

THE GAVEN STREET


SUMMER 2018

GAZETTE

THE NEWSLETTER OF THE SAN FRANCISCO SCHOOL



STRATEGIC
PLAN
2017-2022



The San Francisco School cultivates and celebrates the intellectual, imaginative, and humanitarian promise of each student in a community that practices mutual respect, embraces diversity, and inspires a passion for learning.



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Accreditation and Membership

The San Francisco School is accredited by the California Association of Independent Schools (CAIS) and is a member of the National Association of Independent Schools (NAIS).

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ON THE COVER: Milo '25

INSIDE COVER: Travis '27, Raza '26

LETTER FROM STEVE



It is a wonderful time to be a member of The San Francisco School Community! As the school year winds to a close, the boost and momentum that our new Strategic Plan, “Living our Humanitarian Promise” has given our school is palpable. Generative conversations can be heard in the faculty, staff, and parent/guardian circles. Curiosity around program changes and new curriculum is peaking among our students. Heck, even the bunny has an extra spring in her step knowing that we are a community on the rise! Although the plan spans five academic years, 2017-2022, it is one that is having both a real-time and a long-term impact.

As you may know, our current Strategic Plan arose from the recent institutional self-study conducted during the CAIS accreditation process. Emboldened by the accreditation team’s commendations and recommendations, we formed the Strategic Planning Committee (SPC) that included diverse members of the SFS community, including the chair of the board, additional trustees, administration, staff, parents/guardians, alumni, and me. We consulted Carla Silver, a recent SFS trustee and the executive director of Leadership + Design, to lend her expertise in design and strategic thinking. This human-centered endeavor has resulted in not only a plan that is true to our school and the times in which we live, but also a greater understanding of our school and our community. As a result, our Strategic Plan honors our mission, values, history, and culture while

rising to the challenge of demographic, technological, and pedagogical changes. In true SFS fashion, it was of paramount importance for the process and creation of the plan to be inclusive of the entire SFS community.

In May 2016, the Board of Trustees developed a context map to understand the internal and external trends that might impact our school as we look to the future. With the entire community at the All School Meeting in September 2016, we generated “ambitious but actionable questions” (*A More Beautiful Question, Warren Berger*) meant to broaden our thinking and inspire change. In October 2016, parents/guardians volunteered to be involved in “think tanks” during which they provided their current impressions of the school, a description of its ideal graduate, and what SFS would be like 10 years from now. SPC Inquiry Teams performed observations and interviews within and outside of SFS, specifically investigating the following topics with institutional financial health as a constant theme: academic curriculum, faculty and staff, campus and size, and diversity and community.

From its research, the SPC identified human and institutional needs, and from these, the Strategic Priorities were created and presented to the SFS community. We realized that the distinctive quality of SFS is its commitment to humanitarian promise, and we ensured that the Strategic Priorities reflected that. To support these priorities, we developed the Strategic Initiatives to be desirable, feasible, and viable. They are the compass with which to guide SFS as we advance in the world of technological acceleration and global interconnectedness, and boldly forge ahead into the future.

I am forever indebted to our SPC Chair, Jeanie Chang (Second Grade parent) and the 18 other members of our committee. Their tireless efforts and willingness to be bold and imaginative have helped chart the future of SFS. I invite you to read on to hear more about a few of the early initiatives that we are pursuing. As always, if you want to hear more, or share with me your thoughts about the plan and the future of SFS, please come visit us at 300 Gaven Street. As we deepen our partnership in the Portola, I have several great neighborhood walking routes that I would love to show you!

STRATEGIC PLAN PRIORITIES

Building on our strengths and areas for growth, the Strategic Plan looks closely at, and dreams big about, the realities of contemporary teaching and learning. It also focuses on community both inside and outside the gates of 300 Gaven Street. Lastly, it envisions a school that is innovative and supports our staff and families as they face the benefits and challenges of living in the world-class city of San Francisco.

TO INCORPORATE CUTTING-EDGE RESEARCH IN ORDER TO PLACE TEACHING AND LEARNING IN A GLOBAL CONTEMPORARY CONTEXT

SFS staff will teach and work in a collaborative and intentional way, supported with focused professional development. This professional support will include peer mentor, coaching, and instructional leadership opportunities. Math, science, and technology, integrated with our highly regarded humanities and arts programs, will have a more visible presence.

