

# La Cañada Unified

October 2005

Volume 01 - Issue 02

## Message from the Superintendent

by Jim Stratton, Superintendent



We are eight weeks into the school year and examples of powerful learning opportunities are evident throughout the district.

The elementary Spanish program has begun at all three elementary schools in grades 3 and 4. A large majority of students have chosen to participate, and experienced teachers Robert Chacon and Katie Villanueva are leading the program. A new third grade class will fold in to the program annually over the next two years so that ultimately we will have a grades 3-6 elementary Spanish program. The goal is to provide students with Spanish language learning that will enable them to enter Spanish II as seventh graders and participate in several years of advanced high school study in Spanish. As participants in the initial planning, the high school foreign language faculty has identified key concepts that our sixth graders should master by completion of the program. Since La Cañada is a pioneer in this kind of sequential elementary foreign language instruction, it has been difficult to find curriculum. Ultimately, however, we purchased a very fine program entitled Viva el Español from the Wright Group for use in the program.

The high school is also planning a new learning opportunity for students: an Academic Decathlon team. At one time several years ago, LCHS had an active and successful team. When it was no longer able to attract a faculty sponsor, however, the team fell out of existence. But the decathlon is alive and well this year again as Mrs. Mary Jane Hufstedler has stepped forward to advise the team, and several other staff members have volunteered to help prepare students in specific areas of expertise. Science department chair Dr. Mark Ewoldsen is helping out as an assistant coach for the team. More than 50 students have expressed interest in the team and approximately 20 have completed applications already. Students will be chosen on the basis of grade point average, test scores and teacher recommendations and will compete in levels based on their GPA. With the official decathlon itself scheduled for January and February, students will compete in art, economics, language/literature, math, music, science, social science, essay, speech and interview. The overall topic is the European Renaissance.

The middle school continues to look for ways to expand its lunch time and after-school learning enrichment programs for students. In addition to a lunch time mathematics team which focuses on math problem competition and an after-school aviation club which explores the history and science of aeronautics, LCHS 7/8 is also offering students a chance to participate in a new special after-school program which will explore how fingerprints are collected, processed and analyzed.

Lifelong learning is also a value embedded in the professional development goal for staff members. In addition to two full days of training throughout the school year, teachers also participate in about six hours of

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# The Newsboard

By Ron Dietel, Board President



Dear Mr. Dietel:

*I am pleased to congratulate you and your fellow Board members, the faculty and students for the outstanding academic performance of the La Cañada Unified School District on its most recent Academic Index scores. The achievement as the second highest performing district in the state for the past two years is also highly commendable.*

Jack Scott  
State Senator



**News:** This past month State Senator Jack Scott sent me a letter commending LCUSD for continued high achievement. Part of his letter is printed above.

One small correction to the above is that LCUSD was second last year among K-12 school districts and third this year, a remarkable accomplishment given that there are almost 1000 school districts in California. I add my own thanks to our students, teachers, parents, and our excellent District staff for their continued support of our instructional programs. What test scores don't show is that our students also graduate as outstanding citizens, not just as academic achievers.



**Programs Expanded:** Thanks to the generosity of our local PTAs, our elementary schools began a Spanish program for 3rd and 4th grade students at each campus in October. Mr. Stratton, who promoted this program as one of his goals, intends that the program be expanded next year to 5th grade and the year after to 6th grade, with the potential to have a 3-12 grade Spanish program. The choral and band programs now serve more students than in recent years, and because of the Foundation, we are able to have assistant directors for each program. We also have increased the total number of teachers across the district from last year.



**Making News:** On October 24, our own Jinny Dalbeck was one of six distinguished panelists participating in Senator Jack Scott's Townhall meeting to discuss critically important education issues affecting our community. Congratulations to Jinny and my personal appreciation for representing LCUSD beyond our own district borders.



**Your Bond Dollars at Work:** Included in this issue is an excellent Q & A section regarding the upcoming District office move. I'd like to highlight some of the other positive things that your bond dollars have done, are doing, or will be doing soon:

--LCE modernization including the addition of permanent walls for the interior pod classrooms was completed this summer.

