

THE GAVEN STREET

SPRING/SUMMER 2021

GAZETTE

THE SAN FRANCISCO SCHOOL MAGAZINE





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 through this email address: 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).

Photo credits: Jalen Allen '08, Jenny Bernstein, Jeanie Chang, Mugsy Clicks, Michelle De Leon, Carly Reiter, Ande Scheinker

ON THE COVER: Cora '25 creating a whiteboard stand from scraps from the Field Station construction

INSIDE COVER: Isai '27 journaling from the Field Station



LETTER FROM STEVE

This year has felt very long, and it has flown by. Last summer, we worked feverishly to understand the evolving COVID-19 pandemic and guidelines that would govern school reopenings. I am forever indebted to our Special Programs team that devised The San Francisco School's (SFS) in-person summer camp and demonstrated what was possible. One day in July, as I watched campers and counselors at work and play, I found myself uttering, "We can do this. We can make in-person learning happen." Their conviction and leadership gave me the courage to plan for the school year.

We resolved to do everything we could to bring our students back to campus while protecting our community's health and wellbeing. We welcomed preschoolers back in August while K-8th grade opened their iPads at home for another term of *School on the Go*. With ingenuity and good old-fashioned hard work, our team readied the school for one of SFDPH's first school site visits, reassigned K-6th grade classrooms, and found the 7-8th grades a temporary campus nearby. Gradually, through October and November, our K-8th grade students returned to campus, with 4-8th grades in various forms of hybrid learning.

We have accomplished and learned so much since then. The staff and students deftly adjusted to the regulations. Our generous outdoor spaces meant much of our school day could take place outdoors. The Administration

and Board of Trustees made great efforts to support the mental wellbeing of our staff. The staff and parents partnered through advisory groups such as the COVID Task Force and Testing Strategy Group to establish sound protocols. The Administration interpreted SFDPH guidelines, implemented screening procedures, and provided efficient staff and student testing. Years of conservative financial planning and a tremendous response from the community to the Annual Fund made so much of it achievable. Despite diverse circumstances and needs, SFS families have been collaborative in our efforts to maintain the safety and wellbeing of all while educating our students in the unique SFS way.

While it has been an incredibly challenging year, in many ways, SFS is stronger than ever. We are emerging from this pandemic well poised for success. It is remarkable that in a year like this, we've had the support from the community to kick off *Forge Our Future: The Campaign for SFS*. I am thrilled to finally share the details of this bold vision with you and know that together we can make this vision a reality.

This spring, through renewed determination, the administration and faculty partnered to devise a plan for all grades to return to full-time in-person learning for the final eight weeks of the school year. While we celebrate this year's successes, we do not forget our tremendous privilege. There are more than 50,000 students in San Francisco who have gone without in-person learning for more than a year, and we continue to look for ways to help some of those who are struggling the most through partnerships with two of our neighborhood public schools. We strive to lift as we climb, to care for our neighbors, and to inspire our students to be humanitarians.

STEVE MORRIS
Head of School

STRATEGIC PLAN: INITIATIVES IN ACTION

As we approach the final year of the Strategic Plan 2017-2022: Fulfilling Our Humanitarian Promise, we continue to make significant strides toward realizing the vision for the people, program, and place that comprise The San Francisco School. Pandemic notwithstanding, it's an exciting time to be at The San Francisco School.

PROGRAM:

SFS Humanitarian Youth Initiative

PLACE:

Deepened Partnership with San Francisco & The Portola District

Even as some SFS students, staff, and families grapple with the challenges of the pandemic, they have kept the families of the Portola and San Francisco in their minds and hearts. Building on its strength, the SFS community has expanded its efforts outside the Gaven St. gates to inspire our students to be humanitarians and support the broader community.