Global programs and innovative technology will provide students and teachers opportunities to connect with others from around the world through both virtual and physical interactions, strengthening cultural understanding and providing language opportunities for our students.

We will renew our commitment to environmental sustainability and pledge to engage in the critical fight against climate change through education and actions that will have an impact on our campus and our planet. The campus will remain green and alive with abundant spaces for students to find adventure, learn about ecology, and develop a love of nature.

Indoor spaces will include nimble, flexible classrooms that encourage collaboration and partnership as well as spaces for staff and parents/guardians to work or get together. We will thoughtfully revise the school day schedule to support a more flexible, collaborative, and balanced approach to the way SFS uses time and meets the needs of students and the professional community.

TO SAFEGUARD THE DIVERSE AND INCLUSIVE COMMUNITY OF SFS, TO ENRICH ACCESSIBILITY FOR FAMILIES, AND TO DEEPEN OUR EXPERIENCES WITH DIVERSITY, EQUITY, INCLUSION, AND SOCIAL JUSTICE BOTH ON AND OFF OUR CAMPUS

We will take a bold approach to equitable access to education. We will welcome multicultural students and staff from diverse socioeconomic backgrounds and

family structures. We will incorporate opportunities into the students' educational experience as they will be encouraged to explore, deeply understand, and solve real-world social justice challenges by engaging in service learning both on and off campus. The curriculum will systematically integrate issues of equity and social justice on a local, national, and international level.

SFS will strengthen its endowment to allow families to creatively approach the cost of an SFS education, including but not limited to managing the cost of education and exploring different models of tuition and tuition assistance. Students will have equal access to educational supports and resources throughout their time at SFS and as they enter the high school application process, resulting in greater choice and opportunity beyond SFS.

TO ENGAGE MORE FULLY WITH THE PORTOLA NEIGHBORHOOD AND SAN FRANCISCO AND TO ADDRESS THE CHALLENGES AND BENEFITS OF LIVING, WORKING, AND THRIVING IN THE BAY AREA

SFS will be more deeply integrated with its local neighborhoods, the city of San Francisco, and the Bay Area. With our increased visibility and outreach, as well as greater accessibility for all, we will have more students from the Portola, Excelsior, and Bayview. It is important that the SFS student body include children of families that have lived in the area for many generations and families who have recently arrived to reflect the demographics of our neighborhood as well as the evolving nature of the San Francisco Bay Area.

The growth of our endowment will permit competitive salaries and benefits. We will support our staff to find housing in the area, simplifying their commute to work and promoting an improved quality of life. For those who reside in other parts of the city and the Bay Area, commuting will be facilitated through access to public transportation and shuttles.

STRATEGIC PLAN INITIATIVES

Our strategic priorities are interconnected, created to realize our commitment to humanitarian promise, and therefore they do not exist in separate contexts. Rather than addressing each priority separately, we strive to actualize them simultaneously by creating initiatives that provide a diverse and inclusive community; ensure contemporary teaching and learning; and support living, working, and thriving in the Bay Area.



PROGRAM

Empathy in the Age of Acceleration: The teaching of empathy has long been a hallmark of The San Francisco School. To thrive in the future, students will need technological fluency and the capacity for innovation and collaborative problem-solving with deeply human skills. We will provide human-centered, interdisciplinary, and project-based opportunities in technology, coding, math, engineering, product design, and science. These will be integrated with instruction in the arts, humanities, socio-emotional learning, digital citizenship, social justice, and empathy.

Spanish Language and Global Programs: Through expanded cross-cultural experiences for both students and staff, Spanish language will be spread across the program and learning will be deepened through shared projects and immersion opportunities. Our decision to intentionally focus on a single language at this time will ensure that our students leave SFS with a level of fluency and comfort with the language as well as an in-depth appreciation of worldwide Hispanic cultures. In addition, building on the current music program intern model, we will continue to host visitors and experts from other countries.



PEOPLE

Reimagination of Time and Communication: The San Francisco School will undertake an expansive exploration of how we use time, both in terms of the annual calendar and the daily schedule. We seek to benefit the educational program, to meet the needs, demands, and circumstances of our diverse families and the staff, and to promote wellness. Lastly, in this age of instant and various methods of information exchange and media, we will explore and implement the most effective and efficient ways to communicate with students, parents/guardians, and alumni about our program as well as to receive feedback.

