



## GUEST PERSPECTIVE: LATONYA CARPENTER



By LaTonya Carpenter

As the Parent Liaison at **Bret Harte Elementary School**, I have seen that the best way a person

strengthens our society is to volunteer time, talent, and finances to ensure students achieve success in school. One of the reasons I joined the board of directors at San Francisco School Volunteers is because they created the platform for community members to do just that. School Volunteers challenges individuals to come out

of their comfort zone and work with the public education system for the purpose of helping students reach their full potential.

I have witnessed the impact that School Volunteers has made in the Bret Harte school community. Over the past four years, there has been a steady increase of volunteers on site. That increase can be attributed to the commitment that School Volunteers has made with the vision of the new Executive Director Lisa Spinali, to target School Volunteers' efforts on six focus schools in order to make a substantial effect upon the school climate. This new concentration has not only brought in more people and

resources but helped to strengthen relationships between volunteers and the school community. As a result, more students receive additional help and more staff have someone on hand to support them.

The strategic focus has funneled a variety of resources into our schools helping to provide more students with one-on-one attention, supporting teachers, beautifying the learning environment, promoting cultural awareness, building community with parents and investing financial resources. This year we had nine volunteers who helped students and teachers in classrooms. School

see Guest Perspective, page 8

Share your experience. Volunteer!

NON-PROFIT ORGANIZATION  
U.S. POSTAGE PAID  
SAN FRANCISCO, CA  
PERMIT NO. 11517

SAN FRANCISCO SCHOOL VOLUNTEERS  
777 Golden Gate Avenue, Second Floor  
San Francisco, CA 94102  
Change Service Requested



# SCHOOL TIMES

The Newsletter of San Francisco School Volunteers

Fall 2008



Principal for a Day **Milton Chen**, executive director of the **George Lucas Education Foundation**, visits with a class of recent immigrants at the **Chinese Education Center** in January. Find out more about the citywide **Principal for a Day** event on pages 4-5. Save the date for the 2009 event on February 11!

## VOLUNTEER INTERPRETATION PROGRAM IS FIRST OF ITS KIND IN THE NATION

By Dawna Wolfson

San Francisco School Volunteers has piloted a groundbreaking program funded by the **Zellerbach Family Foundation** to train bilingual speakers to serve as volunteer interpreters in schools. These volunteers help English learning families communicate with school staff at meetings such as parent-teacher conferences, informal visits in the school office and family events like Back to School Night.

While research clearly shows that meaningful parent involvement greatly increases the likelihood of success for students in school — and in

life — for a great many limited-English families, language barriers prevent effective participation in their child's education. In California, one in four students is an English language learner. In the San Francisco Unified School District (SFUSD), that number is nearly one in three. More than 16,000 students in San Francisco's public schools come from homes that speak a language other than English. Further, in *Lost Without Translation*, a 2006 study of limited-English proficient parents in the SFUSD by **Chinese for Affirmative Action**, 76% of survey respondents indicated they were not comfortable speaking English when making decisions related to their children's education.

With its limited staff, the SFUSD Office of Translation see Interpretation, page 9



THE FAIRMONT HOTEL • 950 MASON STREET

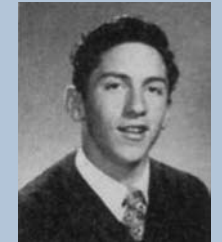
## Back to School Lunch

Tuesday • October 14 • 2008

Reception: 11:30 am

Lunch & Program: NOON – 1:30pm

### Honorary Volunteer of the Year



**WARREN HELLMAN**

Lowell High School  
Class of 1951

Block L Clerk of Awards,  
Swimming Team, Big Brothers,  
L12 Dance Committee,  
Majored in Math, Science,  
and Language.

Most likely to inspire sixth-graders with his love of bluegrass music.

Please join with us in honoring Warren Hellman for his outstanding support of public education in San Francisco.

Visit [www.sfsv.org](http://www.sfsv.org) for full details.

## BOARD OF DIRECTORS

Maija Muncy Frisbie  
PRESIDENT

|                   |                     |
|-------------------|---------------------|
| LaTonya Carpenter | Sophie Lee          |
| Gwen Chan         | Jennifer MacCloskey |
| John Chiatello    | Saul M. Macias      |
| Ed Cooper         | Kristine Parker     |
| Gee Kin Chou      | Erik D. Ragatz      |
| Bradley S. DeFoor | Gordon Rubenstein   |
| Suzanne DiBianca  | Stacey S. Scott     |
| Juliet Ellis      | Soo Venkatesan      |
| Renee Espinoza    | David Wadhvani      |
| Andrew Giacomini  | Averel Wilson       |
| James M. Koshland | Christina Wong      |