The Families 4 Families Initiative, a partnership of the School's Public Purpose Committee (PPC) and Family Association (FA), has provided service learning opportunities for SFS families while building relationships with families in our neighborhoods. During San Francisco public schools' campus closures, many vulnerable students and families have struggled to access remote learning, school supplies, and basic necessities. PPC and FA leadership reached out to the Portola's Hillcrest Elementary and Bernal Heights's Paul Revere Elementary and Middle School to identify ways that SFS could help. Drives were held for backpacks and school supplies; hygiene products household cleaning supplies; diapers and wipes; and masks. SFS 2nd graders held a book drive for these families as well as children of essential workers at the Excelsior Boys & Girls Clubhouse Learning Hub. Perhaps most critically, many food insecure families who depend on school and other local food pantries were having difficulty getting groceries. In partnership with Hillcrest and Paul Revere administrators, SFS volunteers have been delivering food provided by the SF Marin Food Bank every week to other families (by its 20th week in mid-March, 95 volunteers had delivered more than 1500 bags of groceries to 115 families).

In March, the Families 4 Families Initiative hosted a panel discussion on food insecurity as an educational opportunity for SFS families to support and serve our neighbors and city with greater intention and understanding. To complement their study on food, the 6th graders provided insightful questions to the experts from SF government and nonprofit sectors that provided context for the food delivery project.

Panelist and Hillcrest Community School Coordinator Gabrielle Theobald-Anderson, MSW, says "Not only were



we able to provide more food security, we were also able to lower COVID-19 exposure levels by providing door-to-door delivery and helping families avoid spending hours on public transit and in line. We're incredibly excited and proud of this food delivery partnership and to see how our partnership continues to grow over the coming years!"

The work continues. With the FA and PPC, SFS has offered family education opportunities in anti-racism, social emotional learning support during COVID-19, technology and digital citizenship, gender identity, climate change, civil rights, and the ethic of love. Our students and teachers continue to find opportunities for civic engagement — local gardening and maintenance with the Portola Neighborhood Association; "Get Out the Vote" for Election Day; a Social Action Lunch Club; and the annual Weekend of Service. Through meaningful experiences, service learning, and leadership opportunities, SFS encourages its students' development into advocates for our neighbors. SFS will continue to support neighbors long after we recover from the pandemic.

PLACE: Flexible and Innovative Campus



When the strategic plan was written, the original intent of this initiative was to create an adaptable campus to facilitate collaboration, student movement, and access to technology learning. The pandemic redefined the demands for classroom space and physical protocols for safe learning. The flexible, innovative attitude adopted as a result of this initiative and years of investing into more flexible classroom furniture gave the School the ability to meet the space challenges to be among the first schools approved to reopen its campus for elementary students in San Francisco.

SFS was able to expand its physical capacity with a decisive plan to create an off-site campus for its oldest students, thereby reducing density on the main campus. The 7th and 8th grade students have been able to learn and socialize in person through a hybrid program — partially online and partially in a capacious location near Visitacion Valley. Back in the Portola, two modular classrooms were installed on the greentop to accommodate the 6th grade. All preschool and elementary grades were reconfigured in the SFS

buildings to ensure the six feet of physical distance then required for reopening. Partitions were created to separate cohorts; ventilation/filtration systems were enhanced; screens and monitors were added for remote students to connect into their classrooms on campus. With the complex choreography of people and spaces, teachers and students have been able to learn, play, and socialize in their designated areas while preserving the use of important common areas such as the Community Center, the Music Room, and the Art Studio.

It keeps getting better. With funding provided by *Forge Our Future: The Campaign for SFS*, this year has seen the construction of the open-air Field Station in the Adventure Playground, an inviting and functional structure for creative expression, scientific experimentation, and messy exploration. This summer, SFS will embark on a construction project to realize many of its STEAM aspirations while simultaneously actualizing the reimagination of the Preschool/Kindergarten program.

