



# La Cañada Unified

March 2009

Volume 4 - Issue 3

## Message from the Superintendent

by James Stratton, Superintendent



LC Newsline



### LCUSD Confronts State Budget Crisis

Politicians and educators do not share a common opinion on how to solve the state's financial problems, but they do agree that the crisis is unprecedented. The shortfall, currently estimated to be well over \$40 billion by the end of the 2009-10 fiscal year, is staggering, and the one-time state fixes—borrowing unspent reserves, deferring maintenance, eliminating non-essential programs—were long since applied.

As a result of the recent budget “deal,” public schools will not receive the expected Cost of Living Adjustment (COLA) for 08-09, will see an additional decrease in the 08-09 Basic Revenue funding and will suffer a deficit on the 2009-10 COLA that will essentially result in even less funding than this year.

The district, therefore, has two equally daunting challenges to meet: midyear cuts and ongoing reductions. The immediate pressures can be addressed through transfers of one-time moneys while the continuing decreases in funding will be met by trimming both staffing and program.

The midyear elimination of the .68% COLA and the additional take back in general funding will mean almost a million dollar loss in income for La Cañada Unified School District this school year—money that county officials directed us to assume was there when we crafted our 08-09 budget. We propose to fill the gap by suspending the district contribution to the deferred maintenance fund, spending reserves and by redirecting some categorical funds to the unrestricted General Fund. In addition, we will freeze certain instructional supply purchases, staff development expenditures and new personnel hires.

Those adjustments are made possible by solid Governing Board oversight and by staff's prudent fiscal management. This strong stewardship is illustrated by our current reserve levels, our high credit rating and our recent immaculate audit report. Those midyear strategies, however, are fueled by one-time dollars and will not be adequate to confront the 09-10 and beyond reductions.

For the next budget year, we will continue to have unfunded and deficated COLAs. To manage this further cut in our revenues, it is clear that we must make some painful cuts. Among the possibilities will be to cut back each school's instructional supply budget, eliminate curriculum and staff development budgets, reduce maintenance budgets, halt upgrades in our technology leases, reduce classified and district office hours, raise grade 4 – 12 class sizes and consider reducing our reserves. Each of these steps will be folded into the financial assumptions that drive the interim and final district budgets, which are subject to Governing Board approval.

(continued on last page)



# The Newsboard

By Joel Peterson, President



In a public meeting held on March 3, 2009, the Governing Board unanimously voted to place a parcel tax measure on the ballot scheduled for June 2, 2009, which is the only election date available that could generate proceeds by next school year.

The Board unanimously approved a resolution which spelled out the details of the measure including a five-year term, no inflation index, an exemption for seniors, the ability to consolidate adjacent parcels as one taxable unit if they are owned by one person or business, accountability measures including an Oversight Committee, the ability to only apply once for an exemption, rather than annually, and an amount of \$150 per parcel per year – the equivalent to 41 cents per day per household.

I will summarize what exactly is driving the need for a parcel tax and show that there is a real need. This parcel tax measure will mitigate this need, allowing the District to maintain its current core education level.

## **Near-Term State Cuts of \$5.5 Million; \$12.5 Million of Cuts Over 3.5 Years**

Legislators have recently approved the state budget, which provides concrete data for us to finalize the school district's budget process. Including mid-year cuts in the current school year ending June 30, the District must absorb more than \$5.5 million in state funding cuts and takeaways as it prepares the budget for the upcoming 2009-10 school year. These state cuts include reduced "per student" funding, cost-of-living takeaways and lower funds for restricted programs (including gifted and special education).

Further, the District has been advised by the County Office of Education to plan for additional state cuts of \$3.5 million in the 2010-11 year, plus another \$3.4 million the subsequent year. Collectively, the District must address state funding cuts of \$12.5 million over three-and-one-half years.

## **Reducing District Costs**

As a part of its budget deliberations, the Board reviewed and approved specific cost-cutting recommendations from the Superintendent, including program cuts, staff reductions and reductions to the maintenance budget and post-retirement benefits. There are no salary increases included in the future budgets and these recommendations are in addition to a number of cost-cutting initiatives previously implemented by the District in anticipation of a general recession.

