



UPDATE INFORMATION: Keeping up on the district and our school. January 27, 2014



For the last three weeks, the shifts in reading were printed. What does that look like for my student? To find individual grade level English Language Arts Common Core Standards visit the California Department of Education website at www.cde.ca.gov

Below are just a few ideas of things you may see differently in your student's backpack for English Language Arts (that's reading, writing, spelling, listening & speaking)!

What's in the backpack?
Look for your student to have more reading assignments based on real-life events, such as biographies, articles and historical stories.
Look for your student to bring home more fact-based books about the world. For instance, your 1 st Grader or Kindergartener might read Clyde Robert Bulla's A Tree is a Plant. This book lets students read and learn about science.
Your student will have reading and writing assignments that might ask them to retell or write about key parts of a story or book. For example, your 2 nd or 3 rd Grader might be asked to read aloud Faith D'Aluisio's non-fiction book titled What the World Eats and retell facts from the story.
Look for written assignments that ask your child to draw on concrete examples from the text that serve as evidence. Evidence means examples from the book that your child will use to support a response or conclusion. This is different from many opinion questions that have been used in the past.
Look for writing assignments that ask your child to make arguments in writing using evidence. For 4 th and 5 th graders, this might mean reading and writing about The Student Guide to Money, a non-fictional book by Steve Otfinoski.
Look for assignments that stretch your child's vocabulary and teach them "language is power."

LOCAL CONTROL FUNDING FORMULA



Will my district get more of less money?

As a result of an improving state economy and funds generated by Proposition 30 approved by voters in 2012, most districts should receive significantly more money over the next eight years than they are currently receiving. During the 2013-14 school year, no district will receive less than it received in 2012-13. When the formula is fully funded, the vast majority of districts should receive at least as much as they received before the start of the Great Recession (in 2007-08) adjusted for inflation since then.

What about funding for special education students?

The new formula makes no changes in how special education is currently funded. A dozen other programs, including child nutrition, foster youth services, and after-school education funded by Proposition 49, a voter-approved initiative, will also continue as before.

For more about the Local Control Funding Formula and the Local Control Funding Plan visit this website <http://www.cde.ca.gov/fg/aa/lc/>