1 Vivian Walz smiling at staff and students from behind her mask and plexiglass at the Front Desk

2 6th grade students using new laptops for 3D animation and coding project in a greentop modular classroom

3 8th grade students studying in an airy multi-purpose space at the Tunnel Ave. campus

4 With the classroom door and windows open and desks facing forward, kindergarteners work at their desks using their individual supplies

5 3rd grade in the Art Studio, plexi dividers in order to use existing desks and face each other

KINDERGARTEN MOVES UP TO ELEMENTARY

PEOPLE: Reimagination of Time and Communication



In 1966, The San Francisco School was established as a Montessori preschool. Over the years, it has adapted to changing societal demands, expanding in grades and educational philosophies to become the unique independent school it is today.

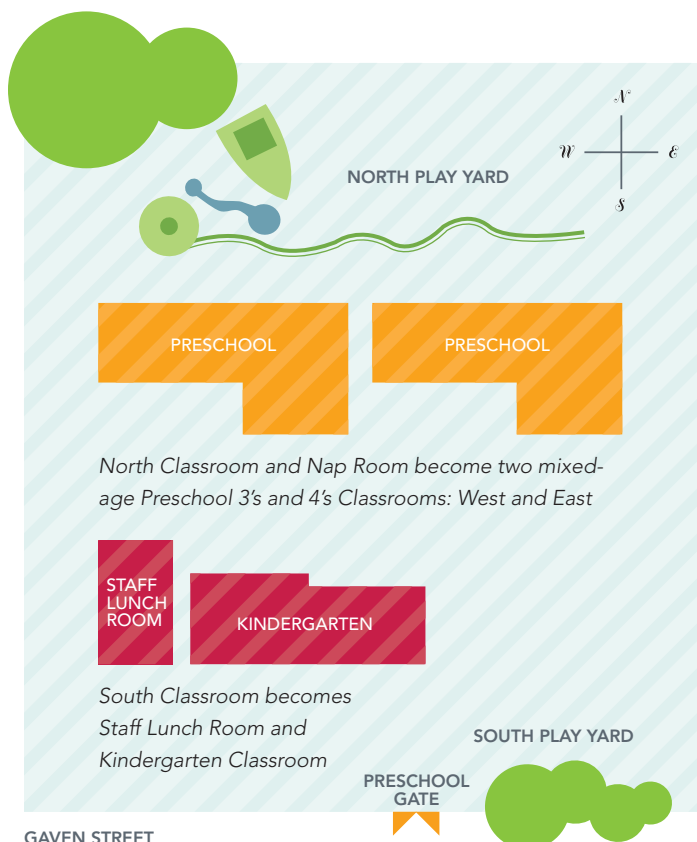
As part of the Strategic Plan initiative to explore how the School uses time, both the annual calendar and the daily schedule, the Preschool and Kindergarten underwent an in-depth assessment and evaluation of its program during the 2019-20 school year. After the year-long process, in consultation with teachers, early education experts, and parents/guardians, to better meet the educational needs of our youngest students, the Preschool Reimagine Committee recommended to the SFS Board of Trustees that the Preschool/Kindergarten program be reorganized. The Board voted in December 2019 to accept the recommendation and update the delivery of its early educational program beginning with the 2020-21 school year, changing from two mixed-age classrooms of 3, 4, and 5-year olds to two mixed-age preschool classrooms of 3 and 4-year olds and one separate kindergarten classroom.

Prior to executing this change, however, the pandemic required the School to reimagine its classrooms based on tenets of public health and epidemiology rather than early educational philosophy. To comply with the safety regulations of the San Francisco Department of Public Health, it was necessary to create small cohorts of same-aged students (i.e., two 3-year-old classes, two 4-year-old classes, and two kindergarten classes). Public health measures would not allow for the mixed-aged classes.

Fortuitously, this SFDPH-sanctioned structure has served as a partial transition to the reimagined program that the School had intended to adopt, moving the Kindergarten to the elementary division. When pandemic conditions allow, we will fully implement the pre-COVID reorganization.