--High School Restrooms renovation has been completed.

--Building F at the high school is being remodeled into new choral space. At the last board meeting, we approved the bid for this project. The building interior has been stripped and is ready for



Helpful Links from  
the LCUSD website:

Governing Board  
Meeting Schedule

[http://www.lcusd.net/  
SchoolBoard/index.htm](http://www.lcusd.net/SchoolBoard/index.htm)

LCUSD Master  
Calendar:

<http://www.lcusd.net/Cal/>

LCUSD GATE  
Advisory Council

[http://www.lcusd.net/  
District/councils.htm](http://www.lcusd.net/District/councils.htm)

LCUSD Bond  
Oversite Committee

[http://www.lcusdnet/  
facilities.htm](http://www.lcusdnet/facilities.htm)

## *What is an IEP?*

### **What is an IEP?**

An IEP is an Individual Educational Program. The IEP is a written statement for each student with a disability that describes the student's present levels of educational performance, progress in the general curriculum, services to be provided, and annual goals. The IEP document is required to comply with Federal and State Education Codes.

### **Who gets an IEP?**

Students who are assessed by the district's multidisciplinary team and found eligible for special education services have an IEP. The multidisciplinary assessment team consists of the general education teacher, the special education teacher, the school psychologist, and the student's parents. Other members of the assessment team may include the speech and language specialist, the occupational therapist and the adaptive physical education teacher. At the meeting, an individual educational plan is developed to meet the unique educational needs of the students.

### **Sprouts!**

Sprouts is an early intervention program for preschool and kindergarten children that is offered through the IEP team. The multidisciplinary team consists of a speech and language therapist, an early childhood special education teacher, a teacher's assistant, and the parents of the child. Sprouts is a language based program encouraging both receptive and expressive language skills. Activities are geared toward sensory motor skills, discovery, and exploration. Specific goal areas include social, fine and gross motor, speech and language, and readiness. Sprouts meets on Monday and Wednesday afternoons from 3:15-4:15 at Palm Crest School. The classes are taught by Joan Patterson and speech and language therapist Kathryn Wullschlager. Sprouts is funded by Canada Auxiliary of Professionals, Assistance League of Flintridge (CAP/ALF). The CAP/ALF has sponsored Sprouts for 13 years and we truly appreciate their continued support.

renovation. As part of this project, a new elevator will also be installed.

--LCHS Energy Management System upgrade: this upgrade will bring LCHS energy systems up to the standards of our other schools and will save utility costs.

--New Band Room: Once the new choral room is complete, the band space will be remodeled to include the former choral room, providing more space and better facilities for our growing music program.

--PCY and PCR upgrades: The multi-purpose space on these two campuses will receive major expansion and upgrades.

Many other improvements are planned as described in the 2002 Facilities Master Plan and the Measure B Proposition passed by voters in 2004. Other bond dollars have allowed the district to renovate our high school science classrooms, which look great. As always, these improvements are only possible with your support. Thank you!



School Visits Continue: Governing Board members continue to visit school sites. By the end of this month, Governing Board members will have visited all of our schools, seeing first hand our children's learning and teachers teaching. This has been an excellent experience for all of us and next spring, board members will again visit more classrooms.



Major Donors Reception: Congratulations again to Jinny Dalbeck who was honored this past month by the La Canada Flintridge Educational Foundation with the Spirit of Outstanding Service Award during the Foundation's Major Donor Reception. In addition to serving on our school board for some 14 years, Jinny participates on the boards of many other non-profit organizations in a wide variety of volunteer positions. My thanks to LCFEF board president Renee LaBran, all the LCFEF directors, and the Dittu's who shared their home for the Major Donors reception. And of course my thanks to the major donors for going above and beyond the call of duty.

-- Ron Dietel, Governing Board President



## State Testing for the Body, Too

Most people are aware the state of California requires certain academic tests. Many may be less familiar with the fact that the state also requires a health-related physical fitness assessment annually. The California Physical Fitness Test (PFT) is administered each spring to students in grades five, seven and nine.

