

THE GAVEN STREET

FALL 2022

GAZETTE

THE SAN FRANCISCO SCHOOL MAGAZINE



A photograph of three young women sitting on a wooden deck outdoors. They are surrounded by a large, leafy tree. One woman on the right is wearing a white, embroidered Mexican-style blouse and is eating from a bowl. The other two women are seen from the back, one in a pink shirt and the other in a brown and white top. They are sitting on a bed of wood chips. In the background, there is a wooden railing and a view of a residential area with houses and a road.

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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The Gaven Street Gazette is published twice annually by the Office of Advancement of The San Francisco School. We always welcome feedback and story ideas at: advancement@sfschool.org.

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).

CREDITS: Jeanie Chang, John Dorsey, Mark Johann, Jenn Keese-Powell, Nora Lalle '05, Matt Lever, Steve Rubin, Michael Siou

ON THE COVER: Delighted 2nd Graders Albert and Emile in a Health and Wellness class.

INSIDE COVER: 7th Graders Leena and Sasha laugh aloud during middle school lunch.



LETTER FROM STEVE

SFS's got soul! For the first time in nearly fifteen years, Wendy Wilkinson (Director of Admissions, 2001–07) returned to SFS for a visit. I was eager to see the School through her eyes. After touring the campus, Wendy remarked that SFS remains “a uniquely vibrant and intellectually stimulating community. Time has passed, and buildings have changed at SFS. But what makes me so happy is that the soul is still alive and kicking in the collective heart of the staff, the music, the art, the lunch, the diversity, and the passion for learning together!” (see more about Wendy in *Community News*, p. 26).

To be honest, Wendy's words felt like a mic drop moment. Since my predecessor Terry Edeli handed me the keys to the school, I have been repeating the mantra “handle with care.” The School has always been extraordinary and unique, and frankly, I did not want to mess it up!

And while I wanted some things to stay the same forever, our community is constantly looking toward the future — our families and staff share values and a collective vision of how to build on what makes SFS SFS. While adamantly holding on to our traditions, we push forward and evolve, through introspective assessments and strategic planning, to make our school as exceptional and sustainable as possible.

I am still getting involved with as much as possible during my final year as the Head of School. It's been a blast. Wearing the bear mascot costume at the Opening Ceremony, surrounded by the entire Elementary and Middle School, I was overwhelmed by the thrill of us all being there *side by side*, just as many generations of SFS students, families, and staff have been before us. On a solid foundation of tradition, I see our accomplishments everywhere I look on campus. There is evidence of our strategic plan in each classroom, staff meeting, and community gathering. For example,


- Whenever I walk through campus I can't help beaming at how our Science, Technology, Engineering, and Math programs are so well integrated with our Arts and Humanities. There are new physical spaces — the Field Station in the Adventure Playground, the Learning Commons in the Edeli Building, the Workshop atop of the Community Center.
- I love to see our passionate and innovative staff members in roles created by the Strategic Plan, like Carly Reiter, Director of Design, Engineering, and Technology; Jalen Allen '08, Elementary STEAM Teacher, and River Castaneda '14, STEAM Teaching Assistant; Theo Dumothier, Dean of the Learning Commons and Library Services; Sadie Wilcox, Upper School Art Teacher; Damon Allswang, Upper Elementary Math Teacher; and Diane Cho, Technology Services Coordinator. Our staff and our new spaces have made a profound impact on the STEAM program at all grade levels, from Preschool to 8th Grade.
- Our Empathy in the Age of Acceleration initiative demands a focus on social emotional learning (SEL) along with STEAM. We have strengthened our student support team and we have infused SEL into every part of our program. I see it in the cross-grade buddies and K–5th school families; in our expanded library holdings, like the book I checked out to read to the 2nd Graders, Sonia Sotomayor's *Just Ask!: Be Different, Be Brave, Be You*; in the camaraderie and teamwork I observed while guest coaching the 5th–8th Grade cross country runners.



- From the kitchen to the classrooms and the offices across the street, I am so proud of the staff we have assembled to carry out the School's mission and educational philosophy. We have supported teachers and administrative staff by providing both equitable pay and additional human resources services; restructuring the Division Head roles and creating the Curriculum and Program team; adjusting schedules and adding Special Programs instructors; and encouraged professional development for all (including our contingent of eight at this year's People of Color Conference in San Antonio). I am part of a 6th Grade Advisory, supporting the students as well as acting as a mentor for my co-advisor River Castaneda '14.
- Last month, we opened the Gaven St. gates for the 16th Annual Portola Garden Tour. Hosted by our Head of Lower School (and Public Purpose Committee staff liaison) Kate McElvaney, we welcomed visitors from all over SF (and beyond), new and alumni families, and neighbors into the

Adventure Playground (featuring student cellist performances in the Gazebo!). I felt giddy having long-term neighbors stop by and introducing SFS to folks who didn't know a school existed behind the gates. It was a powerful feeling of connection — to the Portola, our friends in the neighborhood, and our school community.