SFS Youth Humanitarian Initiative: As we seek to find ways for our students to truly develop their humanitarian promise, we will develop a Youth Humanitarian Initiative. This effort will develop curriculum, experiences, leadership/mentoring, and real-world opportunities for preschool to grade 8 students that allow them to gain service learning, social justice, and entrepreneurial skills through projects on and off campus.

Lifelong Learning Initiative for Staff: This initiative will ensure the ongoing quality of the curriculum and instruction at SFS and the professional learning of teachers, and showcase our talented educators and staff members. The initiative will provide professional development in the form of on- and off-site curriculum training, instructional technology, mentorship for both new and experienced staff, feedback and evaluation, space for collaboration, health and wellness programs that support work/life balance, and internal professional learning groups. This initiative will also provide formalized opportunities for our teachers to share their expertise with the staff from other schools through on- and off-site trainings and coaching.

Building the Endowment: We will double our endowment over the next five years in order to deepen our commitment to diversity, inclusion, and cultural competency. This will allow The San Francisco School to be more intentional with its outreach, recruitment, and retention of families and staff. We will reinforce this increased endowment with a schoolwide commitment to philanthropy and fundraising campaigns for specific programs or needs.



PLACE

Flexible and Innovative Campus: In order to design more student-centered, individualized learning experiences, we will continue to enhance our campus with learning spaces that support our program. Creating more flexible classroom spaces that can be arranged in many different configurations will enable our students and teachers to more easily engage in collaborative projects, move their bodies, and access appropriate technology.

Deepened Partnership with San Francisco and the Portola District: As we consider more real-world learning opportunities for our students, we will expand our concept of "campus" beyond the schoolyard gates. Our city and our amazing neighborhood, historically known as the Garden District, offer students and teachers an abundance of natural resources, a rich history, and a myriad of adventures. It also provides opportunities for our students to identify challenges and to investigate solutions in our immediate community.

Environmental Stewardship: We will maintain our commitment to environmental stewardship, being conscious of our local ecology and aware of regional, national, and global issues. Our commitment to the environment will inform our decisions on campus enhancement. We will utilize resources efficiently while we reduce our environmental impact and costs, thereby improving the health and wellness of our students and staff. We will be ecologically literate, advocate on behalf of our environment, and be responsible denizens of the earth.



INITIATIVES IN ACTION



PROGRAM // Empathy in the Age of Acceleration



Where Education Meets Technology

This year SFS embarked on an ongoing partnership with Knowing Technologies, a teacher development program that helps educators gain mastery in the digital space. A cohort of five faculty members, with diverse skills and interests in relation to technology and who teach across grade levels and content areas, were selected for the program. They received weekly coaching in an effort to amplify their instruction and student learning through the mindful use of technology, and to help them prepare students for a life of digital literacy beyond SFS.

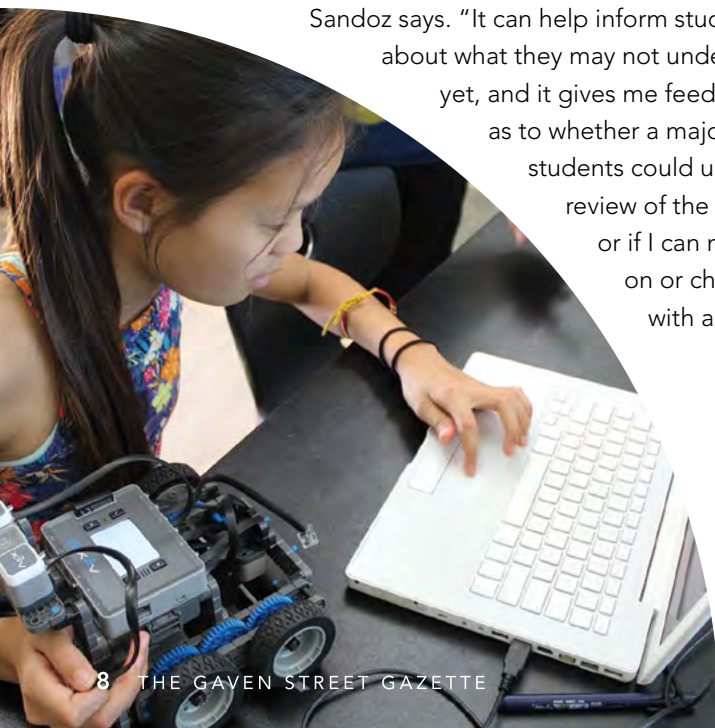
Students and teachers have felt the positive impact of the ongoing training. Eugene Stampley, Seventh-Eighth Grade Science Teacher, and Paige Sandoz, Fourth Grade Teacher, noticed an instant increase in their ability to assess details of student learning in real-time. "I've been using the Kahoot app to make quizzes more engaging and assess students' understanding in the moment,"

