

# SCHOOL TIES

A photograph of two students, a young girl and a young man, wearing lab coats and face masks, working on a project at a table. The girl is on the left, wearing a pink mask and a yellow apron, holding a blue glove. The boy is on the right, wearing a blue mask and blue gloves, holding a pair of scissors. They are both looking at the camera. The background is a blurred outdoor setting with trees and a building.

*Full STEAM Ahead*  
Winter 2021-22  
+ Annual Report 2020-21



# full steam ahead

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# HEAD OF SCHOOL

Dear San Domenico Community Members,

I write today as the Omicron variant sweeps our country and I reflect back on the sweetness of our Annual Thanksgiving Food Drive and the loading of the food trucks (see more on p. 22). The event is a highlight of every year, with the students, faculty, and staff working collaboratively to serve those in our community who are facing food insecurity. It is a beautiful thing to witness and partake in each year: the colored leaves above the students as they carry 30,000-plus cans and boxes of food, a reminder of the always-changing times.

In academia, there is a predictable flow to the years, even when there are big disruptions such as COVID-19. When our editorial team first decided on the theme for this issue, “Full STEAM Ahead,” it was a nod to how the subjects of Science, Technology, Engineering, Art, and Math move us forward in a quickly changing world, and it seemed the pandemic would be nearly over and all of us would be moving forward out of this chapter. Sadly, the virus variants continue to threaten many people around the world and the ramifications continue to impact us here on campus too. While 100 percent of our faculty and staff are vaccinated, as are the majority of our eligible students, many of our families and extended community still grapple with emotional and/or economic challenges from the ripple effects of this historic virus.

**In true San Domenico form, however, we are moving through this recovery phase much like our founding Sisters did when they forged ahead in establishing Dominican education in California back in 1850: with courage, compassion, resilience, and deep dedication to one another.**

We move full steam ahead because, even though we may be

tired at times, our shared hope and commitment to our students and their future is strong and unwavering. The Sisters never gave up and neither have we, and our School is all the stronger for it. As you will see in these pages, the students and teachers are so, so very grateful to be on campus together, in science labs, at sporting events, creating, making, dreaming, doing. We know the one constant is change and

as a community, we adapt and grow together.

Speaking of change, for many years, Sister Gervaise has written Verities as part of the introduction to these *School Ties* magazines. Just as the seasons move forward each year, we can't slow the passing of time, and Sister has shared that the time has come for her to step back from writing for each issue. She promises that she will share her reflections whenever she is inspired to write and we will carry on the seeds she has planted here at our School, both literally and metaphorically. As you can see in the Annual Report (p. 52) and the glowing California Association of Independent Schools Accreditation Report (p. 6) we received this spring,

the campus and the programs Sister Gervaise has been so instrumental in building are thriving as never before. We can never say thank you enough to Sister Gervaise and we will continue to seek ways to honor her many and integral contributions to our community. We also thank each of you who is part of our San Domenico family.

All the best,

*Cecily Stock '77, M.A., J.D., Head of School*



## Awe Walks



Awe Walks, or reflective strolls in nature, are a pilot program recently initiated by San Domenico's Humanities teacher Aran Levasseur, Director of Sustainability Shelley Flint, and a group of like-minded faculty. The intention is learning to cultivate awe and develop a deeper sense of compassion, joy, and gratitude. The concept springs from the Japanese art of *shinrin-yoku*, or "forest bathing." To detach from all technology, to shift one's attention outward, to reconnect with nature — of which we are a part — and to recognize one's presence amidst something larger than self is a practice I find exciting and inspiring, especially after spending much of last year indoors and before our screens.

Researchers from prestigious institutions such as UCSF and Harvard have studied the calming effect of an immersion of the five senses out in the woods or forests. To quietly bask in nature, listening to the birds, a running stream, or wind blowing through grasses; observing the gorgeous colors of autumn trees or maybe tasting wild berries — all spark sensitivities one can feel deep within one's soul. Scientific studies show the positive impact simple outdoor experiences offer for one's emotional and spiritual well-being as well as the health of one's brain. Awe Walks

can inspire more joy and less stress and cultivate a deeper sense of wonder. Within the School's pilot program, postings or prompts along nature trails pose reflective questions for students to ponder and to later share what inspired them.

For me, the idea of Awe Walks links us to the universal concept of interconnectedness with and respect for all life, as rooted in our School's Sustainability and Philosophy, Ethics, and World Religions programs and carried through the curriculum and campus practices. Awe Walks remind us we live within the majesty of an ever larger world.

With mental health issues and feelings of anxiety growing in our population, it is inspiring to me to know that Awe Walks are now available for our San Domenico students. Once again, SD teachers are at the forefront of testing and discovery.


I believe their inspirations have great potential for faculty as well as for students, so I shall keep an eye on the possibilities ahead!