Those of you who know me know that I wear my heart on my sleeve. In this final year, in unpredictable moments, I have found myself tearing up all too often. In the pages that follow, I invite you to join me in feeling joy about where SFS stands today. As we reset from the pandemic, our future is very bright. And I hope that, like Wendy, you too can feel how the School's soul continues to live on.

Together,

STEVE MORRIS
 Head of School

REFLECTIONS ON THE STRATEGIC PLAN

As The San Francisco School celebrated its 50th anniversary in 2016, the school community reflected on its challenges and accomplishments through a self-study and accreditation process. Soon afterward, the Strategic Planning Committee was formed to identify the School's priorities and draft the *Strategic Plan 2017–22: Fulfilling Our Humanitarian Promise*, a guide for the immediate and long-term vision of the School in a city with evolving demographics and a world with increasing technological advances.

At first, it served as a compass for the School's direction. We set out to incorporate evidence-based approaches to teaching and learning in a contemporary global context. We were determined to preserve and advance the diversity and belonging in our community and recommit to social justice both on campus and off. And we wanted to deepen our engagement with the Portola neighborhood specifically and the Bay Area in general.

Over time, its initiatives for the people, program, and places of SFS have become integrated into the School's ethos. Early progress toward the goals prepared the School well for the pandemic when support for students and staff, a major programmatic pivot, and expanded spaces were critical.

As we reflect on the achievements inspired by these initiatives we appreciate the impacts across the school, some obvious and some subtle. The work continues. At present, the Board of Trustees and Administration are assessing the progress we have made, contemplating which initiatives need more time to further develop, and preparing for the next cycle of self-study and accreditation.

For now, in broad strokes, here are a few highlights of the School's accomplishments inspired by the Strategic Plan.



Spanish Language and Global Programs.

The Spanish-speaking staff has expanded (language teachers and other staff) allowing more differentiation in instruction and the infusion of Spanish in more of the school's routines. Since the pandemic, the department has had its own space in La Casita, a modular classroom. Students are taught about

global issues including refugee crises and immigration. Many online international interactions and friendships have been forged over language, literature, and art with family, friends, and peers in countries around the world.

Empathy in the Age of Acceleration. Teaching empathy is increasingly important in the digital world (and especially in the aftermath of the pandemic). SFS has undertaken many approaches, including a continued emphasis of the Arts in STEAM and creating the Director of Design, Engineering, and Technology position. Through our partnership with ed tech consultant Knowing Technologies and with a major investment in technology even before the pandemic, we established a strong digital citizenship curriculum. We were well prepared for distance learning, and we continue to prioritize our social emotional learning program (see *Working at the Intersection of Learning and Emotion*, p. 8).



Reimagination of Time and Communication. SFS creatively adjusted the educational program to better meet the needs of families and staff and promote their wellbeing, from the restructuring of Preschool and Kindergarten to overhauling the master schedules for students. This allowed for greater faculty collaboration and a multidisciplinary teaching approach, resulting in program enrichment. The School also expanded its communication within the community, alumni, and neighbors.



SFS Youth Humanitarian Initiative.

Students have had opportunities to learn empathy and ignite a passion for social justice. They are supported in their activism and engage in local, national, and international issues of equity. Students, their families, and staff started the Families For Families initiative to understand the homelessness crisis and become involved — through family education programs and service projects. The community has also committed to fighting food insecurity through its engagement in the Excelsior Community Food Pantry and food delivery during the worst of the COVID pandemic.

Lifelong Learning Initiative for Staff.

The School has increased professional development opportunities for the growth of the staff and to ensure the highest quality curriculum possible. The School has supported attendance at workshops about mindfulness, gender identity, and anti-racism; presentations at staff meetings on teaching and learning; departmental retreats; technology-focused workshops and classes; and national meetings, seminars, and courses. Staff work collaboratively in workshops such as “Adventures in Creativity” where staff members learn, play, and provide mentorship and support for each other.

Building the Endowment. As a result of the *Forge Our Future* capital campaign, the School’s endowment is better able to fund priorities such as socioeconomic diversity through Indexed Tuition; recruiting local students from the Portola; professional development; and competitive and equitable salaries.

Flexible and Innovative Campus. We facilitated more nimble and student-centered instruction through multi-purpose spaces, flexible furnishings, the schedule, and multidisciplinary teaching. Our learning spaces expanded during the pandemic with a temporary satellite campus and modular classrooms. We enhanced our Gaven St. facilities with the creation of the Workshop with its modern tools, the Learning Commons with sound studios and the Creativity Cave, and the Field Station on the Adventure Playground.



Deepened Partnership with San Francisco and the Portola District.

