



# San Diego Unified School District

## *Staff Bulletin*

September 1, 2006

---

### Superintendent Welcomes You Back

Dear Colleagues,

I hope you've had a wonderful summer and are ready for a remarkable school year. As the new school year begins, I'd like to share with you my thoughts on who we are, why we're here, and where we're going. I want you to know why we're on our way to becoming America's best large urban school district.

Beginning now, we are spelling out our identity so that everyone knows that we are San Diego **Unified** School District—emphasis on unified, collaborative and inclusive—with everyone treated fairly. We are a school system that believes every student can learn and have a deep personal commitment to making that happen. We are no longer known as San Diego City Schools, although we deeply appreciate our positive working relationship with the City of San Diego. We are students, teachers, classified staff and administrators who avoid needless conflict and work together with parents and community. We're here to produce a well-educated citizenry and workforce among the finest in the nation. Only by working together will we become America's best.

The young people we serve are our highest priority. Their education and safety top our list of what's really important. Their achievement, performance, attendance and behavior matter to us, to them, to their families and to our community.

Although we face many of the same challenges as other large urban school districts, we know there are always solutions. We enjoy a better track record of improving student performance than most comparable large school districts. For example, most of our schools are making gains with our favorite acronyms: STAR, API and AYP. We have increased our pass rate on Advance Placement Tests and the number of students completing these rigorous courses. And our Class of 2006 exceeded the statewide pass rate on the California High School Exit Exam.

We have many successes to build upon. But we can never be smug or complacent. We are determined to serve all students better starting this year. If we do, they will not disappoint us. Our schools' successes show that it can be done. We can make a difference. We can beat the odds. All students can learn.

Here in the San Diego Unified School District, we literally have the opportunity of a lifetime to become America's best. Together we are not just aspiring to the American Dream. We are attaining it for more students and schools throughout our district. It is that simple. It is that difficult. If one large school system in the U.S. can become America's best, the place is here. And every one of you can make it happen.

As our schools and district earn more major national honors for excellence, it will be the direct result of your efforts, your experience and your expertise given wings. I know we have the dedication,

---

*“The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom.”*

determination and desire to give our personal best to the students we serve. That's who we are. That's why we're here. And, together, that's where we're going.

Thank you for your willingness to rise to this high calling for us and our schools and our students—to become America's best.

Sincerely,  
Carl A. Cohn  
Superintendent of Schools

###

### **Getting to Know You: Meet Our Five New Area Superintendents**

In June, the Board of Education approved the appointment of five area superintendents. *Staff Bulletin* met with each of the area superintendents over the summer to learn more about them and their plans for the students and schools in their areas.

#### **Area 1 Superintendent Carol Barry**

*Carol Barry virtually 'grew up' as a teacher in San Diego Unified. She started out as a student teacher at Valencia Park and fell in love with the profession. When she became a parent, the pride in the district was extended to her three children, who all grew up in district schools. The youngest is now in high school.*

*Prior to being appointed Area 1 Superintendent, Carol was an assistant superintendent. Her student teaching stint at Valencia Park led to a permanent teaching position. She continued her teaching role at Muirlands Middle School before being appointed vice principal at Logan Elementary. From there, she became principal at Carson Elementary and Pacific Beach Middle School. She earned an MA in school administration from Azusa Pacific University and has a BA in liberal studies from SDSU. When not helping her principals, staff and students grow and bloom, she does the same with real flowers in her own garden.*

#### **What are your first impressions of the district?**

This is a *great* district. I had wonderful experiences in the classroom and exciting professional development opportunities. As a teacher, I had tremendous experiences with the Clark Foundation, and while at Muirlands, I was able to participate in PACE, Performance Assessment Collaboratives for Education. This was a project out of Harvard University that looked at alternative forms of assessment and ultimately put the experiences of other professionals, such as journalists and historians, into a context that we could then bring into the classroom. Participating in this project gave me the opportunity to network with middle school teachers throughout the district and across the country.

#### **What are you most looking forward to this year?**

I am really looking forward to leading clusters within Area 1. My work will be more focused and the Area 1 organization will facilitate stronger communication among all school community members. Since I will be housed within the community, my staff and I will be more accessible and able to respond more quickly to issues that may arise.

There will be a consistency from kindergarten through grade 8 which will build trust between parents and the schools. I'm really quite excited about it and can't wait to get started!

#### **How you would describe your philosophy of education?**

I believe that every child deserves equal access to a rigorous and engaging curriculum.

What I see right now as most important is really looking at how we pick up the pace of our instruction and improve our delivery systems. The students we have today are not the same as in years past. They are more technically sophisticated. They expect to get information quickly and react to it immediately. This is especially true with our middle and high school students. We need to adapt our instruction to meet the changing needs of our student population. I think our delivery has been slow, and we're not using technology and multimedia well enough. Learning needs to be more engaging and culturally relevant. We want kids to want to come to school!