Sandoz says. "It can help inform students about what they may not understand yet, and it gives me feedback as to whether a majority of students could use a review of the material, or if I can move on or check in with a couple

of students separately." With his older students, Stampley used stop-motion animation in an innovative way to see not only whether his students understood certain processes, but how deeply they understood as well. "By having them make stop-motion videos of the intricate processes involved in DNA replication, I can really assess the details of their comprehension," he says, "and it gives them another way to demonstrate what they know."

For students with learning differences, integrating technology into classroom life can have a meaningful positive impact. One Seventh Grade student notes that, with his diagnosis of dyslexia, he appreciates being able to type his work in class rather than write by hand. Learning Specialist, Daniel Munda, adds that students are also able to use text-to-speech options to enhance their writing, or audio record quiz instructions, notes, etc. to study from later. Jadine Louie, Seventh-Eighth Grade Math Teacher, comments that, even in math, she saw students' scores rise once this was an option.

In the 2018-19 school year, Knowing Technologies will continue to work with this cohort of teachers monthly, as well as take on four new teachers in a weekly cohort. The ultimate goal will remain the same: to build a community of informed tech users with thoughtful integration of technology into classroom life, and to create a blended learning environment where there's a balance between digital and non-digital tools. It is an exciting opportunity to continue partnering with Knowing Technologies and working to guide students wisely through this age of acceleration.





PLACE // Flexible and Innovative Campus

Flexible Classrooms

Last summer we started integrating new flexible furniture into classrooms. Taking into consideration the active learning process of the 21st century - that is, recognizing that students often work collaboratively and need to have room to move, and that teachers instruct in a dynamic, versatile way - our overarching goals were for teachers and students to be able to easily change classroom setups to best suit each academic subject, activity, collaboration, and/or individual students' learning styles.

In years past, if you peeked into the Fourth Grade classroom, you would have seen heavy, round tables: great for collaboration but difficult for students who needed more individual space to focus, unwieldy to move, and needing significant time and space to clear the floor for large group activities. Now, the room is outfitted with lightweight triangular tables, easily moved and stacked for new configurations throughout the day. Fourth Grade Teacher Paige Sandoz and Assistant Teacher Matt Wyatt worked with students to prototype different seating arrangements with paper triangles, excitedly discussing which setups might work best for different parts of the day. Now, in one day, a visitor to the classroom might see all of the desks stacked up and moved to the side of the room, with students sitting in chairs gathered around to watch a demonstration of a water physics experiment. An hour later, the tables would be moved to create a U-shaped

configuration for a California history discussion. By the end of the day, some students might be sitting at individual desks working on math problems, while others are collaborating on a math game on the floor.

Although not all rooms have the same furniture, they have a few characteristics in common. The tables and chairs are specific to the size of the students in that grade, allowing for better ergonomics. The chairs have an air-cushion effect, with a bit of "bounce" to allow for students to move while remaining seated at the desk. We also complemented the rooms with Hokki stools that have curved surfaces that stimulate the entire musculoskeletal system for those who prefer more freedom of movement. For children who struggle to remain seated or who need to move frequently in order to remain focused, these seating options can make a major difference in their day-to-day school lives, and having regular movement be part of the school day is crucial to all students.

The old furniture was donated to the Amethod Public Schools, totaling 201 pieces of surplus furniture, 4,718 pounds — all kept out of the landfill! We are excited about how this process has already enhanced teaching and learning, and this is only the first phase of reimagining spaces on campus. We eagerly look forward to creating more responsive and dynamic classroom and community spaces that will enrich student learning over the next four years.

