley School Food Services Agency, to provide nutritionally balanced meals to students in accordance with state and federal guidelines, including the National School Lunch Program (NSLP) and School Breakfast Program (SBP). In compliance with California Education Code and the California Universal Meals Program, all students are offered one nutritionally balanced breakfast and one lunch each school day at no cost regardless of household income. Information regarding meal programs, menus, accommodations for disabilities including allergies, and nutrition standards is available on the **Santa Clarita Valley School Food Services agency website,** www.scvschoolnutrition.net **or by calling their office at (661) 295-1574.**

Meals

Milk only: $0.50

Juice: $0.40

Lunch: $3.00

Breakfast: $1.50

Reduced Lunch: $0.40

Reduced Breakfast: Free

Free and Reduced Meals - EC 49501.5, 49510, 49391 and 49392

California requires public school districts, county offices of education, and charter schools serving students in grades transitional kindergarten through grade 12 (TK–12) to provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility. Charter Schools and Districts will still require eligible parents to submit an application in order to remain in compliance for accounting purposes only. Schools serving grades 1-6 will serve breakfast or a morning snack to non-school-aged children with a guardian present.

Children from families whose income is within specific levels as established by the Federal Government may be eligible for free or reduced priced lunch/breakfast. Applications are available in the school office.

Household Income Data Collection/Educational Benefits Forms

Although meals are provided at no cost to all students under California's Universal Meals Program, the district collects household income information through an Alternative Income Form. Completion of this form is strongly encouraged, as the information is used to determine eligibility for additional state and federal funding that supports educational programs, technology, after-school programs, and other student resources. All information provided is confidential and used only for program eligibility and funding purposes in accordance with applicable laws and regulations.

Student Success Teams

A Student Success Team consists of the child's parents/guardian(s) and school and district professionals who have specialized knowledge of the child, child growth and development, and curriculum requirements. The team meets to provide assistance to the child, parents/guardians, and staff who have requested help.

This team reviews each student's circumstances and develops an individual support and action plan which includes alternative instructional strategies and support services to be used with the general education program.

Academic Intervention

Intervention is provided for students who are demonstrating difficulty mastering state standards.

Section 504 - 29 USC 794, 34 CFR 104.32

Section 504 of the federal Rehabilitation Act of 1973, and the Americans with Disabilities Act (42 USC 12101 *et seq*.) prohibits discrimination against persons with a disability. The Saugus Union School District provides a free and appropriate public education to all students, regardless of the nature or severity of their disability. The District has a responsibility to identify and evaluate children with disabilities in order to provide them a free, appropriate public education. Individuals with a physical or mental impairment that substantially limits one or more major life activities, including seeing, hearing, walking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, speaking, are eligible to receive services and aids designed to meet their needs as adequately as the needs of non-disabled students are met. Please contact your child's school administrator for further information.

Mental Health Services

School-based mental health services, provided by clinically trained and licensed/registered by the CA Board of Behavioral Sciences, focus on support services universally for all students, within small groups and, as needed, on an individual basis. School psychologists and mental health staff work together with site administrators and staff to complete suicide or threat risk assessments and provide crisis counseling when needed. For more information, contact the school administrator(s).

The Saugus Union School District participates in the Child and Youth Behavioral Health Initiative. The Children and Youth Behavioral Health Initiative (CYBHI) is a historic, five year, $4.7 billion dollar investment by the State of California that takes a "whole child" approach to transform and reimagine the ways that we address the mental health and well-being of children and youth.

CYBHI recognizes that schools are key players in supporting the mental well-being of children and youth, and that schools are the most likely setting for students to receive these services. Statewide Multi-Payer Fee Schedule for School-Linked Behavioral Health Services is a new funding mechanism to ensure sustainable reimbursement for specific services provided in school settings. It mandates MediCal and commercial plans to reimburse at set rates for services provided to their members at school-based or linked sites. As part of the annual enrollment process, parents/guardians will be asked to provide consent for students to receive these services if needed, and will ask for health insurance information.

Families will NEVER be charged for services provided as part of the fee schedule and parents/guardians will be engaged and part of the referral and service process. Services provided under the fee schedule as part of CYBHI are protected by HIPAA privacy practices and confidentiality.

For students, parents/guardians wishing to access mental health resources in the community, please contact the school site administrator, school psychologist or a mental health staff member at the school site. Resource lists are available from staff and on the district and school websites, as well as on ParentSquare. (EC 49428). Our school psychologists provide assessment of students to determine special education eligibility, assist with student behavior, and provide IEP-related counseling.

Safe Place to Learn - EC 234, 234.1

The Saugus School District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so.

Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion.

To report an incident and/or to receive a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and antibullying policies, please contact Human Resources or Student Services at 661-294-5300.

Nondiscrimination/Harassment

Any student who feels that they are being harassed should immediately contact the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 – Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

Discrimination in education programs and activities is prohibited by state and federal law. Education Code 200 et seq. requires school districts to afford all students regardless of gender, gender identity, gender expression, sex, race, color, religion, national origin, ethnic group identification, mental or physical disability, sexual orientation, immigration status, a student's actual or potential parental, family or marital status, or the perception of one or more of such characteristics, equal rights and opportunities in education. State law, as provided in EC 221.5, specifically prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color and national origin. Title IX of the Education Amendments of 1972 and Title IV of the Civil Rights Act of 1964, also prohibits discrimination on the basis of gender. The Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973 prohibit discrimination on the basis of disability. The Office for Civil Rights of the U.S. Department of Education has authority to enforce federal laws in all programs and activities that receive federal funds.

The Saugus Union School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities.

The District's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, immigration status, a student's actual or potential parental, family or marital status, and the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity.

The District assures that lack of English language skills will not be a barrier to admission or participation in District programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained.

For a complaint form or additional information, contact:

Saugus Union School District
Dr. Jennifer Stevenson, Assistant Superintendent of Human Resources
24930 Avenue Stanford, Santa Clarita, CA 91355
(661) 294-5300, Ext. 5133

Sexual Harassment

The Saugus Union School District is committed to maintaining a learning and working environment that is free from sexual harassment. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of board policy 5145.7(b) and shall be subject to disciplinary action. For students in grades 4 through 6, disciplinary action may include suspension up to and including expulsion. Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. Reports of incidences of sexual harassment may be filed with the site administrator or student support services.

Title IX Coordinator

Saugus Union School District
Dr. Jennifer Stevenson, Assistant Superintendent of Human Resources
24930 Avenue Stanford, Santa Clarita, CA 91355
(661) 294-5300, Ext. 5133

Title IX District Information

Legal References

Detailed information about policy and regulations is on file at the District Office.

CIVIL CODE 1714.1 Liability of Parent/Guardians for willful misconduct of a minor

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

221.5 Prohibited sex discrimination

221.7 School-sponsored athletic programs; prohibited sex discrimination

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

8904.4 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

Bullying - EC 234.4, 22589, and 32283.5

The Saugus Union School District is committed to the prohibition of discrimination, harassment, intimidation and bullying. Annual training will be provided to all staff who work with students, to prevent bullying and cyberbullying.

You may find a list of education web pages describing the staff training at:
https://www.cde.ca.gov/ls/ss/se/bullyres.asp

If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact the site administrator, school social worker or school psychologist to assist you in identifying and stopping this behavior.

Definition Bullying

Bullying is defined as unwanted, aggressive behavior among school- aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying may include actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Bullying can also take place through technology, known as cyberbullying. Being aware of children's teasing and acknowledging injured feelings are always important. Bullying becomes a concern when hurtful or aggressive behavior toward an individual or group appears to be unprovoked, intentional, and (usually) repeated.

Bullying is a form of violence. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or emotional (spreading rumors, manipulating social relationships, extorting, or intimidating). Bullying can occur face-to-face or in the online world by means of an electronic act.

Bullying is also one or more acts by a student or group of students directed against another student that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile education environment, and includes acts that are committed personally or by means of an electronic act, as defined.

Bullying of either nature creates a hostile and disruptive environment on school grounds and is a violation of the target student's right to a safe and secure educational environment.

Bullying, cyberbullying and harassment will not be tolerated by the Saugus Union School District. Any and all actions deliberately threatening, harassing, intimidating an individual or a group of individuals, placing an individual in reasonable fear of harm or damaging the individual's property; or disrupting the orderly operation of school, will not be tolerated.
Parent/Guardian/Community Action Steps to Respond to a Bully

1. Take immediate action when bullying is reported
2. Identify the bully if possible
3. Contact your child's teacher and/or principal
4. Work with your child's teacher to develop an action plan in the event that a confrontation occurs again
5. Encourage your child to always report bullying incidents
6. Avoid meeting with the bully's family as this may escalate the situation

Cyberbullying

Definition of Cyberbullying and Cyber Sexual Bullying

Cyberbullying is defined as the willful and repeated transmission of communication, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer or any wireless communication device.

Cyberbullying also includes breaking into another person's electronic communication and assuming that person's identity in order to damage that person's reputation. Examples of this behavior include but are not limited to:

- Sending false, cruel, vicious text, email, sound, video, image or other messages
- Creating websites that have stories, cartoon depictions, pictures and/or jokes that ridicule others
- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and forwarding that information to others
- Posting a photo/video without the person's permission
- Stealing someone's identity within a social network environment and posting inaccurate or derogatory information on the site
- An act of cyber sexual bullying

Cyber sexual bullying means an electronic act including the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

The online activities and technologies often used by students engaged in cyberbullying and cyber sexual bullying include, but are not limited to: social networking sites, chat rooms, discussion groups, blogs, instant messaging, text messaging, email, computers, cell phones, digital and video cameras, cell phone cameras and webcams. As new technologies emerge, they too may be included with the above forms of electronic communication.

Consequences for Bullying, Cyberbullying, Cyber Sexual Bullying & Harassment

Education codes 48900.4 (harassment, threats, or intimidation creating an intimidating of hostile educational environment) and 48900(r) (engaged in an act of bullying, including, but not limited to bullying committed by means of an electronic act, as defined in subdivisions (f) EC 32261, directed specifically toward a student or school personnel), strictly prohibit harassment or bullying of any kind and such behavior may be subject to consequences up to, and including expulsion.

If the conduct occurs off school grounds and causes or threatens to cause a "substantial disruption" at school or interferes with the rights of students to be safe and secure, School Administration may impose consequences and/or report the bullying harassment or cyberbullying activity to local law enforcement.

Parent/Guardian/Community Action Steps to Respond to Cyberbullying or Harassment:

1. Save the evidence by printing the on-line documentation or saving phone records
2. Identify the cyberbully if possible
3. Clearly tell the cyberbully to stop
4. Ignore the cyberbully by leaving the online environment and/or blocking communications
5. File a formal complaint with the Internet, cell phone or social networking company
6. Contact the local law enforcement agency and file a report
7. Contact the school Administrator
8. Avoid meeting with the cyberbullies family as this may escalate the situation

District/School Response to Bullying, Cyberbullying, Cyber Sexual Bullying or Harassment

When a student is suspected of or reported to be bullying, cyberbullying, cyber sexual bullying, or harassing other students or staff, an investigation shall ensue to include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance or the targeted student's educational performance.

Any student who engages in bullying, cyberbullying, or harassment on school premises, or cyberbullying off campus, in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance shall be subject to discipline in accordance with district policies and regulations.

Although the District has no legal duty or obligation to regulate off-campus internet messages, statements, postings or acts by its students, if such activity causes or is likely to cause substantial disruption to the educational process, School Administration may impose consequences in accordance with district policies and regulations.

Local Law Enforcement shall be notified whenever it is deemed necessary or appropriate by the investigating Administrator or other District personnel.

Custody Issues

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office.

Any student release situation, which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted, and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

Child Abuse

All school employees are mandated reporters, as defined by law and district administrative regulation, and are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect. In the event of a suspicious child death, specified records, including mental health and child abuse reports, may be released to an interagency child death review team. PC 11174.32.

Student Surveys EC 51513, 51514 and 20 U.S.C. 1232h(b), (c)(1)(A) and (c)(2)

Anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes and practices relating to sex, family life, morality, and religion may be administered to students if the parent is notified in writing that:

- The text, questionnaire, or survey is to be administered,
- The student's parent is given the opportunity to review the test, questionnaire or survey, and
- The parent consents in writing.

Questions pertaining to the sexual orientation and gender identity of a student shall not be removed from a survey that already includes them.

Creating a Safe Environment for All Students

The Saugus Union School district is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so.

Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion to report an incident and/or to receive a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact your child's principal.

Behavioral Restraints Posted Annually in Report - EC 49006

Saugus Union School District's- Behavioral Restraints Report 2025-26

CALPADS

7.10 Incident – Count

Academic Year:	2025-2026	LEA:	Saugus Union	User ID:	sperez@saugusud.org
View:	Snapshot	School Type:	ALL	Revision Date:	7/7/2026 5:05:56 PM
Revision ID:	4211693	School:	ALL	Print Date:	8/7/2026 3:05:12 PM

						Incidents Involving Suspension (100) and in-school suspension (110)		Incidents Involving Expulsion (200)		Incidents Involving Other Means of Correction (300) or No Action (400)		Incidents Involving Restraints (501,502) or Seclustions (601)		Incidents Involving Law Enforcement Referrals or School Arrest (700 or 800)	
School Code	School Name	Count of Incidents	Count of Students (Unduplicated)	Students Receiving Instructional	Student Removals to Interim Alt	Count of Incidents	Count of Students (Unduplicated)	Count of Incidents	Count of Students (Unduplicated)	Count of Incidents	Count of Students (Unduplicated)	Count of Incidents	Count of Students (Unduplicated)	Count of Incidents	Count of Students (Unduplicated)
	All Selected Schools	112	80	80	0	103	76	0	0	0	0	9	6	1	1
0142463	Bouquet Canyon Early Learning Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6120257	Bridgeport Elementary	24	20	20	0	23	20	0	0	0	0	1	1	0	0
6022651	Cedarcreek Elementary	2	2	2	0	2	2	0	0	0	0	0	0	0	0
6106876	Charles Helmers Elementary	11	9	9	0	10	8	0	0	0	0	1	1	0	0
6022669	Emblem Academy	2	2	2	0	1	1	0	0	0	0	1	1	0	0
6068860	Highlands Elementary	6	4	4	0	6	4	0	0	0	0	0	0	0	0
6107924	James Foster Elementary	4	3	3	0	4	3	0	0	0	0	0	0	0	0
6112528	Mountainview Elementary	8	7	7	0	8	7	0	0	0	0	0	0	0	0
6116495	North Park Elementary	6	5	5	0	5	4	0	0	0	0	1	1	0	0
0000001	NPS School Group for Saugus Union	10	1	1	0	6	1	0	0	0	0	4	1	0	0
6115513	Plum Canyon Elementary	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6022685	Rio Vista Elementary	7	3	3	0	7	3	0	0	0	0	0	0	0	0
6022693	Rosedell Elementary	5	2	2	0	5	2	0	0	0	0	0	0	0	0
6022727	Skyline Mesa Elementary	13	10	10	0	13	10	0	0	0	0	0	0	0	0
0108537	Tesoro del Valle Elementary	10	8	8	0	9	7	0	0	0	0	1	1	1	1
0119230	West Creek Academy	4	4	4	0	4	4	0	0	0	0	0	0	0	0

Grade:	ALL	Ethnicity/Race:	ALL	Gender:	ALL	Enrollment Status:	ALL
English Language Acquisition Status:	ALL	Socio-economically Disadvantaged:	ALL	Title I Part C Migrant:	ALL	Students with Disabilities:	ALL
Foster Youth:	ALL	Homeless Program Eligible:	ALL	Armed Forces Family Status:	ALL	Offense Grouping:	ALL
Incident Result:	ALL	Student Offense:	ALL				

Sexual Abuse and Sex Trafficking Prevention – EC 51950 and 51900.6

Our schools provide age-appropriate instruction for students in kindergarten through grade 12 in sexual abuse, sexual assault awareness, sex trafficking, strategies to reduce their risk, techniques to set healthy boundaries, and how to safely report an incident through prevention education.