## ADVISORY COUNCIL

|                      |                      |
|----------------------|----------------------|
| Gretchen de Baubigny | Mary E. Huss         |
| Lee Blitch           | Bernard Kramer       |
| Katie Cardinal       | Stephanie MacColl    |
| Nina Carroll         | William E. Oberndorf |
| Christine Crawford   | Mary Poland          |
| Dagmar Dolby         | Louise Renne         |
| Carol Doll           | Barbara Rosenberg    |
| Pamela Erwin         | Sandra L. Treacy     |
| Tamara Fritz         | Ann Walsh            |
|                      | Roger O. Walther     |

## STAFF

Lisa Spinali  
EXECUTIVE DIRECTOR

|                   |                  |
|-------------------|------------------|
| Kelvin Arenas     | Jessica Pullano  |
| Thom de Cant      | Amy Reese        |
| Darren Gapultos   | Eric Torres      |
| Aracely Hernandez | Rebekah Truemper |
| Matt Kawakami     | Warren Ward      |
| Sharareh Lotfi    | Dawna Wolfson    |
| Joseph Merschdorf | Marian Yee       |
| Jane Phan         |                  |

## ABOUT SAN FRANCISCO SCHOOL VOLUNTEERS

San Francisco School Volunteers recruits, supports, and engages a community of volunteers who inspire public school students to achieve their full potential.

School Volunteers is a 501(c)(3) organization as defined by the IRS. We rely on charitable support to fund our operations. Donations are tax deductible.

We welcome your comments. Contact us at [mail@sfsv.org](mailto:mail@sfsv.org) or (415) 749-3700.

I love this time of year. Our warm weather arrives just in time for us to return to school. How fondly I remember buying my new school clothes and yet beginning the year by actually wearing that summer wardrobe which I had rarely used for three months.



**Lisa Spinali**  
Executive Director

There is an excitement in the air—the busyness of getting new supplies, finding out who your new teacher is, if your friends would be in your classes. . . . I am sure that you have memories of your own that make this back-to-school time special to you as well.

As we go back to school again this year, we have many highlights to share with you. School Volunteers has successfully launched the first-of-its-kind pilot Volunteer Interpretation Program (cover story); the San Francisco Unified School District has launched a new and bold strategic plan for our district with which our work is well aligned (page 3); our community

is continuing to increase its engagement, including its participation in Principal for a Day (pages 4-5) as well as with our Teacher Lounge Beautification projects (page 7).

There are so many ways to get involved and support our schools. Perhaps you could engage your employer to become an Allies partner to work as a team with a school (page 6), or you are bilingual and would enjoy becoming a member of our interpreter corps, or perhaps you would like to come out and join us on October 14 for our annual Back to School Lunch celebration at the Fairmont Hotel—the possibilities are endless.

So welcome back to school, and I look forward to sharing another great year with you!

All my best,

## VOLUNTEER OF THE YEAR Hoa Tran

Years spent volunteering:  
**5 years**

School: **Newcomer High School**

**Activities:** Hoa shared his own immigration and adult-education experience with his students at Newcomer school which is a one-year transitional educational program for newly arrived immigrant and refugee high school-aged students. He served as a role model with whom



the students could identify. Hoa assisted with classroom projects in the computer lab, created customized tools for tracking the school's English language development data and created a new school website.

**Going the extra mile:** Hoa travels 30 miles to volunteer two full days each week without fail, spearheading the school's technology projects and maximizing its resources.

## NEW STRATEGIC PLAN FOR SAN FRANCISCO UNIFIED SCHOOL DISTRICT

*Volunteers' role aligns well with plan to increase equity and achievement for all students.*

By Joseph Merschdorf

For seven years San Francisco has maintained the highest average rate of student performance of all urban school districts in the state of California. However, it also has the widest gap between this average and the lowest performing students. **San Francisco Unified School District (SFUSD)** calls this disparity the “two competing truths.” The new strategic plan, *Beyond the Talk: Taking Action to Educate Every Child Now* aims to close this gap.

The five-year plan, while it does focus on increasing achievement of all groups, pays special attention to facilitating dramatic acceleration of achievement in targeted groups of students: African American, English learner, Latino, Pacific Islander, Samoan and special education students. The greatest populations of these students exist within San Francisco School Volunteers' Priority Schools, thus *the focus of our work coincides with the overall goal of SFUSD's strategic plan.* The SFUSD plan concentrates on three areas: access and equity, achievement and accountability.

### Access and Equity

Increasing the equity of education for all students is central in the strategy to close the achievement gap. As mentioned in SFUSD's strategic plan, “We believe access and equity are at the heart of making social justice a reality.” The plan to increase equity focuses on ensuring teachers have diverse instruction styles and skill sets, are up to date on current human

development research, and are knowledgeable about the diversity of their students. SFUSD's plan asserts, “We must create an organization that ensures every student has access to these capable teachers, and we must be an organization that knows and supports teachers.”