These days I am feeling a sense of awe for all at San Domenico who have managed and created what very few California schools have achieved. San Domenico continues to grow and thrive, as you will note when reading the WASC/CAIS Accreditation report (p. 6). Administration and faculty continue to build a community spirit and strength of purpose that have flown from our Dominican mission of education for 171 years. Surely, a deeper awareness of one's presence in the grandeur of nature surrounding the campus will advance each person's desired sense of calm, awe, and appreciation.

In closing, know these thoughts come as my last Verities article, but I shall keep in touch in other ways and write for *School Ties* as I am inspired to do so. My prayers for each member of the wide and blessed Dominican/San Domenico community.

*Sister M. Gervaise, O.P.*

Sister M. Gervaise Valpey, O.P., President Emerita



5% of 3,950

private schools meet the ambitious educational accreditation standards required for membership in California Association of Independent Schools (CAIS)

.....

171 years of exceptional, purpose-driven education

.....

6 year, full accreditation received by San Domenico from CAIS

.....

100% meeting or exceeding student learning experience standards

\* NOTE: All quotes herein are from the CAIS Visiting Committee Accreditation Report.



# SAN DOMENICO EARNs CAIS ACCREDITATION

## REPORT HIGHLIGHTS 2021

We are proud to share that this past summer, San Domenico once again received a full six-year accreditation from the California Association of Independent Schools (CAIS), carrying on our long history as the first independent school in California. Of the 3,950 private schools in California, just five percent meet the ambitious educational accreditation standards required for membership in CAIS.

San Domenico's accreditation process launched with a Self Study in October of 2018 and included meetings, surveys, group discussions, and individual interviews with current parents, guardians, students, faculty and staff, alumni and alumni parents and guardians, and trustees and committee members including Dominican Sisters and PSA members. During this time, we together engaged in deep study and reflection and the accreditation team collected extensive feedback. Thank you, everyone who contributed time, energy, and feedback to the Self Study. After much editing, the final report was 160 pages long, not including the exhibits.

The process culminated in 2021, when the CAIS Accreditation Visiting Committee — composed of educators and administrators from peer schools — interviewed a broad representation of SD community members. Three months later, CAIS and the Western Association of Schools and Colleges awarded San Domenico another six-year accreditation!

The Self Study findings will inform our next strategic plan and guide our decision making as we continue to grow a strong foundation and program for future generations of San Domenico students.

Please join us in congratulating all who contributed to this report and even more so, applauding the years of effort that built the 171-year-old program upon which it is based. We look forward to continued collaboration as we live out our mission together, responding to the needs of the times.

# SIGNIFICANCE

## WHY CAIS ACCREDITATION MATTERS

**AFFIRMS** our high bar for academic rigor among students and faculty.

**CREATES** accountability to all constituents.

**ASSURES** community members that the school maintains the highest bar in providing a safe and enriching learning environment while maintaining an efficient and effective operation.

**PROVIDES** education leaders at all levels with deserved recognition for going above and beyond the minimum to demonstrate their ongoing commitment to excellence and learning.

**VALIDATES** the relevance and strength of our purpose-driven approach to education.



# STRENGTHS

## COMMENDATIONS and RECOMMENDATIONS SUMMARY

The Visiting Committee's Report includes commendations on our tremendous successes since the last accreditation cycle and recommendations on how we may best live out our mission in the coming years. We are pleased to see that the report echoed what we found in our Self Study.

**Extension of coeducation** through the Upper School created a compelling new identity as a unified, K-12 day and boarding school that brings its educational mission to new potential students and creates significant new opportunities for teaching and learning and for growth for students and for the School.

**Recognition of athletic programming** as not just good for physical fitness and sport, but as an anchor to school cohesion and K-12 school spirit.

**Laudable focus** in increasing staff, faculty, and student diversity.

**A deep understanding of San Domenico's Dominican heritage**, diverse and interfaith history, and values of study, reflection, community, and service inform the school culture and program. It is not just about an exceptional education, but social emotional learning and development of a sense of purpose, as well.

**Critical review of hard and soft data, and student learning experience**, at the center of all decision making and inquiry; this is an arena where the school clearly soars.

**Response to the pandemic** and to providing remote, hybrid, and exceptional in-person learning is to be commended.

**The climate, community, and commitment to the school** and its culture need to be highlighted as a unique element of the San Domenico experience, reflected in high admissions demand.

**Administrative team and Board of Trustees that is steadfast**, clear on goals, and recognized as being open and supportive, even with high levels of stress and volume of work amid significant change.

**Positive leadership giving** and major gifts strategy and impact are contributing to financial stability.

# RECOMMENDATIONS

**That the School consolidate and update its mission and vision statements,** with regard to contemporary language and the current times, nonetheless maintaining and reflecting San Domenico's long-standing mission and enduring values.