**Who has influenced you the most in your life?**

Esther Cannon. Esther was the teacher next door to me when I was a first year teacher at Valencia Park Elementary School. Although she was somewhat intimidating to me, she had high expectations for her first graders and they responded with demonstrating strong academic progress. She showed me how much fun teaching could be, but also how much work I needed to do to do it well. I quickly learned from Esther that all the successful outcomes were directly influenced by how well I planned. Esther helped me understand the work ethic involved in successful teaching.

**What is one of your strengths that will help you be an effective Area Superintendent?**

I don't rattle easily. I always believe there is a solution. I also believe you need to be honest and open and admit when you've made an error. We need to make decisions that make sense for students. If we always keep the best interest of children at the center of our decision making, we will earn the trust of parents and the community. All these decisions may not be popular, but all will support the social and academic success of our children.

I also believe my contacts in the community will help. Schools have to be supported by the community in order to be successful. In a time of decreasing enrollment, principals and staffs must 'sell' their schools. We can develop excellent school programs, and there is no reason for families to consider sending their student anywhere but their neighborhood school.

**Area 2 Superintendent Chelsea Smith**

*Dr. Chelsea Smith, Area 2 Superintendent, joined the school district in winter 2005. She will oversee 27 elementary and middle schools in the Mira Mesa, Morse, and Scripps Ranch clusters. She began her career as a middle school science teacher in Riverside Unified School District, then returned to her alma mater, Anaheim Union High School District, as an assistant principal and principal. Chelsea earned her doctorate in education from University of Southern California, master of science in education from Cal State-Fullerton, and bachelor of science in biology from University of California, Irvine. She was born in Korea and raised in Los Angeles and Anaheim.*

**What are your first impressions of the San Diego Unified School District?**

It's just...big! The sheer size, the geography, and the number of employees and students. It has been a wonderful transition for me. Given the size and scope of our district, I believe the new structure – with five area superintendents – will serve our students, parents, teachers and principals well. Over time, it will result in a better system of solving problems, and it will lead to intimate communities within a large system.

**What are you most looking forward to this year?**

I've never been part of an organization at the beginning of a major change process. It is an exciting time. I came on board in winter 2005, so I had the chance to see the former structure, which gave me perspective on the new process and direction. This perspective helps me to understand that our administrators are adjusting to some pretty big changes and new ways of doing things. I do foresee growing pains at all levels. It will take time to maneuver our way through this. But if we can focus on improving student achievement and building trust while lessening the conflicts among adults, everything else will fall into place. Trust and respect are the backbone.

The three “clusters” that you oversee are diverse, from Scripps Ranch and Mira Mesa to Morse. What intrigues you about this?

This is a great opportunity for administrators and staff to look at and learn from very different schools with varying backgrounds and performance. Not only will our administrators be learning from each other, but our teachers will have an opportunity to see what’s working in classrooms around the city.

**Who most influenced you and how?**

On a personal level, my parents. I was the youngest of four. My family comes from a male-dominant culture, yet my dad didn’t differentiate between my sisters, my brother or me. He made me believe I could do whatever I set out to do. There were no limitations set for my future career. I wouldn’t be here today if my parents hadn’t nurtured that kind of environment.

**And on a professional level?**

This probably isn’t a surprise – Dr. Carl Cohn. This is the first time I have worked for him, and I can tell you that we are in great hands. We first crossed paths when he was my professor at USC, and I was working on my doctorate program. I was also a vice principal in Anaheim at the time. What I appreciate about Carl is that he saw my potential and my next step as a principal. After I was promoted to a principal position, Carl saw my next step as an assistant superintendent. For the first time in my career, I did not have to convince someone of my worth. I value his confidence in me.

**What unique background do you bring that will have the greatest impact on our students and schools?**

When I was 7 years old, my family immigrated from Korea to the Los Angeles area. We spoke Korean at home, and school was full-immersion for my two sisters, my brother and me. It was sink or swim. My brother struggled the most. So I have a special place in my heart for kids who are learning a second language.

As a result, I really appreciate the U.S. school system. In the Korean school system, children were reprimanded physically. As a second-grader coming from that system, I just fell in love with teachers and schools in the U.S. I discovered a complete joy in learning, and I’ve loved being around education ever since. I really believe in the U.S. public school system. And I don’t just say that because I work in it. No other country has what we have. We can tell our students they can do whatever they set their mind to. If I can impart that passion and conviction to our principals, teachers, parents and students, then I’ll be proud of my contribution.

**Area 3 Superintendent Rich Cansdale**

Dr. Rich Cansdale, an educational scholar and an outstanding San Diego principal and mentor for many years, not only knows how to get excellent results for San Diego’s diverse students. He’s done it. Now he’s committed to doing exactly that for all of the elementary and middle schools in Area 3. The gregarious new Area Superintendent has taken on a huge responsibility he never expected to tackle.