Parents or guardians may submit a written request to excuse their child from participation in any class and assessments related to that education.

Human Trafficking Prevention (grade 6-12) – EC 49380, 49381

The Saugus Union School District is committed to maintaining a safe and supportive learning environment for all students. California law requires schools to provide age-appropriate instruction and information designed to prevent human trafficking, including sexual exploitation and labor trafficking. Age-appropriate human trafficking prevention information may be provided to students as part of health education, safety instruction, or other school-based programs. Instruction is designed to help students recognize unsafe or exploitative situations, understand how traffickers may target or recruit youth, develop strategies to seek help from trusted adults and know how to access local and national support resources. Students and families are encouraged to report concerns related to human trafficking, exploitation, or unsafe situations.

Support and resources include: School staff, including administrators, counselors, or teachers - Local law enforcement or child welfare agencies, if there is immediate danger - Connecting to the **National Human Trafficking Hotline by calling 1-888-373-7888, Text "HELP" or "INFO" to 233733 or online at https://**humantraffickinghotline.org Reports to the hotline may be made confidentially, and support is available 24 hours a day.

VI. Special Education

The Saugus Union School District provides special education services for students from preschool through sixth grade in the least restrictive environment in accordance with the Individuals with Disabilities Education Act (IDEA). The Santa Clarita Valley Special Education Local Plan Area (SELPA) coordinates with the five local school districts to provide special education services for students from birth through age twenty-two with identified disabilities. Students referred are assessed to determine if a disability exists and its impact on school performance.

All assessments are followed by an Individual Education Program (IEP) team meeting at which parents/guardians, teacher, and staff determine eligibility, goals, services and placement.

Services are designed to provide support such as specialized academic instruction, language & speech behavior, gross/fine motor and social emotional support necessary to access the core curriculum and school activities in the least restrictive environment. Parent/guardian permission is required to implement an IEP and provide special education services.

Extended School Year – EC 56000–56885

Extended School Year (ESY) services are special education and related services that may be provided to eligible students with disabilities beyond the regular school year, in accordance with federal and state law. These services are not automatically provided to all students with Individualized Education Programs (IEPs). Eligibility is determined annually by the IEP team based on the individual needs of the student.

The IEP team may consider factors such as regression (loss of skills) during breaks from instruction, rate of recoupment (time needed to regain lost skills), critical stages of skill development, and the likelihood that interruption of services would substantially jeopardize the student's educational progress. No single factor is determinative, and eligibility decisions are made on an individual basis. If a student is found eligible for ESY services, then services will be provided at no cost to parents/guardians and will be based on the goals and services identified in the student's IEP. ESY services are designed to support the students' continued access to a Free Appropriate Public Education (FAPE) and are not enrichment, summer school, or remedial programs.

Parents/guardians are members of the IEP team and have the right to participate in decisions regarding ESY eligibility, receive notice of IEP meetings at which ESY is discussed and request an IEP meeting to discuss ESY services if they have concerns.

If parents/guardians disagree with an ESY eligibility determination or proposed services, they may use the procedural safeguards available under special education law, including: IEP meetings, mediation, filing a state complaint and/or requesting a due process hearing. For questions regarding Extended School Year services or to request an IEP meeting, please contact: Student Support Services 661-2945300 ext. 5147

Public Law Special Education Programs

Federal law requires that a free and appropriate education in the least restrictive environment be offered to all students with disabilities. Federal and State codes further describe the district's responsibility to pay the costs for an appropriate program. Parents/Guardians are requested to advise the school if a child may be in need of special education.

Child Find - EC 56301, 20USC1401(3), 1412(a)(3), 34CFR300.111(c)(d)

Under state law, each public school system is responsible for finding children with disabilities in its area. All students with disabilities are entitled to a Free Appropriate Public Education (FAPE) designed to meet their individual educational needs.

Special education and related services are provided at no cost to parents/guardians and are based on an Individualized Education Program (IEP) developed by a team that includes the parent/guardian.

The school has an obligation to identify, locate, and evaluate students who may have disabilities and who may be in need of special education and related services. Parents/guardians may request an assessment at any time by submitting a written request to the school.

If a student is found eligible for special education, an IEP meeting will be held to develop an individualized plan. Parents/guardians are members of the IEP team and have the right to: participate in IEP meetings, receive notice of meetings, provide input regarding their child's educational needs and consent to or decline proposed services, as permitted by law.

Students with disabilities are educated in the least restrictive environment (LRE) appropriate to their needs and, to the maximum extent appropriate, with peers who do not have disabilities. Services and supports are determined by the IEP team and are based on the student's unique needs.

Parents/guardians of students with disabilities have rights known as procedural safeguards, which include the right to receive prior written notice of proposed actions, review educational records, independent educational evaluations (IEEs), when applicable, and the right to resolve disagreements through IEP meetings, mediation, due process hearings and state complaint procedures.

A copy of the Special Education Procedural Safeguards Notice is provided at required times and is available upon request.

Parental consent is required before an initial special education assessment is conducted or special education services are provided for the first time. Consent may be withdrawn in writing, consistent with applicable law.

When a student with an IEP reaches 18 years of age, educational decision-making rights transfer to the student unless a legal exception applies. Parents/guardians will be notified prior to this transfer of rights.

The Saugus Union School District actively encourages parents/guardians or community members who know of a child (birth to age 22) who may have special needs to contact Student Support Services at the District Office, (661-294-5300), Ext. 5147 or their local school office. Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent/guardian in the least restrictive environment.

Infant and Preschool Services

Services for preschool students from birth – 5 years are provided to children with disabilities. Programs may include specialized academic instruction or small group language/speech therapy, designed to meet specific needs as indicated in the child's Individual Family Service Plan (IFSP) or IEP.

The programs also include parent/guardian education. Infants are served through the Santa Clarita Valley SELPA Early Start Program for children with low incidence disabilities. The Early Start Program is located at Bouquet Early Learning Center (661) 294-5360.

Resource Specialist Program (RSP)

The site Resource Specialist coordinates the assessment and IEP process and provides services through consultation, in class, or in a small group setting. The Resource Specialist works closely with classroom teachers and parents/guardians to implement agreed upon goals and accommodations designed to help students access the general education core curriculum. Support and instruction are also provided to allow students to develop appropriate social-emotional skills and behavior.

Related Services

Related services provide eligible special education students with specialized instruction to allow them to access their educational setting. These services include but are not limited to speech and language, adapted PE, occupational therapy, counseling, and behavior support services.

Special Day Classes

Special Day Classes are located at designated district sites. Students who have a need for specialized academic instruction for the majority of the school day participate in these classes as determined by the IEP team. The classes utilize grade level standards with accommodations or modifications per the student's IEP.

Summary of Parents' Rights Related to Special Education

And Right to Appeal

I. GENERAL RIGHTS

- All disabled children have the right to a Free and Appropriate Public Education (FAPE).
- Individuals have the right to privacy and confidentiality of all educational records including the right to see, review, and if necessary, challenge the records in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974.
- Individuals have the right to request to be provided with a copy of the educational records for which the district may charge reasonable copying fees.
- All parents have the right to be fully informed in language easily understood by the general public and in the parent's primary language of all procedural safeguards and rights of appeal.

II. RIGHTS RELATED TO ASSESSMENT

These include:

- The right to initiate a written referral for assessment at the school district office after the resources of the regular education program have been considered and used.
- The right to consent to an educational assessment by the district.
- The right to have fifteen (15) days to give or withhold written consent for any proposed assessment(s).
- The right to withdraw consent after consultation with a member of the assessment team and written notification to the district.
- The right to an assessment conducted to avoid discrimination based on race, sex, culture or handicapping conditions.
- The right to have a description of the procedures and tests to be used and to be fully informed of the assessment results, including the right to a copy of the findings.
- The right to reassessment at least every three years.

III. RIGHTS RELATED TO INDIVIDUALIZED EDUCATION PROGRAM (IEP)

These include:

- The right to be notified prior to and to participate and/or be represented at meeting(s).
- The child's right to participate in the meeting(s) as appropriate.
- The right to have the meeting within sixty (60) calendar days from date of receipt of signed consent to assessment, not counting days when school is out of session for six (6) or more school days. An IEP must be developed within thirty (30) days of the beginning of the next school year when a referral is made thirty (30) days or less before the end of the regular school year. EC 56344
- The right to have the meeting conducted in the primary language/communication mode of the family.
- The right to be informed of available and appropriate program options.
- The right to consent to the Individualized Education Program and to the placement.

- The right to request an Individualized Education Program team meeting.
- The right to request a review and/or the development of a new Individualized Education Program.
- The right to at least an annual review of the Individualized Education Program team.
- The right to withdraw consent at any time after consultation with a member of the Individualized Education Program Team and after submitting written notification to an administrator.
- The right to record IEP meetings. Parents must inform school 24 hours prior to meeting so the District may also record the meeting.

IV. RIGHTS RELATED TO APPEALS

Circumstances:

- The student, parent, or public education agency may request due process hearing procedures when there is a proposal or refusal to initiate or change the identification, assessment, or educational placement of the child or the provision of a free, appropriate public education to the child.
- The public education agency may request due process hearing procedures if the parent refuses to consent to an assessment of the child or to an Individualized Education Program.

Due process hearing procedures rights include:

- The right to meet informally with the school district's designee to discuss the issues.
- The right to a resolution conference or the right to waive the resolution conference.
- The right to have the resolution conference completed within fifteen (15) days of the receipt of written request or to request a continuance
- The right to be informed of free or low-cost legal or other relevant services within three (3) days following receipt of written request.
- The right to examine and receive copies of any documents in the student's educational file within five (5) days after the parent makes the request orally or in writing.

  The right of the student to remain in the present placement pending all appeals.
- The right to be accompanied by one or more representatives.

- The right to mediation
- The right to examine the list of unresolved issues written by the mediator.
- The right to an administrative hearing at the state level if the mediation conference fails to resolve the issues to the satisfaction of both parties.
- The right to a reasoned, written decision mailed within thirty (30) days following completion of the mediation conference or within forty-five (45) days following receipt of written request, if the mediation conference is waived.
- The right to have the hearing held at a time and place convenient to the parent and the student.
- The right to be accompanied and advised by counsel and by individuals knowledgeable of the problems of children with disabilities.
- The right to present evidence and written and oral arguments.
- The right to question, cross-examine, and require the attendance of witnesses.
- The right to a written or electronic verbatim record of the hearing.
- The right to a written findings of fact.
- The right to examine all evidence at least five (5) days before the hearing.
- The right to appeal the decision to a court of competent jurisdiction.

Please contact Michelle Barries, Asst. Superintendent of Student Support Services, 661-294-5300 ext. 5147, for a detailed copy of Parent's Rights related to Special Education.

VII. Safety

District-Provided Transportation and School Bus Safety

All students in pre-kindergarten, kindergarten and grades 1 to 6, shall receive written information on school bus safety (i.e., a list of school bus stops near each student's home, general rules of conduct at school bus loading zones, red light crossing instructions, school bus danger zone, and walking to and from school bus stops). Prior to departure on a school activity trip, all students riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment.

Instruction also may include responsibilities of passengers seated next to an emergency exit. Students should be at their designated bus stops on time and wait in a quiet, orderly manner until the bus arrives.

While on the bus students are under the supervision of the driver and are expected to maintain classroom behavior standards and not distract the driver. Disciplinary action may include suspension and/or expulsion. Bus rules apply to daily bus riders as well as students on field trips. For more information, parents should contact Transportation Services at (661) 294-5391.

School Crossing Guard Program

The City of Santa Clarita and/or the County of Los Angeles is responsible for all facets of the Adult Crossing Guard Program, including funding, hiring, training, supervising personnel and the deployment of crossing guards based on the warrant studies they conduct. Saugus Union School District's role is to actively support their efforts in managing this program. Through this collaboration, pedestrian safety near and around our schools will be improved. Please cooperate fully with crossing guards.

School Parking Lots

The safety of students in our school parking lots is a special concern. Each school has specific regulations for student pick-up and drop-off as well as the use of the parking lot. All community members are asked to cooperate by following school parking lot regulations. All drivers are asked to use discretion and courtesy in order to further assure the safety of our students. The District is not responsible or liable for personal items stolen from vehicles or vehicles damaged while parked in our lots.

Bikes / Scooters / Roller Blades

California law mandates bike helmets for children. Follow all applicable California Laws in section 21200-21235. Roller blades, and other "wheeled" footwear are not allowed on campus.

Walking or Riding a Bicycle to School – VC 21212

No person under 18 years of age may operate a bicycle, non-motorized scooter, skateboard or wear in-line or roller skates, nor ride as a passenger on a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards.

Age/Class Restrictions: Only Class 1 and 2 are allowed for students under the age of 16.

Campus Riding: E-bikes must be walked, not ridden, on school campus property, including parking lots and pathways.

Playground Safety

Playground areas have been provided for our student's use and enjoyment, however, we do ask that each student abide by the following rules for the safety of all users:

1. Playground equipment for upper grade students is designed for use by children between the ages of 6 - 12 years only.
2. Students between the ages of 1 - 5 should use playground equipment in our Kindergarten yards.
3. Adult supervision is required when children are using the playground equipment.
4. Students and parents/guardians should report any damage or defects on the equipment to school staff immediately.
5. Students must exercise good common sense and use the various components of the equipment correctly by adhering to the following guidelines:

a. Use slide only in a sitting position, and never climb up slides

b. Never climb over barriers, safety rails, or horizontal ladders

c. Use all handhelds provided when going up climbing equipment

d. Never deface, destroy, damage, or write on the equipment, as it is a crime punishable by law.

6. Report any signs of vandalism or unsafe conditions to the school staff immediately.
7. Playground equipment should not be used when wet, nor during non-daylight hours.
8. Students must adhere to playground safety rules at all times
9. Children have been strangled and died when their clothing caught on slides and other playground equipment.

Before allowing children to play, instruct them to remove bicycle helmets, scarves, necklaces, hood cords and neck drawstrings.

Animals at School

For the safety and health of our students, animals (pets) other than those specifically brought for class purposes are prohibited on school grounds during school hours or whenever students are present. Any animal brought to school must be approved by the Administration and be properly housed.

Pets/animals found on the grounds are subject to impoundment by the Los Angeles County Animal Control Center. Please refrain from bringing leashed dogs or other pets on campus. Trained services animals accompanying individuals with disabilities are permitted on school campuses in accordance with board policy. BP/AR 6163.2

Vandalism

Vandalism (graffiti, property damage, arson, etc.) is an ongoing problem for public schools. Parents/Guardians are financially responsible for damages caused by their minor children. The school may withhold the grades, diploma, and transcripts of the student until restitution is paid. The District will pursue criminal prosecution of any person(s) involved in vandalizing our schools. The community can help prevent vandalism by reporting any suspicious activity on school property during off hours to the Sheriff's Department at (661) 255-1121.

Victim of Violent Crime

A student who becomes a victim of violent criminal offense while in or on the grounds of a school that the student attends, has the right to transfer to another school within the district. The District has fourteen calendar days to offer students the option to transfer. For more information, please contact the Assistant Superintendent of Student Support Services.

Gun-Free School Zone Act of 1995

California prohibits any person from possessing a firearm on, or within 1000 feet from, the grounds of a public or private school, unless it is with the written permission from the superintendent or designee. This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle. Violation of this law is punishable by imprisonment, fine or both.