**That all constituents embrace and strengthen the School's unique identity as a K-12, day and boarding school,** in order to enhance collaboration and impact across divisions and departments, and in operations and programming with staff, faculty, and community volunteers.

**That the boarding program continue to align programming** with the School's mission and overall goals for the Upper School.

**That the Board and Administration continue to explore market data to inform future planning,** in particular with respect to the enrollment mix of Lower, Middle, Upper School; day and boarding, both domestic and international; and full pay and indexed tuition students.

**That the Board conduct increased review of its bylaws, nominating, and onboarding practices** in light of the current K-12 boarding and day school identity, so that the governing body reflects the School's enduring values, commitment to inclusivity and diversity, and emerging needs for philanthropic leadership.

## TIMELINE

- 2018** : October 2018, Self Study Commences
- 2019** : December 2019, Self Study Steering Committee completes report and submits to CAIS
- 2020** : March 2020, CAIS Visiting Committee trip to SD canceled due to COVID-19 pandemic
- 2021** : February 2021, CAIS Visiting Committee Virtual Visit
- June 2021, San Domenico receives full CAIS Accreditation

## CAIS VISITING TEAM

**Mark McKee,**  
CAIS Visiting Committee Chair, Head of School,  
Viewpoint School, Calabasas, CA (K-12)

**Jeneen Graham,**  
Upper School Principal, St. Margaret's Episcopal School,  
San Juan Capistrano, CA (PK-12)

**Trudy Gross,**  
Associate Superintendent, Student and Special Services at  
Fremont Union High School District, Fremont, CA (9-12)

**Sarah Lantz,**  
Dean of Students, Vivian Webb School,  
Claremont, CA (9-12 Day and Boarding School)

**Terry Lee,**  
Associate Head of School, The Nueva School,  
San Mateo, CA (K-12 Day School)

## SUMMARY

"In summary, the School's entrepreneurial bravery and diligence in identifying, researching, developing, and implementing major change initiatives, is a model of collaborative, data-informed institutional change, grounded in values and aimed at a compelling vision and singular sense of purpose that will continue to inform programming and strategic planning."

Because these key points are in line with our Self Study results, they already inform current operations and strategic planning. Thank you again to each and every one of you who contributed to our Self Study and this remarkable report we are so honored to have received.



# BOARD OF TRUSTEES

**San Domenico, like all independent schools, is governed by a Board of Trustees.** Our Trustees play a critical role in governance, strategic planning, campus master planning,

and financial operations and sustainability. SD Trustees also chair and serve on various Board Committees that carry on this work with the help of other volunteers and SD staff members.

## EXECUTIVE COMMITTEE



**RICHARD E. GOLDMAN,**

- Board Chair
- Chair of Advancement Committee
- P'22

**Education:** Bachelor of Arts in English, Rutgers University

**Occupation:** Co-Founder and Executive Vice-President of Men's Wearhouse before retiring in 2002

*"I choose to serve on the San Domenico Board because I am tremendously grateful for the opportunity SD has provided our daughter to not only learn, but grow as a young adult. I want to do whatever I can to assure the continued growth and development of this terrific School."*



**PABLO BIZJACK,**

- Vice Chair
- P'20, '22

**Education:** Bachelor of Arts in Political Science, Boston College

**Occupation:** Director, Bank of New York Mellon Corporation

*"My dad inspired me to serve on the Board. He was head of school at a number of independent schools, and I remember the impact a board would make on his role of head of school, mostly good, but sometimes challenging. Serving as a Trustee is a way that I can support SD and honor the work my dad so enjoyed."*



**LIZ REVENKO, TREASURER,**

- Chair of the Investment Committee
- Class of '87

**Education:** Bachelor of Arts in Biology with an Economics minor, Wellesley College; Master of Business Administration, San Diego State University; Master's in Economics, University of California at Santa Barbara; Certificate in Financial Planning, University of California at Berkeley; Certified Life Coach, Coaches Training Institute

**Profession:** Senior Financial Planner, Private Ocean; mystery writer

*"I choose to serve on San Domenico's Board because I believe in the School's values. The enduring and essential grounding in kindness and integrity by the Dominican Sisters makes them deeply and endlessly valuable for finding good paths through life's complexities and adding to the joys."*



**ANNIE ENDOZO ROTH,**

- SECRETARY, CHAIR OF Committee on Trustees
- Class of '98

**Education:** Bachelor of Arts in Physics, UC Berkeley  
**Profession:** Wealth Planning and Investments, Baker Street Advisors LLC

*"I serve on SD's Board because I admire the School's founders and deeply believe in the School's values. The institution evolves but its core values remain the same: study, reflection, service, and community. Serving a school that enables its graduates to carry these values into the world is a privilege and brings me comfort when I think about the future."*

The Board follows the Principles of Good Practice established by the National Association of Independent Schools and is composed of alumni, current parents, former

parents, Dominican Sisters of San Rafael, and friends of the School. It is with great appreciation that we shine a light on our generous and brilliant San Domenico Board of Trustees.

