



La Cañada Unified

April 2007

Volume 02 - Issue 05

Message from the Superintendent

by Jim Stratton, Superintendent



Like most things related to public education in California, the selection of textbooks is not a simple matter. Gone are the days of districts and schools choosing according to their own needs and timetables; the current process involves approvals by state commissions and timelines established by Sacramento.

Here's how it works for grades K-8. First, the state Curriculum Framework and Criteria Committee (which is appointed by the State Board of Education and works under the guidance of the Curriculum Commission) develops frameworks and standards in the subject areas. These frameworks describe the scope and sequence of a subject's knowledge and skills and provide direction for professional development and instructional delivery. After input from educators and the public, the frameworks are formally adopted by the State Board of Education. Frameworks are adopted in English-language arts, mathematics, science and history-social science every six years; all other frameworks are revised on an eight year rotation.

One part of the frameworks establishes textbook evaluation criteria to be followed by publishers in developing instructional materials. The criteria cover alignment with the standards, program organization, assessment, applicability to all learners and teacher resources. Using the criteria as guidelines, publishing companies with their vast research and design teams create textbooks and submit them to the State Board of Education for approval.

Two different panels are then appointed by the State Board to review and evaluate the materials submitted by publishers. The Content Review Panel (CRP) is composed of recognized content experts who focus on issues of scholarship, subject area accuracy, supporting research, etc. Members of this panel serve as "academic advisors" to the Instructional Materials Advisory Panel (IMAP).

Consisting of classroom teachers and a broad range of other participants, the IMAP has overall responsibility for evaluating the adoption submissions and making final recommendations. The panel carefully considers the issue of alignment with the State Board-adopted content frameworks and standards. The IMAP's formal recommendations are forwarded to the Curriculum Commission, which develops a written report that contains its positive or negative evaluation (with supporting rationale) for each publisher's submission. This report is then forwarded to the State Board.

After a series of hearings and deliberations that include public comment and review of documents, the State Board formally adopts or rejects each submitted textbook. The final product of the State Board of Education review is an official list of specific textbooks (by publisher and grade level) that may be purchased for use by California's K-8 students.

If you are still following all of the above, it is at this point in the process that staff members here in La Cañada begin to play a role. Upon receipt of the official list of approved adoptions, we contact the publishers and ask to have review copies sent to each grade level at each site. Our teachers then spend several months reviewing the selections and piloting some of the materials with students. Cur-

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LC Newsl ine



La Cañada's Declining Enrollment

On March 13, 2007, the La Cañada Unified School District posted a bulletin on its website (<http://www.lcusd.net/News/News20070313DecliningEnrollmentStaffing.htm>) regarding declining enrollment.

Concerns about declining enrollment have been voiced at many of our Board meetings over the past several years, but this bulletin was different; it included a notice that 5.67 elementary teaching positions will be reduced for the upcoming school year.

While the District bulletin addresses several questions regarding the staffing implications related to declining enrollment, I will attempt to address some broader aspects of this serious challenge facing the District.

1. What is the extent of the decline in our enrollment?

Last year, enrollment was reported to the State at 4,272; current year enrollment is 4,159. This represents a decline of 113 students or 2.6% from 2005/06 to 2006/07.

Projected enrollment for the upcoming school year is 3,865 students, which would be an additional decline of 294 students or 7.1% from 2006/07 to 2007/08.

If the upcoming school year projections are realized, this would result in a decline of 407 students or 9.5% over two years.

2. Is the decline uniform across all grade levels?

No. There is modest growth of students at grades 7-12 that masks the significant decline at the lower grades.

To provide context, the number of graduating seniors vastly outstrips the number of incoming kindergarten students. For example, the senior class of 2006 had 363 graduates; meanwhile, the current kindergarten class has 182 students.

The senior class of 2007 has 401 students. Current projected enrollees for next year's kindergarten class total approximately 170 students.

Modest increasing enrollment in the intervening grades helps to moderate the absolute decline.

3. What does this mean in terms of the District's budget?

Ignoring a phase-in provision from the State that helps soften the blow to the District, a two-year loss of 407 students represents a loss of more than \$2.3 million in 2007/08 in funding compared to two years ago, assuming \$5,764 per student funding from the State.

