



La Cañada Unified

March 2007

Volume 02 - Issue 04

Message from the Superintendent

by Jim Stratton, Superintendent



La Cañada Unified School District students and staff members consistently perform at such high levels of achievement that we risk taking our success for granted. A recent February 6 Governing Board workshop on district goals highlighted the scope of our accomplishments. In addition to standardized assessment data, the evidence of progress included examples of new programs, expanded learning opportunities and strengthened resources.

Much has been done, for example, to provide academic and emotional support for our students. Class size averages have been reduced to 20 in 9th grade English and math, student mentoring programs have been created at the elementary and secondary levels, counselors in grades 7-12 have implemented activities to combat bullying and over 100 elementary students are receiving systematic reading intervention support. Eighth grade students are involved in a service learning project, LCHS homeroom teachers are delivering lessons on diversity and tolerance and students new to LCHS have been involved in social mixers and orientations. Our counselors are working diligently to provide a range of services: approximately 8,000 individual/family guidance appointments have been logged, career assessment inventories have been completed by students and support groups have been formed to reinforce study skills, social skills and character education.

In the area of curriculum, several new courses have been added to the 7-12 schedule. These include Speech/Debate, Korean 3 and 4, Professions in the Arts, Digital Photography, separate Advanced Placement Literature and Advanced Placement Language classes, and revised classes in Spanish 4, Earth Science and Discrete Math. At the elementary level, we have added a third year to our Spanish language program and have adopted a new reading intervention curriculum. Our K-6 teachers are piloting various state approved textbooks in social science and will select a new district social science program later this month.

Timely and meaningful assessment of student mastery of standards continues to be a key focus for us. K-6 teachers were trained this summer in a new reading assessment tool – the Informal Reading Inventory – which measures fluency, vocabulary, decoding and comprehension and identifies students in need of further support. Throughout the district, from kindergarten to 12th grade, teachers are administering and analyzing quarterly anchor assessments to make sure that students have mastered the essential learning standards before moving on to the next instructional units. LCHS teachers post student grades on line and parents of almost

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LC Newsline



Middle Learners

In a companion column in this month's District newsletter, Superintendent Jim Stratton shares with the community a number of new programs, expanded learning opportunities and strengthened resources that the District has introduced to provide academic and emotional support for our students.

If you have not seen the superintendent's column, I strongly encourage you to go to www.lcusd.net and click on the 'District Newsletter' icon at the top of the page. I believe you will be inspired and pleased with the progress being made at our schools under Jim's leadership.

This column will focus on one area of "growth opportunity" that was highlighted in the high school's year-long self-study assessment related to our accreditation process (known as the WASC process, which refers to the Western Association of Schools and Colleges).

Last completed in 2001, the accreditation process includes fact finding, surveys, focus groups and other means of reflection to identify strengths and weakness of the high school to meet the evolving needs of our students.

After fact-finding was complete, but in advance of assembling the focus groups, the accreditation leadership team attempted to identify critical areas of need at the high school.

One of two critical academic needs identified was "the continued need to implement approaches and strategies which focus upon ensuring the success of every student with particular emphasis on the "middle learner" at LCHS".

It is not too difficult to understand the focus on the "middle learner" given that the fact-finding component of the self-assessment process demonstrated considerable success in supporting the needs of our "advanced learners" and our special education population.

Evidence cited to support the success in serving our "advanced learners" included:

- An increase in the Advanced Placement test passage rate in 2006 to 84% (from 81% in the prior year) despite a 30% increase in the number of students taking the test since 2003
- More than 98% of our students pursue higher education of which 75% attend four-year colleges
- A 40 point gain in API scores over five years and an overall ranking among the top ten non-selective California high schools



Helpful Links from the LCUSD website:

Governing Board Meeting Schedule

<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>

LCUSD Bond Oversight Committee

<http://www.lcusdnet/facilities.htm>

- Over 93% of the LCHS seniors took the SAT in 2006
- More than 2/3 of the LCHS student body is enrolled in AP or honors courses.

Evidence cited to support the success in serving our special education population included:

- Despite a 23% increase in our special education population at the high school over three years, the special education subgroup scored the largest year-to-year gain in 2006 API scores among all of our subgroups – a 21 point gain compared to a 3 point gain for the white cohort and an 11 point gain for the Asian cohort.