Support and development for teachers is vital to the success of increasing access and equity for all students. All of us who have worked or volunteered in a school know how hard teachers work. *The different ways our volunteers support teachers and schools are critical in helping them to maintain their ability to meet the specific needs of each student.*

### Achievement

SFUSD recognizes that raising the level of achievement for all students is about preparing students for tomorrow. “Our district cannot accomplish this work with a 20<sup>th</sup> century education model that uses a one-size-fits-all approach to learning,” the plan states. It continues that we must create learning environments that promote technology skills, foreign language skills and critical and creative thinking skills.

*Because our volunteers reflect the cultural diversity and technological sophistication of San Francisco they can help expose our students to different perspectives and prepare them for the ever changing world, while providing support in core areas such as mathematics and literacy.*

### Accountability

SFUSD knows we will not see improvements in achievement or equity without accountability. In the words of Superintendent Carlos Garcia, “We will do whatever it takes to ensure that we have adequate

see Strategic Plan, page 9



### SCHOOL OF THE YEAR Redding Elementary School

**Activities:** At Redding, volunteers work with students one on one and in small groups in the classroom, incorporating community and corporate volunteers. For example, corporate volunteers are involved in pen pal programs that help students achieve grade level reading scores and improve their writing fluency. Outside the classroom, volunteers help coordinate and staff the school's May Festival.

### Strong volunteer management:

Redding has initiated a variety of effective tactics to build relationships with and continually involve its volunteers. The principal meets with corporate volunteers at the beginning of the year to set goals and create an implementation plan, then checks in with volunteers throughout the school year to adjust the plan if necessary.

**Going the extra mile:** Volunteers frequently receive thank-you letters from students and teachers, and they know that every time they enter a classroom, the teachers and students are genuinely excited they are there.

## WALKING IN THEIR SHOES: WHAT I LEARNED AS PRINCIPAL FOR A DAY

*The executive director of the George Lucas Education Foundation comes to understand just how tough it is to be a school leader.*

by Milton Chen

In late January, I participated in the San Francisco Unified School District's Principal for a Day event, organized by San Francisco School Volunteers. I shadowed **Lisa Shek**, principal of the **Chinese Education Center (CEC)**, an elementary school for 175 newly arrived Chinese students, located under the shadow of the Transamerica Pyramid, on the edge of Chinatown.

I was interested to meet these students. I know that if political conditions in 1950s China had been different, I might have been one of them. My parents were fortunate to come to the United States from China to study shortly after World War II. But if they had stayed a few more

years before coming to this country, until after I was born, I, too, might have been a student at this school for Chinese newcomers — that is, if I had been lucky enough.

For forty years, the CEC has been assisting students and their families with the wrenching transition of moving to the United States. The school was founded in response to an urgent request from the community and is considered the first “newcomer school” of its kind in the country. Shek told me that the parents have often left the support of their larger families behind and arrived without much education or much English. They work in restaurants and hotels or pass out leaflets on the street, often working two jobs and living in cramped quarters with their children. The stress takes its toll, in domestic violence and fathers abandoning their families to return home.

### A Family-Centered School

The CEC offers an oasis of hope. The staff speaks Cantonese and Mandarin and welcomes students and their parents to its modern, brightly colored hallways and classrooms decorated with student art and essays. I first met Shek in her office, where she told me that a key to her school's success is addressing the needs of the family unit by providing counseling and job-training classes for parents.

She then took me to a third-grade class. The students were bright, eager, and well behaved. It was the week of Martin Luther King Jr.'s birthday, and the students had been learning about his “I Have a Dream” speech and writing down their own dreams. They dreamed of growing up to care for their families, of becoming doctors and scientists.

When some of the students asked me, “What is your dream?” I replied, “That every child should have a great education.” They asked me, “Where are you from?” I told them I was from Chicago, and we looked at a map and pointed to Chicago and San Francisco. I asked them the same question, and they responded, “China,” “Hong Kong,” “Guangzhou.” Then I asked them, “What do your parents do?” One boy eagerly raised his hand and announced, “Sleep!” Kids do say the darndest things, especially when they're learning the literal meanings of new words in English.

CEC has one small computer lab, where students were using Global English, a Web-based program that offers appealing graphics and

animation and has eleven instructional levels. The tasks involved in learning English — gaining a broad range of vocabulary, repeating words for pronunciation, understanding the rules (and exceptions) of phonics — are ideal for the kinds of drill-and-practice activities computers can provide. This program frees up the teacher so she can give individual attention to other students.

The Global English program uses headsets with microphones so students can practice correct pronunciation. Though students in the other classes seemed drawn to the novelty of a classroom visitor, those in the computer lab were more interested in playing the colorful games and reciting English sentences into their headsets. I took this to be an appropriate measure of the appeal of the computer versus this classroom visitor.