4. Won't the District simply cut staffing to match the loss in revenue?

While it's true that the District has taken necessary steps to cut staffing, the cost savings from staff reductions alone will not match the loss of revenue. A significant



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)

Live

Homework Help

The district received information from the County of Los Angeles regarding a web-based educational support service offered by the County Library. This support service is called “Live Homework Help” which has been in existence for a year.

Live Homework Help targets students in grades 4-12 and provides them with homework assistance in English, math, science, and social studies. This program is an internet-based service that connects students with qualified tutors in real time. The service, which is available in English and Spanish, is free and can be accessed at www.librarytutor.org. All that is needed is a County of Los Angeles Public Library card which can be obtained free of charge at any County Library, (e.g., La Canada & La Crescenta Public Library). If you have not already done so, it is recommended that you log into Live Homework Help to give it a try.

portion of the District’s budget includes fixed costs that are not correlated to the number of students.

For example, each site will continue to have a principal even though a number of K-6 sections will be eliminated due to declining enrollment. Similarly, grounds still must be maintained, insurance coverage must remain in effect, and sewer obligations must be paid regardless of the number of students enrolled.

5. Will less students result in smaller class size?

Not necessarily. Generally speaking, the opposite has been true as districts recognize that cost savings from staff reduction will not fully offset the loss in revenue from the State caused by declining enrollment.

However, we are currently projecting that our average class sizes in grades four through six will be smaller next year based on rolling forward existing students without any net gain.

One potential benefit to declining enrollment would be the greater availability of elementary school classrooms in the event the District was able to fund an on-going class size reduction program.

6. Will the District seek to increase out-of-District permitted students to offset the enrollment decline?

Current Board policy discourages out-of-District student enrollment due to “overcrowded schools and limited District resources”.

Even so, current Board policy does allow for out-of-District attendees under certain circumstances as long as they will not negatively impact existing students.

The policy specifically allows for a) children of District employees and b) children whose parents work within District boundaries to be considered first for enrollment. Education Code requires that the resident or outgoing district must approve the interdistrict permit for these two categories of transfers.

Thereafter, students at large may be considered on a space-available basis but, for all practical purposes, the resident districts are under no obligation to approve such a transfer and very rarely do so.

With decreasing enrollment at LCUSD, efforts are now underway to a) approach large employers located within District boundaries to inform them of relevant District policy and b) to review and revise current enrollment procedures for out-of-District students to be more user-friendly.

Declining enrollment is one of the greatest challenges facing the Governing Board due to its overarching impact on the Board’s budget priorities and the District’s educational goals. Fortunately, in facing this challenge, the Governing Board is committed to open, fact-based decision-making and to its Core Values, which reflect the community’s passion for superior education.

We will continue to keep the community informed on this important issue.



Achievements Around the District

Laura Strametz PCR - Went to Sacramento to write test items for the CAPA standardized testing. Also attended a workshop at UCLA for parents who have special needs children.

Maggie Landau PCR - A month ago she spoke about stories and poems that inspire at the Theosophical Society. She attended a two-day workshop on Korean Culture in the Fall at the Korean Culture Center. She attended the Constable art exhibit at the Huntington Library and will be on a painting tour with her husband and two artist friends in April.

Susanne Horne PCR - Won the Founder's Day award and was selected to be the primary team leader this year.

Paulette Lantz PCR- Paulette and her husband will be taking their Japanese woodblock prints on exhibit in US, Europe, and Asia in 2009 with a book printed to accompany their exhibition.

Rachel Bachmuth, Joan Patterson, Barbara Pahk and Erin O'Reilly PCR -attended the Korean Culture Seminar for educators.

Elizabeth Chamberlain PCR - Passed her school leadership licensure exam toward the Preliminary Administrative Credential.

Janet Hotchkin PCR- Completed CLAD requirements and received an award for Spirit of Outstanding Service from La Canada Educational Foundation.

Julia Lee and Erin O'Reilly PCR - Will graduate from BTSA this year.

Wendy Senour- PCR Attended a kindergarten conference and is serving on PCR's 50th anniversary committee.

Barbara Pahk PCR - Applied for and was awarded a \$500 grant given by the Southern California Independent Children's Booksellers Association through Once Upon A Time bookstore in Montrose and used it to purchase new books for the PCR Library.

Mary Lou Langedyke, Patty Compeau and Barbara Leach LCHS- Much appreciation to them for their successful work in accomplishing the LCHS WASC Self Study and Visit.