## **Growing Budget Shortfalls**

In spite of operating expense reductions, the District expects to report a net loss (deficit spending in which expenses exceed revenue) in the current year of nearly \$1.2 million. The 2009-10 shortfall is expected to exceed \$1.5 million. Over a four-year period starting with this school year (2008-09), the District is projected to spend \$8.9 million more than its revenues – after existing and proposed new cost cutting initiatives.



Helpful Links from  
the LCUSD website:

Governing Board  
Meeting Schedule

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

LCUSD Master  
Calendar:

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

LCUSD GATE  
Advisory Council

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

LCUSD Bond  
Oversite Committee

[http://www.lcusd.net/  
facilities](http://www.lcusd.net/facilities)

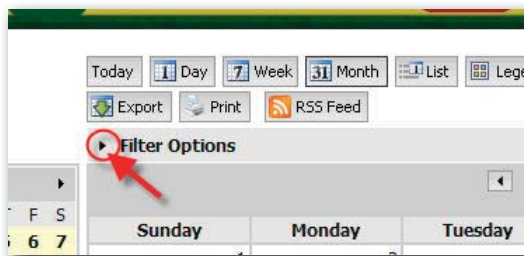
## District Website Calendars

One of the best features of the new district website are the fully customizable live calendars. The main district Master Calendar can be found by clicking on the District Calendar link at the right end of the yellow channel bar.



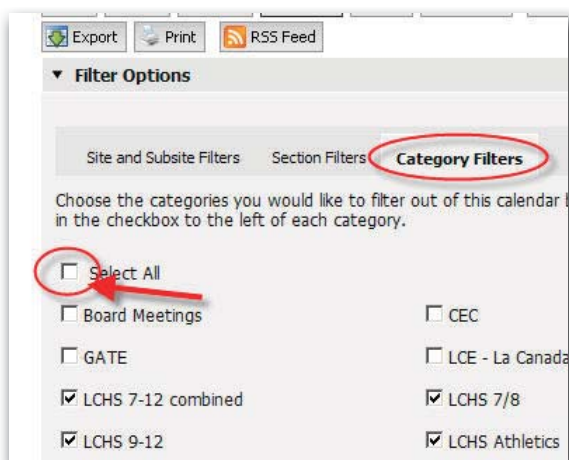
There are also links to school site-specific calendars that can be found throughout the website, such as at each elementary school's home page. (Look for the link to School Calendar on the Shortcuts list on the left hand side). Site calendars may contain events that are not published on the main district calendar unless you explicitly enable them with the Section Filters option shown below.

Once you are looking at a calendar, you can customize the type of information that calendar shows by clicking on the Filter Options triangle above each calendar.



From here, you can choose between different types of filters to activate, such as Site and Subsite Filters, Section Filters (for choosing which school's local events to include), and Category Filters. The Category filters is most useful to narrow down the displayed events to just those types of events that are of interest to you. You can click the Select All checkbox once to select all, and click it again to deselect all and then check off only those event categories you wish to view.

Finally, click the "Filter" button at the bottom to activate your choices.



## Impact on Reserves

The District has built-up unrestricted reserves to "weather the storm" in anticipation of a recession. These reserves, while sufficient to absorb near-term losses from deficit spending, become rapidly depleted. By 2012, the unrestricted reserve would be \$3.2 million below statutory requirements and fully exhausted. Technically, the District would be insolvent.

## Options

Alternatives to the District to prevent such an outcome are two-fold:

a) draconian layoffs of personnel similar to those currently proposed by South Pasadena and San Marino school districts (South Pasadena is preparing to layoff more than 30 teachers and 20 non-teaching staff; San Marino has authorized the elimination of 48 full-time positions with teaching credentials that will impact up to 60 employees) or

b) seek approval from residents for a stable funding source, keeping the District solvent, with all funds remaining in La Cañada under local control and accountability.