### Guiding Principals

After a few hours visiting classrooms, Shek and I drove to **AT&T Park** for a luncheon hosted by the **San Francisco Giants**. We met the other people participating in Principal for a Day, along with their principal guides. Lively conversations sprouted around our table about how truly inspiring principals are and how complex the job of managing a school is, from hiring and motivating staff to reaching out to parents to coordinating with social service agencies to filling out forms, wiping noses, and dealing with those misbehaving students who've landed in their offices.

In his talk to the group, SFUSD superintendent **Carlos Garcia** noted that principals were multitasking

long before the word was invented. Garcia, who had been a principal in San Francisco sixteen years ago before serving as superintendent in Fresno and Las Vegas, said people often ask him, “Since your start in education, what change has surprised you the most?” His reply: “How little things have changed.” Garcia notes, for instance, that the district's phone system is the same today as it was then, and it didn't work all that well back then.

Garcia explained that the public has no idea how complex the job is or what kinds of challenges principals face. He recounted an event that happened while he was a principal in San Francisco: He was having a meeting with a business executive when his assistant interrupted them. Garcia told his staffer, “I'm having an important meeting.” His assistant insisted, “You must come out here, right now!” Garcia walked out of his office, only to be greeted by the sight of a naked man standing in the hallway. To add insult to incident, the man refused to don any of the items from the school's lost-and-found box, stating firmly, “I don't like any of those clothes.”

Shek told me she had to go on workers' compensation once for an injury sustained while breaking up a fight at a middle school. Every principal can tell similar stories. I doubt that any other profession in this country includes “breaks up fights” as part of the job description.

Our table conversation became intense



**Congratulations Merrill Lynch**  
for being named the *San Francisco Business Times* Education Partner of the Year  
for its leading support of Principal for a Day 2008!  
Thank you for your stellar support of our schools.

as Garcia began to speak about the severity of the cuts Governor Arnold Schwarzenegger has proposed, which will amount to 10 percent of the budget for schools. Decades of previous cuts have already left California's schools without much more to take away. A fellow principal for a day from **Charles Schwab** stated that prison-facility planners now look at the number of fourth graders who are not passing reading to help them decide how many prisons to build. In California, it's a good time to be in the prison-building business but a bad time to be in education. I can't think of a worse indictment of our state.

Every day, principals hold the future of our children, and our society, in their hands. But they are keeping our schools together with bubble gum and bailing wire. They deserve much, much more. ○

*Originally published March 11, 2008 © Edutopia.org; The George Lucas Educational Foundation.*



**PARTNERSHIP OF THE YEAR**  
**CBS Interactive**  
(formerly CNET Networks)

School: **Horace Mann Middle School**

**Activites:** Every Tuesday afternoon, an excited group of 14 students make a special trip downtown to visit the CBS offices for a lunchtime tutoring and

mentoring program. The students have been selected and carefully matched with a CBS employee for the semester-long program. Not only do these students gain responsible tutors with whom to do homework and the chance to have a trusting relationship with a positive adult mentor, they are also treated to a pizza lunch.

**Going the extra mile:** CBS provides gift cards, school supplies and book cards to use in the school's Hot Stuff coupon program, which rewards students weekly for academic achievement. Overall, the CBS program makes a strong impact on these students who rarely venture out of their neighborhood let alone spend time with enthusiastic employees in the corporate world.

## ALLIES FOR EDUCATION PROGRAM WELCOMES NEW PARTNERS

By Darren Gapultos

As more companies give back to the communities where they operate, they are leveraging their financial contributions with the contribution of their employees' time and talent. This combination of philanthropy and employee volunteerism has caused the list of local businesses and organizations partnering with School Volunteers to grow.

The case for volunteerism is strong. Employee volunteerism is not just a commendable act, but integral to building a strong corporate culture. In addition, when businesses invest in education, they help create a better educated and better prepared future workforce. Further, employees in volunteer programs develop skills in leadership, team-building, communication, and decision-making—all at little cost to business leaders.

This past academic year, our Allies for Education program welcomed



VerticalResponse employee Kate Aughenbaugh reads to Marshall Elementary first-graders.

three new businesses to better support the San Francisco Unified School District's (SFUSD) goal of closing the achievement gap.

**Leonard Flynn Elementary School** in the Bernal Heights neighborhood welcomed **Morgan Stanley** as their Allies Partner at the start of the school year. Over the course of the academic year, employees from Morgan Stanley participated at four of the school's annual family nights. Each family night focused on gathering parents to better understand the schools' curriculum

with students, helping them develop reading and writing skills, leading small groups on field trips, participating in school-wide events, and helping supervise and clean up the classroom.