We partnered with local public schools to address the needs of our neighbors — school supplies, clothing, or holiday gifts; staffed SFMOMA’s SoapBox Derby in McLaren Park; fundraised for Ukraine; designed coloring books for nearby elders; cultivated green spaces and documented murals throughout the Garden District; and fostered community. Whenever possible, we utilize resources throughout the Portola and the City (e.g., theaters, parks, museums, civic institutions) for experiential learning.

Environmental Stewardship. We have provided educational experiences about climate change for the entire community; created the Environmental Committee; and renewed our commitment to minimizing waste on campus. We continue to seek ways to decrease our collective carbon footprint and ensure our investments meet environmental, social, and governance criteria.

These initiatives that have been woven into the fabric of the beliefs and aspirations of the School will endure for a long time to come.





WORKING AT THE INTERSECTION OF LEARNING AND EMOTION

This fall, the SFS student support team has expanded to include Educational Therapist Melissa Holman-Kursky. Melissa works in conjunction with Learning Specialists Elyse Wolland, Jennie Wu, and Daniel Munda; Health & Wellness teachers Toni Russell and Tiffany Fong; School Nurse Alisa Weinberger; and the Upper School Counselor Laura McGourty.

Melissa is no stranger to the School. As a former teacher and member of the administrative staff, she has many stories to tell about social emotional learning (SEL) at SFS. "When I taught 4th Grade, I took my students to an outdoor education program where we'd spend a few days mixing with 4th graders from other schools. Each year, adults from other schools would note how kind and inclusive my students were; each year I'd thank them, knowing how much of that groundwork is laid from the very moment children walk into the Preschool."

Her students' perspectives are equally telling. "So imagine my delight upon hearing one of my new students explaining why he was glad he transferred to SFS. 'I thought everyone would have their friends already, and they wouldn't care that I was here, but they did! I think we must have the nicest kids in the world.'"

Having the "nicest kids" doesn't just happen. It takes intentional effort. "SEL needs to be taught alone and infused into every subject. Most people think of SEL as learning social skills, which is a big part of it, but there's so much more."

As part of our Strategic Plan, SFS focused on empathy in the age of acceleration, recognizing the speed at which technology can change society, without changing the need for deep human connection and compassion. Little did we know that a global pandemic would happen. Suddenly, school was online and our entire sense of connection changed overnight.

The tumultuousness of the last two years and its effect on children's social and emotional development were profound. Experiences that normally serve to regulate and comfort students were changed or gone: regular daily routines; physical access to peers, family, and friends; play dates; and extracurricular activities. Students lacked opportunities to develop important interpersonal and emotional skills that typically come from negotiating in relationships, resolving conflicts, and building connections. Worldwide, the

chronic dysregulation, stress, and uncertainty that children experienced over the past two years led to higher levels of childhood anxiety and depression, and increased referrals for behavior issues in schools.

What Is SEL? SEL is a crucial part of all human development at every stage. It's the process through which we gain the skills and knowledge to manage emotions, achieve personal and collective goals, maintain healthy, supportive friendships and relationships, make caring and responsible decisions, show empathy for others, and develop a strong sense of self. Though we used to think many of these qualities were innate, we now know that many of these skills can be developed through instruction and practice.

SEL supports academic growth. A 2011 meta-analysis of over 270,000 children in K-12 SEL programs* found that there is abundant research supporting the positive impact of SEL on academic skills. There was evidence of an increase in academic performance, including an 11-percentile point gain in standardized testing. There was also an increase in positive classroom behavior, positive attitudes about self and school, and a lower incidence of conduct problems.

What Is An Educational Therapist? "I work at the intersection of learning and emotion," Melissa says. With the other student support staff, Melissa takes a holistic view of student development through the lens of physical, mental, and cognitive health. "Educational therapists use information from each child's social, emotional, educational, and neuropsychological profiles to help understand the 'big picture' of that child. We help students learn to advocate for themselves in proactive, appropriate ways."

Melissa Holman-Kursky first joined The San Francisco School in 2010 and has held roles both in and outside of the classroom. Most recently, she joined the Student Support team to support K-4th students.

*Durlak et al. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions: Social and Emotional Learning. *Child Development*, 82(1), 405-432.

24%
INCREASE IN MENTAL HEALTH-RELATED HOSPITAL VISITS FOR AGES 5-11 DURING THE PANDEMIC

CDC's Morbidity and Mortality Weekly Report, Nov 13, 2020



HAPPENINGS

Last semester, the School began its steady return to the quintessential SFS. Parenting adults, vaccinated and masked, were welcomed on campus for committee meetings, publishing parties, and spring concerts, and the middle school held its first dance in two years. The 8th graders returned to the indoor basketball court for the annual game against the staff. There were mud pies throughout campus. And the closing ceremony took place for Elementary and Middle School students, all together in the Community Center. Afterwards, as parenting adults waited in the Courtyard, staff and students emerged to participate in a planned elbow-bump line, a COVID-safe alternative to the traditional hug line. But many staff and students found themselves in impromptu fist bumps, high fives, and embraces, overwhelmed with the sense of joy and excitement.