Gun Safety - EC 48986, 49390, 48391, and 49392

This is a reminder that firearms are to be safely stored away from children and teens. The accidental shooting of children and youth is the third leading cause of death, following accidents and suicide.

California public schools are mandated to remind families to keep their home safe from such potential dangers. If there is a threat or perceived threat, then the public schools will cooperate with local law enforcement to conduct an immediate threat assessment.

Crimes on District Property

All crimes committed on District property will be reported to the appropriate law enforcement agency. The District will cooperate fully with law enforcement during their investigation of crime committed on District property.

Emergency Preparedness

Each school has an emergency plan which may be viewed by contacting the school office. Emergency preparedness drills for bus evacuation, fire, earthquake and other natural and/or man-made disasters are conducted periodically throughout the school year. In the event of an emergency, district policy mandates students cannot be released from school except to persons listed on the emergency card. Contact the school office to update your emergency card if information changes during the school year. In case of a disaster, it is recommended that students with medication at the school site have a three-day supply available to them.

Emergency notification messages are of an urgent nature and may be sent anytime during the school day. The number you should provide is where you are most likely to be reached during the majority of your waking hours. Our emergency notification system will call every number stored to ensure that the parents/guardians are reached. This number should be for the parent or guardian and not the alternate contacts provided on the Student Emergency card. The information on the Student Emergency card will be utilized should the school not be able to reach the parent or guardian.

Comprehensive School Safety Plan

Each Saugus Union School District school site has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures. Copies are available to read at each school office. Fire and emergency drills are held periodically at each school.

Pesticide Products

To meet the requirements of the Healthy Schools Act of 2000, the Saugus Union School District is required to provide annual written notification to parents, guardians, and staff regarding the intended use of pest management materials.

Although there is no routine application of pesticide products in the District, we may use the following pest management materials as necessity dictates:

Chemical	Active Ingredients	Use
Borates	Boric Acid	Roaches, Ants, Bees
Dragnet SFR	Permethrin	Termiticide/Insecticide
Eco Exempt G	Eugenol (Clove Oil)/Thyme Oil	Insecticide - granular
Eco Exempt D	Plant Essential Oils/Clove Oil	Insecticide - dust
Max Force	Hydramethylnon	Insect Bait – Fine granule
Max Force	Fipronil	Roaches – gel bait
Termidor SC	Fipronil	Termiticide/Insecticide
Fumitoxin	Aluminum Phosphide	Ground Rodents
Rodent Bait	Diahacinone (biphacinone)	Ground Rodents
Cynoff	Cypermethrin	Ants
Baygon	Methylcarbamate	Roaches
Tempo	W. P. Cyfluthrin	Ants
Omega	Strychnine	Gophers
Makl Blocks	Bromdiolone	Rodenticide
TalstarOne	Bifenthrin	Multi-Insecticide
Alpine	Dinotefuran	Insecticide (flying/crawling)
ZP Rodent Bait	Diphacinone	Ground Rodents
Kicker	Pyrethrins	Bees/Wasps
CB – 80 Extra	Pyrethrins	Bees/Wasps

In the event the use of a product is required and is not listed previously, notification will be posted at the site 24 hours in advance of the intended use and will remain for 72 hours afterwards. All of the materials listed are fully registered for use in California by the United States Environmental Protection Agency (EPA) and the California EPA. For additional information on pest management materials, you may access the California EPA, Department of Pesticide Regulation website at: http://www.cdpr.ca.gov.

To obtain a copy of all pesticide products and expected use at the school facility during the year, requests can be made at the school at least 72 hours before the application. The notice will identify the active ingredient(s) in each pesticide product, the intended date of application, web address on pesticide use and reduction, and the web address where the school site integrated pest management plan may be found if the school site has posted the plan. For more information on the District Integrated Pest Management program, please contact Mr. Peter Gaytan, Director of Maintenance and Operations at (661)294-5300, ext. 5231.

Asbestos Management Plan - 40 CFR 763.93

The District maintains and annually updates its management plan for asbestos containing materials in school buildings. For a copy of the asbestos management plan, please contact Mr. Peter Gaytan the Director of Maintenance & Operations at: pgaytan@sausususd.org (661) 294-5300, ext. 5231.

Acceptable Use of Technology Agreement

Access to Saugus Union School District technology is a privilege, not a right, and students enrolled in the District programs and activities must follow District guidelines and procedures regarding the acceptable use of technology. All students and their parents/guardians shall sign the Acceptable Use of Technology Agreement prior to using District technological resources. The District makes a diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and students shall also take responsibility not to initiate access to inappropriate or harmful matter while using District technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

Unacceptable uses include, but are not limited to:

- Violating the conditions of California Education Code dealing with students' rights to privacy.
- Using profanity, obscenity, or other language that may be offensive to other users.
- Reposting (forwarding) personal communication without the author's prior consent.
- Copying commercial software that violates copyright laws.
- Using the network for financial gain, commercial activity, or any illegal activity.
- Vandalism or malicious attempts to harm or destroy data or hardware.

Acceptable uses include:

- Researching assigned classroom projects.
- Sending electronic mail to other users.
- Using the services for legal purposes only.
- Using polite and appropriate language.

- Using only files/accounts assigned to the user.
- Acquiring permission to send or use copyrighted material.
- Using computer equipment properly.
- Maintaining privacy by not revealing any personal address, phone numbers or information.
- Using the computer only as directed by the teacher.

We encourage you to talk with your child about the potential danger of the internet. If your child is using a social networking site with your permission (i.e., Facebook, Twitter, and Instagram), you may want to review their profile to ensure that no personal and identifiable information has been posted.

Establish rules and guidelines to ensure the safety of your child while on the internet. Some websites offer parental or family guidance for internet safety; for example, SafeKids.com, http://www.safekids.com, and Web Wise Kids, http://www.webwisekids.org, by telephone at 866WEB-WISE, or by email at webwisekids2@aol.com. The District continues to provide internet security within our schools. It is important that parents/guardians also monitor internet use at home.

VIII. Discipline

Duty Concerning Conduct of student

Every teacher in the public schools shall hold students to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. The District is implementing Positive Behavior Interventions and Supports (PBIS), and the California Education Code clearly defines instances when a student may or shall be suspended or expelled. When appropriate, Restorative Practices will be utilized as disciplinary measures and "other means of correction" as mandated.

Conduct

Students are accountable for their conduct at all times while participating in school related activities including on the way to and from school. Schoolwide expectations are reviewed with the student and parents/guardians at the beginning of the school year. Teachers/Administrators work with students regarding appropriate student behavior.

Disciplinary action may include parent/guardian conferences, student behavior contracts and other strategies to improve behavior. Suspension or expulsion may result when conduct does not improve or for a severe first offense in accordance with CA Education Codes (EC 48900-48927).

Pupils shall conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

Attendance of Suspended Child's Parent or Guardian for Portion of School Day - EC 48900.1

Parents/Guardians may be required to attend school with a student who has been suspended. Teachers may require the parent or guardian of a student who has been suspended by a teacher to attend a portion of that school day in his or her student's classroom. The attendance of the parent or guardian will be limited to the class from which the student was suspended. A written notice will be sent to the parent or guardian regarding the implementation of this requirement.

Employers are not allowed to apply sanctions against the parent or guardian for this requirement, if the parent or guardian has given reasonable notice to his/her employer.

Limitations on Imposing Suspension - EC48900.5

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49072. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

Staying after School

California law allows school personnel to detain students up to one hour after school for assistance, to make up for tardiness, for behavioral reasons, etc., providing the parents/guardian are notified. Parents/Guardians are responsible for arranging transportation home.

Student Searches

The 4th Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches of students and/or their belongings under certain limited circumstances.

Searches Based on Reasonable Suspicion

If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the student has committed, or is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student. The administrator must:

- Be able to articulate the reason for his or her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime or rule or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on reasonable suspicion is not excessively intrusive in consideration of the student's age and gender and the nature of the offense.

When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, backpacks, bags and containers in the student's possession may be searched to the extent reasonably necessary.
- Under no conditions may a body or strip search be conducted.
- Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness

Dangerous Objects & Imitation Firearms

Often students like to bring objects, such as a collector's item, to school to show their friends. Examples of these objects include, but are not limited to, laser pointers, mini baseball bats, martial arts weapons (e.g., nunchaku, throwing stars), or any other sharp, pointy objects. Students should refrain from bringing objects that have the potential to inflict serious bodily injury to others.

The school district has concerns about students bringing legal but dangerous objects on campus. The following are considered dangerous objects:

- Laser Pointer - PC 417.27; It is a crime for any student to possess a laser pointer on any elementary or secondary school premise, unless the possession is for a valid instructional or other school-related purpose.

- Imitation Firearm - PC 125550, 12556; A BB device can be considered an imitation firearm. The Penal Code makes it a criminal offense to openly display or expose any imitation firearm in a public place including public school.

- Realistic replicas of firearms, BB guns, and air pistols are also not permitted and their possession is subject to the same rules for suspension and expulsion as other firearms.

- Toy guns should never be brought to school and, depending on their similarity to a real weapon and what students do with them, may also be subject to suspension and expulsion rules at the discretion of the administration.

Restraint and Seclusion

The use of restraint and/or seclusion is prohibited except in specified situations for a limited time when there is a clear and present danger of serious physical harm to a student or others that cannot be immediately prevented by a response that is less restrictive. Restraint or seclusion will only be used as a safety measure of last resort. Parents/Guardians will be notified if restraint and/or seclusion is used. For individuals with exceptional needs, the procedures for follow-up will be implemented in compliance with the law. (EC 56026 and 56521.1) Data is submitted to the SELPA Director, and a report is sent annually to the California Department of Education. (EC 49005)

Suspension and Expulsion

A student shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the student is enrolled determines that the student has committed an action as defined pursuant to any subdivisions (a) or (r) inclusive:

Grounds for Suspension and Expulsion, EC 48900

A student shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the student is enrolled determines that the student has committed an act as defined pursuant to any of the subdivisions (a) to (r), inclusive:

a) Caused, attempted to cause, or threatened to cause physical injury to another person;
b) Willfully used force or violence upon the person of another, except in self-defense.

c) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in writing by the principal or the designee of the principal.

d) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

e) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in
f) Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

g) Committed or attempted to commit robbery or extortion.

h) Caused or attempted to cause damage to school property or private property.

i) Stolen or attempted to steal school property or private property.

j) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a student of his or her own prescription products.
k) Committed an obscene act or engaged in habitual profanity or vulgarity.
l) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a student enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a student enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
(3) Except as provided in Section 48910, a student enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(4) Except as provided in Section 48910, commencing July 1, 2024, a student enrolled in any grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(5)

a. A certificated or classified employee may refer a student to school administrators for appropriate and timely in-school interventions or support from the list of other means of correction specified in subdivisions (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).

b. A school administrator shall within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the students record to be available for access, to the extent permission under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions and supports.

ii. Knowingly received stolen school property or private property.

iii. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

iv. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

v. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.

vi. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

vii. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

viii. Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

a. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

a. Placing a reasonable student or students in fear of harm to that student's or those students' person or property.

b. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

ix. Causing a reasonable student to experience substantial interference with his or her academic performance.

a. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

b. "Electronic act" means the creation **or** transmission originated on or off the school site, by means of an electronic device, included, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

x. A message, text, sound, video or image.

xi. A post on a social network internet website, including, but not limited to:

xii. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

xiii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

xiv. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

1. An act of cyber sexual bullying.

xv. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

xvi. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

xvii. Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

"Reasonable student" means a student, including, but not limited to, an exceptional needs student, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

xviii. A student shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district.

xix. A student may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

a. While on school grounds.
b. While going to or coming from school.
c. During the lunch period whether on or off the campus.
d. During, or while going to or coming from, a school sponsored activity.

xx. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a student who has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

xxi. As used in the section, "school property" includes, but is not limited to electronic files and databases.

For a student subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the student's misbehavior as specified in Section 48900.5.

1. It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a student who is truant, tardy, or otherwise absent from school activities.
2. It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma informed practices, social and emotional learning, and schoolwide positive behaviors interventions and support, may be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

EC 48900.2 — Sexual Harassment

In addition to the reasons specified in Section 48900, a student may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to students enrolled in kindergarten and grades 1 to 3, inclusive.

EC 48900.3 — Hate Violence

In addition to the reasons set forth in Sections 48900 and 48900.2, a student in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

EC 48900.4 — Harassment, Threats or Intimidation

In addition to the grounds specified in Sections 48900 and 48900.2, the student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.

EC 48900.5 — Limitations on Imposing Suspension

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the student's record, which may be accessed pursuant to Section 49069. However, a student, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the student violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the student's presence causes a danger to persons.

EC 48900.7 — Terroristic Threats

In addition to the reasons specified in Sections 48900, 48900.2, 48900.3 and 48900.4, a student may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has made terroristic threats against school officials or school property, or both.

For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on the face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

EC 48915, 48916.1, 48926 Student Discipline — Circumstances for Recommending Expulsion

a. Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a student for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of a knife or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:

    a. The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

    b. The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.

4. Robbery or extortion.

5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

6. If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the student does not lose instruction time.

7. Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a student expelled upon finding that the student committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

a. Other means of correction are not feasible or have repeatedly failed to bring out proper conduct.
b. Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

2. The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a student that he or she determines has committed any of the following acts at a school or at a school activity off school grounds:

a. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if possessing an imitation firearm, as defined in subdivision (m) of Section 48900, in not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.

b. Brandishing a knife at another person.

c. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

d. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

e. The governing board shall order a student expelled upon finding that the student committed an act listed in subdivision (c), and shall refer that student to a program of study that meets all of the following conditions:

1. Is appropriately prepared to accommodate students who exhibit discipline problems.
2. Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
3. Is not housed at the school site attended by the student at the time of suspension.

4. Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a student expelled upon finding that the student, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4 and either of the following:

    a) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
    b) That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The governing board shall refer a student who has been expelled pursuant to subdivision (b) or to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to the student expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the student may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

h. As used in the section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into pace, or a razor with an unguarded blade.

i. As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

Student Discipline: Expulsions: Procedures – EC 48916, 48916.1, & 48926

Expulsion Process and Procedures Expulsion is the most serious level of school discipline and may occur when a student commits certain violations of state law or district policy.

According to AB 1230, LEAs are to adopt rules and regulations establishing procedures for the filing and processing of requests for readmission, the required review of expelled students for readmission, and the transition process for readmitted students.

If a student is recommended for expulsion:

- The student and parent/guardian will receive written notice of an expulsion hearing.
- The notice will include the date, time, and location of the hearing, as well as the reason the expulsion is being recommended.
- At the hearing, the student has the right to:
- Be represented by a parent/guardian, advocate, or attorney
- Review the evidence presented by the district
- Present witnesses or evidence on the student's behalf

After the hearing, the governing board or administrative panel will determine whether the student will be expelled.

Educational Placement After Expulsion

If a student is expelled, they still have the right to continue their education. The district must ensure that an educational placement is provided to expelled students no later than three (3) school days after the issuance of the expulsion order. Possible educational placements may include: a district alternative education program, a community day school, a county office of education program, or another program designed to serve students who have been expelled. These programs provide academic instruction and support while students are serving the expulsion term.

Length of the Expulsion Term and Possible Extension

In many cases, an expulsion term may last up to one year. If, upon assessment, the student has not met the conditions of the rehabilitation plan, the governing board may grant one extension of the expulsion period (i.e., one semester). The district will continue to support and review the students' progress during the extension period to determine the student's readiness for readmission.

Individual Rehabilitation Plan

Students who are expelled will receive an individualized rehabilitation plan outlining the steps the student must take to be considered for readmission to school.