**Going the extra mile:** Volunteering at Moscone is such a large part of Carolyn's life that she scheduled a foot operation to coincide with a long school holiday, minimizing her time away. Carolyn supports the school's art and dance program and sponsored every student in the class in a walkathon. When the family of a kindergartener lost their father and home in a fire, she helped by donating money and clothing.

around a particular subject. Morgan Stanley volunteers facilitated discussions and led activities. At Flynn Elementary the knowledge that others cared about their school has increased parents' engagement with their child's education.

During the spring semester, employees from **VerticalResponse**, an internet marketing firm, began to visit **Marshall Elementary's**

library to read aloud to all first grade students. On every second Tuesday of the month, employees would bring their own children's books. Volunteers from VerticalResponse felt this was an opportunity to give back and share some of their favorite stories from their childhood. Through this effort, volunteers helped develop the English Language proficiency of the Spanish-speaking students. With Marshall Elementary's emphasis on literacy increasing, VerticalResponse is looking to be more involved in helping the students. Whether it would be reading to more classes or facilitating book fairs, VerticalResponse is committed to finding new ways to contribute.

At **Bessie Carmichael Middle School/Filipino Education Center**, employees from the nearby **RocketPaperScissors Company** volunteered in an intervention class. Employees from RocketPaperScissors were excited to bring their skills in creating and moderating internet chat sites for young students to use in the classroom. The intervention class consisted of students who were at risk of not passing their English subjects.

see Allies, page 8

## EXTREME MAKEOVER

**BEFORE:**



**AFTER:**



In May, in recognition of national Teacher Appreciation Month, School Volunteers coordinated teachers' lounge makeovers in 17 schools. The results at **Willie Brown Elementary School**, pictured above, were possible only with a strong community of support, including the school's parents and parent liaison; the **Masonic Grand Lodge of California**, which provided volunteers and furnishings; **Daniel Ewald of Ewald Tajbaksh Architecture**, who designed the makeover; and a crew of volunteers from **Adobe Systems, Inc.** Thanks to everyone, including **Home Depot**, who participated in the

## LUNCHEON BRINGS MISSION SCHOOL VOLUNTEERS TOGETHER

By Darren Gapultos

To further its goal of building active volunteer communities at public schools throughout the city, School Volunteers held the first of what is hoped to be many neighborhood-wide luncheons. On March 28th, volunteers serving nine Mission District schools were invited to the Mission Community Volunteer Luncheon at the Women's Building on 18th Street. Each year, School Volunteers places more than eighty volunteers in Mission District schools.

Over delicious tamales, rice, and beans provided by a local merchant, volunteers shared stories from their school experiences and offered solutions to specific situations that had worked for them. As the luncheon progressed, volunteers began to take a greater interest in not only serving their specific school, but also the Mission neighborhood as a whole. For example, they began discussing the need for positive role models in the schools in order to help curb violence in the Mission District, and how they could help recruit volunteers to fill that need.



Mission volunteers share ideas at a neighborhood-wide gathering in March.

This coming school year, School Volunteers plans to facilitate more community-based volunteer gatherings in other neighborhoods surrounding those schools with the greatest need. The goal is to provide our volunteers with the opportunity to engage in dialogue with other volunteers and to take the lead in assuming greater responsibilities to mobilize, recruit, and support one another to better serve their schools' communities.

If you would like to know what activities are in place to support your neighborhood school, or if you would like to help organize a local get-together near your school, please email [sfsvmail@sfsv.org](mailto:sfsvmail@sfsv.org) or call (415) 749-3700. ●

**PARTNERSHIP OF THE YEAR FINALIST**

**Adobe Systems, Inc.**

School: **June Jordan School for Equity**

**Activities:** All tenth- and twelfth-graders at June Jordan participate in a school-wide performance assessment system. Students present their end-of-year portfolios to a committee, on which Adobe employees volunteer to provide constructive feedback. This spring, Adobe

employees created a special presentation at Adobe's offices for one of the school's graduating math classes. The Adobe volunteers shared personal stories of overcoming challenges to succeed in a high-tech career, and demonstrated some of Adobe's cutting-edge applications.

**Going the extra mile:** Adobe established a multimedia lab at June Jordan where students can use technology to support academic success. Adobe also offers summer internships, giving students exposure to new technologies and allowing them to explore career options that might not have seemed accessible.



**VOLUNTEER OF THE YEAR FINALIST**  
**Carolyn Clark**

Years spent volunteering: **3 years**

School: **Moscone Elementary**

**Activities:** Each week she spends more than eight hours working one-on-one



# SUPPORT OUR SCHOOLS



# BACK TO SCHOOL



### SCHOOL OF THE YEAR FINALIST **Leonard R. Flynn Elementary School**

**Activities:** Flynn engages 14 ongoing community volunteers and a dozen corporate volunteers, as well as hundreds of one-time volunteers for special events. Flynn and School Volunteers brought together 400

volunteers for a hugely successful community playground build. Ongoing volunteers are integrated throughout the school, sitting on school committees to write grants, lead projects, volunteer in classrooms, and working closely with underperforming students.