Our community will be asked to vote on a parcel tax measure on June 2. I believe that the real question that our community will be asked to decide is whether to continue to be the passive objects of state-wide politics, or to be the active subjects of our own destiny; to be able to sustain and control - at our local level - the programs, the environment, and the level of education our children currently receive.



# LCUSD Educational Goals Update

Each year, the district's Governing Board establishes the educational goals for the district to implement. These goals are divided into six broad categories: 1) Curriculum, Instruction & Assessment, 2) Student Support, 3) Staff Development, 4) Facilities & Technology, 5) Financial Management, and 6) Communications & Decision Making. The district management team recently gave an update to the Governing Board on districtwide progress in meeting these goals. The following are summaries of new district projects and initiatives in the past year which have addressed the district educational goals. Existing and on-going programs are not described for brevity's sake.

## I. Curriculum, Instruction & Assessment

The curriculum in the Spanish program at the elementary schools was aligned with the high school Spanish I textbook. To better prepare the 6th graders for Spanish 2 classes at the middle school, a new summer program was added to the schedule. At the beginning of the school year, the new science textbooks arrived, and all teachers have received training. At each grade level in science and social studies, the pacing guides are being revised to align with the new textbook adoptions.

Recent purchases have increased the number of Mimio presentation devices in use in the classrooms. LCE added 4 for a total of 15; PCR added 10 for a total of 14; and PCY added 4 for a total of 6.

At the elementary level, all teachers will have planned and implemented a multi grade level lesson that reinforces the principles of the Developmental Assets. Lessons were designed to provide students with a learning experience in a multi age group environment.

Two of the schools received grants that directly support the science program. At LCE, the PTA obtained a partial grant toward the purchase of a WeatherBug Tracking Station to provide real-time weather data to broadcast online. The WeatherBug Achieve software will supplement the science curriculum. At PCY, an eco garden was installed with a grant from the state of California.

Districtwide, last year at the elementary level, 11 students were reclassified from English Learner to Fluent English speaking. This year, 46 students have been reclassified.

In the area of assessments, all three principals have consistently verified and analyzed results of the anchor assessments at each grade level, and have reviewed the results at staff or grade level meetings.

This year La Cañada High School offered two new University of California (UC) approved college prep courses. The first is a CSI Forensic Science course offered through the Regional Occupation Program (ROP), and the second is a senior English elective that satisfies the fourth year of high school English, named Mirror Themes in Art and Literature. Additional sections of Advance Placement Psychology and AP Statistics continued the trend of increased accessibility to the rigorous curriculum of honors and AP courses, maintaining overall Honors/AP Enrollment in grades 10-12 at 65%.

LCHS has also increased student enrollment in Career Technical Education courses (CTE /ROP). In the 2007-08 school year, 489 students were enrolled in 16 sections of 11 courses. This school year, 2008-09, 576 students are taking 19 sections in 13 subjects ranging from Culinary Arts to Sports Medicine. Additional classes in Commercial Photography and Forensic Science were added this year.

As the Student/Teacher Enrichment Program rolls into the third quarter, over 1200 students are enrolled in at least one STEP with 850 students enrolled in two or more STEPS along with the revised and extended study sessions in SSR/homeroom. This quarter, 122 STEP sessions are being run by 55 credentialed staff including teachers and administrators.

The high school has also restructured its English Language Development (ELD) program to increase the number of UC eligible courses English learners can graduate with and to offer ELD support throughout the day with an additional instructional aide.

Teachers at LCHS 7/8 spent time this year filling gaps in 7/8 power standards and revising pacing guides for science and pre-algebra to align with the new texts. The 7/8 core teachers are also revising anchor assessments in all four core areas to align with key California Content Standards. The 9-12 math and science departments are revising anchor assessments to target areas of low performance.

Adjustments to the master schedule were made to allow interdisciplinary teaching in 11th grade AP American History and AP English Language.