The expelling district must ensure that the rehabilitation plan includes a periodic review and an assessment for readmission (45 days before the end of the expulsion term), is tailored to the individual student's needs, and specifically addresses the behavior that led to the expulsion. The plan may be developed in consultation with school personnel who have knowledge or special expertise regarding the student's unique needs.

The governing board will assist the student and parent/guardian in locating accessible opportunities and services necessary for the successful completion of the rehabilitation plan. The governing board cannot require students or parents/guardians to pay for any costs or services deemed necessary to complete the rehabilitation plan.

The conditions of the rehabilitation plan may include:

- Regular attendance in the assigned educational program
- Participation in academic tutoring
- Demonstrating academic progress
- Participation in counseling or behavioral support services
- Completion of community service, job training, or other rehabilitative programs
- Participation in programs related to the behavior that led to the expulsion
- Other appropriate requirements determined by the district

The rehabilitation plan will be provided in writing to the student and the parent/guardian, along with the district's governing board-approved expulsion order.

Readmission Review Procedures

An assessment of the student's progress toward completion of the rehabilitation plan will be conducted 45 days before the end of the expulsion term to determine whether the student will be readmitted to the district. A student cannot be denied readmission because of financial or transportation barriers or a lack of viable opportunities to complete the plan. Upon a student's readmission, the governing board shall ensure that there is a procedure for the successful transition of readmitted students.

The governing board must readmit the student unless it finds that:

(1) the student has not substantially met the plan despite having access to necessary resources and opportunities, or

(2) the student continues to exhibit the behaviors that led to expulsion or commits new expellable acts.

If the student is denied readmission, the governing board is to provide the expelled student and the parent/guardian with written notice describing the reasons for denying the student readmittance into the regular school district program.

This notice also includes the educational program in which the student is to be enrolled until the next readmission review and assessment (i.e., 45 days before the end of the expulsion term)

Student Suspension and Expulsion – EC 35291, 48900, 48900.5, 48925, 48911, 49069.7 and Mandatory Expulsion Violations – EC 48915

Suspension is the removal of a student from ongoing instruction for adjustment purposes. For all students, a single suspension may not be issued for more than five (5) consecutive school days. Expulsion is the removal of a student from: (1) the immediate supervision and control, or (2) the general supervision of school personnel. In general, other means of correction must be used prior to suspension except in specific circumstances.
Suspension, including supervised suspension (such as in-school suspension and class suspension) shall be imposed only when other means of correction have failed to bring about proper conduct and/or safety is at risk. Other means of correction used should be documented and kept in the student's discipline file, available to access.

A teacher may suspend a student from class for any of the acts enumerated in EC Section 48900, except for misconduct of willful defiance as described in EC Section 48900 (k)(1). More information regarding class suspension by teacher is available at on www.cde.ca.gov.
A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined (a) to (r), inclusive:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except in self-defense.
c) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
d) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
e) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

f) Committed or attempted to commit robbery or extortion.

g) Caused or attempted to cause damage to school property or private property.

h) Stole or attempted to steal school property or private property.

i) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.

j) Committed an obscene act or engaged in habitual profanity or vulgarity.

k) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029. 107

(A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).

(B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

1) Knowingly received stolen school property or private property.
2) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
3) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

4) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
5) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
6) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events. (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

I. A message, text, sound, video, or image.
II. A post on a social network internet website, including, but not limited to:

a. Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
c. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
d. An act of cyber sexual bullying.

e. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

f. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

g. Notwithstanding paragraph (1) and subparagraph , an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

h. "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

i. A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

j. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

k. As used in this section, "school property" includes, but is not limited to, electronic files and databases. For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

l. It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

m. It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Prior to a suspension from school, the principal/designee will have an informal conference with the student where the student will be informed of the reason for disciplinary action, including other means of correction that were attempted before the suspension, and the evidence as well as the 109 -110 opportunities to present their version and evidence. If the school determines there is an emergency situation defined as a situation that constitutes a clear and present danger to the life, safety, or health of students or school personnel, the informal conference is not required.

Expulsion Recommendations

The principal or the superintendent of schools shall recommend the expulsion of a student for any of the following acts committed at a school or at a school activity off school grounds, unless the principal or the superintendent of schools determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1) Causing serious physical injury to another person, except in self-defense;
2) Possession of any knife or other dangerous object of no reasonable use to the student;
3) Unlawful possession of any controlled substance, except for either of the following:

• The first offense for the possession of not more than one (1) avoirdupois ounce of marijuana, other than concentrated cannabis;

• The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.

1) Robbery or extortion;
2) Assault or battery upon any school employee.

Mandatory Expulsion Violations

The principal or superintendent of schools shall immediately suspend and shall recommend expulsion of a student that they determine has committed any of the following acts at school or at a school activity off school grounds: 1. Possessing, selling, or furnishing a firearm; 2. Brandishing a knife at another person; 3. Unlawfully selling a controlled substance; 4. Committing or attempting to commit a sexual assault or committing a sexual battery; 5. Possession of an explosive. The principal or superintendent of schools may recommend expulsion for the remaining grounds.
For more information regarding student discipline, please contact: Michelle Barries, Asst. Superintendent of Student Support Services, 661-294-5300, ext. 5147.

IX. Health Services

Wellness Policy

Saugus Union School District is committed to providing a school environment that enhances learning and development of lifelong wellness practices.

Wellness Goals:

1. Child Nutrition Programs comply with federal, state and local requirements and are available to all students.
2. Sequential and interdisciplinary nutrition education is provided and promoted.
3. Patterns of meaningful physical activity connect to students' lives outside physical education.
4. All school-based activities are consistent with wellness policy goals.
5. All foods and beverages sold on campus (including vending, a la carte, student stores, and fundraising) during the school day are consistent with the current dietary guidelines.
6. All foods made available on campus adhere to food safety and sanitation guidelines.
7. The school environment is safe, comfortable, pleasing, and allows ample time and space for eating meals.
8. Sweet foods are not used as a reward.
9. Physical activities are not used as a punishment.

Immunizations - HSC 120325, 120335, 120338, 120365, 120370, and 120375

Saugus Union School District believes in the health and safety of every student. Students in the state are advised to adhere to current immunizations guidelines as recommended by the Advisory committee on Immunization Practices (ACIP) and the federal Centers for Disease Control and Prevention (CDC). Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. Beginning January 1, 2016, parents of students in any school will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools.

The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the vaccine preventable communicable diseases indicated below.

Students are prohibited from attending school until the immunization requirements are met unless they have a medical exemption. All new students, in transitional kindergarten through grade 6 must provide proof of polio, diphtheria, pertussis, tetanus, measles, mumps, rubella, hepatitis B, and varicella immunizations. Information regarding free- or low-cost immunizations for children is available from the school health office staff or a District Nurse.

Starting January 1, 2021, all new medical exemptions for school and child care entry must be issued through CAIR-ME. Parents and physicians can register and create an account in CAIR-ME to request a medical exemption. Parents take the exemption request number to their child's physician who can log in to CAIR-ME to issue the exemption. Once the exemption is issued, the physician prints the two-page form and provides a copy to the parents to give to their child's school or child care facility. Please contact your child's school for more information.

The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The district may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

The American Academy of Pediatrics, and the American Academy of Family Physicians, recommend full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school. Per HSC 120336, "HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks".

Tuberculosis (TB) - HSC 121475-121520

To ensure a healthy school environment, California law requires all students entering school for the first time- or transferring from outside the county- to undergo a tuberculosis risk assessment. Take the Pediatric TB Risk Assessment Form, included in the registration packet, to the student's healthcare provider.

The provider must complete the form up to one year prior to registration or up to 90 days after the student starts school. If the student's provider is unable to complete the risk assessment within the time frame, please reach out to CONTACT NAME and INFORMATION for additional assistance in the completion of the pediatric risk assessment. Actual TB testing (skin or blood test) is only required if the provider identifies specific risk factors during this screening.

Return the completed form to the student's school site. If you do not have insurance, you may complete the risk assessment at one of the Department of Public Health walk-in sites or visit a low-or no-cost community clinics.

Health Care Coverage – EC 49452.9

Your child and family may be eligible for free or low-cost health coverage. For low-cost or no-cost health services, please contact a District Nurse, or call the Los Angeles County Department of Health Services at 800-427-8700. For information about health care coverage options and enrollment assistance, go to www.CoveredCA.com.

Feminine Hygiene Products – EC 35292.6

Public schools with grades 6-12, shall stock the school's restrooms, in compliance with AB 367, with feminine hygiene products. Products are also available in the health office.

Oral Health Assessment - EC 49452.8 (K-8)

A record of a dental assessment done by a dental professional is required for all transitional kinder, kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year. Oral Health Assessment forms, as well as waivers, are available in the school office or on the district website. (Departments >Student Support Services > Health Services > Forms & Resources.)

Vision and Hearing Screenings - EC 49455

The district provides vision and hearing screenings to students in TK/K, 2nd and 5th grades and on a referral basis. Parents/Guardians are notified when a student does not pass, so that parents/guardians can follow-up with their health care provider when needed. As of January 1, 2015, vision screening will include both far and near vision. Parents/Guardians may waive the vision screening by providing a letter, report or certification from a physician, surgeon or physician assistant, including the results of a determination of the child's vision including visual acuity and color vision.

Physical Examinations - EC 49451; 20USC 1232h

A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the student. However, whenever there is good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

Illness and Emergencies

School personnel may not diagnose illness or injury. Injured or ill students must be picked-up from school by an adult who is authorized on the student's emergency card.

Lice

Head lice infestations among students require treatment but do not pose a risk of transmitting disease. Early detection and treatment minimize disruption to the educational program and reduce student absences.

All suspected cases of head lice shall be reported to the school health office staff. The parent of the student will be notified and given information about the treatment of head lice. The student shall be allowed to stay in school until the end of the day, however, parents may choose to pick up the student early from school to begin treatment.

The student will be checked upon return to school the next day and allowed to remain in school if no active head lice are detected. When one or more students in a class are infested with head lice, parents and guardians of students in that class will be notified and provided with information about the detection and treatment of head lice. The privacy of students will be maintained at all times.

Allergies, Asthma and Medications

Many of our students have allergies to environmental, food or airborne allergens. As a result, students, staff, parents/guardians and volunteers are asked to refrain from using products with a strong scent that could adversely affect others. This includes using cleaning products to maintain school property and wearing personal care products such as perfume, cologne, sprays, after shave, lotion and oils. Should your child require medication at school, or extra support due to food allergies, please contact the health office at your school site.

Medication at School

The parent or legal guardian of any student taking medication on a regular basis must inform the school nurse of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with school personnel regarding the possible side effects of the medication on the student. Any student who is required to take medication during the school day must have the medication prescribed by an authorized health care provider, as well as authorized by the parent or legal guardian. The order must include the name of the student, the name of the medication, the dose, timeframe and route of administration. (Orders are good for one year and medications cannot be given if they, or their orders, have expired.)

If the medication is over the counter or non-prescription medication (e.g. Tylenol, vitamins, topical ointments, etc.), an authorization form must still be completed by both physician and parent or legal guardian. All medications must be kept in the health office and administered by school staff.

Students may self-carry and self-administer auto- injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount, and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting that the student self- administer. (All requests must be approved by the school nurse prior to use.) Sunscreen EC 35183.5 does not require medical authorization, but must be kept and applied in the health office. Cough drops must also be kept in the health office. If a child brings medication to school, it will be taken from them, sent to the office, and a parent/guardian will be called to pick it up. Medication may not be sent home with a student. Please contact the school health office if you have any questions or to request a medication authorization form. Forms are also available on the SUSD website (Departments > Student Support Services > Health Services > Forms & Resources).

Emergency Treatment for Anaphylaxis - EC 49414

EC 49414 requires school districts to provide epinephrine auto- injectors to school nurses and trained personnel and authorizes them to use epinephrine auto- injectors for any student who may be experiencing anaphylaxis, regardless of known history. Emergency epinephrine auto-injectors must be stored in an accessible location along with a copy of written training material upon need for emergency use. Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur.

Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student or adult who may be experiencing anaphylaxis, regardless of known history.

Medical or Hospital Services

The district does not provide or make available medical and hospital services for students who are injured in accidents related to school activity or attendance.

Student Accident Insurance

All parents/guardians are encouraged to purchase voluntary low-cost student accident insurance or have their child covered by private insurance. The District does not provide medical insurance for students who are injured at school. It is important to know that the school provides first aid and minor injury care only.

When children hurt themselves at school, parents/guardians are responsible for any related medical bills. More information on student insurance programs can be obtained at http://myers-stevens.com/ or by calling 800-827-4695.

Injured Students

Although safety is a priority in our district, accidents can still happen. Our health offices are well prepared to provide emergency first aid should a student become injured during the course of the school day. If the injury requires more than a bandage, our office staff is instructed to contact parents/guardians immediately and complete injury reports. Emergency Medical Services will be contacted should the injury/illness be serious in nature. A student returning to school with casts, crutches, brace(s), or a wheelchair must have a health care provider's written notice of any restrictions or necessary accommodations. The student must comply with any safety procedures required by the school administration and health services personnel. A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by the health care provider to attend school, including any recommendations regarding physical activity. Sample forms for re-entry to school are available on the District website (Departments > Student Support Services > Health Services > Forms & Resources).

Use of Sunscreen

Sunscreen may be used by students, during the school day, without a physician's note or prescription. Procedures are available at your school site.

Acute Respiratory Illness Information and Guidelines

To better prepare for flu season, it is important that parents have the necessary information in order to identify signs and symptoms and help prevent the spread of flu and other respiratory illnesses, such as COVID-19 and RSV, in our schools. (Acute Respiratory Illnesses can occur at any time of the year, but increase in frequency and severity in the Fall and Winter months).

Symptoms of Acute Respiratory Illness include cough, stuffy/runny nose and/or sneezing. Children should stay home if their symptoms are accompanied by a fever or if they have significant nasal discharge. They may come to school if their symptoms are mild. Public Health recommends wearing a mask indoors while around others.

The experts recommend the following prevention measures:

- Practice good hand hygiene by washing your hands often with soap and water or using hand sanitizer.
- Cover your mouth and nose with a tissue when you cough or sneeze, or cough/sneeze into your elbow or shoulder, not into your hands
- Stay home if you are sick and return to school once you have been fever free for at least 24 hours without the use of fever-reducing medicine, and you're feeling better.
- Get your family vaccinated for seasonal flu and/or other vaccines recommended by your healthcare provider once available.

The Saugus Union School District strongly encourages students and staff to stay home when sick and unable to participate meaningfully in routine activities. No doctor's note will be required for readmission after a case of the flu; however, a note is required for hospitalization.

During the school year, should your child become ill at school (exhibits flu-like symptoms), they will be separated from our healthy students until a parent or other responsible adult arrives to pick him/her up. Children will not be permitted to stay in school or be readmitted if their temperature is at or above 100.4 degrees F. The Public Health Department guidelines state that they may not return to school until they are fever free for 24 hours without medication. All staff and students are encouraged to wash their hands frequently throughout the school day. Those classrooms without immediate/easy access to soap and water will be provided a non-toxic hand sanitizer so that proper hygiene practices are used while at school. Additional disease prevention strategies to reduce the risk and limit transmission of illness at school include well-ventilated classrooms, attention to cleaning and disinfection, and the availability of masks for those who request them. Feel free to contact school personnel or a District Nurse with any concerns or questions regarding this information.