Summer brought more of the School's beloved traditions, like marching in the annual SF Pride parade, a major event that had been canceled since the pandemic struck. Summer camps returned to Gaven St., including Gregory Gavin and Dolores Elkin's magnificent River Camp.

It has been a thrilling few months, finding our way back toward the SFS we were before coronavirus was a household word. The first month of the 2022-23 school year has been exhilarating, with parenting adults passing more freely onto campus for the Opening Ceremony, Community Cafes, and Back-to-School Nights. Many classroom routines have resumed in familiar ways (buddy time!), others have been tweaked and improved (lunch carts!). Family groups, a "no no" during COVID days of grade-specific cohorts, are back, with students from each elementary grade coming together in multi-age groups for regular bonding activities and interactions. Athletics are once again an important part of the afterschool program — more than a third of the Upper School is running cross country this season.

For the first time in many years, the School has opened its gates — for neighbors and visitors during the Portola Garden Tour, writers giving talks, spectators for athletic events, and more. We are so happy to welcome guests back to campus and see the world within the gates.



ANNUAL REPORT



Dear SFS Families and Friends,

They say it takes a village to raise a child... and what a terrific village SFS is! I continue to be amazed, inspired, and filled with gratitude for the community at The San Francisco School. Last year, we were so eager to gather and be in community with one another after more than a year of not being able to. In the fall, we — the School, the Family Association, Room Reps, and the Public Purpose Committee — all enthusiastically scheduled events. Some were later canceled when we had to return to greater COVID mitigations, but come spring, we were all in again for bringing back traditions and getting together! I was honored to partner with so many volunteers who helped make heritage celebrations, class gatherings, all-school gatherings, field trips, and graduation happen and brought so much goodwill and cheer to the community.

We were supported financially through generous donations from the community through both the annual fund and a special giving day, *SFS Gives!*, to meet our annual fundraising goal of \$750,000. Through gifts and pledges from trustees, current families, staff, alumni, alumni parents, former staff, and friends we raised \$766,000 which allowed us to seize the opportunities that were presented as the world re-opened in the spring. Because of the community's philanthropy, we were able to say, "Yes!" after such a long time of having to say, "No."

Lastly, while *Forge Our Future: The Campaign for SFS* officially closed in June 2021, we continue to receive generous pledge payments toward this transformational capital campaign that doubled our endowment and continues to deepen our STEAM programming. All are delighted by the enhanced spaces, made possible by *Forge Our Future*, that have enriched our little village — whether it's middle schoolers recording podcasts from a sound booth in the Learning Commons, elementary students performing and dancing in the well organized and more spacious, refurbished Music Room, or preschoolers exploring the natural sciences in the Field Station within the Adventure Playground.

On behalf of the SFS staff, I am grateful for your generosity, inspired by your belief in the School's mission, and heartened by the many ways you support our efforts to fulfill it.

With appreciation,

A handwritten signature in black ink, appearing to read "Jennifer", written in a cursive style.

Jennifer Keese-Powell
Director of Advancement

2021-2022 ANNUAL REPORT

FINANCIAL REPORT*

ANNUAL GIVING		CAPITAL GIVING	
The Fund for SFS Annual Fund	\$ 633,443	Forge Our Future (gifts and pledges)	\$ 428,014
SFS Gives! For Tuition Assistance	\$ 144,423	Endowment	\$ 3,980
Total Annual Giving	\$ 777,866	Total Capital Giving	\$ 431,994
TOTAL GIVING		\$ 1,209,860	