“I never aspired to this,” he admitted, “but I have never in my life been so excited about anything. It’s my calling”

He looks forward to helping the San Diego Unified School District become America’s best and considers it the opportunity of a lifetime.

With 38 years of experience as a teacher, administrator and educational leader, the outgoing teacher at heart has impressive credentials: an M.A. from San Francisco State, an Ed.S. from Point Loma Nazarene University, and a doctorate from United States International University, where he earned the outstanding dissertation award for educational leadership.

In addition to being an outstanding teacher, Cansdale led five schools here that have gained national recognition for implementing two national restructuring movements: Cherokee Point, Valencia Park Center for Academics, Drama and Dance, John Marshall, Mary Chase Walker and Ellen Browning Scripps, which was recognized as a Best Practices School by the San Diego Business Roundtable. He also served as a district mentor principal working with elementary and secondary principals.

At Yale he was appointed 1995 Principal in Residence and in 1996 was one of five outstanding American principals to win Yale's Patrick Francis Daly Award for excellence in educational leadership. He has also participated in national principals' academies at Harvard, Columbia and Yale. He participated in the 2006 China-U.S. conference on Education Leadership in Beijing, visiting urban and rural schools and establishing a partnership between a Chinese school and Cherokee Point Elementary School.

"You know a good school when you walk on the campus by its physical condition and its staff," said Cansdale. "Is it welcoming? You notice the way teachers interact with children and each other, the language they use, the sense of community, where kids are engaged and motivated in learning—not just compliant."

"You see a principal who is visible and in classrooms on a regular basis and a staff that is constantly providing resources to build on every opportunity to learn. It's brilliant. You can feel it. My job is to help us create more good schools like this."

An overachiever and a lifelong learner, Cansdale attributes some of that to growing up with his twin brother. "Competing with him gave us a competitive edge," he said. "We've always been applauded by family members. I'm always looking at ways to become a better person, to outgrow myself." He constantly looks for ways to help students become better, too.

"It's important for principals to be in the classroom looking at instruction," he said. "I look for a kid to discover and a kid to save. Who can I connect this kid with who is going to change his or her life? Who will say 'You're going to college; you're going to be great' and then will help them do it? Without encouragement and help, they will fall through the cracks."

Cansdale expects to be highly accessible to the schools and community he now serves. "I want to be out and available. I want to have a dialogue and solve problems. I want to assure educators in our area that the pendulum isn't swinging. We're building on the good work we've done. For a large system, I see stronger unity and commitment here to doing good solid work in honor of student performance. I've always tried to stay at the forefront of research-based practice. Staff development will continue to be a major factor, although our delivery system may be changing."

"I'm really looking forward this year to creating an authentic professional learning community in Area 3. All of the sources for educational leadership are embedded in shared ideas that work. I've served in all areas of the district and appreciate the great mix of talent and backgrounds here."

Cansdale shared his philosophy of education: "It's imperative that we create a safe, supportive culture that honors diversity and kids of all backgrounds," he said. "It's important to know where kids are and where we can take them. We need to educate the whole child with visual and performing art and moral education, for example. Every school should have a character education program that is embedded in children's lives."

"I believe that all children can learn—not the bell-shaped curve—that students can achieve at high levels. Students get smarter by working hard."

Like the strands that make up the wire that makes up the cable that holds up the bridge over that gaps that separate people, he believes in strand leadership. “Everybody needs to collaborate and collectively develop strong education programs for kids.

“My leadership style will create a cohesive unit that will define core values and beliefs and develop a learning community to support that. I believe in shared leadership...to empower my principals and teachers, to really listen, to be an advocate, to be a problem solver, to work at the grassroots. I want to encourage collegiality and joy so that we’re willing to take risks and share and make it safe to say when we don’t know or need help. I want ideas to bubble up from my schools to empower people to improve education with me.

“Initially people may be cautious, but the culture in this district is about to ignite into something very different and very positive I can’t wait until next year at this time to see all that we’ve accomplished together.”

#### **Area 4 Superintendent Vince Matthews**

No matter what excuses others may give for low performance, Area 4 Superintendent Vince Matthews has a well-earned reputation for finding a way to get superior results for students. The energetic, determined San Francisco State University graduate has helped thousands of students in diverse schools meet and exceed their API growth targets. He has also run successful charter schools and a venture capital philanthropic firm that is working to transform public education. He spent much time in his younger years in Hunters Point, a low-income area of San Francisco and returned to teach there with spectacular results.

“All students can learn,” he said. “All students want to learn.”

He backs up these assertions with action.

“It’s the responsibility of adults in the system to make sure that happens,” he said. “I want to make sure we’re all held accountable for what we do.”

Matthews has a passion for transforming the lives of the underserved by providing excellent education.