This test assesses six major fitness areas, including aerobic capacity (cardiovascular endurance), body composition (percent of body fat), abdominal strength and endurance, trunk strength and flexibility, upper body strength and endurance and overall flexibility. A number of test options are provided for most of the fitness areas so that all students, including those with special needs, have a maximum opportunity to participate. Students are provided with their individual results upon completing the test.

Based on the fifth year of reporting the results in 2004, La Cañada students were more fit than students state-wide except in the areas of trunk extension in grade seven and upper body strength in grades seven and nine. The results below show the percentage of students in the Healthy Fitness Zone for each major fitness task.

PHYSICAL FITNESS TASK	GRADE 5		GRADE 7		GRADE 9	
	State	LCUSD	State	LCUSD	State	LCUSD
Aerobic Capacity	58.5	77.3	59.2	83.9	49.7	70.5
Body Composition	67.5	76.4	67.1	80.6	67.1	81.1
Abdominal Strength	80.8	93.1	83.5	91.0	80.7	90.9
Trunk Extension Strength	87.0	88.5	88.8	85.8	83.0	70.5
Upper Body Strength	66.5	82.5	67.7	57.4	67.5	56.3
Flexibility	66.4	77.0	72.3	79.5	69.1	70.2

Aerobic capacity is considered to be the most important of the six fitness areas because of recent research that associates good aerobic capacity with a reduction in many health problems.

The program is designed by the state to provide information that can be used by students to assess and plan personal fitness programs; teachers to design the curriculum for physical education programs; and parents and guardians to understand their children's fitness levels. Working together will help students achieve a healthier lifestyle.

Results of the Physical Fitness Test are submitted to the state by the school district no later than June 1 of each year. The 2005 school, district, and state results will be available on the California Department of Education web site <http://data1.cde.ca.gov/dataquest/> by December 1.



## Viva El Espanol!

LCUSD began its exciting new Spanish program for third and fourth grade students at the start of October. Large percentages of our students registered to be in the classes at all three elementary sites. Students will attend Spanish one or two times a week. The sessions will last for 40 minutes and will be taught by experienced teachers. The students are divided into groups and are rotated through the Spanish class. Because we currently have more than the state required minutes of PE in our schedules, students can take the Spanish class and still have the correct minutes of health and physical education.

Much of the class is taught in Spanish. The curriculum gives students a chance to physically respond to directions in Spanish, in order for them to build listening comprehension. Students also respond verbally to questions the teacher asks and learn by listening to classmates respond. Students will learn to read and write some Spanish as they progress. Our goal is to expand the program to fifth grade next year and to sixth the next year. Ideally, students will be able to take a test to see if they can pass Spanish One and move directly

into second year Spanish at the 7 – 12 levels. The site PTAs are financially supporting the program.

We are extremely happy that our students will have the opportunity to learn a second language. Studying another language has many benefits. Students learn the structure of language, which helps them in expressing themselves in English as well as helps them to learn other languages later in their academic careers. We want our students to be able to compete in the global community by their ability to speak more than one language. The students are very enthusiastic about going to the class. It is great that we are actually enriching our curriculum when some other districts have to cut back. Thank you to our PTAs and to all of you who support our schools so strongly. Your generous contributions are providing our students with a chance to expand their horizons.



## New Teachers Around the District

*Spotlight on New Certificated Staff*

This article is a second in a series highlighting new certificated staff to our District. Speaking of brand new staff, we are happy to announce:

New Kindergarten Teacher at PCR, Michelle Parker

Michelle comes to La Canada having been a new teacher from Elsie Johnson School in Hanover Park, Illinois. While working there, Michelle taught both 2nd grade and kindergarten classes. Michelle is a member of the Illinois Reading Council, National Educators Association, and has one cat named Kiki.