Work has also been done to maximize professional partnerships and LCHS invited noted geophysicist Dr. Hudnut from California Institute of Technology to discuss seismicity. An energy science grant from BP along with a partnership with PHAT Energy has allowed LCHS to install solar panels on the IRC building. Glendale Community Foundation awarded the ROP Media Arts program a grant of \$5000 for program expansion and the purchase of industry standard technology. Additional donations include seven notebook computers for use in science laboratories and a new Science laptop cart.

## II. Student Support

Student support includes programs that help the student succeed socially, emotionally, academically and physically. All the reports here reported are focused on making sure students succeed in all aspects. Thus the first report is that the three elementary principals met to revise the written Every Student Succeed plans so the plans would be uniform in their elements to systematically provide student success. Every Student Succeeds plans are being utilized at all LCUSD sites.

At the 7/8 level, the staff formalized a sports program with competition between middle schools that are located near the 210 freeway. The high school girls are now part of the Girls Athletic Association, where they take part in raising money for a scholarship given to a senior girl athlete.

At the high school level, students are once again participating in the Kiwanis Builder's Club where they plan community fundraising activities. Over 100 students at PCY are participating in a science club where JPL parents teach the science classes. At LCE, 200 students participated in science activities that were facilitated by parents at lunch recess. The high school engineering club mentored 19 LCE students, helping them with a project for competition in the Los Angeles Regional competition.

At LCHS, the PAL program, where adult staff members mentor students, increased to include over 30 mentors and mentees at grades 9 – 11. The new STEP program included over 1250 students in 122 sessions. There is also an increase in the number of learning contracts which help struggling students improve their achievement. Counselors were realigned so that students can keep the same counselor for the four years of high school. One more improvement at the high school has been the increase in the number of colleges visiting LCHS, from 80 to 100.

Health services are an important support to student success. Thus the reorganization of duties for the district nurse was an important task that the site administrators, site health clerks and district office personnel completed.

Services for English Learner students were expanded in that hours for aides who support these students' needs were increased. GATE services were expanded at the 7/8 grade level. Over 100 students participated in activities that included a speaker series, monthly luncheons, team building and a special field trip to JPL.

All these services, activities and programs are designed to help all our students succeed.

### III. Staff Development

Numerous staff development opportunities have been provided to our certificated and classified staff this year. Different workshops were offered to address the academic, social, emotional and extra-curricular aspects of education.

All certificated staff received training in: Jon Pearson's: "The Inventive Mind: Drawing Out the Best in Your Brain," a workshop on multiple strategies for note taking and knowledge retention; Mary Connor's "Korean Learners and Culture: What can we learn about one culture so we can support them in another?"; Linda G. Allen's "Setting the Stage so Every Student Succeeds"; and Laurie Stephens' "Autism Spectrum Disorders."

Teachers, administrators and counselors offer Student Teacher Enrichment Program (STEP) classes at LCHS. This allows them to collaborate in their subject areas by meeting once a week during STEP. They discuss effective instructional practices and analyze student data to increase academic achievement of their students.

Six teachers at LCHS attended 8 weeks of summer institutes in the following subject areas : U. S. Gov., Statistics, U. S. History, Spanish and English Literature.

All teachers at PCR have been conducting peer observations with the goal of improving student learning/achievement. Peer observations help teachers become more effective as practitioners, increase job satisfaction and improve their instructional practice.

Fifth grade teachers at LCE received training in "Why We are Free," our interdisciplinary curriculum which helps prepare students for the Valley Forge Trip.

Training opportunities were provided to new English Language Development paraprofessionals to effectively work with second language learners. They also received training in the usage of the DynEd computerized program which assists in English language acquisition.

All elementary schools focused on training in the area of bullying prevention. Counselors provided training for teachers and paraprofessionals to be able to identify, prevent, and address the issues related to bullying. Guidance lessons have been provided in the classrooms to help students recognize and handle bullying situations appropriately.

District's Classified Staff attended a workshop which emphasized the importance of their role in building Developmental Assets in students within the context of their daily interactions.

All LCHS counselors attended workshops on the American School Counselor Association (ASCA) National Model.