## 2021-22 TRUSTEES



**SISTER CARLA KOVACK, O.P.,**

• Mission Holding, Ex Officio

**Education:** Bachelor of Arts in History, Dominican University of California; Master's in Spirituality, Graduate Theological Union, Berkeley

**Profession:** educator spanning elementary through college teaching and administration; current Prioress General of the Dominican Sisters of San Rafael

*"Serving on the Board, I carry on a legacy begun when the Dominican Sisters founded the first Catholic [and independent] school in California; beginning in Monterey, then to Benicia, San Rafael, and now San Anselmo, the Dominican Sisters have been steadfast in their commitment to build and strengthen communities through education...I represent the Sisters of today and the spirit of all the Sisters who served before."*



**MELINDA BIHN**

**Education:** Bachelor of Arts in English with a minor in French, Santa Clara University; Master of Arts in Comparative Literature, UNC Chapel Hill; Master of Arts in Teaching and Administration of English as a Second Language, College of New Jersey; Doctorate in Educational Leadership, University of Pennsylvania  
**Profession:** Head of School at French American International School and International High School; member of the Board of Directors of the California Association of Independent Schools; 2019 Fellow at the Klingenstein Center for Independent School Leadership of Teachers College, Columbia University

*"I choose to serve on San Domenico's Board because of my respect for Head of School Cecily Stock and my admiration for the wonderful school community she leads!"*



**SR. CYNDIE CAMMACK, O.P.,**

• Chair of Mission Enhancement Committee

**Education:** Bachelor of Science in Nursing, Humboldt State University; Master of Science in Nursing, Dominican University

**Profession:** Clinical Informatics Education Specialist, Hospice by the Bay; Dominican Sister of San Rafael

*"I am blessed to serve on the San Domenico Board because I so believe in the mission and purpose of the School, from the breadth of the student body to the talent of the students, staff, and faculty. I am honored to support this institution so future generations can have the experience of being cared for and about while being challenged to learn to their potential."*



**HEIDI HICKINGBOTHAM CARY '61,**

• Daughter of Diana Dollar Hickingbotham Knowles '36  
• GP'21, '29

**Education:** Bachelor of Arts in Liberal Studies and Master of Arts in Clinical Psychology, John F. Kennedy University; Doctor of Philosophy in Clinical Psychology, California School of Professional Psychology  
**Profession:** President of the Diana Dollar Knowles Foundation; Marriage and Family Therapist, retired 2012

*"I am a K-12 alumna, parent of former students, and a grandparent of current students; four generations of my family attended San Domenico and received a wonderful education. The program has consistently evolved with the times while remaining true to its core values. I serve because I love SD!"*

# BOARD OF TRUSTEES



**EMAGER PEARCE '89**  
• P'19, '22

**Education:** Bachelor of Arts, Stanford University

**Profession:** Senior Management for Bayer Healthcare Quality Assurance

*"I serve on San Domenico's Board because I want to be a member of a team of experts who are dedicated to the sustainability, growth, and development of one of the most esteemed academic institutions in the world."*



**CAROL PRINCE '63,**  
• Dominican Upper School, Chair of Audit Committee

**Education:** Bachelor of Science in Political Science and Teaching Credential, UC Berkeley

**Professions:** teacher, San Francisco Unified School District; Deputy Director and Strategic Planner, California Academy of Sciences; Deputy Director and Director of Government Relations, Golden Gate National Parks Conservancy



**GREG RIVERS,**  
• Chair of Finance Committee  
• P'31, '29

**Education:** Bachelor of Arts in Finance, University of Southern California; Master's in Business Administration, Anderson Graduate School of Management, UCLA

**Profession:** Founder and Managing Partner, Steelhead Advisors – M&A advisory

*"I serve on San Domenico's Board of Trustees because of the role the School plays in the development of my daughters beyond academics — it is too important not to help in any way I can to ensure the SD experience remains personal and rewarding to each and every student who comes to campus."*



**CHRISTOPHER A. SKELTON,**  
• Chair of Master Planning and Facilities Committee  
• P'30, '29

**Education:** Bachelor of Arts in History and Japanese, Duke University; Juris Doctor, McGeorge School of Law

**Profession:** land use and real estate attorney

*"I serve on the San Domenico Board because it is an opportunity for me to give back to the community—including support for the faculty and administration — that has done so much for my children, and because it allows me to guide the physical development of campus for the next generation."*



**JOSE SEARA**

• P'22, '23

**Education:** Master of Science in Naval Engineering, Polytechnic University Madrid, Spain  
**Profession:** Founder and CEO of DeNexus Inc.