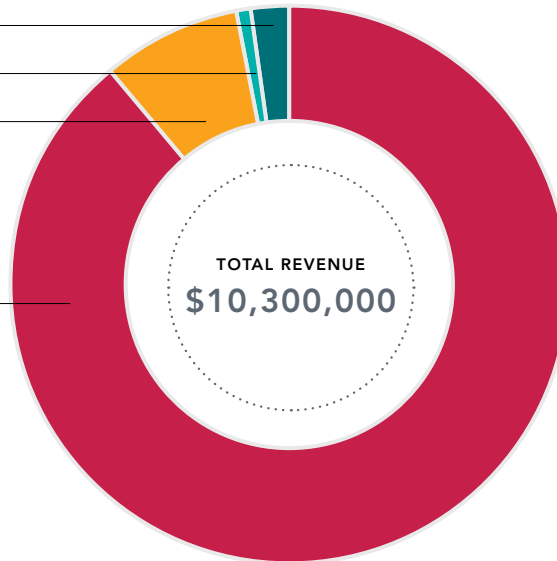
*Audited Financials

2% Other Revenue and Support

1% Release from Endowment

8% Annual Giving

89% Tuition and Other Programs



4% General & Administrative

6% Depreciation

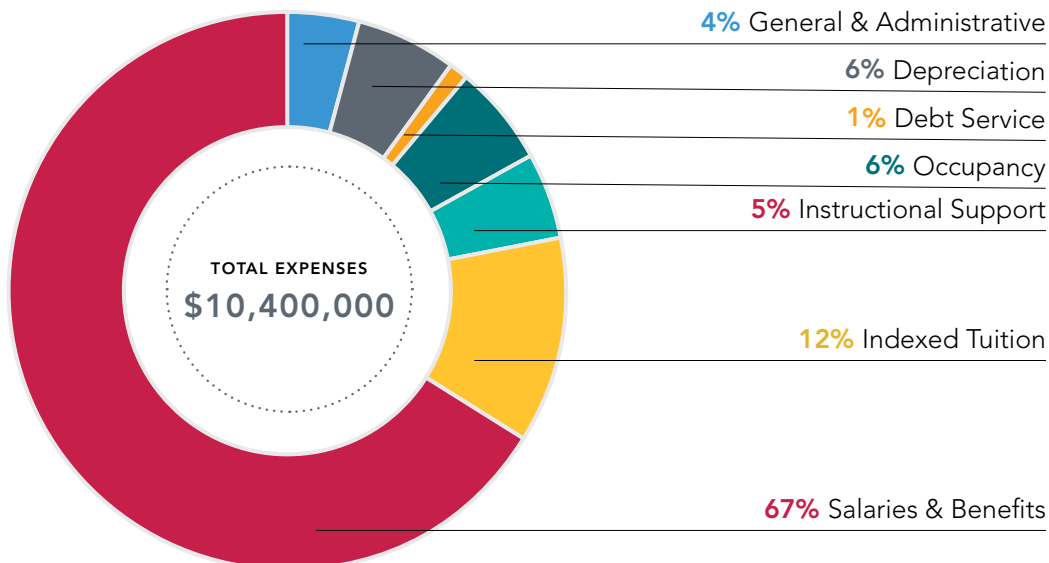
1% Debt Service

6% Occupancy

5% Instructional Support

12% Indexed Tuition

67% Salaries & Benefits



*Excludes Non-cash Items

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2021-2022 ANNUAL REPORT

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Donors who made gifts to the school between July 1, 2021 and June 30, 2022 are listed in the annual report section of this Gazette. We have tried to provide complete and accurate information for this report. Our apologies to any persons inadvertently omitted. Please let the Advancement Office (415.239.1475 or advancement@sfschool.org) know if we need to correct our records. THANK YOU

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VOLUNTEERS

We are deeply grateful to the many volunteers who sustain our school and community. Parents and guardians gave hours of time and talent to SFS last year in so many ways despite continued COVID restrictions. Whether providing campus tours for prospective families, helping interview teaching candidates, sharing professional expertise on a task force or committee, hosting class gatherings, community cafes, heritage luncheons, and many other informative and social activities, SFS parenting adults were welcome and crucial contributors.



ADMISSIONS VOLUNTEERS

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 Polly Arenberg
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 Priya Bhatia
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 Family Education Lead
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 Joey Goldman
 Judy Miu
 Jacqueline Moorad
 Neeta Takhar
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 Ana Zacapa

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 Nico Berry
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 Suzanne Ginsberg
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 Cassandra Dixon
 Sapna Gupta
 Bethany Paves
 Brad Williston
 Ana Zacapa

And scores of other volunteers who supported various events by chaperoning, baking, presenting, setting up and cleaning up, and so much more. Thank you for making these experiences that much richer with your presence and support!



ENDOWMENT

The San Francisco School Endowment provides essential income that is consistent and reliable. It ensures long-term security for the school and is a perpetual source of annual revenue that complements both annual giving and tuition income. Established in 1982, it was valued at \$7.2 million as of June 30, 2022, with an additional \$1.3 million in pledges receivable from *Forge Our Future: The Campaign for SFS*. Through the collective generosity of the community, the campaign, which closed in June 2021, doubled the value of the endowment and brought it closer to the recommended benchmark of one year of tuition revenue.

In the 2021-22 school year, the School received an endowed gift in honor of Vivian Walz's 20+ years of dedication to The San Francisco School upon her retirement. Samantha Campbell and the Campbell Foundation established the Vivian Walz Fund for Visual Arts that will develop and support a visiting visual artist program at the School. We are grateful for the innumerable ways the Campbell Scheben family and the Campbell Foundation supported The San Francisco School and acknowledged and celebrated the contributions of our teaching and administrative staff over the years.