Special Education staffs at all sites took advantage of workshops focusing on autism, behavioral intervention and crisis prevention.

Twenty-five coaches at LCHS received certification under National Federation of State High Schools' Association per California Interscholastic Federation (CIF) requirements.

District's custodial and maintenance crews received training in safety and cleaning techniques.



For More Info



## IV. Facilities & Technology

LCUSD facilities benefitted from partnerships with various groups and organizations in the local community. Joint use projects with funding provided by LCUSD, City, and User Groups helped to build the Oakgrove field restroom/locker rooms (completed Sept. 2008 for \$155,000) and the high school tennis courts are being refurbished with an additional sixth court being added (project underway at a cost of \$269,000). Furthermore, a variety of gifts and projects totaling \$99,700 was received from PTA, Parent Groups and Eagle projects to help repair or enhance district facilities.

The district was able to increase lease space available due to upgrades to FIS buildings by its tenants. Two additional classrooms, a restroom, and a dance studio were brought on line which helped increase revenues to the district from its leased facilities.

The district continued to make progress on several on-going construction projects including:

- LCHS A building modernization undergoing bid process
- PCR – 5000 sq. ft. Multi-purpose room (\$3.47 million)
- PCY – 5000 sq. ft. Multi-purpose room (\$3.77 million)
- Re-roofing at PCR , FIS, PCY based on 10 year priority replacement schedule

The waste injector pump systems in the High School North Gym and B building were repaired and a districtwide recycling program provided by Allied Waste was instituted at no cost to district.

LCUSD has seen the successful launch of several significant technology projects over the past year. First of all, the district's data network infrastructure was completely overhauled with new high speed fiber optic data links between the district office and each school site. This formed the foundation for several other major technology improvement programs. Each school received a new Voice Over Internet Protocol telephone system (VOIP) to match the one used at the district office and replaced an obsolete and increasingly unreliable telephone switching system. The office computers around the district were all upgraded with additional memory so that they will be ready (along with the fiber optic data network) for an upgraded version of the district's student information system (Aeries) which is being acquired. This new version of Aeries is centrally housed at the district office and will help the district to integrate with the new state managed Student Information System (California Longitudinal Pupil Achievement Data System - CALPADS) which is being launched this fall.

Food services benefited from a variety of technology upgrades. Cafeteria point of sale computers and back end file servers were replaced with new machines, and the LunchBox prepayment software was upgraded to the latest versions. The district transitioned to eFunds as the new on-line lunch prepayment processor to address complaints about the accuracy and timeliness of the Paypal transaction recording and this resulted in a lower per transaction cost to parents who are using this service. The district also renegotiated the contract with the cafeteria consulting firm to lower the cost to the district while providing once a week consulting service.

The high school began using the Bluebear accounting software package which integrates registration receipting, textbooks inventory, ASB, school accounting systems into one program (instead of the four separate programs used before), and it contracted with the National Student Clearinghouse to track students' post secondary educational careers (for 7 years after they leave LCHS).

In addition to the 8 new notebook computers the high school acquired for a mobile science laptop cart, LCE added 12 additional notebook computers to its mobile laptop cart (for a total of 32 notebook computers).

Finally, the district unveiled a brand new website design for the district website and the high school website. The new websites feature much improved navigation and layout and make use of modern web technologies to help users find the information they are looking for.

## V. Financial Management

In the area of Financial Management, the progress indicates the careful stewardship exercised by the Governing Board, Superintendent, and District Staff – especially in light of the dire economic condition of both the state and federal budgets.

In 2008, LCUSD obtained a clear and unqualified audit. This is the highest audit certification possible, verifying no inconsistencies with generally accepted accounting practices. Also in 2008, LCUSD was able to improve its bond rating. Standard and Poor's increased the District's bond rating from a AA- to AA. Late in the 2007-08 school year, \$5.2 million of the 2004 Measure B Bonds were sold. And, at the February 10, 2009 Governing Board meeting, the Board adopted a Resolution for the sale of the remaining \$4.2 million of the Measure B Bond. Along with these strong financial showings, the District was able to maintain its financial reserves at 3.5% (the recommended required reserve by the Los Angeles County Office of Education is 3.0%).