*"I serve on the Board of Trustees because I wanted to give back and humbly help in a truly difficult task: to make our beloved School even better than that which my family has been blessed to find. Serving on the Board and becoming part of the centenary Dominican history is one of the greatest honors of my life."*



**DAVID M. SOHN**

• P'30, '28

**Education:** Bachelor of Arts in Political Science, Amherst College; Juris Doctor, Stanford Law School; Master's in Science, London School of Economics  
**Profession:** lawyer with focus on telecommunications, internet, and copyright law and policy, mostly in non-profit sector and legislative branch

*"I choose to serve on the San Domenico Board because it's an opportunity to deepen my engagement with the community and to be part of an outstanding team."*



**ERIC SOHN**

• P'19, '26

**Education:** Bachelor of Arts, Colby College; Master of Arts, Monterey Institute of International Studies; Master of Business Administration, UC Davis  
**Profession:** Managing Partner, Idleyld Properties, LLC; Board Member Rock Resources; Former Founder and Portfolio Manager, North River Emerging Equities Fund, LP

*"I choose to serve on the Board because both my kids got so much out of their San Domenico experiences that I want to give something back to the School."*



**KATHLEEN TONEY**

• P'91, MS'02

**Education:** Bachelor of Science in Nursing, University of Florida; Master of Science in Nursing, University of California, San Francisco  
**Profession:** Registered Nurse Practitioner, retired

*"I have served on the San Domenico Board of Trustees for two terms because I am continually amazed at the transformation of this incredible School! There is no equal to its Dominican roots and current leadership."*

To learn more about San Domenico's Board of Trustees, please visit [www.sandomenico.org/Board](http://www.sandomenico.org/Board).

“It was amazing to see [my Kindergarten science lab partner’s] fear of the dissection turn into utter curiosity and excitement. We had an incredible time working together, and were sad when the period was over.”

— MOLLY MANDELBROT '22



“I like math because it challenges and stretches my brain, and makes me think outside of the box.”

—ALEXANDRA HATCH '26

“In this era, STEAM is the driving force of all walks of life. On a bigger scope, math advances human life; on an individual point of view, math helps us to better achieve our potential, no matter which major or career we choose to step into. I love math because of its absoluteness, there’s no grey area and like anything, practicing is the best strategy to get better.”

— PIK KI “PINKIE” CHAN '22



“It’s a problem that we could have in the real world. It’s a realistic problem with squirrels. I like building things.”

— JULIUS FARBER '32, ON A SECOND GRADE ENGINEERING PROJECT



“I love teaching Lower School math because I’m fascinated by the early concepts of number sense and how our brains learn math. It’s amazing to watch students make connections and gain new understanding while they are building numbers using place value blocks, multiplying equal groups of blocks, or dividing pieces of clay into fractional units. There is incredible growth and conceptual understanding happening every day.

It’s also wonderful to work with students at a young age so we can help students develop a positive relationship with math and encourage their growth mindset!”

— EMMA FORREST, MATH SPECIALIST AND STEAM COORDINATOR

“I like math because it has always been my most challenging class and I am constantly learning new things.”