ENDOWMENT GIFTS AND LEGACY SOCIETY

There are 24 named endowed funds that support key priorities of the school such as tuition assistance, professional development, and program support. These funds supplement the operating budget for their designated areas, filling an important gap that is not covered by tuition income.

GENERAL FUND

Kevin O'Connor & Kristen Bailey ✨
Class of 2022

NAMED FUNDS

Baldauf Family Fund for Sustainability
Marian and Hans Baldauf ▲

Chester & Clara Miltibarger Fund
Marie Bergstedt ✨

Edeli Family Endowment Fund
Sue Schaefer and Hale Conklin ✨
Terry and Kathie Edeli ✨

Grey Family Endowment for Academic Innovation
George Borges ▲

Vivian Walz Fund for Visual Arts
Samantha Campbell 🌸

OTHER NAMED FUNDS

Ayrshire Foundation Fund for
Teacher Development

Bal Villasenor Endowment Fund

Burkhead Lau Scholarship Fund

Chrissy Bates Memorial Scholarship Fund

Gloria Darrow Memorial Scholarship Fund

Dekovic Memorial Scholarship Fund

Dekovic Memorial Scholarship Fund for
Staff Development

Frank Korn Memorial Scholarship Program

Gamble Boyer Endowment Fund

Gari Grant Memorial Scholarship Fund

Hancock Fund for Teacher Development

Karen & Doug Goodkin Scholarship Fund

Maggie Weis Fund for Tuition Assistance

Morris Family Fund for Equity and Justice

Pate Family Endowment

Patty Wright Memorial Fund for
Performing and Visual Arts

Ryu Program for Educator Recognition

Sandler Family Endowment

Shannon Schneble Summer
Scholarship Fund

LEGACY SOCIETY

We are honored to recognize the members of The San Francisco School's Legacy Society, a group of dedicated donors who have included The San Francisco School in their estate plans. Through their thoughtful vision and planning, they are providing for the future of the school.

Terry and Kathie Edeli
Head of School 1973-2008
Parents of David '91 and Joey '95
Grandparents of Lillian '30

Terry Gamble Boyer and Peter Boyer
Parents of Anna Boyer '09 and
Chapin Boyer

Miriam Phillips and Charles Eley
Director of Finance & Operations 1997-2010
Parents of Anna Eley Cantrell '94 and
Alexander Eley '98

If you have included The San Francisco School in your will or trust or are interested in learning more about how to do so, please contact Director of Advancement Jennifer Keese-Powell at jkeesepowell@sfschool.org or (415) 287-2003.

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THE FUND FOR SFS

Gifts to *The Fund for SFS* are an investment in our community, benefiting each student and staff member, that we hope brings you joy. By contributing financially, you advance the mission, vision, and values of the School.

Like most independent schools, SFS relies on these gifts to help meet the programmatic and operational costs that are not covered by tuition. We rely on funds from annual giving to cover approximately 7% of our operating budget, supporting our people, place, and program. In the past, we have held multiple fundraisers throughout the school year to meet that goal. This past year, after taking a deep look at the School's practices through a diversity, equity, and inclusion lens, we decided to change our annual fundraising approach and activities. While fundraising remains necessary for the day-to-day running of the school as well as meeting strategic goals, we aim to ensure that our fundraising is mission-aligned and that events are inclusive experiences for all members of our community.

This year, the School has moved to a single annual fundraiser. We will no longer host events such as the Walkathon or Auction for Tuition Assistance. Instead we will fundraise exclusively through the annual fund, *The Fund for SFS*, while hosting non-fundraising community events.

This approach to philanthropy allows all families to meaningfully engage in school-sponsored activities, better plan their giving, and participate at a level that works best for them.

We hope that the entire community will support this change to more inclusive fundraising by not only participating in this year's annual fund campaign, but doing so at a level that also accounts for donations you may have made through the walkathon and auction in the past. Our goal is to raise \$806,000 this year through gifts and pledges to be paid by June 30, 2023. The generosity of SFS parenting adults, trustees, grandparents, staff, former staff, alumni, alumni parents, and friends helps make a San Francisco School education even more extraordinary.

Thank you for helping us to fulfill our humanitarian promise and provide an education that inspires.

WAYS TO GIVE TO THE SAN FRANCISCO SCHOOL

The San Francisco School is a 501(c)(3) nonprofit organization (#94-1629702) and gifts are tax deductible to the extent allowed by the law. The school welcomes gifts through a variety of means, including:

CREDIT CARD

You may donate to The San Francisco School with a credit card online at https://give.classy.org/annual_fund or by calling the Advancement Office at 415.239.1475.

CHECK

Gifts can be mailed to:

The San Francisco School
300 Gaven Street
San Francisco CA 94134
attn: Advancement Office

SECURITIES

A gift to the school of appreciated securities is gladly accepted. For more details and information, please contact the Advancement Office at 415.239.1475 or advancement@sfschool.org.