Tom Hofman and the Varsity Basketball team LCHS- Congratulations for a memorable and significant season that culminated in a State Final Game in Pauley Pavilion.

Jason Stone LCHS - Congratulations to the new father to be.

Reda Hanna LCHS - Set up the new web based registration system for the high school resulting in a tremendous savings in time and manpower for the rest of the school staff and students.

Sue Kanner and Rob Hajek PCY - Started Peacemaker's group

Rebekeh Ruswick, Donna Robinson PCY - Started two new choruses; one for first and second, one for third through sixth

Odessa Scott, Nicole Neumann, Linda Posod PCY - Reading intervention for grades 1 – 6, about 50 students served

Carol Wawrychuk, Alison Parra, Amy Sweetnam, Donna Robinson PCY - Visited Royal Oaks School in Duarte to share ideas

Staff PCY - Participation in two best practices: teaching writing and various grouping practices

Edita Khanlarian PCY – Earned math authorization

Jen Riegler PCY – Had a baby girl

Jenny Hendler PCY – Became engaged to be married

Debbie Pierce PCY – Continuing service award from PTA

Mike Upton, Jenny Hendler PCY – Honorary Service award from PTA

Robin Williams PCY– Led PCY science students to first place win in County Science competition

Rob Hajek, Ingrid Jaimes and Pam Hodde PCY –Successfully served as BTSA advisors

Julie Rivas PCY – Flawlessly moved her whole classroom to a new room on a Friday because of an emergency maintenance situation and was teaching her class successfully the next Monday

Alison Parra and Sue Kanner PCY - Earned tenure in LCUSD

Mike Upton, Sean Mispagel and Amy Sweetnam PCY - Earned an honorary plaque at the Valley Forge campus for successfully taking the PCY fifth grade students through the Freedom's Foundation program for so many years

Odessa Scott PCY - Was married

Marion Darling PCY - Led two sixth grade students to win a writing contest sponsored by the Screen Actors Guild

District Tests Connect Ed Emergency Contact System

On April 17th, LCUSD conducted a district wide disaster drill and used the emergency messaging component of the Connect Ed automated telephone contact system for the first time. Each school's principal sent out a voice message through Connect Ed informing the parents that there was a disaster drill under way and in the event of an actual emergency, instructions would have been given as to how to reconnect with their child. In the emergency messaging mode, every telephone number in the student information database associated with that student was called and an email with a recording of the phone message is also sent to any email addresses on record. This meant that a telephone message was sent to the home number, the work number, the cell phone number, and emergency contact number(s) on record. Some parents may have been reached multiple times with the same message on different telephone lines and this demonstrated that the system was operating properly. Some individuals who did not have children attending an LCUSD school may have received a telephone call from a school principal as well. This was not necessarily an error because those individuals may have been listed as an emergency contact for a child who was currently enrolled in an LCUSD school. Preliminary analysis of the results of the test of the Connect Ed system indicate that Connect Ed was able to leave a message or contact a parent in over 95% of the attempts district wide. Parents and community members are encouraged to contact the school with updated telephone numbers, email addresses, and emergency contact information if they were not notified properly during the disaster drill.

- By Enoch Kwok, Director of Technology

Technology at LCE

In March, a team of teachers from La Cañada Elementary attended a technology conference in Palm Springs. The teachers, the computer instruction specialist and principal attended the annual CUE Conference. CUE stands for Computer Using Educators. The conference introduces teachers to all of the latest offerings in technology. Teachers have the opportunity to go through an exhibit hall with vendors who specialize in technology products. The conference has a wide range of workshops where teachers, administrators and company representatives demonstrate how best to use different technology tools in the classroom. The teachers were very excited by what they saw in the workshops and in the exhibit hall. As a result of their attendance at the conference, the school has now installed a video clip system entitled United Streaming. United Streaming allows teachers to access videos directly from the website by subject, grade level or California standard. There are a variety of video offerings under each category. The PTA will also purchase Mimeo whiteboard interactive systems for four classrooms. This was also a recommendation from the teachers who attended the conference. The Mimeo allows teachers to do interactive instruction on the whiteboard using a wide variety of materials that are accessed through a computer. LCE is very excited about their participation in the technology wave.

- By Ivette Ellis, Principal of LCE



Enrollment and Budget

LCUSD, along with approximately fifty percent of the other school districts in the State, is faced with a very serious problem. This problem is known as declining enrollment.