The strength of the District's financial management is supported by the generosity of its community stakeholders. In addition to the ongoing financial support provided by the La Canada Flintridge Educational Foundation, the PTAs, and all of the support organizations within our school communities, direct donations to the District from July 2008 to February 10, 2009 totaled \$42,046.47. Of these forty-three donations, twelve were company donations, and one \$20,000 gift was from a single family.

For the La Canada Unified School District, successful financial management entails effective negotiations with both the La Canada Teachers Association (LCTA) and our local chapter of the California School Employees Associations (CSEA). In October of 2008, using Interest Based Bargaining, LCUSD and LCTA settled the 2007-08 collective bargaining agreement. Part of these negotiations included the District researching the cost effectiveness of early retirement incentive programs, with plan information being provided to the District from both Keenan and Associates and Public Agency Retirement Services (PARS).

Rental income is an important part of the overall district's operating budget. This year, additional rental space was made available due to upgrades in new areas by tenants. The spaces include two classrooms, a restroom and a dance studio. These upgrades will provide the district with increased rental income in the coming years.

In these trying budget times, LCUSD is continually looking for alternative income sources. La Canada is fortunate to have the film industry in our "backyard." This year, LCUSD has contracted with a company called Film LA, which acts as an agent for our facilities. Film or television companies contact this firm when seeking a school venue for filming and Film LA, in turn, represents our schools as possible rental sites. If selected, Film LA also coordinates the film shoot and accompanying activities with the site principals. Most of the filming will be done after school hours in order to not disrupt the instructional program. The contract was signed in November and the district has already received one request. It is unknown at this time how much potential new revenue this partnership will bring to the district.

The high school, especially Assistant Principal, Kevin Buchanan, has worked tirelessly to expand and improve the Regional Occupational Program (ROP) which offers career and technical education classes to students. Currently the ROP program accounts for 2.6 full-time teacher equivalents (FTE) which translates into 13 elective classes. In this fiscal year, ROP will provide \$385,139 which offsets the district's operational costs.

The California Department of Education solicited participation the California Student Information System (CSIS) Best Practice Cohort and the LCUSD Technology Department readily agreed to join. Not only has the district worked in concert with other districts and with the officials at the state level to create permanent identification numbers, consistent demographic and achievement information for public school students statewide, LCUSD was compensated \$35,000 for participation in this program. These funds will be used to upgrade and align La Canada's student information system with the statewide California Longitudinal Pupil Achievement Data System (CALPADS) requirements.

Lastly, although La Canada receives many less categorical funds than many school districts across the state, these funding sources are very important to the operation of the school district. In the last year, the business, human resources, curriculum and categorical departments

have done a detailed analysis of the specific regulations and expenditures and transferred funds to support the core academic program where practicable. The district will continue to monitor these specific accounts and keep a keen eye on any flexibility in the regulations that may come about in the upcoming funding decisions at the state level.

LCUSD's close monitoring of all current funding sources, willingness to tap other funding resources or possibilities and strategic planning for the future will help bridge the gap in these tight financial times.

## **VI. Communication & Decision Making**

There have been a number of changes and additions in this goal area. New and extended avenues of communication include the expansion of the Naviance on-line guidance and planning system. This web portal is used by students in 8th grade on to help with their post high school plans including college and career and provides a venue to communicate directly with students and parents via e-mail about timelines, processes and key reminders. The use of Pinnacle, an online system for parents and students to track grades, has seen an increase in users up to 86% from 83% last year. A new "memo of understanding" that was negotiated with LCTA doubles the minimum required postings by teachers and encourages more frequent updating in general. Partnering with the PTSA, the high school principal has been able to have access to a Constant Contact account, allowing for direct e-mail communication to parents and families of our 9-12 grade population. The Constant Contact has been an enhancement to the ConnectEd auto dialer system that allows immediate contact to all in case of emergency or targeted contact such as in more recent uses as the District ELAC meetings or fieldtrip reminders. The ConnectEd use also allows for voice messages to be delivered in the home language to be sure to include all families in important messages.