Spotlight on Paradise Canyon Elementary (PCY) School

Amy Sweetnam, New Elementary Teacher at PCY

Amy Sweetnam, one of our own La Canada High graduates, begins her teaching career at PCY having been a student teacher for the district at PCY in the fifth grade last year. Amy is officially teaching 5th grade this year. Amy has obtained her teaching credential from Pepperdine University, and is finishing her Masters Degree in Education this Fall term. Amy also holds a Bachelor of Science and Art and Design degree with a concentration in photography from California Polytechnic State University, San Luis Obispo.

Megan Kirkendoll, new Psychologist at PCY (and also at PCR)

Welcome to Megan Kirkendoll, a new psychologist for our District. Megan comes to LCUSD having previously worked for the Glendale School District. Megan has her Masters Degree in counseling with an emphasis in School Psychology. She is a graduate of California State University, Los Angeles. Megan is a member of the California Association of School Psychologists, and is busily planning a wedding for this coming June.

Susan Kanner, new Counselor at PCY

Susan comes to PCY via the Westside Union School District in Quartz Hills, California, the Del Sur School District in Lancaster, California, and the Mechanicville School District in Mechanicville, New York. Susan holds a Masters Degree from Central Connecticut State University in counseling and education. Susan is a member of the American School Counselor Association and enjoys world traveling and scuba diving in her leisure pursuits.

Gregory Hardash, new Elementary Teacher at PCY

We also would like to introduce Gregory Hardash to the La Canada community. Gregory is in his first year of teaching, and completed his student teaching in the Goleta Unified School District. Gregory holds a Bachelor's Degree in English, Spanish, and Dramatic Art from the University of California at Santa Barbara. He also holds a Masters Degree in Education from UC Santa Barbara. His professional organizations include Golden Key and the National Society of Collegiate Scholars. He has studied in Spain and England, and has attained the prestigious Eagle Scout Award. Gregory is teaching 3rd grade at PCY this year.

Robert Chacon, new Elementary Teacher at PCY (also a teacher at Paradise Canyon Elem., La Canada Elem., and the High School)

Robert's name may sound familiar to many in our community as he recently has been a local newspaper reporter. Robert has 7 years teaching experience in ESL in Montebello Unified, and Sacramento City Unified Schools, and he has a Bachelor of Arts in English from Humboldt State University. Robert will be teaching Spanish at LCE and at Paradise Canyon, and journalism at the high school.



# Questions and Answers on Moving the District Office

## Is the District Office relocating?

Yes, the District Office (DO) is moving to the Foothill Intermediate School (FIS) site. Construction began in June, 2005 and should be completed in November, 2005.

## What will be housed at the new DO?

The new DO will occupy the former Foothill Intermediate School library (the round building), the current LCUSD Special Ed. office and adjacent classroom and the former administrative offices of Learning Castle/La Cañada Prep. The LCUSD business office, technology office, assessment office, special ed. office, personnel office, educational services office, superintendent's office and the LCUSD Governing Board meeting room will all be located there. Currently, the LCUSD maintenance and operations facility is already located adjacent to the Foothills site. Approximately 17 staff members will occupy the new offices.

## Why is the DO moving?

The current location is a former summer home. Its small size, deteriorating physical condition and related health issues, inadequate office space configuration and lack of meeting space have long made it unacceptable for a centralized unified school district office.

## Why is the new District Office being built before some of the other major projects?

As reported by Dr. Sue Leabo at the bond oversight committee meeting on April 21, 2005, the District Office is being done before some other projects because it does not require DSA (Division of State Architect) approval. This approval process can take up to six months. Often bid market prices increase over time, so the early DO start took advantage of the more favorable construction prices in place at that time.

## What is going to happen to the current DO site?

No final decision has been made. The Surplus Property Advisory Committee has declared that once the DO vacates its current location the property will be surplus, and its cash value will need to be optimized. Lease or sale are possible options.