This summer, what have traditionally been the Preschool/Kindergarten classrooms will be renovated to facilitate the program changes. The construction will include the creation of two separate preschool classrooms from what have historically been the North Class and the nap room as well as one kindergarten classroom and staff lounge from what has been the South Class.

After much self-assessment, research, and feedback, SFS is confident that these changes will better serve our current students. We have valued the past structure on which we continue to build and treasure the lasting memories of our North and South Classes — of Crickets and Grasshoppers, Foxes and Rabbits, Dolphins and Bald Eagles.



SPOTLIGHT ON CAIS CHAIRSHIP

Proudly representing The San Francisco School, Head of School Steve Morris is serving as the Chair of the California Association of Independent Schools (CAIS) Board of Directors.



As CAIS Board Chair, Steve supports a broad range of schools and educators. Comprising 228 elementary, middle, and secondary schools and more than 90,000 students, CAIS sets standards of academic quality and ethical conduct; facilitates professional development of independent school staff and trustees; and promotes diversity and dignity of humanity while promoting collaboration and social responsibility. The Association also provides leadership and guidance to its member heads and trustees while advocating for the continual improvement of learning environments for all children and adolescents in CAIS schools and beyond.

It couldn't be a more interesting (and perhaps challenging) time to lead California schools, but Steve's diverse range of experience has prepared him for this position. An educator and administrator for the past 25 years, Steve is in his thirteenth year as SFS's Head of School. Having worked in schools and nonprofits from Pittsburgh to the Bay Area, Steve has served on various boards and learned so much during his time at SFS. Throughout his career, he has been a strong advocate for faculty professional development and provided deep support for growing educational leaders of color.

Approaching the midpoint of his two-year term, Steve says, "It has been an incredible professional growth opportunity and my experience on the CAIS board serves SFS in many different ways. Two major areas of focus for the CAIS board are the two pandemics facing our city, state, and country — COVID-19 and systemic racism. To participate on a board with fifteen other heads from across California allows me to dive deeply in these two areas with a broad constituency. Not only can I learn different approaches other schools are taking, but, together, we develop best practices to share with all of our schools."

This is Steve's second term and seventh year on the CAIS board. He has seen independent schools in California grow and shift at a rapid pace. Now in his role as a close partner to CAIS Executive Director Deb Dowling, he advances the mission and protects the core values of the Association, promotes professional fellowship, and contemplates the strategic challenges and opportunities that lie ahead. Says Deb, "Steve is passionately committed to ensuring that every student truly belongs in our independent school communities. His wisdom, insight, and open-minded analytical thinking are invaluable as we navigate the Association's role during this extraordinary school year. I feel very lucky to have Steve working by my side."

Though he participates in many of the board's committees, his focus has been in the newly developed Anti-Racist Task Force which aims to improve systems and policies across schools in the interests of equity and justice. The Task Force has identified several areas of focus, including a shift in accreditation from a diversity-focused framework to one with a stronger emphasis on dismantling systemic racism; meaningful and generative professional development related to racism at the individual, interpersonal, institutional, and cultural levels; and addressing two of the goals of the current strategic plan: 1) to better serve underrepresented students and 2) to integrate technology, especially with respect to systemic racism and the COVID-19 pandemic.

The work with CAIS informs much of Steve's work with the SFS Administration, Board of Trustees, and the Black/African American Affinity Group. As COVID-19 and systemic racism continue to plague our country, Steve believes that this is the most important time to be an educator and a school leader. "At a time when we are experiencing so much loss and hurtful behavior, there is perhaps no better way to find hope and make change than by working in schools. This is our moment as educators to help define and shape the future our country needs. It is a privilege to have this opportunity, and I do not take this responsibility for granted."