Outdoor Weather Activity and Heat Index Guidelines

Specific procedures will be enacted whenever the "heat index" reaches 90 degrees F or higher. The heat index is the "feels like" or effective temperature. As relative humidity increases, the air seems warmer because the body is less able to cool itself via evaporation of perspiration. As the heat index rises, so do the potential health risks, especially to those students who are medically fragile. The District is committed to protecting the health and safety of our students and as a result, may limit or revise certain activities for physical education and other outdoor programs before, during or after school, based on the calculated heat index for that day. More information about our policy is available at the school office.

Administration of Epilepsy Medication

If a student with epilepsy has been prescribed an emergency antiseizure medication by his or her health care provider, the medication may be administered by a licensed nurse or unlicensed trained volunteer.

The training in the administration of an emergency antiseizure medication is provided in the event that the student suffers a seizure when a nurse is not available.

X. California Healthy Youth Act

Excuse from Health Instruction and Family Life and Sex Education Due to Religious Beliefs

Whenever any part of the instruction in health, family life education, and sex education conflicts with the religious training and beliefs of the parent or guardian of any student, the student, on written request of the parent or guardian, shall be excused from the part of the training which conflicts with such religious training and beliefs. As used in this section, "religious training and beliefs" includes personal moral convictions.

XI. Parental Rights

Parent/Student Rights

The parents/guardians of students enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children, as follows:

1. Within a reasonable period of time after making the request, to observe their child's classroom(s).
2. Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.
3. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, provide assistance in the classroom with the approval, and under the direct supervision, of the teacher.
4. To be notified on a timely basis if their child is absent from school without permission.
5. To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of their child's school on standardized statewide tests.

6. To request a particular school for their child, and to receive a response from the school district.

7. To have a school environment for their child that is safe and supportive of learning.

8. To examine the curriculum materials of their class(es).

9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.

10. To have access to the school records of their child.

11. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.

12. To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.

13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.

14. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team.

15. To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.

16. To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

Student's Rights to Refrain from the Harmful or Destructive Use of Animals

Any student with a moral objection to dissection or otherwise harming or destroying animals shall notify his or her teacher regarding this objection and must be substantiated by a note from the student's parent or guardian. Upon notification a comparable, alternative education project shall be provided.

Directory Information - EC 49073

Directory Information can include the student's name, address, telephone number, email address, date and place of birth, honors and awards, dates of attendance, grade level, participation in officially recognized activities and sports, weight and height of athletic team members, degrees, honors, and awards received.

Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian submits a written notice to the school to deny access to his/her pupil's directory information

No information may be released to private profit-making entities, other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines and radio and television stations. Directory information does not include social security number, student identification number, place of birth, citizenship status, immigration status or any other information indicating national origin and such information will not be released without parental consent or court order. Directory information regarding a pupil identified as experiencing homelessness shall not be released, unless a parent, or eligible pupil, has provided written consent that directory information may be released.

The parent of a student experiencing homelessness must opt-in for the student's information to be shared. Exception to this practice: A student experiencing homelessness may be automatically included in directory information only to facilitate free oral and vision health screenings. If a parent, guardian or unaccompanied youth is not interested in their student's information being shared for free oral and vision health screening, the parent, guardian or unaccompanied youth must provide written notification that they do not consent to this release.

The Governing Board recognizes the importance of maintaining the confidentiality of directory information and releases such information only in accordance with law, board policy and administrative regulation. This includes information that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes one or more of the following items: such as name, date of birth, address, email address, telephone number, height and weight, dates of attendance, awards received and most recent public or private school attended by the student.

Pupil Records Obtained from Social Media – EC 49073.6

Other than the school newspaper and yearbook, the school may gather information in the form of video, photograph, blog, texts, and emails, to maintain school and student safety. All social media information gathered will be destroyed within one year after the student turns 18 years old or one year after the student is no longer enrolled, whichever comes first.

Student Records

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The types of records and information contained therein which are directly related to students and maintained by the institution.

2. The position of the official responsible for the maintenance of each type of record.

3. The location of all official student records if not centrally located and the availability of qualified certificated personnel to interpret records, if requested.

4. The location of the log or records required to be maintained pursuant to Section 49064.

5. The criteria to be used by the district in defining "school officials and employees" and in determining "legitimate educational interest" as used in Section 49064 and paragraph (1) of subdivision (a) of Section 49076.

6. The policies of the instruction for reviewing and expunging those records.

7. The right of the parent to access student records.

8. The procedures for challenging the content of student records.

9. The cost if any which will be charged to the parent for reproducing copies of records.

10. The categories of information which the institution has designated as directory information pursuant to Section 49073.

11. The right of the parent to file a complaint with the United States Department of Education, Family Policy Compliance Office, concerning an alleged failure by the district to comply with the provisions of FERPA.

12. The availability of the prospectus prepared pursuant to Section 49091.14.

A cumulative record, whether recorded by handwriting, print tapes, film, microfilm or other means, must be maintained on the history of a student's development and educational progress. The District will protect the privacy of such records. Parents/Guardians have the right to 1) inspect and review the student's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records.

School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, the District shall disclose educational records without parental consent.

Parents' request to access their student's educational records must be submitted in a written form to the Principal and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of student records are available to parents for a fee of 3 cents per page.

Any challenge to school records must be submitted in writing to the Assistant Superintendent of Student Support Services, who is the custodian of records. A parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the student. Parents have the right to file complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting and receiving information from the cumulative record and the legitimate interest of the requester (EC 49064.) Only if a court order is provided, will any student information be disseminated, attached or provided to federal officials. The court order must indicate prior approval of the presiding judge of the juvenile court. (WIC 831)

Social Security Number – EC 49076.7

Pupils and their parents or guardians should not be asked to provide their social security numbers or the last four digits of the social security numbers unless required by state or federal law. If a form is requesting that you provide a social security number or the last four digits of the social security number for you and/or your child and it does not specify the state or federal law that requires this information, ask the school administrator for more information before providing it.

District's Participation in LEA Medi-Cal Billing

The District, in cooperation with the California Department of Health Care Services (DHCS) and the California Department of Education (CDE), participates in a program that allows the district to be reimbursed with federal Medicaid dollars for select health services provided to Medi-Cal eligible students at school. The program greatly benefits the district and our families – all reimbursements the school receives are required to be incorporated back into the health and social services programs for our students; they also help to offset the costs the district incurs providing these services.

In order for the district to receive reimbursement for these services, we must obtain your consent to release select education records to the Department of Health Care Services (DHCS), and we must obtain your consent to access public benefits if your child is enrolled in Medi-Cal. The requirements for parental consent are outlined in the Individuals with Disabilities Education Act (IDEA) 34 CFR 300.154, and Family Educational Rights and Privacy Act (FERPA) 34 CFR Part 99.

Regardless of your response, students will not be denied services they require to attend school and the district will never bill you for services provided as a result of your consent or non-consent. Further, while Medi-Cal is reimbursing the district for select health services, your Medi-Cal benefits should not be impacted.

We participate in this program in an effort to obtain federal funding for the Medi-Cal reimbursable health services already being performed at school and then use this funding to expand services for all students. We discuss parental consent with all of our families so that if your child is, or may ever become, eligible for Medi-Cal, your consent allows the district, in a confidential manner, to submit eligible services for reimbursement. This means that even if your student is not enrolled in Medi-Cal, your consent (or non-consent) is still needed.

Medical Records Sharing

A school district planning to provide information from students' medical records to an immunization system is required to inform students or parents/guardians of the following:

1. Medical information may be shared with local health departments and the State Department of Health Services.
2. The name and address of the State Department of Health Services or of the immunization registry with which the school will share information.
3. Information shared with local health departments and the State Department of Health Services will be treated as confidential and will only be used to share with each other, and, upon request, with health care providers, schools, child development facilities, family child care homes, WIC service providers, county welfare departments, foster care agencies, and health care plans.
4. The providers, agencies, and institutions will, in turn, treat the shared information as confidential, and shall use it only as specified.
5. The student or parent or guardian has the right to examine any immunization-related information shared in this manner and to correct any errors in it.
6. The student or the parent or guardian may refuse to allow this information to be shared in the manner described, or to receive immunization reminder notifications at any time, or both.
7. After refusal, a physician may maintain access to this information for the purposes of patient care or protecting the public health. After refusal, the local health department and the State Department of Health Services may maintain access to this information for the purpose of protecting the public's health.

Note: Students or parents/guardians may refuse to permit record sharing. Notification may be provided by ordinary mail and must include reasonable means for refusal, such as return form or contact telephone number.

For the most current information on parental/guardian notifications, as per our Board Policies, please visit our website Saugus Parental/Guardian Notifications.

XII. Due Process/Protection/Complaints

The Saugus Union School District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

The District assures that lack of English language skills will not be a barrier to admission of participation in District programs. Complaints of unlawful discrimination are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form or additional information, contact Assistant Superintendent of Human Resources, 661-294-5300, Ext. 5133.

Uniform Complaint Procedures (BP 1312.3)

The Board of Education recognizes that the district has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations governing educational programs, activities, and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's Uniform Complaint Procedures (UCP).

Programs and activities subject to Uniform Complaint Procedures:

- Accommodations for pregnant and parenting students
- Adult education programs
- After School Education and Safety programs
- Agricultural career technical education
- Career technical and technical education and career technical and technical training programs
- Child care and development programs
- Compensatory education
- Consolidated categorical aid programs
- Course periods without educational content

- Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, physical or mental disability, medical condition, or genetic information; any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55; or based on the person's association with a person or group with one or more of these actual or perceived characteristics
- Educational and graduation requirements for students in foster care, students experiencing homelessness, students from military families, students formerly in a juvenile court school, students who are migratory, and newcomer students
- Every Student Succeeds Act
- Local control and accountability plan
- Migrant education
- Physical education instructional minutes
- Student fees
- Reasonable accommodations to a lactating student
- Regional occupational centers and programs
- School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding
- School site councils as required for the consolidated application for specified federal and/or state categorical funding
- State preschool programs
- State preschool health and safety issues in license-exempt programs
- Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
- Any other state or federal educational program the SPI or designee deems appropriate

Filing a Complaint

UCP complaints, except those alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than six months from the date the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct.

For complaints relating to Local control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by the District.

A student enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school, or the superintendent or designee.

A pupil fee complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

UCP complaints will be investigated in accordance with the District's USP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless the time period is extended by written agreement of the complainant.

The complainant has a right to appeal the District's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the District's decision, within 30 calendar days of receiving the District's decision.

Copies of our UCP procedures shall be available free of charge and can be found at (add link)

Civil Law Remedies

A complainant may pursue available civil law remedies outside the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Compliance Officer

The compliance officer is knowledgeable about the laws and programs that they are assigned to investigate. For more information or to file a complaint, please contact:

Saugus Union School District
Dr. Jennifer Stevenson, Assistant Superintendent Human Resources
(661) 294-5300, Ext. 5133., jstevenson@saugususd.org/ Williams Uniform Complaint Procedure

Williams uniform complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of students, and teacher vacancy or mis-assignment may be filed anonymously. Schools shall have a complaint form available for these types of complaints. Every school must provide sufficient textbooks and instructional materials. Every student, including English Learners, must have textbooks or instructional materials, or both, to use at home or after school. School facilities must be clean, safe, and maintained in good repair.

There should be no teacher vacancies or mis-assignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at Saugus Union School District Office. Parents, students, teachers, or any member of the public may submit a complaint regarding these issues. However it is highly encouraged that individuals express their concerns to the school principal before completing the complaint forms to allow the school to respond to these concerns.

XIII. Santa Clarita Valley SELPA

The Santa Clarita Valley Special Education Local Plan Area (SELPA) provides services and coordination for families and students with disabilities ages 0-22 throughout the Santa Clarita Valley. The five (5) school districts of Santa Clarita Valley (Castaic Union School District, Newhall School District, Saugus Union School District, Sulphur Springs Union School District, and Wm. S. Hart Union High School District) work in collaboration to provide special education and related services for eligible students. Some of our services include:

- Community outreach and child find activities
- Training and staff development
- Information and referral
- Funding and compliance
- Interagency coordination
- Family support

Special Education Community Advisory Committee (CAC)

The Santa Clarita Valley Special Education CAC is comprised of volunteer parents, educators, and other interested community members who want to make a difference in the education of all children and believes that every child has the right to fulfill their potential with dignity, hope, and opportunity. The CAC is committed to ensuring:

- Quality education for all children
- Empowering parents through education and advocacy
- Access to resources and information
- Collaboration between parents and school

There are several CAC parent workshops throughout the school year which are all listed on the SELPA website at: scvselpa.org. The SELPA offers free childcare and interpreter services at all CAC events. To arrange for childcare or interpreting services please contact the SELPA Office directly at: 661-259-0033, ext. 742.

The SELPA website also contains additional information on special education and community resources, please visit us at: scvselpa.org

Appendix A

Grade Level Standards for Transitional Kindergarten

The California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) provide a comprehensive framework for early childhood education, focusing on the developmental milestones of children aged three to five and a half. These foundations are designed to guide educators in fostering inclusive, high-quality learning environments.

1. Approaches to Learning
    - Demonstrates curiosity and eagerness to learn. Shows persistence in completing tasks.
    - Regulates attention, emotions, and behavior.
    - Uses problem-solving strategies.
2. Social and Emotional Development
    - Recognizes and labels personal emotions.
    - Manages impulses and emotions appropriately.
    - Understands and responds to others' emotions.
    - Forms positive relationships with peers and adults.
    - Makes responsible choices based on social understanding.
3. Language and Literacy Development
    - Foundational Language Development (FLD):

- Attends and responds to spoken language.
- Expresses thoughts clearly in the home language.
- Uses a growing vocabulary.
- Begins to understand and apply grammatical rules.

English Language Development (ELD):

- Understands and responds to spoken English.
- Uses English to communicate needs and ideas.
- Demonstrates early reading skills (e.g., letter recognition).
- Attempts to write letters, names, or words.

4. Mathematics

- Recognizes and names numbers.
- Counts objects with one-to-one correspondence.
- Compares sizes, weights, and lengths.
- Identifies, extends, and creates patterns.
- Names and describes shapes and spatial positions.
- Uses reasoning to solve simple problems.

5. Science

- Asks questions and explores objects and phenomena.
- Identifies living and non-living things.
- Observes weather, rocks, and other natural elements.
- Describes and tests properties of materials (e.g., solids vs. liquids).
- Records and discusses observations and findings.

6. Physical Development

    - Runs, jumps, climbs, and balances with control.
    - Uses hands for tasks like drawing, writing, and using tools.
    - Demonstrates awareness of body in space.
    - Participates in active play and structured physical activity.
    - Follows routines for health and safety (e.g., washing hands).

7. Health

    - Practices personal hygiene independently.
    - Identifies healthy foods and understands their benefits.
    - Understands basic safety rules (e.g., looking before crossing).
    - Engages in regular physical activity.
    - Identifies and expresses feelings in healthy ways.

8. History-Social Science

    - Talks about self, family, and traditions.
    - Identifies community helpers and their roles.
    - Recognizes and respects different cultures.
    - Understands sequences (e.g., daily routines, life events).
    - Learns about fairness, rules, and community participation.

9. Visual and Performing Arts

- Creates art using a variety of materials.
- Participates in music activities (singing, rhythm).
- Expresses ideas through movement and dance.
- Engages in dramatic play and storytelling.
- Uses the arts to communicate emotions and experiences.

Grade Level Standards for Kindergarten

Language Arts

Reading for Literature

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings and major events in a story.
- Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.)
- Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text.).
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- (Not applicable to literature.)
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- Actively engage in group reading activities with purpose and understanding.
- Activate prior knowledge related to the information and events in texts.
- Use illustrations and context to make predictions about text.

Reading for Information

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.)
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- Actively engage in group reading activities with purpose and understanding.
- Activate prior knowledge related to the information and events in texts.
- Use illustrations and context to make predictions about text.