“Good schools set clear goals,” he said. We all need to know where we’re going and have the capacity to get there—both the people and the resources. We also need benchmarks along the way so we know if we’re making progress. If we’re not, we need to make adjustments and get on the right track.

He recalls his first principal, Louise Jones, who influenced him to do his utmost to excel as a new teacher.

“She was a risk taker, totally dedicated to students and their achievement. She had high expectation -- for herself, for us and the students--despite the fact that outsiders had low expectations for these kids. She developed really specific goals for individual students. She supplemented the curriculum. She said ‘If you are going to be with us for a year, then you are going to gain at least one year in achievement.’ Most did far more than that. The students lived up to what she knew they could do. Their achievement skyrocketed.”

Beating the odds and shattering the stereotypes, George Washington Carver Elementary School in Hunter’s Point earned the highest test scores in the San Francisco Unified School District.

“That influenced me greatly,” said Matthews, who taught third and fifth graders using Open Court. “There’s nothing quite like watching your students reach for the stars, grab them and hold onto them.”

The thrill of their victory -- despite critics who said it couldn't be done -- persuaded Matthews to become a successful principal of elementary and middle schools and a high school assistant principal. After serving as principal of Edison Charter Academy in San Francisco, he became California Operations Vice President for Edison Schools, managing the operations of all eight Edison schools in the state. He most recently served as Educator in Residence for the NewSchools Venture Fund, a private sector venture philanthropy involving entrepreneurs who want to help all students, including low-income minority students, to succeed in the 21<sup>st</sup> Century. Supporters included the Gates, Broad and Walton foundations.

His first impressions of San Diego Unified School District have been very positive.

"I see a group of individuals highly dedicated to students and student achievement," he said. "You are looking for the best ways to realize it. I'm really fortunate to be part of that—to assist in moving things forward that give kids more opportunities to excel."

He's most looking forward this year to working with principals and school staffs to make their schools the best possible places they can be for students.

"I want to help each school create vibrant learning centers where students are grasping all the skills they can."

Although Matthews does not consider his background unique, he sees his strength as having been lucky enough to work with staffs who are dedicated to student achievement and doing what works.

"I believe wholeheartedly that this district has the capacity to move students forward, to make a huge difference in their lives. I have that passion to work with principals, staffs and community members to achieve all we can for students here in San Diego. I already see pockets of best practices. Clearly we have the skills here, but do we have the will to do what works? If not, we need to develop that will. Do we really believe that all kids can learn? Then let's show it by making sure they do.

"My top priorities are increasing student achievement in Area 4 and reducing the level of adult and employee conflict. We want to minimize distractions and maximize teaching time. We need to accelerate learning and close the achievement gap, especially for African American and Latino students."

Although he has spent most of his career in regular public schools, the new area superintendent is no stranger to charter schools. "In both district and charter schools, I have been blessed to work with staffs internally driven to see students excel."

At Edison Charter Academy in San Francisco, he took over what was their lowest performing school for decades. It had been reconstituted twice, with no achievement gains. Teachers got laptops. Kids got I-macs. Test scores shot up from an API of 400 to 715. The school's enrollment was 98 percent African American and Latino.

"I see the best district schools and the best charter schools engaging in healthy competition," said Matthews. "A few years ago, the Post Office said packages could not be delivered overnight. Then FedEx came along. Guess what? The Post Office now delivers millions of packages overnight. Fed Ex helped the Post Office become a better organization."

Providing excellent customer service is high on his list of priorities. "Kids know when adults care about them and help them," he said. "Someone did that for us. Now it's our turn to do it for all of the children in our schools."

## **Area 5 Superintendent Delfino Alemán**

*It was not just San Diego's cool ocean breezes and lush landscape that attracted Dr. Delfino Alemán to join San Diego Unified School District as the new Area 5 Superintendent. It was also a sense that San Diego is a city that cares about kids and welcomes diversity, a combination he believes will lead San Diego Unified in becoming the premier district in the state and the best in the nation.*

*Alemán, his wife, and their six-month-old daughter come to San Diego via Texas and Arizona. He served most recently as associate superintendent for teaching and learning at Isaac School District in Phoenix, AZ. With more than 18 years experience as a teacher, bilingual curriculum specialist, educational researcher and district administrator, he earned his Ph.D in educational administration from the University of Texas at Austin, an M.Ed in elementary education from Texas Women's University, and a BA in theology from Howard Payne University. He is proficient in Spanish and has served as director of policies, procedures, and public information in San Antonio Independent School District.*

### **What are your first impressions of the district?**

I feel very lucky to be here and to be part of the exciting changes taking place in the district. I am excited to join this exceptional community of educators. It's a fantastic opportunity to learn and make a difference in the lives of children. The fact that our friends back in Phoenix are dealing with 110°+ temperatures and we're here, isn't bad either.