In California, education funding is provided by the State through a mechanism referred to as “revenue limit funding.” This system provides a dollar amount for each student as related to student attendance (not enrollment). Therefore, when the student population decreases, so does the District’s funding.

In regards to budget adjustments, the State of California provides a one year grace period for declining enrollment school districts. Therefore, a district is allowed to use the most favorable data in the computation of the attendance for the revenue limit funding. In LCUSD’s case, this would mean using the previous year’s data for the funding. In addition, moderate and sensible reductions in staffing have been made and are projected to help with the funding reductions while we are experiencing declining enrollment.

We are continuing to closely monitor the declining enrollment. It is quite likely that the declining enrollment trend has not reached the point where it has leveled off, so the necessity to make appropriate adjustments based on reduced funding, student services, and staffing will continue to be made for the foreseeable future.

Future news articles will continue to highlight and keep the community aware of the impact of declining enrollment on LCUSD.

- By Dr. William V. Loose, Deputy Superintendent



What’s New in Special Education ?

The computerized IEPs are here! The special education department is proud to announce that we have come into the 21st Century! All of the special education teachers and service providers have received training on the new IEP software from Educational Paperwork Solutions (EPS). The software is user friendly and has many comprehensive and integrated features that ensure compliance. The computerized IEPs are time savers for the teachers and eye savers for the parents.

SEDAC! The La Canada Unified School District, Special Education District Advisory Council (SEDAC) will be held on April 25, 2007, 7:00-9:00 PM in the LCUSD Board room. The purpose of the meeting is to launch a letter writing campaign in support of Assembly Bills 850 and 835.

AB 850 will ensure that special education programs receive an equivalent cost-of-living adjustment (COLA) and growth funding as provided to revenue limits and other categorical programs. Due to a recent change in how the state calculates COLA and growth, special education programs will only get 70% of what other categorical programs will receive.

AB 853 will provide a much-needed fix to the existing declining enrollment formula for special education local plan areas (SELPAs)-the regional agencies that administer special education programs on behalf of school districts within their region. AB 853 would ensure that declining districts would receive temporary protection for their decline in ADA.

- By Tamara Jackson, Director of Special Education



For More Info

To find more information on California State legislative initiatives, go to the following web page:

<http://www.legislature.ca.gov/port-bilinfo.html>

Type in the bill number (e.g. 850 or 853) and click on the search button

For more information on the STAR testing program, go to the web page:

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



State Testing Coming Soon

Once again it will soon be time to administer the Standardized Testing and Reporting (STAR) Program, the state-mandated tests for all students in grades 2-11. This testing program consists of the California Standards Tests (CSTs), the California Achievement Tests, Sixth Edition (CAT/6) and the California Alternative Performance Assessment (CAPA). The STAR tests will be given during the weeks of April 30 to May 11.

All students in grades 2-11 take English/language arts and all students in grades 2-9 take a math standards test. A science test will be administered to students in grades 5, 8 and 11. History-social science assessment is given to students in grade 8 and 11. High school students will also take an end-of-course math, science and social science standards test in grades 9-11 in addition to the other required assessments, if enrolled in those classes. The CAT/6, which has reading/language arts, math, and spelling components, will only be administered to students in grade 3 and 7. Eleventh graders may also complete the multiple-choice questions for the California State University Early Assessment Program (EAP) in English and mathematics.

Students with significant disabilities who are unable to take the CSTs and CAT/6, even with accommodations or modifications, will be given the CAPA. This applies only to students with individualized education plans (IEPs) who need an alternate assessment.

Parents and schools will receive individual reports of the students' STAR test results at the end of the summer. The test results will also explain the student's performance on each test and in each subject area.

As always, it is important that our students do their best on these tests. The Academic Performance Index (API) uses these tests as its rating criteria and schools could receive financial awards for meeting API goals, if funded. Currently, LCUSD is only one API point away from being the second top unified school district in the state. In addition, college admissions officers consider the results as a strong indicator of school quality. It is important to note that at least 95% of all students must take these tests to meet the state and federal accountability guidelines.

HELP CHILDREN BEAT TEST STRESS

Elementary schools will begin STAR testing on Tuesday, May 1. LCHS will begin on Monday, April 30. The overwhelming majority of testing will take place the first week. Here are some tips to provide the best testing environment for children.