MATCHING GIFT

Many employers have established a matching gifts program that allows an employee's gift to be matched, often 1:1. Please ask your employer about their matching gifts guidelines. If available, please inform the school that the gift will be matched at the time of the donation.

ENDOWED GIFTS

Gifts to the endowment are also appreciated and can also be made online or through any of the methods described above. Please reach out to the Advancement Office with any questions.

BEQUEST

For more information about including The San Francisco School in your estate plans, please contact the Advancement Office at 415.239.1475 or advancement@sfschool.org.

THANK YOU!



SFS GRADUATES

CLASS OF 2022

They had been through so much together. The students of the Class of 2022 were each memorable and exceptional individually, and as a group, they were kind, enthusiastic, and creative. Happily, this class, their families, and the SFS staff were able to celebrate with the return of many traditions, including a joyous and frequently emotional graduation ceremony. The party that followed was particularly notable for the difficulty in saying goodbye. In their own words*:



Dear SFS teachers and staff,

There is so much to be said, so we'll start with a story. At the graduation party, it took us an hour and a half to say goodbye. Everyone was crying and hugging, because it meant so much to each of us to be losing this incredible group of people.

The parents encouraged some last hugs. A group hug was suggested and tried. Then someone said, "We need a final hug line." Immediately we fell into place. There we were, SFS to the core. And we realized, there would never be another place in our lives where one could simply shout "hug line" and everyone would completely understand. No one really realized how hard it would be to say goodbye to each other until it was time. Until we realized that we had grown up together. Until we realized how grateful we were for each other. For so long, we had been most of each other's worlds. We came to SFS at different times, some of us are still getting to know each other, but on our last night together we all knew we had become family and that SFS was our home.

Immediately after being dragged our separate ways, we took to the group chats, FaceTimes, social media platforms, and any method of communication we had. We reminisced and cried and laughed together. Some people even woke up in the morning to find themselves still on calls. Over the past weekend, we've been talking, sending pictures, and still crying.

We are telling you all this because we believe you are to thank. It's hard to put into words how we feel. It is a complex mix of emotions: pride, happiness, hope, joy, regret, and of course some sadness. At that moment, we were all able to just feel how we were feeling, accepting and loving each other. That was truly a testament to our journey at SFS. Who we were before SFS wouldn't have known how to handle leaving. Heck, who we were before SFS could never have imagined the bonds we created. We want to thank each and every one of you for everything you have done for our class. You have all changed our lives for the better. Thank you SFS for every memory, experience, and song.

With love,
The Class of 2022

*edited for brevity

"At first I was ready for high school, then I was like these are my people right here. Imma miss y'all."

"Dude, facts. You are making me cry."

"I love you guys so much I can't imagine not going to school with all of you and I just don't know what I'm going to do without you guys."



HIGH SCHOOL ENROLLMENT

- Archbishop Riordan High School
- The Bay School of San Francisco
- Berkeley High School
- Bishop O' Dowd High School
- The Bay School of San Francisco
- Drew School
- Galileo Academy of Science and Technology
- International High School
- Lick-Wilmerding High School
- Lowell High School
- Ruth Asawa School of the Arts (SOTA)
- Sacred Heart Cathedral Preparatory
- San Francisco Girls' School
- San Francisco Waldorf School
- St. Ignatius College Preparatory
- University High School
- The Urban School of San Francisco



CLASS OF 2022



Class of 2022, you will always have a seat at SFS. We love our new bench. Thank you for this thoughtful class gift that is both iconic and so useful!

CONGRATULATIONS!

SFS GRADUATES

CLASS OF 2018

Congratulations to the Class of 2018 on their graduation from high school. It was great fun to see so many of these alumni back on campus (and several of their parents, too!). On a beautiful sunny day in June, they caught up with each other while enjoying mozzarella sandwiches in the South Yard, revisiting familiar spaces, hanging out in new ones like the Field Station in the Adventure Playground (with Magna-Tiles!), and jamming with James Harding – some touching an instrument for the first time in four years, but remembering every bar on the xylophone.

We are thinking of this talented and distinctive group of students, wishing them all the best in their next endeavors, and we hope they will return for visits soon and often!



COLLEGE ENROLLMENT

Boston College
Boston University
Carleton College
Chapman College
Connecticut College
Dartmouth University
Bard College
Berklee College of Music

Swarthmore College
Howard University
Johns Hopkins University
Lehigh University
Lewis & Clark
Northeastern University
New York University
Parsons School of Design

San Diego State University
San Francisco State University
San Jose State University
Stanford University
Syracuse University
UC Santa Barbara
UC Santa Cruz
University of Chicago

University of Arizona
University of Colorado Boulder
University of Portland
University of Washington
at Seattle
Washington University in
St. Louis

This is a partial list. If you don't see your school on the list, please let us know. We'd love to hear from you!