San Diego is a very American city, rich in its diversity of people and ideas. I come from the southwest where there is a large Hispanic population, but it is not the same diversity that I see here. You can drive down University Avenue and see an Ethiopian restaurant next to a Vietnamese market next to a taco stand. I believe that diversity is a source of strength. I plan to work with parents and the community to tap into this strength to do what's best for our students.

### **What are you most looking forward to this year?**

I am looking forward to working closely with the principals of the Area 5 schools, building a team and developing trust. So far, I have been impressed with the amount of talent and mental capital in the district and the commitment to our goals.

I also want to get to know about the different communities: schools, parents, community leaders and business partners. Building positive relationships will be a key to our success. I recently visited Roosevelt Junior High and was struck by the openness and welcoming feel of the campus. And the location! The San Diego Zoo is the school's neighbor. That's an amazing resource to have right in your backyard. I am anxious to discover what other rich resources are available to our schools and students.

I believe a collaborative spirit and inclusive focus is the best approach in working with students, parents and the community. I am a strong advocate for building positive relationships. Those closest to the problems have the best solutions. I have spent years listening to parents and have learned that everyone basically wants the same thing from the public education system. Every parent wants their child's school to be safe, provide a quality education and set values that are mirrored in school. Working together, we can achieve those goals.

### **Can you share your philosophy of education?**

I have already touched on several aspects of my philosophy of education. Listening to parents. Building positive relationships. Working collaboratively. Celebrating diversity. I have three other strong beliefs about education.

First, I believe that schools belong to the people. These are our schools. They hold the future. It takes a community effort to make them succeed. There is a saying, "Public schools don't just teach the public; they create the public."

Second, I believe that the teacher **is** the program. We need to invest in our teachers and provide them with curriculum and best practices to help them with their jobs. But at the end of the day, without teachers, there would be no program.

Having said that, I also believe we need effective principals to be successful. Principals who help with the day-to-day operations. Meeting with parents. Monitoring budgets. Making sure the schools are safe. Behind every good school is an effective administrator.

### **Who has influenced you the most in your life?**

Without a doubt or hesitation, my mother. She was my first teacher. She planted the initial kernels on how to live life and treat others with dignity and respect. She taught me that life is never simple. Not everyone is as privileged as some. She is still living in Texas. I talk to her every Sunday. She impressed on me and my siblings that you never, never, ever quit. This is the message I pass along to students and will pass along to my own children. It is a recipe for success.

###

## **Our Schools as Jewels**

This article is the first in a regular series that will feature schools, principals and staff who have made an extra effort to enhance “curb appeal” and school pride through beautification projects. The articles are meant to congratulate schools for their efforts, and give other schools ideas of “how to do it.” Have you recently completed a beautification project at your school? Let us know so we can feature you in an upcoming issue of Staff Bulletin and on the district website! Send an email to [communications@sandi.net](mailto:communications@sandi.net).

**Sandburg Principal Laurie Hinzman shares how her school brought colorful flowers, character banners and music to improve the appearance and learning environment.**

### **Why did you launch this beautification project?**

First impressions are lasting impressions, so I decided a face-lift was in order. To gain the public’s trust in public education, we need to show pride in our learning environment.

To get community and parent involvement, I knew as the school leader I needed to set the example to make it happen. As principals, we need to have a vision for our schools that is shared with staff, parents and community. Part of my vision includes beautification. I write about it in my parent newsletter, and I talk about it at my Principal’s Chats with parents. I know I can’t do it by myself, but I can set the stage. As a result, I have found that our beautification projects have become contagious.

### **What improvements did you make?**

We replanted three planters near our front office that had become overgrown with prickly bushes. I wanted to create a colorful, welcoming environment.

Once I got the green light from district staff, we went to work. Using site discretionary funds and some personal funds, we purchased soil and flowers to replace the prickly bushes. We also purchased and placed two large pots filled with colorful flowers on each side of the entrance breezeway.

This change of environment became contagious, and it just snowballed. Our PTA donated funds to support future planter projects. Another Sandburg family “adopted” one of the planters near a classroom, and now it is filled with flowering shrubs. We dedicated that planter to a retiring teacher. Another parent donated a welcome bench to be placed near the front office. Our kindergarten students painted it with “handprints” for a colorful look.

**You also purchased “character banners” that display guidelines for student conduct. How did you do this?**

Our school adopted “Lifeskills” as guidelines to build character for all members of our learning community: Trustworthiness, Truthfulness, Active Listening, No Put-Downs, and Personal Best. With donations from a local business and the PTA, as well as site discretionary funds, we purchased and displayed banners in the center courtyard to serve as a gentle reminder of our expectations.

**Tell us about the music that plays every morning.**

Each morning, we play music from different genres and eras. It plays through the PA system as students, families and staff arrive for the day. I believe in the power of music for setting the tone for the day and bringing the campus to life. We plan to bring music to the lunch court during our lunch periods.