- Reschedule any regular dentist or doctor appointments to a time other than testing dates.
- Ensure children get plenty of sleep before each test day.
- Provide a healthy breakfast for children on test days.
- Allow extra time in the morning on test days to get to school so children won't feel rushed.
- Build children's self-esteem every day by praising them for having a good attitude about tests.
- Emphasize that children should do their best and assure them you will love and value them no matter what.
- Explain that it is OK to feel stressed sometimes and encourage them to express their concerns or worries.
- Teach quick ways to reduce stress, such as taking deep breaths, stretching, doing shoulder rolls or picturing a relaxing scene.
- Set a good example by managing adult stress during testing and staying positive about school and test taking.

- By Lindi Dreibelbis Arthur, Director of Assessment and Evaluation



LCHS Students Brace for AP Exams

From May 7 through May 17, 535 La Cañada High School Students will sit for 1140 College Board Advanced Placement exams. This is by far the highest number of AP exams that have been given at the school. These tests cover a wide range of subjects from calculus to European history, from computer science JAVA to Art Portfolio, and science exams that include biology, chemistry, physics, and environmental science. By far the most popular courses are English language and composition and United States History with 213 and 181 students respectively taking each of these exams. The courses are taught by high school teachers but at the college level and with college texts. Students may receive college credit for the course if they score a three or greater on the AP Exam. La Cañada High School's students 2006 pass rate with a three or better was 84%. The high school currently offers 41 AP classes in 17 subjects.

AP courses are taught by highly qualified teachers who use the AP Course Descriptions to guide them. The Course Description for each discipline outlines the course content and describes the curricular goals of the subject. While the Course Descriptions are a significant source of information about the course content on which the AP Exams will be based, AP teachers have the flexibility to determine how this content is presented.

For each AP course, an AP Exam is administered -- each AP Exam contains a free-response section (either essay or problem-solving) and a section of multiple-choice questions. The foreign language exams also have a speaking component, and the AP Music Theory Exam includes a sight-singing task. Each AP Exam is given an overall grade of 1, 2, 3, 4, or 5, with 5 indicating a student who is extremely well qualified to receive college credit and/or advanced placement based on an AP Exam grade.

LCHS has adopted an open enrollment policy in accordance with The College Board's philosophy on equitable access to rigorous curriculum. This has resulted in increased access for students, but it also increases the responsibility of the school to provide the support and training to maintain the quality of the program and provide the best experience for the students. LCHS AP instructors attend summer workshops and AP summer institutes, as well as receiving supplemental materials to enhance their instruction. Several of our teachers are AP readers and will travel across the country this June to participate in the scoring of the exams.

The Advanced Placement Program developed the following policy statement to assist schools in developing an open enrollment policy that reflects the College Board's commitment to expanding access to AP for all students:

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be given consideration for admission to AP courses.



- By Kevin Buchanan, LCHS Assistant Principal

LCUSD Student Wins the County Spelling Bee – “Beepeat”

Zhi-He Low, Paradise Canyon Elementary School sixth grade student, won the 2007 LCUSD district spelling bee and went on to the county level to win that bee, which had 22 districts in Los Angeles County represented. Zhi-He, who has an amazing talent for spelling, won the two spelling bees last year also. He is an excellent student, who is poised and calm, and who studies the spelling words with great diligence. The district and county bees each give students a list of words, such as “dimetrodon” and “nonegesimal”. The LCUSD words are more difficult than the county words. In both bees, there are additional lists of words the students have not seen. Those words are used to eliminate contestants and bring the competition down to one winner. A spelling bee is an extremely stressful event, for the audience as well as the contestants. Zhi-He Low will represent Los Angeles County at the State spelling bee on May 19. Last year he went many rounds before being eliminated. He is studying and preparing for this year's bee and we are confident he will represent us well. The entire PCY family is proud of Zhi-He.