The San Francisco School has always had an eye to the future, imagining the kind of world we hope our graduates will shape and providing them with the academic and interpersonal skills to thrive in it. Now, in this age of technological acceleration and growing inequities — particularly pronounced in San Francisco — SFS has crafted a bold vision to strengthen our commitment to people, place, and program in order to fulfill our humanitarian promise. The vision honors our mission and values while rising to the challenge of demographic, technological, and pedagogical changes.

This \$6.5 million campaign has two goals that are critical to our immediate and long-term success:

1. Dramatically enhance our STEAM program (Science, Technology, Engineering, Arts, and Math) to prepare our students to tackle the challenges of our time
2. Double our endowment in order to safeguard our diverse and inclusive community and ensure our long-term stability

The Forge Our Future campaign represents an ambitious investment in the success of our students and strength of our school. It moves the school forward, while preserving what we value most. This investment in our school requires a deep commitment from each and every one of us in order to succeed. Your support in this campaign will assure that we are able to move ahead without delay —benefitting our students today and tomorrow. Together, we can make this vision a reality. Your participation is vital.

We are grateful to the many parents, guardians, alumni parents, alumni, and grandparents who have made early investments in the campaign.

If you are interested in learning more, please contact Jenn Keese-Powell, Director of Advancement at jkeesepowell@sfschool.org or visit www.sfschool.org/forge.

Empowering SFS students with the confidence, technical skills, and empathy to be innovative problem solvers.



ENHANCING OUR STEAM PROGRAM



We live in an increasingly complex world that demands new approaches to our most challenging problems. To be leaders in this new era and fulfill their humanitarian promise, our students will need technical skills and a capacity for innovation and human-centered problem solving that is grounded in empathy. Building on our core strengths, including a strong foundation in the arts, SFS will offer a dramatically enhanced STEAM program:

- True to SFS's hallmark approach, social justice and humanitarianism will be the fundamental lens through which we approach our STEAM program.
- Students will develop the mindsets and competencies – including empathy, tool proficiency, technical, and design and build skills – to identify and develop creative solutions to the problems they see around them.
- Students will develop STEAM competencies through projects that integrate multiple content areas, deepening learning across the curriculum.

Funds raised will be used to make strategic investments to realize this vision:

New STEAM programming

- Design, engineering, and technology curriculum & professional development
- Materials & equipment

Functional, flexible STEAM spaces throughout the school

- New outdoor Field Station
- New Learning Commons
- Renovated art, design, engineering & technology Workshop
- Enhanced Art Studio & Music Room

The centerpiece of the STEAM enhancements is the Learning Commons which will be on the ground floor of the Edeli Building with accordion doors that open onto the breezeway.

Like most libraries, it will have comfortable reading nooks and bookshelves loaded with books, but it will also have two recording booths, a green screen, a large screen that can drop down for presentations, mobile book carts and tables that can be moved depending upon the activity.

The space will allow for students to cozy up with a book, or audio book, and to bring their creative ideas to life through film or animation on a green screen, recording narration or podcasts in a sound booth, or creative connection between performance and coding. It will be a creative, collaborative, flexible, state-of-the-art space for all ages.



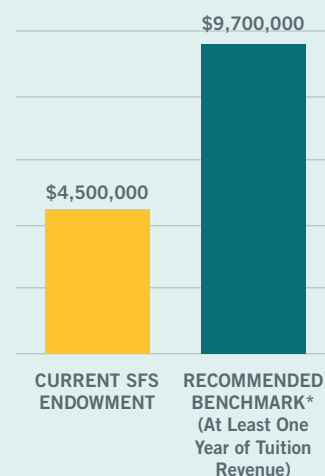
DOUBLING THE ENDOWMENT

A healthy endowment provides a perennial source of revenue that alleviates pressure on tuition. We are fortunate to have a \$4.5 million endowment (as of December 2020) thanks to the vision of previous generations of SFS families and tremendous market growth. However, it is less than half the recommended benchmark for a school our size and significantly less than the value of many of our Bay Area peer schools' endowments. In order to continue providing the highest quality education, growing our endowment is critical. We aspire to meet the recommended minimum endowment size of one year of tuition revenue, which for SFS was \$9.7 million in school-year 2020-21. This ensures a strong safety net and the ability to fund strategic priorities, positioning us to successfully navigate the path forward.