Regarding “middle learners”, the report states, “Despite high levels of student engagement in the school community (arts programs, athletic programs, clubs, organizations, after-school enrichment opportunities, open enrollment in honors and AP courses, and specialized programs such as English Language Development), there is still a portion of the student population that is not academically succeeding and not receiving intentional and personalized support from school personnel and/or school programs.”

Interestingly, the focus groups struggled to define the middle student at LCHS; in fact, no consensus was reached.

Even so, the five focus groups – Organization, Curriculum, Instruction, Assessment, and Culture – consisting of staff, students, and parents identified and recognized the considerable effort and initiative that the high school has devoted to “middle learners”.

Recent curriculum-related enhancements, which benefit the “middle learner”, include:

- Three levels of Algebra I
- A smaller 20:1 targeted Algebra class in 8th grade
- Additional sections of Life Science and Earth Science in 9th grade to allow students to meet graduation requirements while potentially preparing for more rigorous lab science in upper grades
- Classes that “bridge the gap” in 9th grade Social Science to facilitate the transition into honors and AP classes, if desired
- UC-certified Discrete Math class that allows students additional choices for the recommended third year of high school math as an option to Pre-Calculus or Advanced Math
- Open enrollment in Fine Arts and Performing Arts introductory courses
- Spanish 4 for students seeking a fourth year of Spanish but not interested in the more rigorous AP Spanish course
- Three-level course pathway sequence in Computer Programming for grades 8-12
- LCHS 7/8 range of exploratory courses including technology classes (computer applications, computer programming, and Photoshop), speech and debate, journalism, woods, art, drama, orchestra, band, and foreign language

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The Newsboard

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- Expansion of the Culinary Arts program, which occupies a new seven-kitchen classroom
- Improved Media Arts facility, which now operates from a “state-of-the-art” media lab complete with full audio/visual presentation facility and digital editing bays
- Transformation of Photography from a “wet lab” class after school hours to two sections of fully digital, fully enrolled UC Fine Arts-approved classes during the regular school day
- Potential new ROP courses including Sports Medicine, Small Business, Web Design, Stagecraft, and Computer Animation, all of which would be designed to meet UC certification, are under consideration.

The study additionally recognized the site’s counseling department, which is a major beneficiary of the La Cañada Flintridge Educational Foundation, for seeking to provide additional support to identified “middle learners”.

Finally, the focus groups determined that the high school staff continues to focus on improving systems of support to provide the methods of identification, instructional intervention, and reintegration of struggling students.

As stated earlier, our WASC self assessment leadership team initially identified the “middle learner” as an area of critical need.

However, as our WASC self-assessment process progressed, two of the focus groups identified “middle learner” initiatives as “Strengths” of the high school in their findings.

The Curriculum Focus Group recognized the “added new courses to meet the needs of the middle student” and the Assessment Focus Group highlighted the “additional attention directed at supporting the middle student”.

Our WASC report concludes with a three-goal Action Plan including a number of specific steps that emphasize support for each student, without particular emphasis on any subgroup of students.

The District is greatly indebted to the staff, students, and parents who have invested considerable time and energy on our accreditation process. In particular, I would like to acknowledge the WASC Leadership Team of Mary Lou Langedyke, Patricia Compeau, Barbara Leach, Kevin Buchanan, Joanne Davidson, Wendy Sinnette and Dr. Damon Dragos for their organization and commitment.

The process continues during March with a visit from the seven-member WASC team. The final report will be available soon after the visit.



Revised API Scores Increase for LCUSD

The revised 2006 Growth Academic Performance Index (API), the state's school accountability measure, has just been released from the California Department of Education (CDE) and La Cañada Unified School District's API scores have increased.

The API reports were originally posted on the CDE Web site in August. While all of LCUSD schools' API Growth scores this year were over 900, questions began to arise about discrepancies that were seen in the data. It was discovered that some of the data used to determine API scores were incorrect. There were 32 students district wide whose test documents were coded incorrectly. The district submitted revisions to the state in November. Based on those corrections, LCUSD's API scores have risen.

Palm Crest and Paradise Canyon Elementary Schools and the overall district scores have gone up. Palm Crest experienced the greatest increase in scores due to these corrections. Their 2006 API Growth score went from 909 to 941. As compared with the 2005 API Base score, the school's performance has improved by 6 API points. Paradise Canyon's API Growth score also went up since August. Rather than the 923 formerly assigned, PCY's score is now 938. LCUSD's overall newly revised score is 7 points higher than the score released in August going from 915 to 922. The overall district score is now only one point lower than the unified district that ranks second in the state. There were no corrections submitted for La Cañada High School and La Cañada Elementary. Their API Growth scores remain the same as August at 905 and 965 respectively.