- By Donna Robinson, PCY Principal



District Master Calendar

May 2007

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
6	<p><u>7 (4)</u></p> <p>LCHS AP Exams 5/7-5/18/07 Teacher Appreciation Week STAR Testing (Gr. 2-11) ALF Instr. Rehear.:3-5:00 pm LANTERMAN</p>	<p><u>8 (7)</u></p> <p>PCR Staff Appreciation Lunch Teacher Appreciation Week PCR Laguna Playhouse 9:30 am CAFE PCY Gr. 4 Pilgrim Trip 5/8-5/9/07 PCY PTA Mtg. 9:15 am LCHS Faculty/WASC Mtg. 3:00 pm STAR Testing (Gr. 2-11)</p>	<p><u>9 (5)</u></p> <p>Teacher Appreciation Week PCY Gr. 4 Pilgrim Trip 5/8-5/9/07 PCR PTA Mtg. 8:20 am STAR Testing (Gr. 2-11) LCHS 7/8 PTA Staff Appreciation Lunch 11:45 am</p>	<p><u>10 (5)</u></p> <p>Teacher Appreciation Week PCY Staff Appr. Lunch STAR Testing (Gr. 2-11) LCFEE General Mtg. 7:15 pm LCE ALF Instr. Rehear.:3-5:00 pm LANTERMAN</p>	<p><u>11 (6)</u></p> <p>Teacher Appreciation Week LCHS 7/8 Band Tour of Elem. Schools LCHS Comedy Sportz 7:30 pm AUD. STAR Testing (Gr. 2-11) PTA Council Mtg. 9:15 am CITIBANK ALF Instr. Rehear.:3-5:00 pm LANTERMAN</p>	<p><u>12</u></p> <p>Teacher Appreciation Week LCHS 7/8 Home Tour STAR Make-up Testing PCR Spirit Rally STAR Testing (Gr. 2-11)</p>	<p><u>12</u></p> <p>Teacher Appreciation Week LCHS 7/8 Home Tour STAR Make-up Testing PCR Spirit Rally STAR Testing (Gr. 2-11)</p>
13	<p><u>14 (4)</u></p> <p>***PCY Incoming Parent Kindergarten Orientation: 9:00 am* LCE Kindergarten Orientation (T) Elem. Spring Wrt. Asmt LCE Parent Tour 9:00 am</p>	<p><u>15 (6)</u></p> <p>GATE Advisory Mtg. 12:30 pm DO Elem. Staff Mtg. 3:15 pm Elem. Spring Wrt. Asmt LCHS Instr. Council Mtg. 3:00 pm ***ALF Instr. Rehear.:3-5:00 pm LANTERMAN*** ALF Instr. Concert: 6-9:00 pm LANTERMAN</p>	<p><u>16 (4)</u></p> <p>LCHS 7/8 CJSF Reception 3-4:00 pm CAFE Elem. Spring Wrt. Asmt LCE PTA Mtg. 9:15 am CAFE Childcare Rd. Table 8:30 am DO</p>	<p><u>17 (5)</u></p> <p>Elem. Spring Wrt. Asmt LCE Rd. Table Pizza Night CC Mtg. 8:30 am DO IPG Mtg. 12:30 am DO ***ALF Instr. Concert: 6-9:00 pm LANTERMAN***</p>	<p><u>18 (3)</u></p> <p>LCHS 9-12 PTA Mtg. 9:15 am Elem. Spring Wrt. Asmt LCE Spirit Rally</p>	<p><u>19 (2)</u></p> <p>PCY Spr. Fun Run 7:30 am PCY Medieval Fair 9-4:00 pm</p>	<p><u>19 (2)</u></p> <p>PCY Spr. Fun Run 7:30 am PCY Medieval Fair 9-4:00 pm</p>
20	<p><u>21 (4)</u></p> <p>PCR Spring Brk Fair Math Asmt ***LCHS Pops Concert Reheasal: Lanterman 6:00-9:00 pm*** PCY Gr. 4 Pilgrim Trip 5/21-5/22/07</p>	<p><u>22 (7)</u></p> <p>Math Asmt PCR Spring Brk Fair PCY Gr. 4 Pilgrim Trip 5/21-5/22/07 PCY Sch. Site Council Mtg. 3:15 pm LIB. 20-Day Progress Rpt. Due Elem. Sch. Site Council Mtg. 3:15 pm LCHS Faculty/WASC Mtg. 3:00 pm</p>	<p><u>23 (4)</u></p> <p>Math Asmt PCR Spring Brk Fair ***LCHS Inst. Music Concerto/Pops Concert: LANTERMAN 7:30 pm*** BTSA Support Provider Meeting: Closed Session Rm. 3:30 pm</p>	<p><u>24 (4)</u></p> <p>Math Asmt PCR Spring Brk Fair BTSA Sup. Prov. Mtg. 3:30 pm DO **Elementary School Open House 6:30-8:00 pm**</p>	<p><u>25 (3)</u></p> <p>PCY Spirit Rally 10:15 am Math Asmt PCR Parent Tour 9:00 am</p>	<p><u>26 (1)</u></p> <p>LCHS Prom Night 7:00 pm - 12:00 am</p>	<p><u>26 (1)</u></p> <p>LCHS Prom Night 7:00 pm - 12:00 am</p>
27	<p><u>28 (3)</u></p> <p>LCHS Band Performance Memorial Park Serv. 9:00 am HOLIDAY - No School CEC Closed</p>	<p><u>29 (1)</u></p> <p>Joint Staff Mtg. 3:30 pm</p>	<p><u>30 (2)</u></p> <p>LCHS 7/8 Stud. of the Month Reception 3-4:00 pm AUD LCHS Muscial 7:30 pm</p>	<p><u>31 (3)</u></p> <p>LCHS Muscial 7:30 pm LCHS Sch. Site Council Mtg. 3:00 pm ***GATE Reception 5:00 pm DO***</p>	<p><u>31 (3)</u></p> <p>LCHS Muscial 7:30 pm LCHS Sch. Site Council Mtg. 3:00 pm ***GATE Reception 5:00 pm DO***</p>	<p><u>31 (3)</u></p> <p>LCHS Muscial 7:30 pm LCHS Sch. Site Council Mtg. 3:00 pm ***GATE Reception 5:00 pm DO***</p>	<p><u>31 (3)</u></p> <p>LCHS Muscial 7:30 pm LCHS Sch. Site Council Mtg. 3:00 pm ***GATE Reception 5:00 pm DO***</p>