**How do you think these changes have impacted your students?**

Our students have taken great pride in watering and nurturing the plants and flowers and have submitted ideas for future garden areas. They are truly taking ownership. Our teachers have said the music in the morning calms the students as they prepare for learning.

**What was the total cost, and how long did this take?**

Each planter project costs about \$100-\$120, which covers soil and flowers. Each banner costs about \$180-\$225. Our next step is to negotiate discounts with the vendors for future purchases. It took about two weeks to complete the three planters near the front office. It took only two days to complete the planter near the classroom.

**What are your beautification plans for the future, and do you have tips for other schools?**

Going forward, we plan to have other families and classrooms adopt the remaining planters; we have 24 planters total. We will place plaques on each planter to recognize the donor family. We are also working with the Eagle Scouts for assistance in planning and implementing projects around our bungalow areas. We plan to contact community members with gardening expertise for additional ideas, and our PTA is heading up first-ever Sandburg Beautification Day scheduled for Saturday, Sept. 16.

As a tip for other schools, be sure to develop a plan for upkeep once the flowers are planted. It’s also important to work with Maintenance & Operations to select low-maintenance flowers and shrubs that don’t attract bugs or bees.

**What response have you received from parents and the community?**

The response has been fantastic. Parents compliment us on the appearance and ask what music or what artist is playing. Alumni have stopped by to say the school has never looked so good.

I often give tours to parents who are contemplating public school versus private school. I hear comments such as, “Obviously, your school has high standards.” I believe the look of our schools says a lot about what’s happening in our classrooms. It shows that we care! Model your vision to your community by taking the first step. Lead by example, and others will follow with enthusiasm.

---

*If you are interested in pursuing a similar beautification project at your school, and if it involves the landscaping, flowers, etc., please contact Mark Everts, landscape operations supervisor, at [meverts@sandi.net](mailto:meverts@sandi.net) or 858-627-7210, or your Maintenance & Operations liaison, to discuss your ideas.*

###

### **Fact Sheet Provides Info on Air-Conditioning Policy**

As the school year begins and the weather is still warm, questions often arise from parents and staff about the district's air-conditioning policy. A fact sheet has been developed to answer common questions about the air-conditioning policy set by the Board of Education, as well as future plans for installing air-conditioning in district schools. The fact sheet is posted on the website at <http://www.sandi.net/propmm/news/factsheetac.pdf>. Share this fact sheet with parents, staff and others when questions come up.

### **Office Depot Updates**

District staff may purchase office and classroom items at any Office Depot retail store using a Purchase/Procurement Card (P-Card) and receive the district's discounted prices or the store price, whichever is lower, at the time of purchase.

Office Depot orientations about the online ordering system are scheduled for:

- September 7 and 8, from 1:30 to 3 p.m.; September 8, from 10 to 11:30 a.m.; September 11, from 1 to 2:30 p.m.; and September 13, 14 and 15, from 9:30 to 11 a.m., in the Fremont Center Auditorium.
- September 7, from 10 to 11:30 a.m., and September 15, from 2:30 to 4 p.m., in the Ed Center Auditorium.

Everyone registered on PeopleSoft Financials, as either an "approver" or "requestor," should attend one of the trainings. Space is limited. Reservations required.

For information or reservations, contact John Groll at [jgroll@sandi.net](mailto:jgroll@sandi.net) or (858) 496-1989.

### **Office Depot Donates 400 Backpacks for Needy Students**

Office Depot has donated 400 backpacks to our district for distribution to underprivileged and at-risk students as part of its National Backpack Program. If your school has students who qualify (e.g., homeless or foster youth) and who need backpacks, contact Crystal Cavanagh at [ccavanagh@sandi.net](mailto:ccavanagh@sandi.net) or (858) 490-8671. Provide the name of your school, contact person at the school and the students' names. The purchasing department will be contacted and have the backpacks delivered to your site. Backpacks will be distributed on a first come, first serve basis.

### **On-site Support for Zangle/Encore Coming this Fall**

Attention Zangle and Encore users! A new department has been created just for you. The IT On-Site Support Department is a team of skilled staff members whose focus is to provide quality support to schools using Zangle and Encore IEP. The team will:

- Provide phone/email/chat support to schools' Power Users;
- Provide on-site (face-to-face) support to office staff and classroom teachers in the areas of Zangle and Encore IEP;
- Improve the quality of data in Zangle by identifying existing data problems at schools and working with office staff to fix the problems; and
- Refine users' skills and increase the level of knowledge of Zangle and Encore IEP throughout the district.

The team will be making contact with schools in September and begin visiting sites in October. For information, go to <http://www.sandi.net/onsitesupport/>.