— JACK MURPHY '26

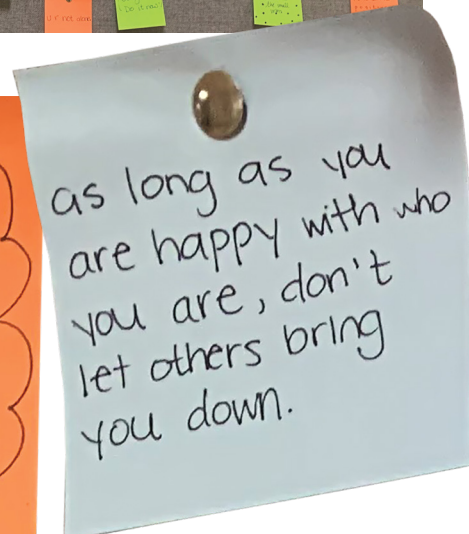
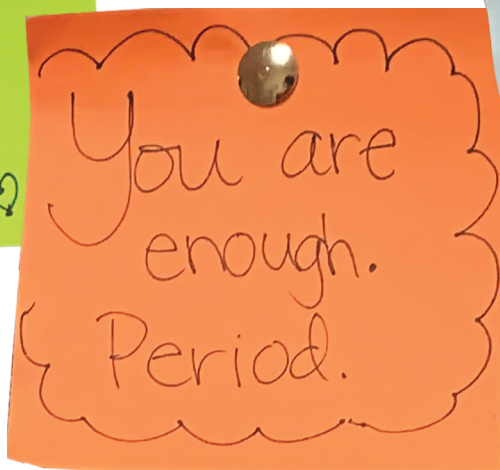
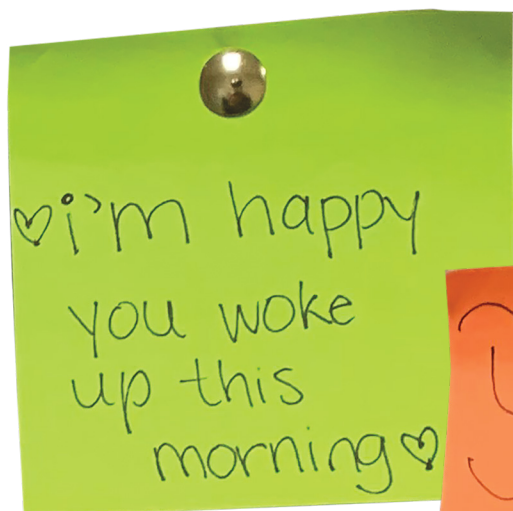
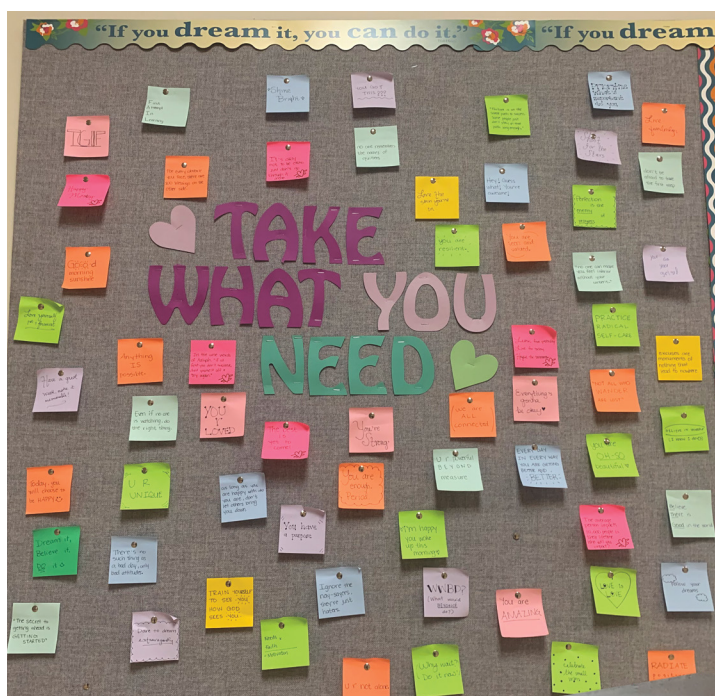


# TEACHING AND LEARNING

## The Power of Art and Words



"I'll often talk in my class about the power of words through meditation and affirmation and wanted to create a way to share a pick-me-up or encouraging note. For some students, they may not have someone outside of themselves to affirm them!" — *Morgan Bell, Social Justice Teacher and Real Opportunities in Service Education (ROSE) Project Coordinator, on the Upper School Post It® project*



# Art and Words

Every fall, inter-departmental curriculum celebrates Inspirational Lives — visionaries and revolutionaries, saints and rebels — from every culture, religion, and time in history. This year students studied the Bodhisattva Kwan Yin, the Sufi poet Jalaludin Rumi, the Native American holy women Tekakwitha, the mythic knight St. George, the indigenous rights advocate Rigoberta Menchu, and the youth climate activist Greta Thunberg. Student presentations were shared in a multimedia interactive art installation on the Community Art Board, led by Art Department Chair Carina Ybarra. Scan the QR codes to see student videos.



## Strength in Our Differences

By Kali Baird, Director of Diversity, Equity, and Inclusion and Kimberly Pinkson, Director of Strategic Initiatives

What do science, technology, engineering, art, math, diversity, equity, inclusion, and justice (DEIJ) have in common? They all make us smarter, and to grow and progress as a school and global citizenry requires smart problem-solving and collaboration.

Data across all sectors confirms that groups composed of individuals with diverse experiences, backgrounds, and areas of expertise tend to be more creative and innovative, both of which are qualities we need in order to address the challenges of the times in this quickly changing world. To move forward, we must ask big questions, and people with different perspectives — from students and teachers to scientists, engineers, mathematicians, artists, and technology entrepreneurs — collectively ask a greater range of questions, which leads to different answers and better solutions. For these reasons, and not just because it is the ethical and right thing to do for our fellow citizens of this world, San Domenico maintains a long-standing commitment to creating a diverse and inclusive community.

Can we do a better job? Would we like to move faster? Do we want to fix disparities? Absolutely. And continuing

to co-create the just school and world we envision and aspire to takes time. Change happens step by step, individual by individual. It requires creating the space to have the hard conversations and having the courage to

engage with a sense of inquiry and mutual respect. Young people often move adults along and forward faster than we would otherwise move and progress, so as a school community we gratefully evolve together.

In many cases, a J is now being added to the DEI abbreviation. The J stands for justice: a concern for peace, genuine respect for people, and righteous behavior or treatment. At San

Domenico, DEIJ teaching is deeply woven into our K-12 curriculum and program as well as within dedicated classes and curriculum units.