Both the district and high school websites have been completely redesigned and have incorporated content in a different an intentional manner to support student, parent and staff access. Part of making better use of the Internet has been utilizing [www.schoolsports.net](http://www.schoolsports.net) as a host for the high school sports schedules, locations and directions. Also at the high school, a weekly e-mail newsletter of "athletic happenings" was begun featuring student and staff accomplishments and recognition. The Rio Hondo League has adopted a Parent-Coach Communication brochure to assist parents and student on how to better communicated with staff and to interact with visiting schools.

Soliciting feedback has always been a Governing Board priority, and increased use of target group surveys occurred including ELD services, technology, custodial and maintenance, food services, STEP and Special Education. These surveys have or will be given to different stakeholder groups to get satisfaction indicators that will subsequently direct future planning and execution.

At the district level, the completion of the first phase of the branding project has just been completed, looking at how better to present the district to our and surrounding communities. This project was assisted through a partnership and did not consume any district General Fund resources.

Finally, direct communication to the community at large has been enhanced through letters and articles written by our superintendent to local newspapers and in this publication, to share insight and pose solutions related to the issues that schools and districts face with the state budget and other often overwhelming challenges.

# Superintendent

(continued from page 1)

Fortunately, at present, unlike many school districts, we do not plan to issue extensive teacher lay-off notices for General Fund positions but will accommodate reductions by not replacing resignations, retirements and some temporary positions. Positions funded as part of special programs like the Regional Occupational Program or the Special Education Local Planning Agency (SELPA) will be staffed only according to the dollar amounts which will be made available by those agencies. Layoffs there may be necessary.

If we are granted total flexibility with our special categorical funds, we will continue to make transfers to backfill shortages. One example involves our Instructional Materials Fund. Foreseeing the state's fiscal uncertainty, we delayed purchasing new math textbooks. Assuming that we are permitted to use instructional fund dollars for other needs and assuming that we receive a corresponding waiver to keep our current text, we could recapture approximately \$125,000 to use for overall district needs.

Another mechanism that could help to combat the state crisis is a parcel tax. The district commissioned a survey to gauge community support for such a measure, and the La Cañada Unified School District Governing Board has decided to request \$150 per parcel in the June election. The key benefit of a local parcel tax (in addition to the revenues raised) is that these monies are controlled locally and directly available to our own local schools.

My concluding point is twofold. First, through prudent budgeting and judicious cutting, we will be able to weather the immediate budget storm and keep the district solvent. Second, we should not be forced to take such direct ongoing hits from Sacramento.

Since 1998, state revenue increased by 71%. Prison expenditures increased by 119%, business/transportation and housing by 475% and health and human services by 96%. Education expenditures increased by 59%. The source of this information is the Legislative Analyst's Of-



## La Cañada Unified School District

### Cabinet

**Superintendent:**  
James Stratton

**Asst. Superint.**  
Mike Leininger

**Asst. Superint.**  
Wendy Sinnette

### Governing Board

**President**  
Joel Peterson

**Vice President**  
Jeanne Broberg

**Clerk**  
Scott Tracy

**Member**  
Cindy Wilcox

**Member**  
Susan Boyd



fice and the Department of Finance.

Schools are now being required to accommodate midyear and ongoing cuts that are going to significantly impact program and staffing. With California per pupil spending among the lowest in the nation, every additional cut we make diminishes the learning program and environment for all of our students. And until Sacramento makes a serious attempt to stop the bleeding, it is not clear how LCUSD will be able to keep finding solutions and to confront the future shortfalls of 2010-11 and possibly beyond.



**LC Newline Editor:**  
Enoch Kwok



**La Cañada Unified School District**  
4490 Cornishon Ave.  
La Cañada, CA 91011  
818.952.8300