## What are the next steps involving the site?

Currently, a formal application with paperwork is being submitted to the Planning Commission to have the District Office site formally separated from the Palm Crest Elementary site and to have the DO lot divided into two smaller lots. The Commission will hold hearing(s) on this matter. If the lot separation request is approved, the district could offer the property for sale. By law, the district must first offer surplus property for sale to public agencies (e.g., the city). If no agreement on price is reached or if no public agency is interested, the district can offer the property for sale to a private party. For both types of sale, the Governing Board would meet in public to take action on an "intent to sell" resolution.

## Does the District foresee a need for the current location to house any additional enrollment of students?

No. Enrollment projections are for slight declines in the near future. Any major increase in enrollment in the long term would be handled by actual school sites not currently being used for



For More Info  
About Disaster  
Preparedness:

[www.redcross.org/  
services/disaster](http://www.redcross.org/services/disaster)

or

[www.rescross.org/  
prepare/makeaplan-  
p.html](http://www.rescross.org/prepare/makeaplan-p.html)



LCUSD classes – i.e., the Oak Grove and FIS campuses. In addition, the DO site is at a higher elevation than Palm Crest and would need extensive ramping to be compliant for individuals with disabilities.

**Have the DO move and the disposition of the current DO site been discussed publicly up to this point?**

Several times. The Board met in October 2002 to review the Facilities Master Plan in which the inadequacy of the current site was detailed and two options for relocation at FIS were presented. The Surplus Property Advisory Committee held a public hearing and then also presented its report to the Board, which discussed the report at its May 2005 meeting. Similarly, the construction of new DO offices at the FIS site was part of the 2004 bond ballot language. The bid by Voskanian Construction Company for the new DO offices was approved at a June 7, 2005 Governing Board meeting. Eight meetings of the Bond Oversight committee have taken place that were open to the public and a Governing Board workshop on the Bond Oversight Committee was conducted on November 14, 2004.

**How much is the FIS project costing?**

The original opinion of probable cost in January 2005 by the architect was about \$1.5 million. Six months later the winning bid for the project was awarded at \$2.025 million. That figure does not include what are called “soft costs” – e.g., architect fees, construction management fees, permit fees, etc. For public education projects, soft costs usually amount to 30-35% of the construction itself – in this case, an additional \$700,000.



## Disaster Preparedness

*By Dr. Michael Leininger,  
Assistant Superintendent of Facilities and Operations*



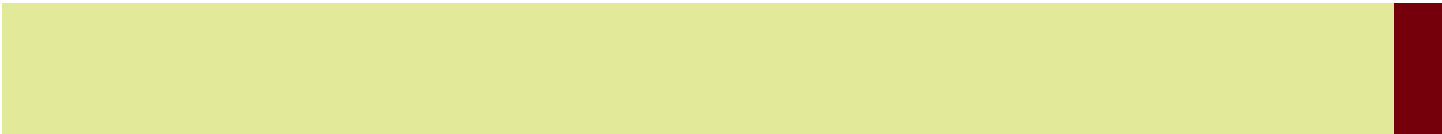
One of the District’s management goals this year is Disaster Preparedness and Disaster Preparedness begins at home. During an emergency, the more you have planned ahead of time, the calmer and more assured you and your family will be.

The following six steps will help you through the process:

**Talk, Plan, Learn Check supplies, Tell and Practice.**

- Talk** Talk with your family about disasters than can happen where you live.
- Plan** Plan where to meet after a disaster. Choose two places.
- Learn** Lean how and when to turn off utilities.
- Check Supplies** Review your disaster supplies and replace water and food every six months.
- Tell** Tell everyone in the household where emergency contact information is kept.
- Practice** Conduct fire drills and practice evacuating your home twice a year.

Disaster can strike quickly and without warning. It can force you to evacuate your neighborhood or confine you to your home. What would you do if basic services – water, gas, electricity or telephones- were cut off? Local officials and relief works will be on the scene after a disaster, but they cannot reach everyone right away.