### **Discover Program Offers Several Courses in September**

The SDUSD Discover Program is offering the following courses in September:

- **Basic Life Support** (1/2 credit) on Saturday, September 16, from 9 a.m. to 3:30 p.m., at the San Diego Firefighters Union, 10405 San Diego Mission Rd, Suite 101, San Diego, 92108. This class will teach CPR and meets the requirements for the professional clear health education CPR, B-level credential certificate.

- **Redirecting for a Cooperative Classroom™**(1 credit) on Wednesdays, September 20 – October 25, from 4 to 6:30 p.m., at the Bandini Administration Building. The course will show teachers how to create a classroom atmosphere that promotes high self-esteem and co-operation among students, parents, administrators and teachers. Activities include role plays, dramatizations and stories that help teachers to internalize the learning.

### **Discover Program Seeking Instructors for Fall/Winter Sessions**

Do you have knowledge that you would like to share with other professionals? The Discover Program is seeking instructors to teach classes to district employees during the Fall/Winter Sessions, October, 2006-March, 2007. The [Discover Program](#) offers a variety of professional development and training opportunities to both certificated and classified employees. Courses provide opportunities for teachers to learn from other practicing professionals while earning district salary enhancement credit. Instructors are paid at a rate of \$40.62/hr. for instruction time and \$27.41/hr. for preparation time spent outside of the assigned workday.

If you are interested in attending or teaching a Discover Program course, contact Esther Caluza at [ecaluza@sandi.net](mailto:ecaluza@sandi.net) or (858) 496-1887.

### **Judges Wanted for National Essay Contest**

The Campaign for Children's Health Care, a nationwide public education campaign, is looking for judges for its "When an Apple a Day Isn't Enough" national essay contest. Judges receive a \$250 honorarium for their participation. If you are interested, contact Beth McCarthy at (202) 628-3030.

###

### **Hall of Fame**

- The National Academy Foundation (NAF) recognized **Janet Linton** posthumously at its annual Summer Institute Awards Banquet in July for her contributions to education, academies and high school reform. Janet was a Program Manager with School to Career at the time of her death in March 2006. NAF also introduced the Janet Linton Academy Leadership Award. They named the award after Janet to pay tribute to her, recognizing her contributions to the Academy model, NAF and high school reform. The criteria for the award and additional information regarding the National Academy Foundation can be found at [www.NAF.org](http://www.NAF.org).
- The Department of Homeland Security, U.S. Citizenship and Immigration Services Division honored Chief Administrative Officer **José Betancourt** with the Outstanding American by Choice award. José received the award aboard the USS Ronald Reagan during the military naturalization ceremony held Tuesday, August 22. The prestigious award recognizes the outstanding achievements of naturalized U.S. citizens who demonstrate their commitment to this country and to the common civic values that unite us as Americans through civic participation, professional achievement and responsible citizenship.
- **Anna Cornett**, from the Instructional Media Center (IMC), and **Elizabeth Callendar**, from Bell Junior High, are the July winners of the district's Recycling Office recycling contest. Anna won two Landmark Theater tickets, a \$5 gift certificate to Sammy's Woodfired Pizza, and a "No Styrofoam" Mug. Elizabeth won a \$50 gift certificate to Green Tomato Restaurant and a "No Styrofoam" mug.

**Julie Katsapis**, from the MOC Architectural Program, and **Ginny Williams**, from the Mental Health Resource Center, are the August winners. Each won a certificate for one pound of coffee from Peet's

Coffee & Tea, a "No Styrofoam" Mug, and a \$5 complimentary certificate to Sammy's Woodfired Pizza.

- **Doris Alvarez**, principal of The Preuss School UCSD, has been named a 2006 Coca-Cola Educator of Distinction by the Coca-Cola Scholars Foundation. She is one of 250 educators across the country chosen to receive the honor, an award that recognizes outstanding educators dedicated to providing education with an enhanced purpose.

###

### Scenes from Schools

- Friends and relatives of the late Laura Rodriguez joined school district officials on July 26 to break ground on the school named in her honor. Rodriguez, who died in 1994, founded Chicano Park and Logan Heights Family Health Center. She was named one of the One Thousand Points of Light by President Bush in 1991. Her legacy is also honored in a mural in Chicano Park painted by artist Mario Torrero. In 2003, more than 100 community members suggested that a new elementary school in Barrio Logan be named for Laura Rodriguez. During the groundbreaking ceremony, the audience was treated to a special song written and performed by local folk singer Jose "Pepe" Villarino. He titled it "Laura Rodriguez: Light of the Barrio." **Laura Rodriguez Elementary School**, located at 825 S. 31<sup>st</sup> Street, is one of eight new Prop MM-funded schools now under construction throughout the district. It is scheduled to open in fall 2007 and will serve 650 students of Barrio Logan, helping reduce crowding at nearby Logan and Perkins elementary schools.
- **Monroe Clark Middle School** sixth graders got a lively introduction to ¡CARNAVAL! at the Mingei International Museum of Folk Arts in July. Brought to the museum by ArtsBusXpress, the students toured the Carnival Exhibit and then made their own Carnival masks to wear as part of a giant puppet parade planned at their school. Excited students donned their masks to march with their puppets from Clark Middle to Rosa Parks Elementary in a community-building celebration to welcome graduating 5th graders to their new school.