**Strong volunteer management:** Leonard R. Flynn Elementary School knows how to mobilize and appreciate its volunteers. The staff, teachers and parents seize every opportunity to pull in a community of volunteers and resources.

**Going the extra mile:** The school regularly thanks volunteers through letters from the students, the principal's welcoming speeches during school events, and with bagels and coffee on special mornings.

volunteers into our school. The impact from School Volunteers is notable and we are grateful to the entire team who support and make these activities tangible. There is still more to be done.

Recent news articles have discussed the student drop-out rate in San Francisco public schools. Unfortunately Latino and African Americans are the primary ethnic groups failing to graduate. More volunteers of all backgrounds but especially Latino and African American communities can help reduce the drop-out rate. Students need to see more volunteers who reflect their ethnic background to encourage, motivate, and inspire them to accomplish success. Volunteers can help reduce the drop-out rate and close the achievement gap by serving as tutors, teacher aides, speakers, or assistants in extracurricular activities.

Join with San Francisco School Volunteers to put your hands to the plow at a school and make a difference in the lives of young people. ●

## SUCCESS FOR PROPOSITION A

This past May 80,000 San Francisco voters came together to pass Proposition A. The measure approved a 20-year parcel tax that will provide roughly \$29 million for city schools each year. The sum will be allocated to improving teacher pay and training as well as increasing funding for technology. The tax took effect on July 1 and is scheduled to expire in 2028.

School Volunteers was a leading proponent of the initiative. On behalf of our schools and teachers, thank you to our friends who voted in support of Proposition A. ●

### **Allies**, continued from page 6

RocketPaperScissors volunteers came twice a week to tutor small groups of students. By the end of the school year, the teacher used volunteer help to spend more time focusing on the more challenging students of her classroom.

The Allies for Education program was created to support and facilitate partnerships between local businesses, organizations, and individual public schools. The main goal of the Allies for Education program is to bring the resources and knowledge of School Volunteers together with business volunteers and other achievement based programs already present in schools. As a result, we all work together to support the schools.

*If you are interested in participating in or learning more about the program, please contact Eric Torres at: [etorres@sfsv.org](mailto:etorres@sfsv.org).* ●

### **Interpretation**, continued from page 1

cannot meet the needs of these families. School Volunteers designed the first-of-its-kind volunteer program in partnership with SFUSD. To pilot the program School Volunteers focused on Spanish and Cantonese interpretation, which, after English, are the two most common languages spoken by SFUSD families. The eight schools selected for the pilot program were **Bret Harte Elementary School, Cleveland Elementary School, Everett Middle School, John Muir Elementary School, Marshall Elementary School, Monroe Elementary School, Sunset Elementary School, and Thurgood Marshall High School.**

In the first year of the 18-month pilot program, two groups of volunteer interpreters each completed 20 hours of training that provided a robust introduction to the role of interpreter, the different modes of interpretation, and a definition of the basic terms associated with interpretation. In-class exercises were used to develop memory, acquire relevant terminology, and discuss ethical issues and protocol. Training sessions were led by **Angela Zawadzki**, a certified judicial interpreter for the State of California and Federal Courts who is fluent in four languages.

Special training for staff of the participating schools ensures that each school understands the services offered, the appropriate use of a volunteer for interpretation or translation, and how to request and evaluate services.

For more information visit [www.sfsv.org](http://www.sfsv.org) or call Thom de Cant at (415) 749-3700 x3018. ●

### **Profile: Volunteer-Interpreter David Pedroni**

**David Pedroni**, one of 28 volunteers in the Volunteer Interpreter Pilot Program, wanted to go to school to become a professional interpreter but had not met the minimum score requirements for admission. He was intrigued by the volunteer interpreter program. After completing training and his first volunteer assignment at **Everett Middle School** interpreting for a parent seminar on media, he said, "As a volunteer interpreter I feel I'm filling one of the greatest needs in the school, supporting the students and their parents. That's where interpretation should happen." Subsequently he has been accepted to both a medical and legal interpretation program, which he'll start this fall. He continues as a volunteer interpreter in our schools as well.

### **Strategic Plan**, continued from page 3

funding and support for every student to meet the high expectations we've described in our plan." To measure accountability the district will implement a new tool called "The Balanced Scorecard." This tool, developed by Robert Norton and David Kaplan (1996) specifically for the business sector, has been adapted for use in many school districts across the country. The scorecard translates vision into specific metrics and all the schools, as well as the SFUSD central office, will create individual scorecards and be held accountable to them.