Growing our endowment enables us to:

- Bolster the accessibility of our school to a socio-economically diverse student body. Diversity makes us a better community. Endowed funding offers the most reliable and lasting source of non-tuition revenue to protect and grow our mission-critical tuition assistance program.
- Attract, retain, and invest in the best teachers. Our teachers represent the heart and soul of our program. The endowment plays a critical role in our ability to attract and retain the strongest teachers in this high-cost San Francisco market by providing competitive salaries and benefits as well as continuous professional growth opportunities.
- Ensure the long-term stability of our school. Our strongest, most confident future depends on a well-funded endowment. An endowment provides long-term stability through compounded growth that allows us to support our key priorities and to weather the unexpected.



* ISM, Independent School Management

CAMPAIGN STEERING COMMITTEE

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John Palmer
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Steve Morris, Head of School
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Upper School
Laura Post, Campaign Manager

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Phil Farhi
Scott Gelin
Asha Gohil

CAMPAIGN STAFF

Jennifer Keese-Powell, Director of
Advancement

ARCHITECT

Studio Bondy Architecture, Laura Rambin
Owner's Representative, Liza Pannozzo

CONTRACTORS

Truebeck Construction
Boaz Mor Design and Construction

MILESTONE ANNIVERSARIES

At The San Francisco School, the staff is the heart of our school. With knowledge, creativity, passion, and wisdom, the teachers and administration create and support the unique experience that allows our students to learn and thrive. Each spring, we celebrate their milestone anniversaries. Thank you for your service to the School, and congratulations!



Left-Right: 25 - Sofia López-Ibor, Music Teacher | 20 - Elyse Wolland, Learning Specialist | 15 - Maggie Day, Lower School Math Coordinator | 15 - Michelle Yi-Martin, 7th Grade Humanities Teacher | 10 - Stewart Dorsey, Director of Admissions



Left-Right: 10 - Tiphani Russell, Elementary Art Teacher | 10 - Eugene Stampley, Middle School Science Teacher | 5 - Michelle De Leon, Upper School Program & Admissions Associate | 5 - Lili Dheer, Preschool Teacher Assistant & Spanish Teacher | 5 - Daniel Munda, Learning Specialist

RETIREMENTS

Retirements are always bittersweet, but departures during a time when the community cannot gather, nor give hugs and well wishes, are particularly difficult. As with Maggie, Doug, and Laura last year, we look forward to a time when we can gather as a community and honor these outstanding staff members who have contributed so much of themselves and made such an impact on our community.



SOLVEIG DIMON, NATURALIST & LIBRARIAN

"Every child should have mud pies, grasshoppers, water bugs, tadpoles, frogs, mud turtles, elderberries, wild strawberries, acorns, chestnuts, trees to climb. Brooks to wade, water lilies, woodchucks, bats, bees, butterflies, various animals to pet, hayfields, pine-cones, rocks to roll, sand, snakes, huckleberries and hornets; and any child who has been deprived of these has been deprived of the best part of education."

— Luther Burbank, American botanist and plant breeder

At a February staff Google Meet, Solveig Dimon shared the above quote and then said in her calm, quiet way, "After 33 years at The San Francisco School, I am announcing my retirement today."

Her mark on the flora and fauna (humans included) has been indelible. A lifelong student of botany, Solveig's love for nature is an important part of her identity. During her time at SFS, Solveig has served in many roles at SFS, beginning in the classroom where she taught 4th grade for 14 years, then becoming an SFS parent to her son, Eric Goldebeck-Dimon '12, and later working as both the SFS Librarian and Naturalist. As a confirmed bookworm, she was as comfortable surrounded by books as she was in the beauty of the Adventure Playground. After serving in this combined position for 18 years, this past year, she transitioned exclusively to the role of Naturalist. A few months ago, she was drawn to retire for self-renewal and to care for her family.