INITIATIVES IN ACTION



PLACE //

Deepened Partnership with San Francisco and the Portola District

Neighborhood Engagement

Through the efforts of SFS's Public Purpose Committee, students and families have had the opportunity to engage with the Portola neighborhood through various service activities such as volunteering at a food pantry, preparing toiletries for distribution to the SF homeless, and visiting Age Song, an assisted living community in the neighborhood. The Portola Branch of the San Francisco Public Library has also displayed SFS student art twice this year.

SFS families have been participating in the Excelsior Family Food Pantry on the weekends. The pantry distributes free groceries every Saturday, rain or shine, at the San Francisco Campus for Jewish Living (formerly known as the Jewish Home). As the 300+ clients arrive, volunteers greet them, guide them through the line, and give them produce, dairy products, grains, and meats provided by the SF-Marin Food Bank.

Many SFS families attended another recent service event, "Suds from the Heart," hosted by Alta Vista School to

benefit Lava Mae, a San Francisco nonprofit organization that brings dignity to and provides services for the homeless. Participants consolidated donated shampoo, conditioner, and body wash from partially used hotel supplies for distribution and use with Lava Mae's Mobile Hygiene Service. Approximately 20 SFS participants joined two other Portola neighborhood schools, Alta Vista School and ER Taylor, as well as the Chinese American International School in this amazing collaboration. It was slippery but satisfying work.

In April, SFS students participated in the 2nd Annual Portola Library School Art Exhibit, a joint exhibit with the Portola Branch of the San Francisco Public Library, The San Francisco School, Alta Vista School, and E.R. Taylor Elementary. The artwork represented the myriad of plants and animals found in San Francisco's Garden District. SFS students from several grades exhibited work including both repousse and ceramic owls, woven pieces, watercolor paintings, and ceramic teacups and saucers.



¡Ánimo, Adelante!

With the conviction of the Strategic Plan and faculty departures in our Spanish department at the end of the 2016-17 school year, the School took the opportunity to reimagine SFS's Spanish Program over the summer of 2017. The vision is to infuse Spanish language throughout the grades and deepen learning through shared projects and immersion opportunities. This will promote greater language acquisition and an in-depth appreciation of worldwide Hispanic cultures.

To accomplish this, the talent of veteran SFS Music Teacher (and former Spanish Teacher) Sofía López-Ibor was enlisted. She spearheaded the hiring process, assessed our existing program and materials, and, with the new team, developed a refined Spanish curriculum for Preschool through Eighth Grade. She worked with Seventh Grade Humanities Teacher (and former Spanish Teacher) Araceli Quezada and some dedicated parent volunteers.

Three new, talented, full-time Spanish teachers were hired, each with quite different yet complementary experience. In addition to refreshing the Spanish classroom, a Spanish office was created to help support the new team through collaboration and camaraderie. There they meet, work, prepare classes, and share materials, books, and tech resources.

The team began their work in the summer by evaluating academic standards and goals based on the guidelines for K-8 language learners from the American Council on the Teaching of Foreign Languages (ACTFL). From there, they developed a new spiraling curriculum across the grades. They restructured the Middle School Spanish schedule from an intra-grade leveled program to a grade-level program with different proficiency levels within each grade, making scheduling easier and allowing for developmentally appropriate curriculum.

The new PreK-8 curriculum includes collaboration with other faculty to teach grade-level appropriate subject matter in Spanish, such as learning about the life-cycle of silkworms or practicing body and face vocabulary through a lesson on the art of Pablo Picasso in First Grade, or having students present virtual tours of the Alhambra in Seventh Grade Spanish to complement a unit on Medieval Spain in Humanities. Through these connections, "learners build,

reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.¹ The curriculum includes teaching the language through music, dance, visual arts, and food, as well as culturally relevant celebrations and exposure to authentic materials.

The team has taken advantage of SFS's proximity to the rich Latino heritage and Spanish language in the Mission neighborhood by patronizing local businesses where students can practice their language skills in real-life contexts, visiting the Balmy Alley murals, and learning about Día de los Muertos altars at the Mission Cultural Center for Latino Arts.