The full strategic plan is available at [www.sfusd.edu](http://www.sfusd.edu). ●



### **VOLUNTEER OF THE YEAR FINALIST Joe Britz**

Years spent volunteering: **10 years**  
School: **Marshall Elementary School**

**Activities:** Passionate about healthy food, Joe teaches the children about seasonal produce and its benefits to good health; he brings fresh fruits and vegetables to class, and takes the students on a field trip to a local market. Joe also enjoys reading and writing with students.

**Going the extra mile:** Joe proactively adapted to his placement in a Spanish immersion class by learning Spanish. He carries his own dictionary so he can help the students reach their maximum potential. Even when Joe is away, he lets his students know he is thinking about them, writing each student a postcard from trips he takes, which motivates them to write back.



**SCHOOL OF THE YEAR FINALIST**  
**Gordon J. Lau**  
**Elementary School**

**Activities:** Volunteers at Gordon J. Lau Elementary School are integrated into school culture and are an important component of student success. As one volunteer stated, Gordon J. Lau Elementary School staff make her feel as though she's "a member of the team and community."

**Strong volunteer management:** From hearty greetings when volunteers sign in at the main office, to hallway smiles from students and teachers, to help from the maintenance crew in setting up resources for a volunteer project, the staff at Gordon J. Lau makes volunteers feel supported and appreciated.

**Going the extra mile:** The principal, always a busy person, consistently makes time to respond to the needs of students, staff, and volunteers. The school supports the efforts of all their volunteers, listens to and values their ideas, utilizes their skills, and lends support. They help volunteers spearhead projects like a book club or fundraiser for the school library.

Join us for  
**Dictionary Day**  
on November 13.  
Volunteers wanted  
for third-grade classes.  
Email: [tdecant@sfsv.org](mailto:tdecant@sfsv.org).

## HELP A STUDENT SUCCEED BY HOSTING A BACKPACK DRIVE!

For many of us, stocking up on school supplies marks the end of summer and the start of a new school year. But School Volunteers works with schools where many students won't come to school with those carefully selected supplies they'll need throughout the coming year. Whether they are just entering kindergarten or are approaching the final years of high school, these students all need backpacks full of supplies that suit their grade level and will help them thrive academically both inside and outside the classroom.

You can help make this happen by organizing a backpack drive within your company or community group or among your friends and family. Just follow these basic steps:

- Establish the reasons why you want to participate in a backpack drive
- Note specifics: How many students, dates, etc.
- Contact School Volunteers to be partnered with a school that would benefit from the drive
- Receive a list of suggested school supplies appropriate to each grade and get support throughout the project from School Volunteers
- Collect backpack and school supplies
- Host school event to hand out the backpack to the students.

To be matched with a school in need of a backpack drive, contact Eric Torres at [etorres@sfsv.org](mailto:etorres@sfsv.org) or (415) 749-3700 ext.3021. •

### Back-to-School Calendar

#### September 08

1 – Labor Day Holiday, Schools Closed  
6 – School Volunteers Back to School Service Project at El Dorado Elementary School

#### October 08

3 – Middle School Bluegrass Festival  
11 – Hands On Bay Area Day in Schools  
13 – Columbus/Indigenous People's Day/El Dia de la Raza Holiday, Schools Closed  
14 – School Volunteers Back to School Lunch

#### November 08

11 – Veterans Day Holiday, Schools Closed  
13 – School Volunteers California Dictionary Project  
26-28 Thanksgiving Recess, Schools Closed

#### December 08

23-31 Winter Break, Schools Closed

#### \$50,000 and above

Chris and Warren Hellman  
Betsy and Edward McDermott  
San Francisco Unified School District

#### \$25,000-\$49,999

Anonymous  
Adobe Systems, Inc.  
The David B. Gold Foundation  
The Kimball Foundation  
Susan and William E. Oberndorf  
TomKat Foundation  
Wells Fargo & Co. Foundation  
The Zellerbach Family Foundation

#### \$10,000-\$24,999

Anonymous  
Advent Software, Inc.  
Gretchen de Baubigny  
Lorraine Fedorak and John Chiatello  
Tamara Fritz  
Hanson Bridgett LLP  
Leslie and George Hume Fund  
The Joseph R. McMicking Foundation  
Jumee and David Park  
Kendra and Erik Ragatz  
Toni and Arthur Rock  
Averel and John Wilson

#### \$5,000-\$9,999

Daphne and Michael Dickson  
Rick Durazzo  
Doris and Donald G. Fisher  
William G. Gilmore Foundation  
Mary Jo and Richard Kovacevich  
Jill and Bernard Kramer  
The Louise Rosenberg and Claude Rosenberg Jr. Family Foundation

#### \$2,500-\$4,999

Barclays Global Investors  
Amy and Brad DeFoor  
Carol and Dixon R. Doll  
Michelle Griffin and Tom Parker  
The Kecker Family Foundation  
Charles Schwab Foundation  
Diane B. Wilsey