Districts are required by state law to report whether a student with disabilities accessed any special testing conditions during the assessment as determined through the Individual Education Plan (IEP) process. There are two levels of special conditions, as determined by the state. The first is a testing "accommodation" such as allowing a student flexible setting or extended time. There is no penalty for using an accommodation. The other special condition is a testing "modification" such as using a calculator for the math portion or having an adult read the English questions aloud. It was discovered that some students who used an accommodation were inadvertently coded as using a modification which impacted the results. This is the area in which the corrections were made.

The state considers a modification something that fundamentally alters what the test is measuring. For that reason, the test scores for any student who uses a modification will be considered in the Far Below Basic range—the lowest score possible—in the aggregated results for the school and district no matter what the actual performance of the student was. The parents, on the other hand, receive the actual individual student results with the indication that the test was taken with a modification. In addition, students who use a modification are not considered as participating in the testing process.

The state-mandated accountability system is a complex process made up of student performance, student demographics and testing conditions. The revised API Growth scores now reflect more accurately the progress that each student, each school and the district are accomplishing.

In summary, the revised 2006 API Growth scores are now 922 for the LCUSD overall score and 905 for La Cañada High School. Paradise Canyon Elementary School is 938 and Palm Crest Elementary School is 941. The highest score in the district is found at La Cañada Elementary School is 965. The highest score possible is 1000.

- Lindi Dreibelbis Athur, Director of Assessment, Research, and Consolidated Programs



State Assessment Begins in Grades 4, 7, and 11

In early March, LCUSD students will take the state-mandated California Standards Test (CST) writing assessment in grades 4 and 7. Eleventh graders will take a different writing assessment called the Early Assessment Program (EAP).

The CST writing test is part of the Standardized Testing and Reporting (STAR) program required by the state. All of the CST multiple-choice assessments are given to students the first week in May. The CST writing assessment, however, will be administered on March 6, 2007 to only students in grades 4 and 7. The results will be part of the overall STAR CST English language arts (ELA) scores that are released in August. The writing application test is only one component of each student's overall ELA score. The other components of the ELA overall score are word analysis and vocabulary development, reading comprehension, literary response and analysis, written conventions, and writing strategies. Giving this test earlier than the other CST exams allows the test publishers additional time for scoring.

The EAP was first administered in 2004. It was developed through a collaborative effort between the California State University (CSU), the California Department of Education (CDE) and the State Board of Education (SBE). It is given in English language arts and mathematics. The EAP questions relate directly to the CSU's placement standards. There are 15 multiple-choice questions on both the ELA and math and an essay is also required for ELA. The test on March 8, 2007 will be the 45-minute ELA essay portion. Every junior who has set a college admission goal should take the EAP. The results, released in August, will allow each public high school and CSU to determine the college preparation status of individual students. .

These assessments will take place on March 6th and 8th. Students should make every effort to be in attendance on that day to participate.

- Lindi Dreibelbis Arthur



LCHS PAL Mentor Program

The first annual PAL Mentor luncheon was held at La Canada High School on Friday, February 23rd. Thirty 9th grade students met their adult mentors for the first time. The PAL Mentor program was developed to provide selected 9th grade students with adult mentors who will assist and support the students throughout their high school careers at La Canada High School. Students were selected by staff based on their academic and leadership potential. Selecting students representing the various groups in the 9th grade was also a consideration during the selection process.



For More Info

Additional information about the CST as well as past released test prompts can be located at

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

More information regarding the EAP is found at

<http://www.cde.ca.gov/ci/gs/ps/eapindex.asp>



The PAL Mentor program was organized in response to the district's belief in the Developmental Assets philosophy. Research shows that young people have a greater chance to thrive academically and socially when they have positive adult relationships at school.