RETIREMENTS (CONTINUED)

“The children know instinctively that the natural world is important, and they want to be part of it, use it, and care for it.”

Even as she said goodbye, she shared instructions on how to carry on without her. “The children know instinctively that the natural world is important, and they want to be part of it, use it, and care for it.” She emphasized the importance of having adults in the garden to guide the children to respectful interaction with their environment during their play time, insisting that it was just as important as the children’s academic understanding about nature. “Honor their enthusiasm and questions,” Solveig encouraged her colleagues. “It is invaluable in building their trust and helping them to value their own passions. Encourage their wild mixtures of smelly herbs, muddy diggings, flower mandalas, and potions. Help them look under rocks for worms and salamanders!”

It will be difficult to imagine the Adventure Playground without Solveig, tending to chickens, rabbits, and baby goats; introducing the youngest students to the miracle of sour grass and honeysuckle; embracing a pair of baby goats; or knee deep in compost, clad in her fanciful, eccentric clothing and wide brimmed gardening hat. Yet Solveig says that she feels confident that the ideals of our community will be carried on by the staff’s work with the children. “I always tell them this is their garden, and I hope that one day they will extend that feeling of stewardship to the rest of the planet.”



CORRINE OLAGUE, ASSISTANT TO THE HEAD OF SCHOOL

Corrine Olague attended an SFS admissions tour as a young parent without any knowledge of Maria Montessori or early childhood educational philosophies. In a time when the concept of preschool was not universal to all families, Corrine simply saw “barefoot kids who could get dirty and climb trees, and animals in classrooms. SFS just felt right for our family.” She found herself surrounded by a warm community of parents with whom she has been friends ever since.

Corrine volunteered as a Room Parent. She trained tour guides, processed applications, worked in the Development Office, planned the Auction, and became the Front Desk receptionist. Finally, she served as Assistant to the Head of School, first for Terri Edeli, and then for Steve Morris. Steve remarks, “She is the consummate professional, and she does not miss a beat. With her deep empathy, she knows my needs before I do, and with her unique skills, she gets things done. Corrine has quietly been the engine that has kept this school moving forward over the years, supporting me professionally in every aspect. She has helped me keep the trains running not only as a head, but also as a father and husband.”

“I’ve been educated here alongside my daughters,” Corrine says. From staff members, she has learned about cooking and grandparenting; ecology and goats; design and the ukulele. She has grown professionally, and from Steve, she learned how to be a good listener. Corrine remarks, “I can honestly say that I’ve looked forward to coming to work for 29 years. As a bonus I got to spend fourteen of those years carpooling and bonding with my daughters. This was our second home, and the people who worked here were family.”

Danise ‘01 and Melissa ‘04 are excited for their mother to start a new chapter.

“Congratulations on 29 incredible years at SFS. We admire your ability to make friends of all ages, embrace tradition while being open-minded to change and innovation, and being the glue that holds us together during times of challenge and joy. We will miss your stories of baby goats, silly things a preschooler shared with you, and the amazing support system you are a part of each day. We know you will always be a part of the SFS community. We wish you love and a mud pie for your retirement!”

Corrine looks forward to the continuation of her lifelong learning. She plans on spending more time with her family, especially her grandson Nico. Once pandemic conditions improve, she hopes to travel and pursue a myriad of interests such as reading, gardening, sewing, volunteering, taking art classes — and having the freedom of doing what she wants, or nothing at all!

“We literally spent more time at SFS than at home. This was our second home, and the people who worked here were family.”