## Online Grades @ LCHS

Over seven hundred and fifty LCHS families have registered to view their children's grades and attendance online. The implementation of Pinnacle Internet Viewer at the high school is well underway with approximately 15-20 new accounts created daily. Pinnacle Internet Viewer (PIV) is a program that organizes and formats live grade and attendance records for convenient and secure viewing at any time, day or night from any computer with an internet connection. Period-by-period attendance is updated each afternoon at five o'clock, and grades are updated as teachers enter them in their gradebook. Parents and students can view several reports that offer various types of information. Two of the most relevant reports are the Class Progress Report and the Class Grades Report. The Class Progress Report allows users to see the average percentage earned in the categories designated by each teacher. Students and parents can look at this quickly to get a sense of their strengths and weaknesses in the class. The Class Grades Report lists every assignment entered to date.

Teacher participation is also on the rise as approximately 73% of grade 7-12 teachers are currently using the Pinnacle Gradebook to record student progress. This is expected to increase during the school year, with all teachers using the electronic grade-book by September 2006. Parents may link to PIV from the District and High School's web-pages and register online to receive an account. Once registered, they are required to personally pick up their passwords from the school's administrative office and show a valid picture ID. Assistant principal, Kevin Buchanan said, "We are delighted to be able to offer this to our parents, students, and teachers, and a lot of people have worked hard to get this system up and running. We have done extensive testing and it all seems to be working well. There is some fine tuning to do as more teachers and parents start to use the system, so we ask for everyone's patience as we work with this new form of communication." One convenient aspect of PIV is the automated email system that allows parents to set up and receive regularly generated attendance and progress reports. Internet access is required to access the PIV and is also available to the community in the high school's Information Resource Center (IRC) on Tuesday through Thursday from 3:30 P.M -8:00 P.M.



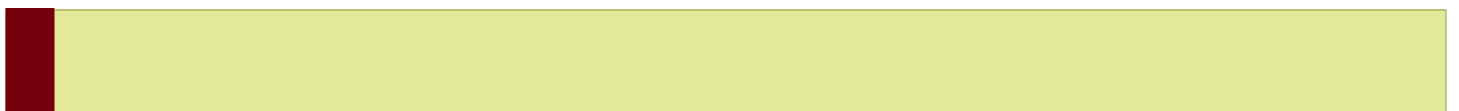
## Superintendent's Advisory Budget Committee Underway

On the evening of October 6, a brand new Superintendent's budget advisory committee met in LCUSD. This group of key stakeholders has been given the charge by our Superintendent to look at and understand how school budgets work in general in California public schools, and in particular, how the funding and budget systems work specifically here in La Canada.

The group consists of the following participants: Dr. Ron Dietel, Governing Board President, Mrs. Renee LaBran, Education Foundation President, Mrs. Diana Schultz, PCY SI Chair, Mr. Paul Wools, Boosters President, Mrs. Meredie Heaton, PTA Council President, Ms. Wendy Sinnette, LCUSD 7-8 principal and District Confidential and Management Association President, Mrs. Donna Sheherd, CSEA President (classified employees), Mrs. Mandy Redfern, LCTA President (certificated employees), Mrs. Diane Clinton, Director of Finance, Mr. Jim Stratton, Superintendent, and Dr. William V. Loose, Deputy Superintendent for Fiscal and Human Resources.

The session, which was held from 6:00 p.m. to 7:30 p.m. at the District Office, was presented by Dr. Loose. The agenda for the first meeting focused primarily on the history and background of the current funding system for public schools, a discussion of the upcoming ballot initiative advocating a major reform of the current system, the four budget cycles in school finance, and an introduction to the exact format of what school budget forms actually look at.

The committee will continue to meet throughout the year, and the advisory group will be making recommendations to the Superintendent regarding the implementation of budget priorities that been identified by the Governing Board and Superintendent. Additional information regarding this new group will be presented after the upcoming meetings are held.