Superintendent

(continued from page 1)

rent law (Education Code Section 60422a) states that every pupil in California shall be provided with a standards-aligned textbook by “the beginning of the first school term that commences no later than 24 months after those materials were adopted by the State Board of Education.” Basically, this 24 month rule gives us time to evaluate, discuss and choose a textbook from the list of approved titles.

Our final selection is made in the early spring prior to the end of the 24 month time frame. Teachers meet at each grade at their schools to complete evaluations and to prioritize the textbooks according to their ratings. Parents are also invited to review the books and to provide evaluations. Grade level representatives from each school next come together at a district wide meeting along with site and district administrators to reach consensus on a final choice. To ensure consistency of program for students and logical sequencing and articulation of curriculum, it is required that each elementary grade level and school utilize the same publisher series. The staff selection then goes to the Governing Board for final approval.

The whole selection process is a bit different for grades 9-12. There is no list of approved titles from the State Board of Education. Teachers come together, review, evaluate and prioritize publisher selections just as with grades K-8, but the assurance that the final choice is aligned to the standards comes through a formal resolution by the Governing Board.

The timeline for adoption is established by the State Board of Education. History and social science texts were adopted by the state in 2005; our teachers recently selected Harcourt Brace’s Reflections: California Series from among the approved choices. Pending Governing Board approval, LCUSD elementary students will begin using the new books in September, 2007. Similarly, our teachers are currently receiving copies of the science books approved by the state in November 2006. Following the standard process of review and examination, our K-8 students will begin using a new science series in September of 2008.



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



Funding for the purchase of textbooks comes primarily from the Instructional Materials Funding Realignment Program (IMFRP). These are special categorical dollars and are separate from our General Fund allocation; IMFRP money can be used only for instructional materials. Funds from the California State Lottery (CSL) can also be used for instructional materials.

Because LCUSD has carefully and prudently managed our IMFRP and CSL funds, we are always able to fully fund the purchase of each new subject matter adoption as it comes along. Other districts have not maintained the same capacity and have petitioned the state to waive the requirement to adopt a new text. Some districts have also petitioned for waivers to adopt textbooks not on the list of approved titles.

According to the way the current timeline of adoptions is structured, mathematics and English/language arts adoptions follow each other in consecutive years (November 2007 and November 2008 respectively). Because these tend to be high priced adoptions requiring extensive training for implementation, the state legislature passed and the Governor signed AB2722 (Canciamilla) – a law prohibiting back-to-back adoptions in these two subjects. The law will not take effect, however, until the 2013-2014 adoption cycle.

If you would like additional information about adoption timelines and procedures, check online at <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.



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