A lot of DEIJ work, though, involves each member of our SD community doing one's own study and reflection to explore where bias, injustice, and inequity exist in our own lives, interactions, and feelings, then asking how changes in one's own consciousness and behavior

might better serve our local and global community. In this way we continue to learn, grow, and live out our mission.



*“Any drive toward singularity is a drive toward extinction.”*

— Francesca Costa, author,  
*The Watchman's Rattle*

## THE VALUE OF COMMON LANGUAGE

To learn from, and engage with, family, friends, colleagues, and neighbors, using language that moves us collectively forward is a powerful step that can help support and drive a more diverse, equitable, inclusive, and just community and world. Here are some key terms from the Anti-Defamation League that we encourage you to reflect upon:

**Ally:** Someone who speaks out on behalf of or takes actions that are supportive of someone who is targeted by bias or bullying — either themselves or someone else.

**Elementary school version:** Someone who helps or stands up for someone who is being bullied or the target of bias.

**Bias:** An inclination or preference, either for or against an individual or group that interferes with impartial judgment.

**Elementary school version:** A preference either for or against an individual or group that affects fair judgment.

**Bullying:** Repeated actions or threats of action directed toward a person by one or more people who have (or are perceived to have) more power or status than the target, in order to cause fear, distress, or harm. Bullying can be physical, verbal, psychological, or any combination of these three.

**Elementary school version:** When a person or a group behaves in ways — on purpose and over and over — that

make someone feel hurt, afraid, or embarrassed.

**Bystander:** Someone who sees bias or bullying happening and does not say or do anything about it.

**Cisgender:** A term for people whose gender identity is the same as the sex they were assigned at birth.

### **Discrimination:**

The denial of justice, resources, and fair treatment of individuals and groups (often based on social identity), through employment, education, housing, banking, political rights, etc.

### **Elementary school version:**

Unfair treatment of one person or group of people because of the person or group's identity (e.g., race, gender, ability, religion, culture, etc.). Discrimination is an action that can come from prejudice.

**Diversity:** The presence of variety within a group. The population of the United States is made up of people belonging to a diversity of groups characterized by culture, race, ethnicity, nationality, gender, sexual orientation, ability, etc.

**Equity:** Everyone getting what they need in order to have access, opportunities, and a fair chance to succeed. Equity recognizes that the same for everyone (equality) doesn't truly address needs and therefore, specific solutions and remedies, which may be different for different people, are necessary.

**Elementary school version:** The quality of being fair or just.



**Gender:** The socially defined “rules” and roles for men and women in a society.

**Gender expression:** How people communicate their gender to themselves and others through appearance, behavior, dress, etc.

**Gender identity:** An internal sense of one’s own gender. Since gender identity is internal, one’s gender identity is not necessarily visible to others.

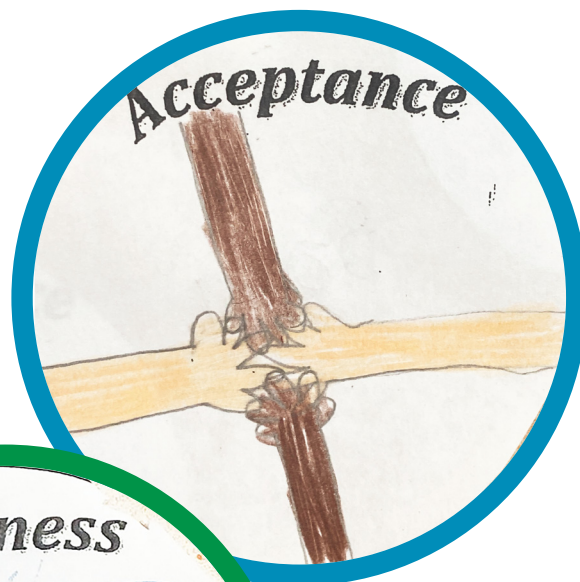
**Gender role:** The set of roles and behaviors expected of people based on gender assigned at birth.

**Inclusion:** An environment and commitment to respect, represent and accept diverse social groups and identities; an environment where all people feel like they belong.

**LGBTQ:** Acronym that groups lesbian, gay, bisexual, transgender and queer/questioning individuals into one group based on their common experience as targets of heterosexism and transphobia and their common, yet complex, struggle for sexual and gender freedom.

**Microaggressions:** The everyday slights, indignities, put-downs and insults that people of color, women, LGBTQ populations, and other marginalized people experience in their day-to-day interactions.

**Privilege:** The unearned and often unrecognized advantages, benefits, or rights conferred upon people based on their membership in a dominant group (e.g., white people, heterosexual people, men, people without disabilities, etc.) beyond what is commonly experienced by members of the marginalized group.



*“Diversity is being invited to the party. Inclusion is being asked to dance.”*

— Alliance for the Bay

**Racism:** The marginalization and/or oppression of people of color based on a socially constructed racial hierarchy that privileges white people. (See also “systemic racism.”)