#### \$1,500-\$2,499

Christina and Fred Crawford  
Dodie and Peter Crawford  
John and Marcia Goldman Foundation  
Lisa and Douglas Goldman Fund  
Fred Goltz  
Schwab Fund for Charitable Giving  
Georgia Lee and George Shenk  
Molly and David Wadhvani

#### \$500-\$1,499

Betty Burnham  
Lewis and Sheana Butler  
Milton Chen  
Elizabeth Clark and Steve Camahort  
Jean and William K. Coblentz  
Elizabeth L. Colton  
Kerry and Ed Cooper  
Christine and Brooks Crawford

Suzanne M. DiBianca  
George Doubleday II  
Holly and James Farrell  
Laura and John Fisher  
Randi and Bob Fisher  
Andrew G. Giacomini  
Katie and Douglas Hope  
Jewish Community Endowment Fund  
Nancy Katz and John Hiss  
Kate Kelly and Thomas B. Klein  
Sara and Andy Kurtzig  
Marie and Barry Lipman  
Ann and John McDermott  
Carol and Joe McLaughlin

Lawrence Miao and Kana Muraki  
Kristine and Kenneth Parker  
Anne and Robert Pedrero  
Barbara and Richard Rosenberg  
Krista Ramonas and Gordon Rubenstein  
Emily A. Simas  
Lisa Spinali  
Elizabeth H. Sutro

#### \$250-\$499

Mary Ann and Sam Aronson  
Ernest A. Bates  
Shirley Breyer Black  
Gwen Chan  
S. H. Cowell Foundation  
Geneva Garner  
Brandt J. Hooker  
Debbie and Scott Kay  
Sophie Lee and Douglas Wong  
Barry and Carol Livingston  
Laura and Saul Macias  
Nan McDowell and James Grossman  
Katie and Andrew Raab  
Kerry and Creighton Reed  
Lila and Neville Rich  
Sarah Friar and David Riley  
William Roth

Sarah Stein  
Loulie and John A. Sutro  
Rebekah Truemper and Dan Seltzer  
Jacqueline and Robert Young

#### \$100-\$249

Ann Alpers  
Edward Bartlett and Donna Hoghooghi  
Nersi Boussina  
Sharon and Walter Calcagno  
Kristina and Steven Campodonico  
Heather Corcoran  
Dona Crowder  
Charles T. Dorris  
Alice J. Dudum  
Darren Gapultos  
Matthew Kawakami  
Gretchen and Brian Koch  
Sheila and Thomas Larsen  
Elaine and Donald Magnin  
Morrison Foerster  
Lisette Nieves and Gregory Gunn  
Tanya and Richard H. Peterson  
Damon Raike  
Connie Spinali  
Union Bank of California

Dairian Wan  
Ernesto Gregorio and Warren Ward  
Dawna and Alan Wolfson  
Christina M. Wong

#### Up to \$99

Anonymous  
Shannan and Steve Bishop Books Inc.  
LaTonya E. Carpenter  
Carolyn M. Clark  
Linda and James Clever  
Lois and Charles J. Epstein  
Aracely Hernandez KPMG LLP  
Eileen and James J. Ludwig  
Joseph Merschdorf  
Vera and Walter H. Obermeyer  
Jane L. Phan  
Jessica L. Pullano  
Susan RoAne  
Judy and Lary Schiller  
Joan-Marie Shelley  
Steve M. Shululu  
Patricia and Theodore Snyderman  
Eric Torres  
Marian C. Yee

#### In Kind

Adobe Systems, Inc.  
Ann Anderson  
Aquarium of the Bay  
Berkeley Symphony Orchestra  
Lindsey A. Blass  
Lara Bogardus  
Byington Winery & Vineyard  
California's Great America  
Yoon Chang  
Divisadero Touchless Carwash  
Jon Eilers  
John and Marcia Goldman Foundation  
Josie Gonzales  
Gymboree  
In-N-Out Burger  
McKenna Long and Aldridge LLP  
Nob Hill Spa  
PIER 39 Limited Partnership  
salesforce.com  
San Francisco Zoo  
Stacey's Bookstore  
Deb Taylor  
Fred Wade  
Yerba Buena Center for the Arts  
Merla Zellerbach and A. Lee Munson

*Donations noted above were received between January 1 and June 30, 2008*



**PARTNERSHIP OF THE YEAR FINALIST**  
**AAA of Northern California**  
School: **Visitation Valley Middle School**

**Activities:** Led by an alumnus of the middle school, a committee of AAA volunteers conducts workshops that introduce eighth-grade students to the work environment, models best practices for success, and teaches workplace readiness skills. The students come to AAA headquarters once each month for a full day of seminars and one-on-one mentoring with AAA employees.

**Going the extra mile:** AAA presents a laptop to each participating student who successfully completes the program.