ALUMNI PROFILE: NORA LALLE '05



Nora Lalle '05 is an SF-based photographer and founder of Pamplemousse Publishing, for film photographers and artists to share their work in print. As the publisher of *Pamplemousse Magazine* and in her other endeavors, she is building a community of artists and lovers of analog photography. The

theme of the Fall 2022 magazine is nostalgia, and Nora dedicated the issue to her childhood, including many photographs of The San Francisco School taken on a recent visit (shot with a Hasselblad 500c on Kodak 120 film). Check out Nora's website noralalle.com and follow her on Instagram @pamplemoussepublishing!

What have you been doing since you graduated from SFS?

I went to college on the East Coast and lived in Paris in my early 20s. I moved back to San Francisco in 2016 and feel very lucky to call it home again. After working for museums and galleries, I started nurturing my own photography practice and now I work at a photo lab (Photoworks SF) and get to be around film and meet people every day who are just as passionate about the craft as I am.

How did The San Francisco School impact your becoming an artist? Was there a particularly influential class or teacher?

Art and creativity was a huge part of my experience at SFS and it definitely influenced my journey to becoming an artist — starting with the Montessori preschool and freedom to explore and play, and then the consistent

emphasis on self expression through art and music throughout my years there. I always loved art class with Karen Goodkin. Getting to use my hands to sculpt, collage, and paint brought me a lot of joy, and I'm still proud of many of the things I made there.

Why did you decide to explore nostalgia in this latest issue of *Pamplemousse Magazine*?

I turned 30 during the height of the pandemic, and that milestone really made me reflect on my experience growing up. I felt ready to step into a new decade of life but also nostalgic for when I was younger and the experiences that shaped who I am today.

Is there something that elicits nostalgia for SFS even now?

Hurry up cake always comes to mind. I loved learning how to make it, and I think my mom still has the recipe.

How did you expect to feel returning to campus?

I expected to feel happy and at home. It ended up being a little bit more emotional and overwhelming, but in a good way. Everything on campus looked and felt so small!

Was there something you were trying to capture in your photographs?

I really just wanted to explore these physical spaces that are so important to my childhood memories, and freeze them in time. By capturing small details and not including any people or students, I hope that I conveyed a sense of timelessness and longing.

COMMUNITY NEWS



Avalon Edwards '16 is an undergraduate student at Tufts University majoring

in psychology and sociology. She recently interned at the TEDY lab at Harvard's McLean Hospital, investigating causes and treatment of depression in youth in various NIMH funded projects. In addition, she interned at the Bell Lab at UC Berkeley, data coding videos. Avalon recently visited SFS (pictured in the North Yard with Preschool teacher Vahlee Peters). Belated congratulations to **Izzy Borges '09** who was admitted to the State Bar of California in July 2021 and is an Associate at Pillsbury Winthrop Shaw Pittman.



Former SFS Director of Admissions **Wendy Wilkinson** was back on campus for a visit. She

writes, "I was welcomed back to SFS by the fantastic admission office and several of my past colleagues! To get a hug by my daughter Alexandra's preschool teacher Vahlee... was a highlight! She is now thriving as a sophomore at Wake Forest University! SFS has always remained amongst my top experiences. We built a more diverse and inclusive environment (students of color increased from 37 to 53%) and we were lucky to have Steve Morris join us in the work!" After SFS, Wendy led the admission process at five other independent schools. She is now a partner in School First (www.schoolfirstnyc.com) helping families in the DC and Bay Areas to find the right school (preschool to college) for each child and schools to align their enrollment, financial aid, and retention program with their mission.

REMEMBRANCES



It is with great sadness that we announce the passing of **Yvonne Rand**, parent of **Christopher Rand '75** and **Hilary Rand '76**, on August 19, 2020. Yvonne helped found the School in 1966 and led a remarkable life. She was a first generation American Zen teacher; a founder of the San Francisco Zen Center; an ordained Soto Zen priest; and an environmental activist and leader.

In the words of then Head of School **Renee Luby**, "From its first days, The San Francisco School attracted unusual and unique parents and staff. Yvonne will be remembered by those of us who worked with her as someone special. Her son Christopher was a member of the first graduating class (5th grade in those days). Yvonne was the chair of the board for many years. I will always remember her blue eyes and calm demeanor. She was a master at organizing and clarifying issues for us at moments of contention, and helped us to find resolution. She always was confident that the school would succeed, and came back many times over the years to view its progress. Her Buddhist practice and teaching have influenced countless people over the years, and we were fortunate to have had her among us during our formative years."



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 The San Francisco School Alumni Group

Update your contact information at
sfschool.org/alumni

LATE BREAKING NEWS!

Juna Kim McDaid has been named The San Francisco School's next Head of School! We look forward to telling you more about Juna in our spring issue!