COMMUNITY NEWS

Alumni

SFS is thrilled to welcome back two additional alumni as staff members this year, **Niza Contreras '12** and **Maceo Anderson '14** (we announced **Nina Palada '12's** return to campus in the Fall 2020 Gazette). Niza graduated from Stanford University in June 2020 and began working as a Special Programs Instructor this semester alongside her proud mother and 6th grade teacher Erika Lietdke. Maceo attended Urban School and the Oxbow School after his SFS graduation. He is now (virtually) studying Fine Art as a freshman at UCLA while working as a Special Programs Instructor and wrangling traffic in the white zone.

Paris Hing '18, currently a junior at Lick-Wilmerding High School, received the Lexus Volunteer Award for her commitment to promoting volunteerism. With Peninsula Food Runners, a nonprofit that strives to alleviate hunger and minimize food waste, she picks up excess food from farmers markets and community events and delivers them to shelters and other Bay Area organizations. **Emma Kositszky** formerly in the **Class of '17** was seen on Gaven Street working the polling station in SFS's 311 garage in the historic November 2020 elections. **Joshua Reinier**, formerly in the **Class of '13**, warmed many hearts when he performed for a special online SFS event last fall with a whimsical rendition of "Sunnyside of the Street" and a composition of his own, "Honey." Joshua participated via Google Meet from Oberlin, Ohio where he is a senior pursuing dual degrees in Music Composition at the Conservatory and Comparative Literature at the College. Songwriter and producer **Jackson (Jake) Plut '12** graduated from Urban School and NYU with a focus on injustice and

family dynamics as told through music, triple minoring in social work, media culture and communications, and vocal performance. He can be seen collaborating with **Arun Desai '12**, **Gabriel Schillinger-Hyman '12**, and other SFS alums in "Comin' Home: A love letter to SF" on his YouTube channel (search for "Afterthought COMIN' HOME"). **Ginger Jackson-Gleich '99** joined the Prison Policy Initiative to help advance its campaign to end prison gerrymandering. She has been involved in criminal justice reform for over 15 years, and has recently clerked for Judge Edward Chen in the Northern District of California and Justice Mariano Florentino Cuellar at the California Supreme Court. **Khafre James '96**, is the Executive Director of HipHop for Change, an Oakland-based nonprofit organization that educates all people about the power of Hip Hop Culture and empowers them with a platform to express themselves through the arts. **Kerala Taylor '94** is enjoying a wonderful day job at a B Corp/worker-owned cooperative; by night (or rather, early morning), she writes about the intersection of race, gender, and motherhood for various Medium publications. She lives in Portland, OR, with her husband and two children. Her blog can be found at keralataylor.medium.com. **Chad Williams '90** is Associate Professor and Chair of the Department of African and Afro-American Studies at Brandeis University. After graduating from UCLA with honors and obtaining his Ph.D. in History from Princeton University, Chad taught at Hamilton College before arriving at Brandeis in 2012. His expertise is in African American and modern United States history and the military, specifically with respect to World War I.

Alumni Parents

Tomás Aragon MD (Parent of Tomás '11, Luis '12, and Angela '15) is now serving as the director of the California Department of Public Health and the State Health Officer since January. Prior to this, he was the health officer for the City and County of San Francisco and director of the public health division. Tomás was instrumental counsel to SFS during the outbreak of the Zika virus in 2015/16. We were grateful to him then and grateful for his service now to our city and state. **Chris Nordstrum** (Parent of **Myles Nordstrum**, formerly in the Class of '20) writes, "Though our family is already on year four

of living in Santa Fe, we still feel very connected to our San Francisco community. Now more than ever I think it's important to reinforce the connections we have to the people and institutions we hold dear. [Our son] Myles participated in The National Association of Independent Schools Student Diversity Leadership Conference in December. That experience has led to his involvement in Diversity, Equity and Inclusion efforts at his high school, and I give a lot of credit to SFS for helping foster the drive that inspired him to take a lead in this effort."

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



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