During the school year, the School invested in new Spanish materials, transforming the Spanish library with new books for every level, from colors and numbers in Preschool to the Dirty War in Middle School. As part of the team's engaging lesson plans, they have incorporated iPad apps like Tunetastic, Rockalingua, Duolingo, and Kahoot that not only accommodate different learning styles and help students learn to work with new technologies, but make learning Spanish really fun. The integration of other technologies has allowed for virtual field trips, video chats with Spanish speakers across the globe, the creation of how-to-videos in Spanish by students, and the animation and Spanish narration of digital stories.

Additionally, in an effort to support our students as they prepare for high school, the team partnered with Bay Area high school Spanish teachers, inviting them to discuss standards, expectations, and strategies with one another. They also helped Eighth Grade students prepare for high school interviews through practice interviews in Spanish.

And they've only just begun. After a year of exciting and diligent work, the Spanish team has reinvigorated our Spanish program and created even grander visions for what we can accomplish in the coming years. Bravo!

¹ From the 5 C's of World Readiness Standards for Learning Languages



MILESTONE ANNIVERSARIES

Each spring, we honor our faculty and staff who are celebrating milestone anniversaries at the school. We appreciate the wealth of experience, history, and wisdom that they bring to The San Francisco School. Congratulations!



SOLVEIG DIMON
Librarian & Naturalist



JAMES HARDING
Music Teacher



RUTH CARDILLO
Fifth – Eighth Grade
Art Teacher



HARALD FRÖHLICH
South Class Preschool &
Kindergarten Head Teacher



TIFFANY FONG
Athletic Director and
Physical Education Teacher

RETIREMENTS



Every so often a staff member or members decide to “hang up” their magic markers, erasers, or, in this case, apron! This year, three folks have made the decision to retire: South Class teacher Helen Mae Lee, Rosemary Malone, Permanent Substitute Teacher, and Kitchen Co-Manager, Jane Loeser.

HELEN MAE LEE, beloved South Class Preschool & Kindergarten Teacher for 21 years, is known for her daily hugs, kisses on the forehead, and deep love for every

student - even those she never taught! Over the years, she has impacted hundreds of students with her creative art projects, amazing Lunar New Year presentations, wood-working in the yard, and so much more.

ROSEMARY MALONE may have worn more hats in her 22 years at The San Francisco School than anyone else in history - and that's really saying something! As our Permanent Substitute Teacher, she has taught in every class, at every grade level, and in every subject, always ready and willing to jump in and keep classroom life running smoothly when a teacher is absent.

JANE LOESER has worn her share of hats as well, as the Fourth/Fifth Grade Teacher starting in 1987, the parent of three SFS alumni, the Second Grade Teacher, and, for the past 10 years, as Kitchen Co-Manager, where her wise advice and delicious food are dispensed with equal regularity from the 300 Gaven kitchen.

We know that an “SFS goodbye” is never forever, so to Helen, Jane, and Rosemary: we love you, we wholeheartedly appreciate the innumerable things you've done for our community, and we can't wait for you to visit and tell us about your next adventures!

ALUMNI NEWS

SUMMER 2018

Brandon Hing '15 is completing his junior year at Lick-Wilmerding High School and recently won the Architectural Foundation of San Francisco's 49th High School Design Competition in April, designing a community center along SF's eastern waterfront.

Shane Bannon '10 is finishing his senior year at Wesleyan University where he is majoring in film. His undergraduate thesis, a short film called *Only Strangers Sleep In My Bed*, premiered at the Goldsmith Family Cinema in May.

Spencer Donaldson '07 is graduating from the Bay Area Teachers Training Institute (BATTI) this summer and will be teaching Fourth Grade at Children's Day School in the fall. After pursuing a Masters Degree in Communication Sciences and Disorders at Columbia University's Teachers College, **Mara Kubrin '03** is living in San Francisco and working as a speech language pathologist in skilled nursing facilities, where she helps restore communication, cognition, and swallowing function in elderly patients. She is also an independent consultant for Advanced Directives and end of life care. **Solomon Chase '97** and his New York-based collective DIS have a video installation in the Atrium Lobby of the de Young Museum through June 9, 2018. DIS works across a wide range of media, weaving together the content of multiple collaborators with their own to propose discourse around chosen topics. DIS will be showing work at the Museum of Contemporary Art in

Chicago and the Baltimore Art Museum later this year.