Foundational Skills

- Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
    - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.)

- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Blend two to three phonemes into recognizable words.
- Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (Identify which letters represent the major vowels [Aa, Ee, Ii, Oo, Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in grade 1 phonic standards.)
- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- Read emergent-reader texts with purpose and understanding.

Writing

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

(Begins in grade 2)

- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Understand and follow one- and two-step oral directions.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- (Begins in grade 2)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, less) as a clue to the meaning of an unknown word.
- With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Mathematics

Counting and Cardinality

- Count to 100 by ones and by tens.
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- Understand the relationship between numbers and quantities; connect counting to cardinality.
- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- Understand that the last number name said, tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- Understand that each successive number name refers to a quantity that is one larger.
- Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

- Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
- For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- Fluently add and subtract within 5.

Number & Operations in Base Ten

- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement & Data

- Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry

- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- Correctly name shapes regardless of their orientations or overall size.
- Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
- Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts

(e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

Social Studies

- Understands responsibilities, rules, and cooperation at school
- Develops a sense of self and family
- Understands (learns) the symbols and traditions of the United States
- Understands the role of various workers within the community
- Compares and contrasts people and places
- Appreciates cultural diversity

Science

- Recognizes the physical differences between objects as to shape, size, and weight
- Understands that different types of plants and animals inhabit the earth
- Understands that the earth is composed of land, air, and water
- Learns to observe, investigate, question, experiment, and explore

Grade Level Standards for First Grade

Language Arts

Reading for Literature

- Ask and answer questions about key details in a text.
  - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

(See grade 1 Language standards 4-6 for additional expectations.)

- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.
- With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- Activate prior knowledge related to the information and events in texts.
- Confirm predictions about what will happen next in a text.

Reading for Information

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 for additional expectations.)
- Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
    - With prompting and support, read informational texts appropriately complex for grade 1.
    - Activate prior knowledge related to the information and events in texts.

- Confirm predictions about what will happen next in a text.

Foundational Skills

- Demonstrate understanding of the organization and basic features of print.
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- Give, restate, and follow simple two-step directions.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Memorize and recite poems, rhymes, and songs with expression.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- Use determiners (e.g., articles, demonstratives).
- Use frequently occurring prepositions (e.g., during, beyond, toward).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use frequently occurring affixes as a clue to the meaning of a word.
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Mathematics

Operations & Algebraic Thinking

- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

- Apply properties of operations as strategies to add and subtract.[2] Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)

- Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.

- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ - 3, 6 + 6 = _.

Number & Operations in Base Ten

- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- 10 can be thought of as a bundle of ten ones — called a "ten."
- The numbers from 11 to 19 are composed of ten and one, two, three, four, five, six, seven, eight, or nine ones.
- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measurement & Data

- Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
- Tell and write time in hours and half-hours using analog and digital clocks.

- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry

- Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus nondefining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
- Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

History/Social Sciences

- Identifies rights and responsibilities of being a good citizen
- Recognizes maps and globes as representations of the earth
- Describes how location, weather, and physical environments affect the way people live
- Knows and understands the symbols and traditions of the U.S.
- Compares and contrasts life, past and present, around the world and recognize that things change over time
- Understands basic economic concepts of the goods and services that people need
- Learns to appreciate cultural diversity

Science/Health

- Understands that materials come in different forms: solids, liquids, and gasses
- Plants and animals meet their needs in different ways
- Understands that weather can be observed, measured, and described

- Observes, communicates, organizes, and compares scientific data

Grade Level Standards for Second Grade

Language Arts

Reading for Literature

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.)
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading for Information

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4-6 for additional expectations.)
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.
- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.

- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Give and follow three- and four-step oral directions.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use collective nouns (e.g., group).

- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Create readable documents with legible print.

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Compare formal and informal uses of English
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.
- Demonstrate understanding of word relationships and nuances in word meanings.
- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Mathematics

Operations & Algebraic Thinking

- Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- Fluently add and subtract within 20 using mental strategies.[2] By end of Grade 2, know from memory all sums of two one-digit numbers.
- Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number & Operations in Base Ten

- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
- 100 can be thought of as a bundle of ten tens — called a "hundred."
- The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- Count within 1000; skip-count by 2s, 5s, 10s, and 100s.
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Add up to four two-digit numbers using strategies based on place value and properties of operations.
- Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- Use estimation strategies to make reasonable estimates in problem solving.
- Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
- Explain why addition and subtraction strategies work, using place value and the properties of operations.

Measurement & Data

- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- Estimate lengths using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
- Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Geometry

- Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[1] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

History/Social Science

- Understands family history, traditions and ancestors
- Compares and contrasts the daily lives of parents and grandparents
- Demonstrates knowledge of maps and globes
- Locates specific places, geographic features, and map elements (legend, scale, and compass directions)
- Understands and explains the ways the laws affect our daily lives
- Understands basic economic concepts (consumers/producers) and their role in the economy
- Demonstrates an understanding of the importance of individual action and responsibility
- Explains how heroes of long ago and present times make a difference in lives today

Science/Health

- Observes and measures the motion of objects
- Determines that plants and animals have predictable life cycles

- Understands the earth is made of materials that have distinct properties and provides resources for human activities
- Develops an awareness of the scientific method by observing, communicating, or organizing, and comparing

Grade Level Standards for Third Grade

Language Arts

Reading for Literature

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.)
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading for Information

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4-6 for additional expectations.)
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.

- Decode multisyllable words.
- Read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

- Provide a concluding statement or section.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides strong conclusions.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.

Use abstract nouns (e.g., childhood).

- Form and use regular and irregular verbs.
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.

- Produce simple, compound, and complex sentences.
- Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.
- Use reciprocal pronouns correctly.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases for effect.
- Recognize and observe differences between the conventions of spoken and written standard English.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Mathematics

Operations & Algebraic Thinking

- Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.
- Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.
- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \_ \div 3$, $6 \times 6 = ?$

- Apply properties of operations as strategies to multiply and divide.[2] Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

- Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

- Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

- Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

Number & Operations in Base Ten

- Use place value understanding to round whole numbers to the nearest 10 or 100.

- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

- Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.

Number & Operations – Fractions

- Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.

- Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.

- Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

- Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

- Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.

- Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.

- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Measurement & Data

- Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

- Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[1] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
- Recognize area as an attribute of plane figures and understand concepts of area measurement.
- A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
- A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
- Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- Relate area to the operations of multiplication and addition.
- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning.
- Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.
- Recognize area as additive. Find areas of rectilinear figures by decomposing them into nonoverlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
- Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Geometry

- Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.

History/Social Science

- Describes the physical and cultural landscape of California

- Uses maps, globes, tables, graphs, charts, timelines, and photographs to organize information

- Compares the past with the changes of the present

- Recognizes the ways that the natural resources have been utilized to modify the environment

- Acquires knowledge of the local American Indian Cultures and their interaction with incoming settlers

- Understands the historical development of their community

- Understands the role of rules and laws in daily life and the basic structure of the United States government

- Students demonstrate basic economic reasoning skills

- Understands how local producers use natural, human and capital resources to produce goods and services

- Understands that some things are made locally, some elsewhere in the U.S. and some in other countries

Science/Health

- Understands that energy and matter have multiple forms and can be changed from one form to another
- Understands that light has a source and travels in a direction
- Understands that adaptations in a physical structure or behavior may improve an organism's chance for survival
- Understands that objects in the sky move in regular and predictable patterns
- Develops an awareness of the scientific method by observing, communicating, organizing, and comparing scientific data

Grade Level Standards for Fourth Grade

Language Arts

Reading for Literature

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4-6 for additional expectations.)
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading for Information

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- Determine the main idea of a text and explain how it is supported by key details; summarize the text.

- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4-6 for additional expectations.)

- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

- Explain how an author uses reasons and evidence to support particular points in a text.

- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

- Conduct short research projects that build knowledge through investigation of different aspects of a topic.

- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

- Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

- Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- Follow agreed-upon rules for discussions and carry out assigned roles.

- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Identify the reasons and evidence a speaker or media source provides to support particular points.
- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

- Correctly use frequently confused words (e.g., to, too, two; there, their).
- Write fluidly and legibly in cursive or joined italics.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Mathematics

Operations & Algebraic Thinking

- Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

- Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Number & Operations in Base Ten

- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.
- Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
- Use place value understanding to round multi-digit whole numbers to any place.
- Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number & Operations – Fractions

- Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

- Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

- Understand a fraction a/b with a > 1 as a sum of fractions 1/b.

- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

- Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.

- Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

- Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

- Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

- Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).

- Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)

- Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

- Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[2] For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.

- Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

- Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using the number line or another visual model.

Measurement & Data

- Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

- Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

- Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

- Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

- An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.
- An angle that turns through none-degree angles is said to have an angle measure of n degrees.
- Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
- Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry

- Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
- Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. (Two-dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.)
- Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

History/Social Science

- Demonstrates an understanding of the physical and geographic features of California
- Uses longitude and latitude, equator, the prime meridian, hemisphere and the two poles
- Uses maps, charts, globes and pictures to describe California communities and their growth

- Understands the social, political cultural and economic life of all the societies in California's history
- Understands why and how people traveled to California; the routes
- Explains how California became an agricultural and industrial power
- Understands the influence of the Pony Express, Trans Continental Railroad and Western Union
- Explains how the gold rush transformed California's economy
- Understands that immigration, internal migration, and settlement created towns and cities
- Explains the impact of important Californians on the nation's artistic and cultural development
- Understands the structures, functions, and powers of state and federal governments

Health/Science

- Understands that electricity and magnetism are related effects that have many useful applications in everyday life
- Understands that organisms need energy and matter to live and grow
- Understands that living organisms depend on one another and on their environment for survival
- Understands that the properties of rocks and minerals reflect the processes that formed them
- Understands that waves, wind, water, and ice shape and reshape the Earth's land surface
- Applies the scientific method by observing, communicating, organizing, and comparing scientific data

Grade Level Standards for Fifth Grade

Language Arts

Reading for Literature

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language 4-6 for additional expectations.)
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator's or speaker's point of view influences how events are described.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading for Information

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.)
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.
- Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., either/or, neither/nor).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Mathematics

Operations & Algebraic Thinking

- Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
- Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.
- Express a whole number in the range 2-50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as 2 x 2 x 2 x 3.

- Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

Number & Operations in Base Ten

- Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
- Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
- Read, write, and compare decimals to thousandths.
- Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
- Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
- Use place value understanding to round decimals to any place.
- Fluently multiply multi-digit whole numbers using the standard algorithm.
- Find whole-number quotients of whole numbers with up to four-digit dividends and two digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number & Operations – Fractions

- Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an

equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)

- Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem.

- Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.

- Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

- Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

- Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b.
  For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with
  (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)

  - Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

  - Interpret multiplication as scaling (resizing), by:

  - Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

  - Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number;

and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

- Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
- Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
- Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.
- Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.

  For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?

Measurement & Data

- Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
- Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.
- Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
- A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.

- A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
- Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
- Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
- Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
- Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
- Recognize volume as additive. Find volumes of solid figures composed of two nonoverlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Geometry

- Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
- Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
- Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
- Classify two-dimensional figures in a hierarchy based on properties.

History/Social Science

- Acquires knowledge of the major Native American peoples in terms of their food, clothing, tools, shelter, customs, and folklore
- Traces the routes by the early leaders of sea explorations to the Americas
- Understands the cooperation and the conflict that existed between the Indians and the new settlers
- Understands the political, religious, social, and economics institutions of the colonial era
- Explains the causes of the American Revolution
- Understands the political, social, and economic consequences of the American Revolution
- Relates the sequence of events and the people connected to the development of the U.S. Constitution
- Traces the colonization, immigration, and settlement patterns of people from Europe
- Knows the location of the 50 states and capitals

Health/Science

- Understands that elements and their combinations account for all the varied types of matter in the world
- Understands that plants and animals have structures for respiration, digestion, waste disposal, and transport of materials
- Understands that water on Earth moves between the oceans and land through the processes of evaporation and condensation
- Understands that energy from the sun heats the Earth unevenly, causing air movements resulting in changing weather patterns
- Understands that waves, wind, water, and ice shape and reshape the Earth's land surface

- Applies the scientific method by observing, communicating, organizing, and comparing scientific data

Grade Level Standards for Sixth Grade

Language Arts

Reading for Literature

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4-6 for additional expectations.) Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Explain how an author develops the point of view of the narrator or speaker in a text.
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading for Information

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4-6 for additional expectations.)
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- Analyze the use of text features (e.g., graphics, headers, captions) in popular media.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

- Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
- Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Plan and deliver an informative/ explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides strong conclusions.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly.
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning, reader/listener interest, and style.
- Maintain consistency in style and tone.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., personification) in context.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

Ratios & Proportional Relationships

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."
- Understand the concept of a unit rate a/b associated with a ratio a:b with b with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

- Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

- Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

- Se ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

The Number System

- Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?.

- Fluently divide multi-digit numbers using the standard algorithm.

- Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

- Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).

- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

- Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

- Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite.

- Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

- Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

- Understand ordering and absolute value of rational numbers.

- Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret -3 > -7 as a statement that -3 is located to the right of -7 on a number line oriented from left to right.

- Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write -3 ◦C > -7 ◦C to express the fact that -3 ◦C is warmer than -7 ◦C.

- Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write |-30| = 30 to describe the size of the debt in dollars.

- Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.

- Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Expressions & Equations

- Write and evaluate numerical expressions involving whole-number exponents.
- Write, read, and evaluate expressions in which letters stand for numbers.
- Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 - y.
- Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.
- Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems.

Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6\ s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.

- Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.
- Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.
- Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

- Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

- Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

- Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

Geometry

- Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

- Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\ w\ h$ and $V = b\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

- Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

- Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Statistics & Probability

- Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.
- Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
- Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
- Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- Summarize numerical data sets in relation to their context, such as by:
- Reporting the number of observations.
- Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
- Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

History/Social Studies

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- Describe how a text presents information (e.g., sequentially, comparatively, causally).
- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Distinguish among fact, opinion, and reasoned judgment in a text.
- Analyze the relationship between a primary and secondary source on the same topic.
- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Science & Technical Subjects

- Cite specific textual evidence to support analysis of science and technical texts.
- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
- Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

*For more information about California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects:

http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf

For more information about California Common Core State Standards for Mathematics:

http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf

SUSD Technology Standards

I = Introduce; D = Develop; M = Master; A = Apply	Grade Level						
	K	1	2	3	4	5	6
Using a Computer							
Identify and explain the parts of various technological devices appropriate to grade-level	M	M	M	M	A	A	A
Start and shut down various technological devices	M	M	M	M	A	A	A
Use a keyboard and pointing device; such as a mouse / touchpad	M	A	A	A	A	A	A
Explain that icons (i.e. recycle bin/trash, folder, shortcut) are symbols used to represent a command, file, or application.	I	I	D	D	M	A	A
Open and close an application or program	I	D	M	A	A	A	A
Explain the functions of basic file menu commands (i.e. New, Open, Close, Save/Save as, Print)	I	I	D	M	A	A	A

Use various operating system functions (i.e. open multiple applications, work with menus and folders, use the taskbar/dock)			I	D	M	A	A
Select a printer, use print preview, and print a document with the appropriate page setup and orientation			I	D	M	A	A
Connect, disconnect and upload files from peripherals (i.e. scanner, digital camera, camcorder, microphone)							
Identify and use various forms of storage media (i.e. CDs, DVDs, flash drives, school servers, online storage)			I	D	M	A	A
Identify and use successful troubleshooting strategies for minor hardware and software issues							
Type words per minute (WPM) with proficiency and accuracy:	Keyboard Familiarity		10 WPM	15 WPM	20 WPM	25 WPM	30 WPM
Using Software and Applications							
Word Processing and Desktop Publishing							
Write, edit, print, and save simple documents		I	D	M	A	A	A