# District Master Calendar

<b>November 2005</b>					
Mon	Tue	Wed	Thu	Fri	Sat
<p>7 (2) CEC Open Half Day for Grs. 1-6 Elementary Parent Conference Day All Sites: Students, 8:15-11:35 am</p>	<p>1 (6) PCR-Fall Book Fair 7/8 PTA Mtg. LCHS IRC 9:15 am CAHSEE Make-Up Exams-Gr. 11 &amp; 12 only: LCHS Instructional Council Mtg.-IRC 3:00 pm LCHS Band Championships Elementary Staff Mtg.</p>	<p>2 (6) DAC Mtg.-DO 1:00 pm Booster Mtg.-LCHS IRC 6:30 am PCR-Fall Book Fair CAHSEE Make-Up Exams-Gr. 11 &amp; 12 only: LCHS LCHS Fall Advanced Drama Play- 11/2-11/4 7:00 pm LCE Make-up Picture Day 9:00-12:00</p>	<p>3 (6) BTSA Support Provider Mtg. - DO 3:30 pm CPC Dir. Mtg.: VHS 7:00 am CAHSEE Make-Up Exams-Gr. 11 &amp; 12 only: LCHS District-Wide DELAC Mtg.: DO Conf. Rm. 7:00 pm PCR-Round Table Pizza Night PCR-Fall Book Fair</p>	<p>4 (7) PTA Founders Day Nominations Due All Sites Var. Football-San. Marino: SMHS 7:00 pm PCR-Fall Book Fair PCR Spirit Rally/Feat Lunch w/Child Day LCF Ed. Foundation Jog-A-Thon: Elem. Sites PTA Council Mtg.-Citibank 9:15 am END OF 1ST QUARTER</p>	<p>5 (4) LCHS Band @ Hart Tourn. Brownie Fun Day Boosters Auction-Dinner Fundraiser-Oakmont Country Club 6:30 pm SAT Tests</p>
<p>7 (2) CEC Open Half Day for Grs. 1-6 Elementary Parent Conference Day All Sites: Students, 8:15-11:35 am</p>	<p>8 (3) CEC Open Half Day for Grs. 1-6 7-12 School Site Council: LCHS Rm. 305 3:00 pm Elementary Parent Conference Day All Sites: Students, 8:15-11:35 am</p>	<p>9 (7) 7-12 Report Cards Distributed K-6 Tech Leaders Mtg. (See Description for Specific Dates) 3:30-5 pm CEC Open Half Day for Grs. 1-6 PCR-PTA Meeting 8:20 am LCE Gift Wrap Distribution: Cafe 1:30-6:00 pm Booster Meeting-LCHS IRC 6:30 am Elementary Parent Conference Day All Sites: Students, 8:15-11:35 am</p>	<p>10 (6) 7-12 Tech Leaders Meeting: LCHS IRC 3-4:30 pm Var. Football-Momrovia: LCHS 7:00 pm CEC Open Half Day for Grs. 1-6 Health Service Staff Mtg. 1-4:00 pm LCF EF Mtg: LCE 7:15 pm Elementary Parent Conference Day All Sites: Students, 8:15-11:35 am</p>	<p>11 (2) CEC Child Care Open @ Elem. Sites w/pre-regist. VETERAN'S DAY-NO SCHOOL</p>	<p>12 (1) Key Club Fall Rally</p>
<p>14 (2) ***GATE Advisory Mtg.-DO 12:35 pm*** LCFEF Golf Tournament: La Canada Country Club 8:30 am</p>	<p>15 (5) Instructional Council Mtg.-IRC 3:00 pm Elementary Staff Mtg. PCY-PTA Meeting: Cafe 9:15 am 9-12 Drama Production: 11/15-17 7:00 pm GOVERNING BOARD MTG. - IRC, 7:00 pm</p>	<p>16 (2) LCE PTA Meeting: Cafe 9:15 am PCY-Gift Wrap Pickup</p>	<p>17 (2) PCY-Gift Wrap Pickup LCE-Round Table Pizza Night</p>	<p>18 (7) 7/8 Turkey Bowl: Fbl Field PTA Reflections Program Entires "I Wonder Why" are due to Schools LCE 5th Gr. Feast ***9-12 Comedy Sportz: Aud. 7:30 pm*** PCY-Spirit Rally 10:15 am PCY 5th Gr. Drama Production: Cafe 8:30 am 9-12 PTSA Mtg.-LCHS Cafe Lounge @ 9:15 am</p>	<p>19 (1) LCHS Band @ Moorpark Tourn.</p>
<p>21 (2) CEC Child Care Open @ Elem. Sites w/pre-regist. 11/21-11/23 THANKSGIVING RECESS - No School</p>	<p>22 (1) THANKSGIVING RECESS - No School</p>	<p>23 (2) THANKSGIVING RECESS - No School LCHS Basketball Alumni Game</p>	<p>24 (2) THANKSGIVING HOLIDAY CEC Child Care Closed 11/24-11/25</p>	<p>25 (1) THANKSGIVING HOLIDAY</p>	<p>26</p>
<p>28 Elementary Site Council Meeting (SSC): Library 3:15 pm LCE Fall Book Fair: Cafe 11/29-12/2</p>	<p>29 (2) GS Glenola Tree Lighting</p>				