Several La Canada High School teachers and support staff members have volunteered to be mentors. The list of mentors includes: Dennis Ballard, Sharon Barker, Kevin Buchanan, Sun Choe, Allison Dalbeck, Joanne Davidson, Hillary Gregg, Virginia Gurrola, Jim Harvey, Cynthia Hayes, Suzanne Healy, Josh Landerer, Barbara Leach, David Nachman, Lori Marie Rios, Lia Roberts, Nancy Shannon, Wendy Sinnette, Cole Spitler, Melanie Sos, Sally Spangler, Karen Stattler, Erin Thomas, Sandra Toms, Laura Wheeler, and Tanya Wilson. Superintendent Jim Stratton, Assistant Superintendent Mike Leininger, and Director of Special Education Dr. Tammy Jackson have also volunteered to be mentors. La Canada High School seniors Emily Arkfeld, Francis Pollara, Molly Gray, and Joy Lelo will also be involved in the PAL Mentor program. They have been selected to be "Big Sisters" and "Big Brothers" to the students.

The mentors have agreed to "check in" with their mentees at least twice a month. The mentors may also tutor and have lunch with their mentees. Some mentors are planning to attend school activities and sporting events with their mentees as well. Activities for all mentors and mentees will also be organized. These activities will include: a Karaoke/Potluck Dinner, attending a Dodger game, and a softball game between the mentors and the mentees. The PAL Mentor program is being sponsored by 9-12 PTSA.

Additional programs have also been implemented to support the 9th grade class. LCHS 9-12 counselors, Kandy Basmajian, Mercy Jesusdass, Linda Matchie, and Oksana Sandefur have been visiting all 9th grade SSR classrooms to do lessons from the Developmental Assets program. Some of the topics of the lessons have focused on friendship, integrity, and self esteem.

In order to meet the academic needs of the 9th graders, Individual Learning Contracts are being developed between the student, the parents, the teachers, the counselor and the assistant principal of attendance and discipline.

- Joanne Davidson, LCHS Assistant Principal



LCHS WASC

There is a real excitement among the many staff, students and parents who have been active members in the LCHS 2007 WASC self study that has been progressing over the past year. Early work involved revisiting and reworking the Essential School-wide Learning Results (ESLRS). Examination of the five themes set by the Western Association of Schools and Colleges (WASC) including organization, curriculum, instruction, assessment and culture, brought in-depth reflection of who we are and how we work to meet the changing needs of our students. The culmination of this year long work is soon to arrive as our written report has been completed, and we will be visited by a 7-member team during the week of March 11th. This visit will allow the team access to our campus including meeting with parents, students and staff as well as visits to the many classroom experiences we offer daily. The visit itself will conclude with a presentation of the team's findings Wednesday afternoon in the auditorium. We expect the results of the final report and the term of accreditation in early June 2007. Thanks to all of our extended campus community for their earnest and sincere work in accomplishing the enormous requirements of the self study examination process.

- Dr. Damon Dragos, LCHS Principal



LCHS Prepares for AP Course Audit

Last May, 489 La Cañada students sat for nearly one thousand Advanced Placement Exams in fifteen subjects with a pass rate of 84%. The Advanced Placement program at LCHS is big and getting bigger every year. This is why the high school AP teachers and administration are currently preparing to fully participate in the latest effort from The College Board to validate AP curriculum through the AP Course Audit. As the AP Program expands and more schools recognize AP courses as examples of rigorous college-level course work, some schools apply the “AP” designation without following the official AP Course Description or without ever intending to offer AP Exams. Other schools apply the “AP” designation to courses not developed by the AP Program. If the College Board were not to implement a course audit to prevent such misuses, it is possible that the “AP” designation on a student’s transcript could become less meaningful to colleges and university admissions officers.

As a result, The College Board recently announced the official launch of the Advanced Placement Course Audit, the process through which schools may request authorization to label their 2007-08 courses “AP.” Schools wishing to label a course “AP” in the 2007-08 school year must complete the process for each teacher of each AP course. Schools who participate will receive authorization for qualifying courses to use the “AP” designation on student transcripts. Each fall, beginning November 2007, colleges and universities will receive a ledger of schools that lists the courses authorized to use the “AP” designation at each school. Schools who do not participate in the AP Course Audit cannot label courses “AP” without the authorization granted through the AP Course Audit.

Timeline

January 2007 - Schools can begin submitting AP Course Audit forms and course syllabi through a Web-based process for 2007-08 course authorizations

June 1, 2007 - Deadline for Submitting AP Course Audit Materials for 2007-08 Courses

November 2007 - Colleges and universities can review a ledger listing all schools offering authorized AP courses as well as the names of all courses authorized at each school. The ledger will also be available to the public.