I = Introduce; D = Develop; M = Master; A = Apply	Grade Level						
	K	1	2	3	4	5	6
Insert and resize a graphic			I	D	M	A	A
Copy/cut and paste text and images within a document			I	D	M	A	A
Use menu/toolbar functions (i.e. font size/style, line spacing, bullets and numbering, tabs, margins) to format a document			I	D	M	A	A
Proofread and edit documents using appropriate resources (i.e. dictionary, spelling/grammar check)			I	D	M	A	A
Spreadsheets							
Identify and explain terms and concepts related to spreadsheets (i.e. cell, column, row, value, label, chart, graph)					I	D	M

Enter/edit data in existing spreadsheets and perform calculations using existing formulas					I	D	M
Describe the use of spreadsheets to calculate, graph, organize, and present real-world data					I	D	M
Create an original spreadsheet using simple formulas					I	D	M
Produce simple charts and graphs					I	D	M
Apply formatting features to customize tables, charts, and graphs					I	D	M
Databases							
Identify and explain terms and concepts related to databases (i.e. record, field, search)			I	D	M	A	A
Conduct simple searches of existing databases (i.e. library catalog, electronic encyclopedia)			I	D	M	A	A
Describe the use of databases to store, organize, and search information in real-world settings				I	D	M	A

= Introduce; D = Develop; M = Master; A = Apply	Grade Level						
	K	1	2	3	4	5	6
Multimedia and Presentation							
Use painting and drawing programs to create and edit work	I	D	M	A	A	A	A
Create, edit and format text on a slide		I	D	D	M	A	A
Insert and resize graphics on a slide			I	D	M	A	A
Create a series of slides and organize them to present research or convey an idea				I	D	M	A
Create a multimedia presentation using various media (i.e. audio, visual, animations)				I	D	M	A
Using the Internet							

Explain and use terms related to a network (i.e. username, password, network, file server)	I	D	D	M	A	A	A
Explain and use terms related to the internet (i.e. web browser, URL, keyword, search engine, links)	I	D	D	M	A	A	A
Evaluate internet resources in terms of their usefulness and reliability for research				I	D	M	A
Locate, download, and use content from digital media collections for specific projects				I	D	M	A
Use online tools (i.e. e-mail, online discussion forums, blogs) to gather and share information collaboratively with other students							
Ethics and Safely							
Follow school/classroom rules for the responsible use of computers, peripheral devices, and the internet	M	A	A	A	A	A	A
Explain ethical issues related to privacy, cyber-bullying, plagiarism, spam, viruses, hacking and file sharing	I	I	D	D	M	A	A
Explain and follow Fair Use Guidelines for using copyrighted materials (i.e., images, video, text) in school projects			I	D	D	M	A

I = Introduce; D = Develop; M = Master; A = Apply	Grade Level						
	K	1	2	3	4	5	6
Explain the potential risks and dangers associated with various forms of online communication	I	I	D	D	M	A	A
Explain and use safe practices for sharing personal information via the internet and other medium	I	I	D	D	M	A	A
Identify and describe ways in which technology is used at home, at school, and in society	I	I	D	D	M	A	A
Analyze digital media messages to determine if their purpose is to inform, persuade, or entertain			I	D	D	M	A

Appendix B

Progress Report Card Guide

The purpose of the Saugus Union School District Progress Report Card is to provide parents and teachers with the necessary information and background for a meaningful interpretation of the evaluation of a students' progress in school.

It is designed to reflect the student's current performance in academic areas, as well as personal development in effort, work/study habits, and citizenship. There are three reporting periods: November, March and June. Our district views the Progress Report Card as a tool for communication between parents, students and school personnel. In addition, home/school communication and parent conferences are an integral part of the process. There are three different Progress Report Cards for students. Kindergarten (K) and Primary Progress Report Cards (Grades 1, 2, 3) will reflect student effort and academic achievement in all areas, while the Upper Progress (Grades 4, 5, 6) uses a system of letter grades for achievement and effort. This grading system is used in both regular and modified programs.

Progress Report Cards K

Instructional Level

Instructional level denotes the current level of curriculum the student is receiving in the academic areas. An asterisk (*) indicates a student is working above or below the current grade level. The Comments section of the progress report provides further information.

Quality of Work (Performance Levels)

There are three performance levels: Requires Additional Support, Works Within Grade Level Standards and Demonstrates Strength. These reflect the student's progress towards district standards. As the curriculum progresses throughout the year a student's performance levels may change.

Requires Additional Support indicates any or all of the following for the current reporting period:

- Work below grade level standards
- Modified instructional program
- Frequent one-on-one assistance
- Consistent review and practice of skills
- School or district-based support services

Works Within Grade Level Standards indicates consistent work and progress toward district standards for the current reporting period.

Demonstrates Strength indicates a student has mastered skills beyond grade level expectations for the current reporting period.

Effort Grades

Academic effort results in achievement as demonstrated by a willingness to spend sufficient time to acquire, practice and apply skills. Effort grades in the Work and Study Habits and Citizenship sections of the Progress Report Card reflect behavior in and outside the classroom.

Academic Effort Grades

O = Outstanding is given to students who:

- consistently demonstrate maximum effort and achievement.

G = Good is given to students who:

- demonstrate above average effort and achievement.

S = Satisfactory is given to students who:

- demonstrate sufficient effort and achievement.

N = Needs to Improve is given to students who:

- demonstrate minimal effort and achievement.

Work/Study Habits/Citizenship Effort Grades

O = Outstanding is given to students who:

- demonstrate exceptional behavior in and outside the classroom.

G = Good is given to students who:

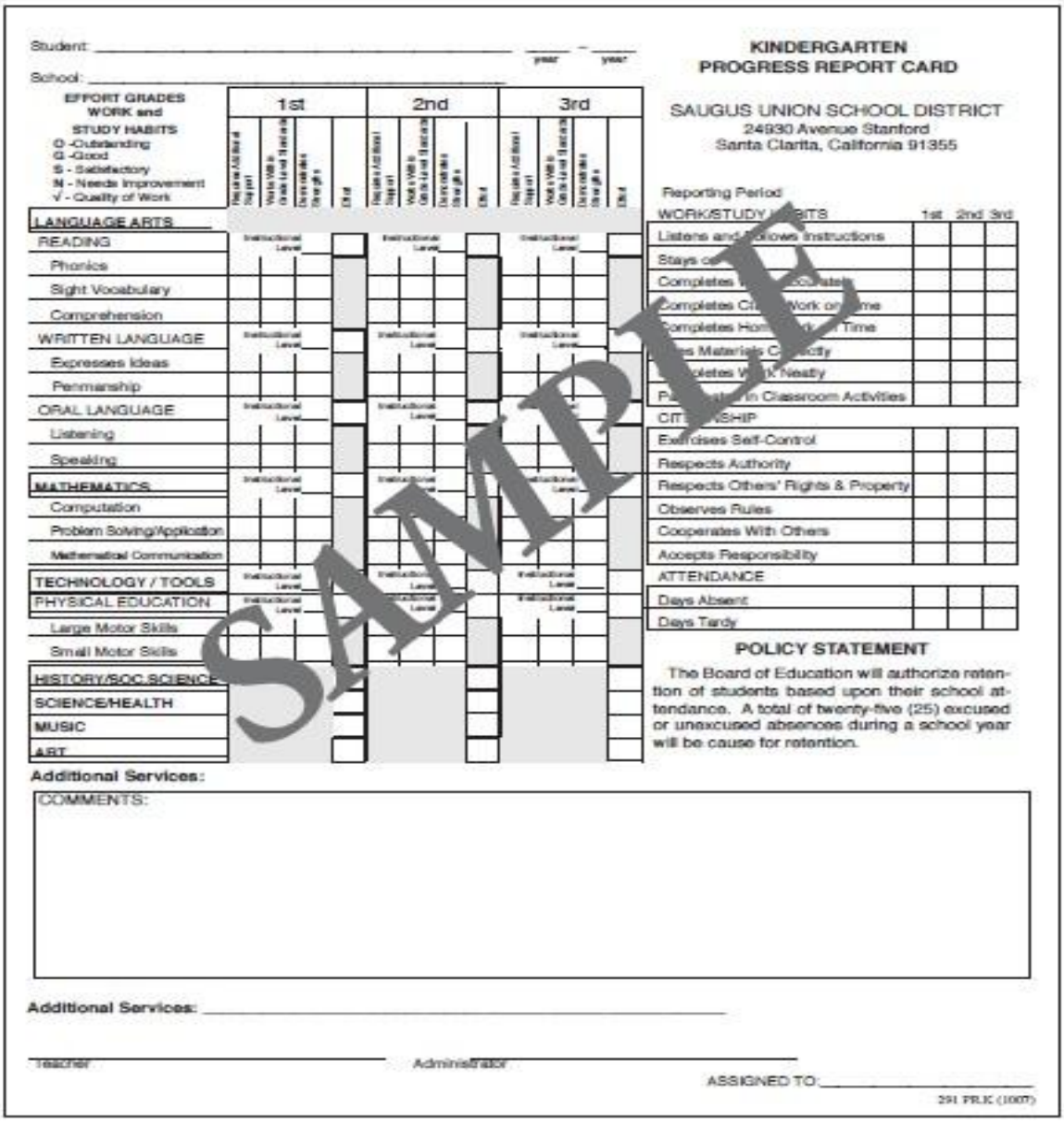
- demonstrate above average behavior in and outside the classroom.

S = Satisfactory is given to students who:

- demonstrate appropriate behavior in and outside the classroom.

N = Needs to Improve is given to students who:

- need direction to behave appropriately in and outside the classroom.



Student: _____ ____ - ____
year year

School: _____

KINDERGARTEN
PROGRESS REPORT CARD

SAUGUS UNION SCHOOL DISTRICT
24930 Avenue Stanford
Santa Clarita, California 91355

EFFORT GRADES
WORK and STUDY HABITS
O -Outstanding
G -Good
S - Satisfactory
N - Needs Improvement
√ - Quality of Work

	1st	2nd	3rd
LANGUAGE ARTS			
READING			
Phonics			
Sight Vocabulary			
Comprehension			
WRITTEN LANGUAGE			
Expresses Ideas			
Penmanship			
ORAL LANGUAGE			
Listening			
Speaking			
MATHEMATICS			
Computation			
Problem Solving/Application			
Mathematical Communication			
TECHNOLOGY / TOOLS			
PHYSICAL EDUCATION			
Large Motor Skills			
Small Motor Skills			
HISTORY/SOC.SCIENCE			
SCIENCE/HEALTH			
MUSIC			
ART			

Reporting Period

WORK/STUDY HABITS	1st	2nd	3rd
Listens and Follows Instructions			
Stays on [illegible]			
Completes [illegible] Accurately			
Completes Class Work on Time			
Completes Homework on Time			
Uses Materials Correctly			
Completes Work Neatly			
Participates in Classroom Activities			
CITIZENSHIP			
Exercises Self-Control			
Respects Authority			
Respects Others' Rights & Property			
Observes Rules			
Cooperates With Others			
Accepts Responsibility			
ATTENDANCE			
Days Absent			
Days Tardy			

POLICY STATEMENT

The Board of Education will authorize retention of students based upon their school attendance. A total of twenty-five (25) excused or unexcused absences during a school year will be cause for retention.

Additional Services:

COMMENTS:

Additional Services: _____

Teacher _____ Administrator _____

ASSIGNED TO: _____

291 PRJC (1007)

SAMPLE

Progress Report Cards Primary (1,2,3)

Instructional Levels

The instructional level shows the current grade level of curriculum the student is receiving. An asterisk (*) indicates a student is working above or below the current grade level as explained in the Comments section of the progress report.

Quality of Work (Performance Levels)

There are three quality of work performance levels: Requires Additional Support, Works Within Grade Level Standards and Demonstrates Strength. These reflect the student's progress towards district standards. As the curriculum progresses throughout the year a student's performance levels may change.

Requires Additional Support indicates any or all of the following for the current reporting period:

- Work below grade level standards
- Frequent one-on-one assistance
- Modified instructional program
- Consistent review and practice of skills
- School or district-based support services

Works Within Grade Level Standards indicates consistent work and progress toward district standards for the current reporting period.

Demonstrates Strength indicates a student has mastered skills beyond grade level expectations for the current reporting period.

Effort Grades

Academic effort results in achievement as demonstrated by a willingness to spend sufficient time to acquire, practice and apply skills. Effort grades in the Work and Study Habits and Citizenship sections of the Progress Report Card reflect behavior in and outside the classroom.

ACADEMIC EFFORT GRADES

O = Outstanding is given to students who:

- consistently demonstrate maximum effort and achievement.

G = Good is given to students who:

- demonstrate above average effort and achievement.

S = Satisfactory is given to students who:

- demonstrate sufficient effort and achievement.

N = Needs to Improve is given to students who:

- demonstrate minimal effort and achievement.

U = Unsatisfactory is given to students who:

- rarely or never demonstrate effort and achievement.

WORK/STUDY/HABITS/CITIZENSHIP EFFORT GRADES

O = Outstanding is given to students who:

- demonstrate exceptional behavior in and outside the classroom.

G = Good is given to students who:

- demonstrate above average behavior in and outside the classroom.

S = Satisfactory is given to students who:

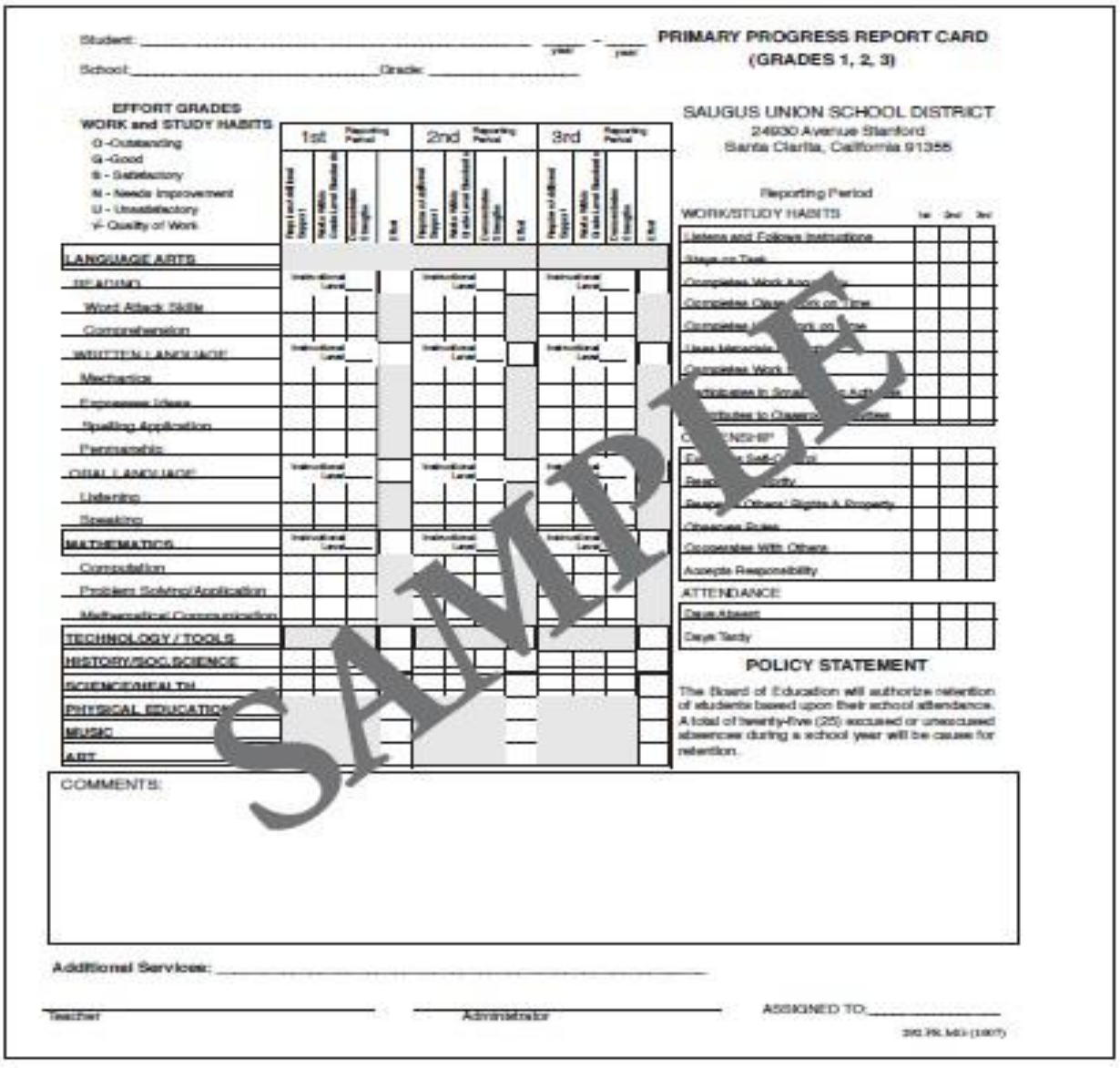
- demonstrate appropriate behavior in and outside the classroom.