# Superintendent

(continued from page 1)

small group training composed of a series of one and two hour sessions. On August 25, our K-12 teachers attended a workshop on how to infuse technology into their classroom lessons. With an emphasis on application, teachers created and shared lessons that prompt students to gather data, report findings, make presentations and conduct research using technology as a tool to study specific academic content areas. The October 19 in-service day featured training on brain research and instruction, the teaching of writing, instructional planning, conflict resolution and other issues. The one and two hour small group training sessions are currently being planned by staff development coordinator Judi Healey and will be announced shortly.

If there are any topics that parents would like to explore in special evening parent education sessions, please email those suggestions to [jstratton@lcsd.net](mailto:jstratton@lcsd.net).



## Technology Update

By Enoch Kwok,  
Director of Technology



One of the main focuses this year in implementing the district technology plan is the creation of technology infused lessons that are aligned to state curriculum standards and to the student technology skills

scope and sequence matrix. To begin the multi-year process of creating, disseminating, and utilizing these technology infused lessons, we have assembled a group of technology leader teachers who will work together to accomplish this task.

I am pleased to announce the creation of the TechLITEs team. TechLITEs is short for Tech Leaders Integrating Technology in Education. TechLITEs are teachers from each school (and each department at the high school) who have committed to meeting on a monthly basis (gen-



## Information Literacy Skills in the District

**18% of teachers say they provide their students with only high quality information in print form so students do not need to evaluate the quality of those sources.**

**35% of teachers say they use mostly printed sources of information for their students and they teach their students how to evaluate the quality of the information they find.**

**31% of teachers recommend electronic and print sources of information to their students and teach them how to evaluate the quality of information they find.**

**15% of teachers expect their students to identify, locate, and select appropriate print and electronic information resources and evaluate the quality of information they find based on set criteria.**



erally the second Tuesday of each month for K-6 and the second Wednesday of each month for 7-12) to research and create technology infused lessons. The TechLITEs meetings are always opened to any teacher or community member who wishes to participate and provide input on how to better use technology in the classroom.

We hope to continue the work that the TechLITEs team is spearheading next summer with a summer institute for curriculum writing. The lessons and assessment rubrics developed this year will form the model for additional lessons to be created during the summer institute.

Thanks to great participation in the CTAP2 Technology Assessment Profile on-line survey by all of the teaching staff across the district, we now have some good data about how our teaching staff utilizes technology in the classroom. Here are some interesting statistics from that survey:

21% of district teaching staff rate themselves as beginners in general computer knowledge and skills, 58% rate themselves as intermediate, and 21% rate themselves as proficient.

In the area of using technology resources in the classroom with lesson content, 8% don't use technology, 51% can identify technology resources but don't use technology often, 35% design lessons that use some technology resources, and 6% utilize lessons that require students to investigate, collaborate, or present extensively with technology.

Over the next three years, we will improve upon these statistics as we implement the district technology master plan to better prepare our students for the technological world they are entering.



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