LCHS is planning to have all its AP courses authorized by the beginning of the 2007-2008 school year and to continue strengthening the school’s already strong AP program.

- Kevin Buchanan, LCHS Assistant Principal



LCE Students Visit Valley Forge

LCE students went on their annual trip to Valley Forge to study American history first hand. One hundred six students and fourteen adults traveled to Pennsylvania to participate in various activities related to American history. Students visited the Delaware River where they walked across a bridge to one of the sites where George Washington and his troops traveled during the cold of winter before battle. Students also visited colonial homes, the National Constitution Center, Independence Hall, the Liberty Bell site and many others. The students were treated to different speakers each night after dinner. Guest speakers included Thomas Jefferson, Ben Franklin and Alexander Hamilton. James Wilson spoke to the students on their last night and had them sign their own Declaration of Independence in a signers’ ceremony. It was another successful and unforgettable experience for students.

- Ivette Ellis, LCE Principal



Introducing Danielle Newcom, HR Secretary

The district is very pleased to announce that it has hired a new human resources department secretary, Danielle Newcom. Danielle comes to LCUSD with a Bachelor's degree in languages from Oklahoma Baptist University, as well as a Master's degree in linguistics from Indiana University.

Danielle also brings to the table her experience in teaching. She has taught preschool, acting as lead teacher and assistant director. For the last three years she has spent her Saturdays serving as a teacher's assistant in social skills classes for children diagnosed with autism and related disorders.

Danielle's previous employment involved the world of real estate appraisals where she helped to ensure that the required state license renewals were kept up-to-date and valid. This process is quite similar to the process the District utilizes with the renewal of teacher credentials. The scope of her employment also included providing induction, orientation and training to new employees in that company. These responsibilities built upon her previous experience as secretary and acting registrar for a newly formed graduate program while pursuing her studies at college.

Although new to LCUSD, it is readily apparent that Danielle has directly related skill sets and experiences that are instantly applicable to her role as the human resources secretary dealing with certificated employees. She is available to help certificated staff with credential or other certificated matters. She is very articulate and well-spoken, and district staff is invited to come by to meet Danielle any time. Danielle can be reached at extension 385 or by District email at DNewcom@lcsud.net.

- Dr. William V. Loose, Deputy Superintendent



LCHS 7/8 Multicultural Week

LCHS 7/8 celebrated its annual Multi-Cultural Week during the week of February 27th. Multi-cultural Week was sponsored by the LCHS 7/8 PTA. The week highlighted a series of activities designed to raise students' awareness of the different cultures, backgrounds, and ancestral heritages present within the middle school. The week was also designed to explore these cultures in fun and interesting ways and to emphasize how the cultural diversity present on our campus enriches everyone's daily experience. One educational and social goal shared by faculty, staff, administration and parents at LCHS 7/8 is to firmly develop and anchor within our students their respect for and awareness of cultural differences. It is also essential during these formative transitional years to build students' capacities to actively help create a school climate that celebrates diversity and promotes tolerance, fairness, and equity. Multi-Cultural week is designed with these educational objectives in mind, and as a week of enjoyable activities and experiences which help build a memorable school year. Some of the multi-cultural festivities included an international food tasting, students wearing the colors of national flags or the country of their ancestors, and an assembly featuring the drum group, Japanese Festival Taiko.

- Wendy Sinnette, LCHS 7/8 Principal



Superintendent

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two thirds of the students have obtained passwords to activate the reporting services. Well aware of the importance that both the state and federal governments place on standardized tests, our teachers have a computerized access to their students' California Standards Tests Scores and meet in grade level or course level groups to analyze the results and identify particular skills that may need reinforcement.

To maintain their expertise, our staff members continually participate in professional development and training. All K-12 teachers were trained in September in the Developmental Assets student support program. Fifteen of our new first and second year teachers are participating in a Beginning Teacher Assessment and Support consortium that La Cañada operates with the Glendale Unified School District. Over 75 teachers so far have attended six hours of after-school training sessions that they have selected from a menu of options. As part of our master plan in English Language Development, several teachers are doing extensive training in programs devoted to the needs of students who are learning English as a second language. One program is called Specially Designed Academic Instruction in English and is a state credential requirement. The other is a computer software program called DynEd and allows teachers to design additional support in specific content areas. Similarly, our Special Education teachers have been trained in how to use Applied Behavior Analysis to strengthen the learning capacity of students with severe needs and how to develop Individual Education Plans through a state of the art computer software package.