###

### Save the Date

- **Cookies with Carl**  
The first "Cookies with Carl" will be held Monday, October 9, from 4 to 6 p.m., at Adams Elementary. All classified and certificated employees are invited to come by and speak with Superintendent Cohn, who will be joined by the five area superintendents. If you have something you would like to share with or ask the superintendent or the area superintendents, please plan to attend.
- **Join the SDUSD Team in the Walk to Help Fight Asthma**  
More than 85,000 children in San Diego County have asthma. Join the San Diego Unified School District team at the American Lung Association's Asthma Walk on Sunday, September 24. The Walk will be held at The Promenade at Liberty Station in Point Loma. Registration opens at 7 a.m. The Walk starts at 8 a.m. Register online at <http://mrsnv.com/evt/home.jsp?id=950> for this event that benefits San Diego students.
- **Hands On San Diego Volunteer Opportunity**  
Volunteer San Diego, a district partner, along with SAVY Leaders and the City of San Diego Park and Recreation Department, is organizing a *Hands On San Diego* volunteer event on Saturday, September 23, from 8 a.m. to noon, on Fiesta Island. Volunteers of all ages are needed to participate. Refreshments and *Hands On San Diego* t-shirts will be provided to all volunteers. For

information or to register for the event, go to [www.volunteersandiego.org](http://www.volunteersandiego.org) or email [savy@volunteersandiego.org](mailto:savy@volunteersandiego.org).

- **Fundraiser for ArtsBusXpress**

Denizens of design and purveyors of posh can rejoice as The La Jolla Design District announces its third annual What's Up Girard event, to be held on Saturday, September 30. ArtsBusXpress, a district partner that provides our students with transportation for cultural fieldtrips, will receive 100% of the profits. For information, go to [www.artsbusxpress.org](http://www.artsbusxpress.org).

- **Involved Exceptional Parents' Day**

Enjoy San Diego County's largest resource fair for families with children who have disabilities on Saturday, March 31, 2007, at the Handlery Hotel in Mission Valley. For information, contact Diane Niles at (858) 576-2966.

###

### **In Memoriam**

Kenneth Carlstrom, whose service with the district began August 1968, died on June 26. He was a Landscape Technician with Plant Operations at the time of his retirement.

Rizal Dugay, whose service with the district began August 2005, died on July 14. He was a Special Education Assistant at Pacific Beach Middle School at the time of his death.

James Fenno, whose service with the district began July 1984, died on June 12. He was a Bus Dispatcher with Transportation at the time of his death.

Virginia Grizzle, whose service with the district began September 1945, died on June 3. She was a Vice-Principal at La Jolla High at the time of her retirement.

Betty Paxton, whose service with the district began September 1946, died on June 9. She was a Teacher at San Diego High School at the time of her retirement.

Robert Shaughnessy, whose service with the district began January 1966, died on July 8. He was a Teacher at Henry High School at the time of his retirement.

###

### **Classified**

#### **For Sale**

2000 Mitsubishi Eclipse RS, Sport Coupe. 5 Speed. 55,500K. A/C. Excellent condition. \$7,500. Brian (619) 725-8070 or (619) 583-7186.

Golf getaway in affordable active adult community. Phoenix, AZ. 2BR/2BA. Garage. \$229,000. Call Dolores. (623) 935-3624.

Condo in Mission Valley, studio, great location, upgrades, parking, pool, spa, laundry, parking space. \$189,900-209,000. (619) 843-4008.

Industrial 15" Wilton 12-speed Drill Press \$600 OBO. [bpound@sandi.net](mailto:bpound@sandi.net)

New 16" BMW triple chrome rims. Fit 1989-2003 (5 series) or 1995-2001 (7 series). \$399

(858) 569-0121 or [cmaroni@excite.com](mailto:cmaroni@excite.com)

Selmer Student Clarinet. Almost new. \$400 OBO. (619) 889-8765 or [Chave036@csusm.edu](mailto:Chave036@csusm.edu)

Gorgeous 2bd/2½ba Townhouse. Mission Hills. \$539,000. Contact Mara at [mbernd13@cox.net](mailto:mbernd13@cox.net).

**For Rent**

3 Br/1 Ba house in the SDSU area. Quiet area. Garage. Water paid. Available 9/1. Call Lynn @ (619) 582-8605.

**Wanted**

Student desk for 6 year old girl's bedroom. Contact Patti at [toshknight@juno.com](mailto:toshknight@juno.com).

###