Jorge Miranda '93 is the network administrator for Dalton Public Schools in Dalton, GA. He has been married for almost 14 years and has three wonderful kids. He donates his time coaching football and basketball with the local recreation department and community center. **Thea Anderson '90**, a Social Worker with SFUSD, and **Nicole Nastari '90**, Dean of Students at Saint Joseph Notre Dame High School, both have children attending The San Francisco School. They were the inaugural recipients of the Karen Goodkin Scholarship for Legacy Students. The scholarships have been made available by an endowed fund, created in honor of Karen Goodkin's retirement, to provide small tuition grants to the SFS children of alumni. In addition to her volunteer work on the Community Police Advisory Board for the Bayview, Community Boards, and the San Francisco District Attorney's Neighborhood Courts program, **Tori Freeman '90** is the Program Manager for Project Wreckless, a 501(c)(3) that helps at-risk youth in San Francisco. Project Wreckless provides tools for life through an immersive curriculum centered around the restoration of cars. Veterinarian **Nina Woodford '82** is working as the Director of Washington State University's Office of the Campus Veterinarian (OCV) where she oversees the health and welfare of every animal in the WSU system, from rats and mice to grizzly bears.

REMEMBRANCES

Jennifer McGlynn, mother of **Isabella Borges '09**, passed away in March 2017 from multiple myeloma, the second most common blood cancer. Izzy hosted a team at the Multiple Myeloma Research Foundation's 5K walk/run in March 2018 in honor of her mother. This was the 2nd annual 5k put on by the MMRF in San Francisco and Team McGlynn Latham was awarded 'top fundraising' team for the second year in a row. Their efforts have helped to raise awareness and critical funds to accelerate finding a cure.

Do you have news to share? We are always interested in hearing from our SFS alumni. Let us know what's new these days! Visit www.sfschool.org/alumni/update



SAVE THE DATE!

Please mark your calendar for Class of 2014 Alumni Picnic,
Monday, June 11, 2018

ALUMNI PROFILES

CHRIS BAKER '95



Chris Baker may not have officially taken flight until after college, but thanks SFS for the introduction to math, science, and exploration that led him to become a pilot. Now a pilot for Southwest Airlines, Baker started flying in 2003, after graduating from the University of Arizona. He has been an airline pilot since 2007, and along with his wife and two young children, is based out of San Francisco when he's not in the air.

"With SFS's hands-on approach to math and science, and the way the school was run, kids had the opportunity to problem-solve, and were encouraged to be curious, get out and explore their environment, experiment, which really applies to what I do now. That was a great start to exploring the world," Baker reflects. He remembers setting up his science fair projects and experiments each year as well, and particularly enjoys remembering Pamela's First Grade class and digging up dinosaur bones as part of a paleontology unit that, as evidenced by photos in this issue, still exists today!

Baker sees SFS as an influence in the person he's become. "Being in a diverse city like San Francisco, and at a school like SFS that celebrates diversity definitely shaped my worldviews," he notes. "One of the things that I love most about my career is that I've had the chance to visit so many new places and interact with people from all different walks of life. It's given me a great appreciation for the diversity of our country as well, a lesson that really comes from my beginnings at SFS."

TESS MCNAMARA '03



"At SFS, I always assumed I could be anything I wanted to be," recalls Tess McNamara, who's spent the past five years managing the Program Management team in Service Operations at Tesla, after a varied career that included interning for the White House and the San Francisco District Attorney's office and working for Barclays. She initially thought she'd pursue a career in the law, but after working at a startup in Silicon Valley, she knew she'd chosen the right path. "You have the chance to be on the front lines building a company from the ground up that's having a real impact on society," she reflects.

That drive towards societal impact is something McNamara brings with her from her SFS days. "One of the things we talked about often when I was at SFS is how your actions make a difference. That even as one person, you have a voice. SFS taught me that if you see something wrong in the world, it's your job to do something about it." She also credits SFS for fostering her love of the outdoors, listing outdoor trips like camping in Yosemite and backpacking in Pt. Reyes as some of her favorite school memories.

McNamara has also brought something else important with her from SFS: her friendships. "My closest friends from SFS are like my family now...Even now, we don't all live in the same city anymore, but when we see each other you can pick up right where you left off, like no time has passed at all. Our parents are still friends too. My mom still goes to the same book club started by a few SFS moms almost 15 years ago."



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