Quality educational programs also require quality facilities and equipment. In December, the new high school culinary arts room was opened and on March 2, the new band room was finished. Both projects came in on time and under the projected construction costs. New multipurpose room projects are currently being planned for Paradise Canyon and for Palm Crest Elementary Schools. The second and third floor of the B Building at LCHS is scheduled for modernization this summer. As part of our deferred maintenance plan, new asphaltting was completed on the Paradise Canyon upper and lower playgrounds and on the Palm Crest lower playground. As part of the Joint Use agreement with the city of La Cañada, after-school hours for the LCHS Information Resource Center were expanded to include Monday as well as Tuesday through Thursday.

Student use of technology was also addressed in the implementation of 2006-07 goals. Over 400 new desktop computers were installed district wide, two new file servers were installed at LCHS to support expanded electronic services and 36 portable laptop computers were purchased by the 7/8 PTA for student text and graphic use. Network switches at the elementary schools and at LCHS were replaced to improve the speed by which students can connect to the internet. The media arts room at LCHS was upgraded with a new projector, six additional computers and a new lighting and sound system. Finally, over 90% of our student transcripts are now submitted electronically to universities, saving time, resources and money.

March 2007

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				<p><u>1 (7)</u> LCHS 7/8 PTA Multi-Cultural Days FINE ARTS MONTH LCE See's Candy Sale Begins LCE Community Read-In PCR Sci. Expl. Wk. 2/26-3/2/07 PCR Rd. Table Pizza Night LCHS ELAC Mtg. 7:00 pm</p>	<p><u>2 (5)</u> PCR Sci. Expl. Wk. 2/26-3/2/07 LCHS 7/8 Multi-Cultural Assembly: Music Center LCHS 7/8 PTA Multi-Cultural Days LCHS 7-12 Assembly Schedule PTA Council Mtg. 9:15 am CITIBANK</p>	3
4	<p><u>5 (3)</u> ***DELAC Mtg. 7:00 pm DO *** PCY Spring Sup. Drive 3/5-3/16/07 GATE Testing Gr. 3</p>	<p><u>6 (6)</u> LCHS Instr. Council Mtg. 3:00 pm **CA Math League Contest** STAR CST Writing (Gr. 4 & 7) GATE Testing Gr. 3 LCHS 7/8 PTA Mtg. 9:15 am IRC Founders Day Awd 6:30 pm LCHS CAFE</p>	<p><u>7 (2)</u> GATE Testing Gr. 3 STAR CST Writing Make-up (Gr. 4 & 7)</p>	<p><u>8 (4)</u> LCHS Sch. Site Council Mtg. 3:00 pm LCEEF General Mtg. 7:15 pm LCE GATE Testing Gr. 3 All Grs. Scoliosis Recheck</p>	<p><u>9 (3)</u> 20-Day Progress Rpt. Due GATE Testing Gr. 3 PCR Parent Tour 9:00 am</p>	10
<p><u>11 (1)</u> LCHS WASC Visit</p>	<p><u>12 (3)</u> LCHS WASC Visit LCE Art Museum CAFE ****LCHS 7/8 Fine Arts Concert 7:00 pm AUD.*****</p>	<p><u>13 (3)</u> LCE Art Museum CAFE LCHS WASC Visit LCHS Faculty/WASC Mtg. 3:00 pm</p>	<p><u>14 (5)</u> LCHS WASC Visit LCHS Incoming 9th Gr. Parent Orient. PCR PTA Mtg. 8:20 am LCE Art Museum CAFE PCR Drama Rehear.:8-3:00 pm LANTERMAN</p>	<p><u>15 (3)</u> LCE Art Museum CAFE PCR Drama Prod.:6-9:00 pm LANTERMAN LCE See's Candy Orders Due</p>	<p><u>16 (5)</u> LCHS Comedy Sportz 7:30 pm AUD. PCY Parent Tour 9:00 am LCE Spirit Rally/Grdprnt/Child Lunch LCE Art Museum CAFE LCHS 9-12 PTA Mtg. 9:15 am Elections</p>	<p><u>17 (2)</u> LCHS Serv-A-Thon ***LCHS Backwards Dance 8:30-11:30 pm***</p>
18	<p><u>19 (1)</u> ***LCHS Choral Concert 7:00 pm Lanterman***</p>	<p><u>20 (6)</u> LCHS Instr. Council Mtg. 3:00 pm LCHS 9-12 Band/Orchestra Festival AUD LCHS 9-12 Fine Art Concert AUD Elem. Staff Mtg. 3:15 pm LCHS-CAHSEE Make-Ups (Gr. 10, 11, & 12) LCHS Instrumental</p>	<p><u>21 (5)</u> LCHS 7-12 Open House 7:00 pm LCHS-CAHSEE Make-Ups (Gr. 10, 11, & 12) PCY Rd. Table Pizza Night Gr. 1 & 5 LCE PTA Mtg. 9:15 am CAFE Childcare Rd. Table 8:30 am DO</p>	<p><u>22 (1)</u> LCE Rd. Table Pizza Night</p>	<p><u>23 (3)</u> LCHS Band/Orchestra-All Day Event PCR Spirit Rally/Lunch On Lawn LCE Parent Tour 9:00 am</p>	24
25	<p>26</p>	<p><u>27 (5)</u> LCHS Faculty/WASC Mtg. 3:00 pm Elem. Sch. Site Council Mtg. 3:15 pm LCHS 8th Gr. Play: Aud. 7:00 p.m. PCY Staff Spr. Breakfast PCY PTA Mtg. 7:00 pm LIB.</p>	<p><u>28 (2)</u> LCHS 8th Gr. Play: Aud. 7:00 p.m. LCHS AMC Test 7:30 am</p>	<p><u>29 (4)</u> IPG Mtg. 8:30 am DO LCHS Band Concert Rehearsal: 5:30-9:00 pm Lanterman CC Mtg. 12:30 pm DO Health Sev. Staff Mtg. 2-4:00 pm</p>	<p><u>30 (2)</u> PCY Spirit Rally 10:15 am LCHS Jazz Band Concert (T) LANTERMAN</p>	31