N = Needs to Improve is given to students who:

- need direction to behave appropriately in and outside the classroom.

U= Unsatisfactory is given to students who:

- demonstrate inappropriate behavior or need frequent direction to behave appropriately in and outside the classroom.



Progress Report Cards: Upper Grades(4,5,6)

Instructional Levels

The instructional level shows the current grade level of curriculum the student is receiving. An asterisk (*) indicates a student is working above or below the current grade level as explained in the Comments section of the progress report.

Area of Strength / Area of Concern (Performance Levels)

Students receive a grade for Achievement and Effort in each major curricular area. Evaluation in curricular sub-categories is indicated with a "+," a "√," or a blank box.

Area of Strength (+) indicates a student has mastered skills beyond grade level expectations for the current reporting period.

Area of Concern (√) indicates any or all of the following for the current reporting period.

- Work below grade level standards
- Modified instructional program
- Frequent one-on-one assistance
- Consistent review and practice of skills
- School or district-based support services

A blank box indicates consistent work and progress toward grade level standards for the current reporting period.

ACHIEVEMENT LETTER GRADES

A is given to students who:

- consistently demonstrate exceptional quality work in relation to district curricular standards.
- consistently apply learned concepts and skills to appropriate content areas.

- consistently achieve in the 90 -100% range.
- consistently exceed standard on rubric scored assignments

B is given to students who:

- demonstrate above average quality of work in relation to district curricular standards.
- usually apply learned concepts and skills to appropriate content areas.
- usually achieve in the 80 – 89% range.
- usually exceed standard on rubric scored assignments

C is given to students who:

- demonstrate required quality of work to meet district curricular standards.
- show a sufficient understanding of concepts and skills taught.
- achieve in the 70 – 79% range.
- achieve standard on rubric scored assignments

N is given to students who:

- have not met district curricular standards.
- demonstrate a limited understanding of concepts and skills taught.
- achieve at the level of 69% or below.
- achieve below standard on rubric scored assignments

EFFORT LETTER GRADES

O = Outstanding is given to students who:

- consistently demonstrate maximum effort.
- demonstrate exceptional behavior in and outside the classroom.

S = Satisfactory is given to students who:

- demonstrate sufficient effort
- demonstrate appropriate behavior in and outside the classroom.

N = Needs to Improve is given to students who:

- demonstrate minimal effort.
- need direction to behave appropriately in and outside the classroom.

U= Unsatisfactory is given to students who:

- rarely or never demonstrate effort.
- demonstrate inappropriate behavior or need frequent direction to behave appropriately in and outside the classroom. Reading

Word Attack Skills

K Phonics – Student demonstrates knowledge of letter/sound relationships

Sight Vocabulary – Student demonstrates knowledge of appropriate sight words.

1 – 6 The student identifies individual words by using phonetic, grammatical and contextual clues.

Comprehension

K – 6 The student derives meaning from the printed word. The student is able to express understanding in both written and oral work. Kindergarten emphasis is on oral understanding.

Written Language

Mechanics

1 – 6 The student applies language conventions such as punctuation, capitalization, usage, tense and form.

Expresses Ideas

K – 6 The student communicates effectively, expressing thoughts clearly in a well-developed, organized manner. The student uses vivid, precise vocabulary to support the topic.

Spelling Application

1 – 6 The student applies phonetic elements, patterning and memorization on spelling tasks and written work in all areas on a consistent basis.

Penmanship

K – 6 The student demonstrates grade level standards through correct letter style and formation, appropriate size, proper spacing, careful planning and neatness.

Oral Language

Listening

K – 6 The student uses critical listening skills such as appropriate body language, response and eye contact to demonstrate interest and understanding.

Speaking

K – 6 The student orally expresses information, ideas and opinions effectively.

Mathematics

Computation

K The student demonstrates knowledge of characteristics of numbers, such as counting, numeral recognition and patterning.

1 – 6 The student computes mathematical operations with ease and accuracy (+, –, x, ÷) Problem Solving

K – 6 The student uses and processes relevant information using varied strategies and methods to solve problems.

Mathematical Communication

K – 6 The student communicates mathematical reasoning and strategies effectively and clearly to various audiences using diverse means and appropriate mathematical vocabulary.

K – 6 The student interacts appropriately with technological tools such as manipulatives, calculators, rulers, protractors, computers, compasses, etc., to explore, strengthen and extend curricular concepts.
SOCIAL SCIENCE

K – 6 The student demonstrates an understanding of history, culture, geography, economics, sociology and political science. The student develops an understanding of our nation's identity, constitutional heritage, civic values and the rights and responsibilities of citizens in a pluralistic society.

HEALTH

K – 6 The student utilizes the scientific process in studying earth, physical and life sciences. The student demonstrates skills that promote a healthy lifestyle.

Physical Education

K	Large Motor Skills — The student demonstrates appropriate development in large movement patterns, i.e., walking, jumping, running, throwing, etc. Small Motor Skills — The student demonstrates appropriate development in small movement patterns, i.e. coloring, printing, cutting, etc.
1 – 6	The student actively participates, follows directions, cooperates and demonstrates positive sportsmanship when interacting with peers. The student demonstrates skills appropriate to grade level.
K – 6	The student demonstrates an understanding of musical concepts and skills and develops an appreciation of cultural diversity and traditions through class participation and school/community performances.
K – 6	The student explores a variety of art techniques and mediums, developing an appreciation of the visual and performing arts through directed lessons, literature and study of world cultures.

STUDY HABITS

Listens and Follows Instructions

K – 6 The student is attentive when directions and instructions are given. Attentive listening enables the student to follow directions given by all school personnel.

Stays on Task

K - 3 The student stays on task and focuses attention on assigned work that is to be completed independently, cooperatively and in large or small groups. The student initiates productive free-time activities designated by the teacher.

Works Independently

4 – 6 The student works independently and completes assignments with a minimal amount of teacher supervision. Ease of transition is shown from one task to another. The student initiates productive additional activities as designated by the teacher.

Completes Work Accurately

K – 6 The student consistently completes work accurately in a curricular area.

Completes Class Work on Time

K – 6 The student completes class assignments within the time allotted by the teacher.

Completes Homework on Time

K – 6 The student accurately and neatly completes and returns homework assignments within the time allotted by the teacher. Uses Organizational Skills

4 – 6 The student demonstrates an orderly arrangement of materials, is aware of time constraints, and utilizes appropriate grade level resources.

Uses Materials Correctly

K – 3 The student's work demonstrates appropriate use of instructional materials such as pencils, scissors, glue and crayons.

Completes Work Neatly

K – 6 The student's work reflects careful planning, follows the recommended format, is legible and has an overall neat appearance and demonstrates overall neatness in all activities.

Participates In / Contributes to Classroom/Small Group Activities

K – 6 The student actively engages in classroom discussions and activities in an appropriate manner working well in large, small and cooperative groups.

CITIZENSHIP

The following descriptors apply to all student activities or school functions that occur before, during, and after school:

Exercises Self Control

K – 6 The student exercises control with words and actions in and outside the classroom.

Respects Authority

K- 6 The student listens, follows directions and suggestions and responds appropriately to all school personnel.

Respects Others' Rights and Property

K – 6 The student is sensitive to the needs and feelings of others and is able to distinguish between personal property and that of others.

Observes Rules

K – 6 The student follows school and classroom guidelines using common sense, consideration and courtesy. The student comes to school prepared to learn, free of non-school related items and is appropriately dressed for school and physical education. The student uses appropriate language recognized as acceptable in the school setting.

Cooperates with Others

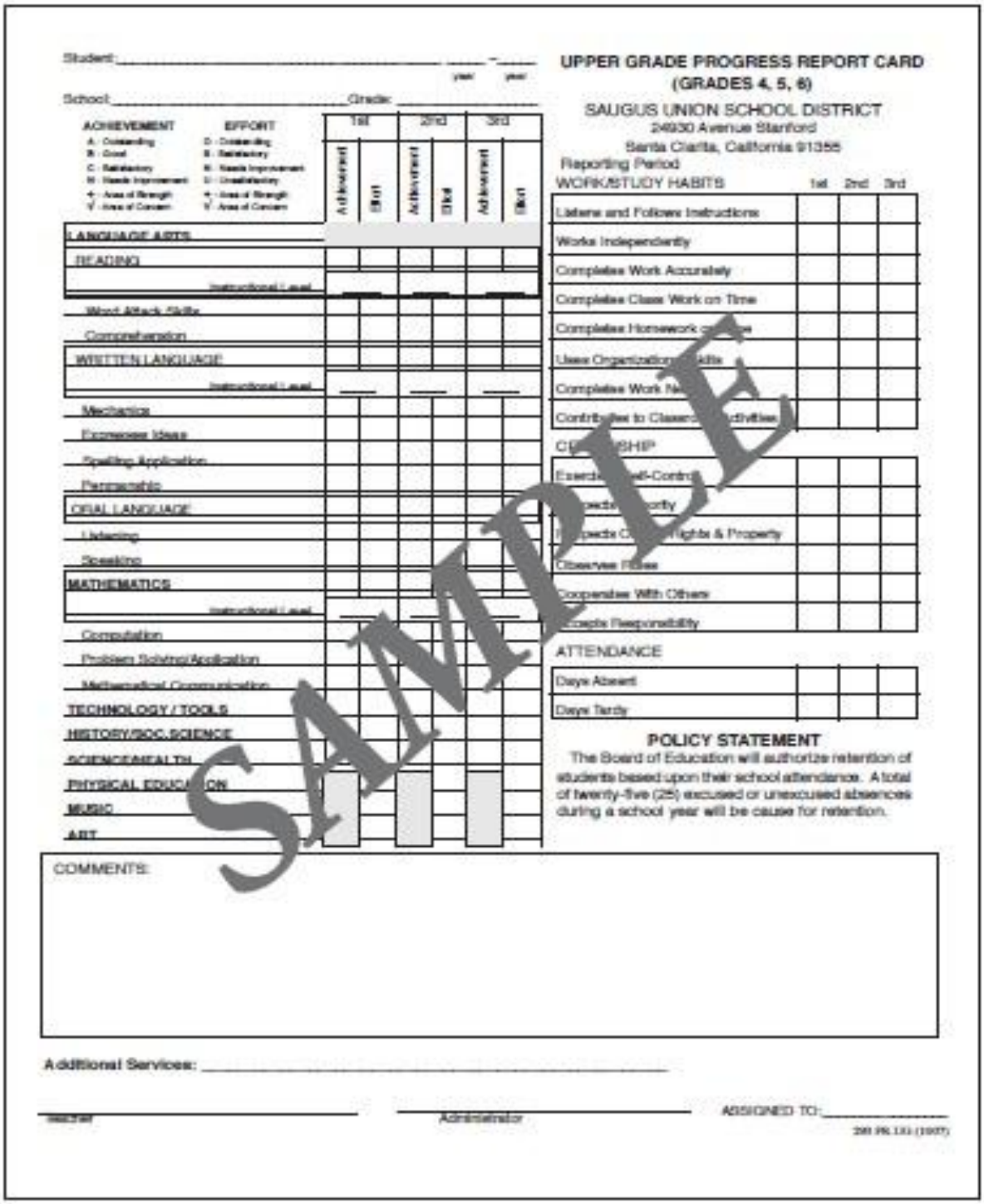
K – 6 The student interacts appropriately with peers and school personnel when participating in large and small group activities. The student works toward the benefit of the whole group, acknowledging and accepting the rights and opinions of others.

Accepts Responsibility

K – 6 The responsible student acts in an acceptable manner in and outside the classroom. Students accept responsibility for their actions and adhere to consequences deemed appropriate for behavior.

ADDITIONAL SERVICES

Additional services, indicated at the bottom of the report card, are provided for students who have met district, state, or federal criteria. Students receiving Special Education services are provided a modified and/or supplemental report card indicating progress toward goals and objectives.



Student: _____ ____ - ____
year year

School: _____ Grade: _____

ACHIEVEMENT	EFFORT
A - Outstanding	D - Outstanding
B - Good	E - Satisfactory
C - Satisfactory	N - Needs Improvement
N - Needs Improvement	U - Unsatisfactory
+ - Area of Strength	+ - Area of Strength
√ - Area of Concern	√ - Area of Concern

	1st		2nd		3rd	
	Achievement	Effort	Achievement	Effort	Achievement	Effort
LANGUAGE ARTS						
READING						
Instructional Level	____		____		____	
Word Attack Skills						
Comprehension						
WRITTEN LANGUAGE						
Instructional Level	____		____		____	
Mechanics						
Expresses Ideas						
Spelling Application						
Penmanship						
ORAL LANGUAGE						
Listening						
Speaking						
MATHEMATICS						
Instructional Level	____		____		____	
Computation						
Problem Solving/Application						
Mathematical Communication						
TECHNOLOGY / TOOLS						
HISTORY/SOC.SCIENCE						
SCIENCE/HEALTH						
PHYSICAL EDUCATION						
MUSIC						
ART						

UPPER GRADE PROGRESS REPORT CARD
(GRADES 4, 5, 6)

SAUGUS UNION SCHOOL DISTRICT
24930 Avenue Stanford
Santa Clarita, California 91355

Reporting Period

WORK/STUDY HABITS	1st	2nd	3rd
Listens and Follows Instructions			
Works Independently			
Completes Work Accurately			
Completes Class Work on Time			
Completes Homework on Time			
Uses Organizational Skills			
Completes Work Neatly			
Contributes to Classroom Activities			
CITIZENSHIP			
Exercises Self-Control			
Respects Authority			
Respects Other Rights & Property			
Observes Rules			
Cooperates With Others			
Accepts Responsibility			
ATTENDANCE			
Days Absent			
Days Tardy			

POLICY STATEMENT

The Board of Education will authorize retention of students based upon their school attendance. A total of twenty-five (25) excused or unexcused absences during a school year will be cause for retention.

COMMENTS:

Additional Services: _____

_____ Teacher

_____ Administrator

ASSIGNED TO: _____

SAMPLE

Appendix C

Key to Code and Regulation Section Abbreviations

Abbreviation	Complete Title
EC	California Education Code
CC	Civil Code
5 CCR	Title 5, California Code of Regulations
HSC	California Health and Safety Code
PC	California Penal Code
VC	California Vehicle Code
WIC	California Welfare and Institutions Code
34 CFR	Title 34, Code of Federal Regulations
40 CRF	Title 40, Code of Federal Regulations
USC	United States Code

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