Superintendent

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Other fiscal initiatives added to the goals progress demonstrated this year. In its second year of operation, a Budget Advisory Committee has met to study the state funding process and to review LCUSD budget priorities. An on-line system for tracking the reimbursable costs of services mandated by the state has been implemented and will help to capture more refunds more quickly. Block grant monies from the state were used to support substance abuse prevention efforts, upgrade the computer labs, support elementary arts instruction and expand counseling services. As a result of a Governing Board study, developer fees were raised for the first time since the 1980s and will increase the funding available for certain construction projects.

Underlying and uniting all of our goals is the importance of communication, and advances continue in this area as well. The new district newsletter is in its second year of publication, with 11 separate issues having been distributed already. Board meetings are now audio posted on the website, and the GATE newsletter has been re-established. To eliminate the need for slow and cumbersome phone trees, the district has implemented the Connect Ed program which allows schools and/or the district office to communicate a simultaneous, personally crafted phone message to all district families within five minutes. High school registration materials are available on-line and more and more teachers have developed and posted websites.

Staff members are extremely proud of all these accomplishments and extremely appreciative of the community support related to them. If you would like to be added to the distribution list of our newsletter, please email Enoch Kwok, Director of Technology at EKwok@lcsud.net. In addition, for the full PowerPoint report



La Cañada Unified School District

Cabinet

Superintendent:
James Stratton

Deputy Superint.
Dr. William Loose

Asst. Superint.
Mike Leininger

Governing Board

President
Scott Tracy

Vice President
Virginia Dalbeck

Clerk
Susan Boyd

Member
Cindy Wilcox

Member
Joel Peterson



presented at the February 6th workshop, please go to www.lcsud.net, select the School Board tab and then scroll down to Board Workshops and you will find a copy of the presentation to download.



Update of District Tech Plan

The current district technology plan expires in 2008. To ensure the district has an up to date technology master plan, the district will be convening a tech plan advisory committee to update the plan for the next three year cycle (2008-2011). Teachers, students, parents, and administrators are invited to participate in the evaluation and writing process with the first meeting occurring on March 22 from 3:30pm until 5:00pm at the LCHS IRC workroom. Meetings will be held monthly between now and November with the goal of submitting the updated tech plan for approval by the end of November. If you are interested in joining the tech plan advisory committee, please contact Enoch Kwok, Director of Technology at ekwok@lcsud.net.



LC Newline Editor:
Enoch Kwok



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