**Elementary school**

**version:** The disrespect, harming, and mistreatment of people of color based on made-up ideas suggesting that white people deserve to be in charge and treated better.

**Social justice:** A set of conditions and principles that ensures every person has equitable economic, political, and social rights, access, and opportunities.

**Systemic racism:** A combination of systems, institutions, and factors that advantage white people and, for people of color, cause widespread harm and disadvantages in access and opportunity.

**Transgender:** An umbrella term for people whose gender identity differs from the sex they were assigned at birth.

# Advanced Placement Award

## AP Computer Science Female Diversity Award

*By Kate Reeser, Assistant Head of School for Academics and Director of Upper School and Jennifer Cronan Flinn, Director of Design, Engineering, and Educational Technology*

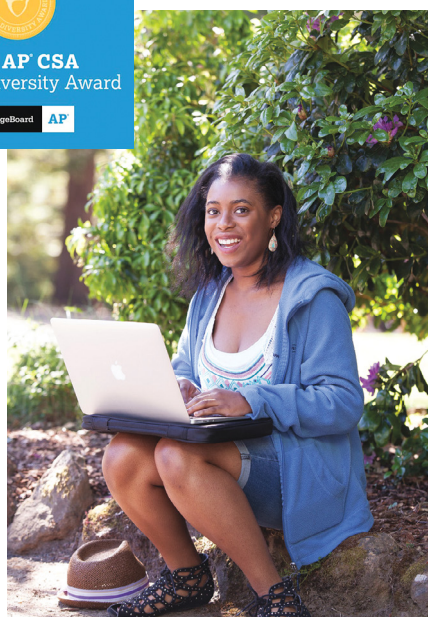
San Domenico is the recipient of the 2021 College Board's Advanced Placement Computer Science Female Diversity Award.

This award honors schools for expanding young women's access to AP Computer Science, acknowledging schools for their work toward equal gender representation during the 2019-20 school year. **SD is one of only 232 schools nationwide to receive this recognition.**

New research shows that female students who take AP Computer Science are more likely to major in computer science in college compared with their peers. Through SD's leadership in diversifying computer science education, we are preparing our female students for the high-paying, in-demand jobs of the future and giving them the opportunity to help solve some of society's most challenging problems.

We are particularly proud of this award, as it reflects the emphasis we have placed on integrating computer literacy across grades K-12 within our academic program in support of our Strategic Plan goals.

Throughout all grade levels, we are working to engage students in multiple ways to grow their computer science literacy. For example, in addition to our two Advanced Computer



Science classes, this school year we have also introduced a hands-on, year-long foundational Computer Science course for all SD Ninth Grade students. These classes are complemented by additional opportunities for students in Engineering and co-curriculars such as Robotics Team, Computer Science Club, and a new Gaming Club planned for this semester.

In preparation for this high school experience, our students in Middle and Lower schools are also building their computer literacy skills, with coding integrated into the science curriculum. Students work through both app-based and unplugged activities to build computational thinking skills.

## Food Drive

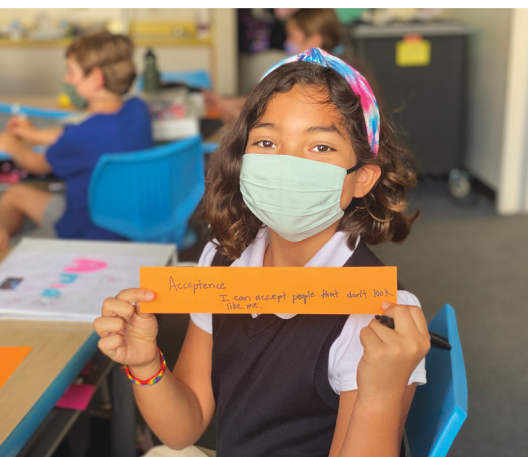
Second only to Safeway in terms of donations to the San Francisco–Marin Food Bank, the annual San Domenico Food Drive has become a critical source of support in addressing hunger around the Bay Area. Each year, our SD community collects between 30,000 and 50,000 food items for families facing food insecurity. Today, 50,000 Marin and Bay Area households need food support, 28,000 more than before the pandemic. The food drive culminates with an SD community gathering for a blessing of the food, followed by a loading of the food trucks, with students K-12, faculty, and staff working together to pass the many cans and bags conveyor-belt style while music and a shared sense of purpose fill the air.



## Virtuoso Program

In its first public performance in a year and a half, the Virtuoso Program Orchestra da Camera returned to the Bettye Poetz Ferguson Hall, in the Carol Franc Buck Hall of the Arts, for the 44th Annual Vivaldi at San Domenico concert. Aptly titled “A Joyous Return,” the concert featured works by Vivaldi, Bach, Bloch, and Senturia. It was indeed a joyous occasion for one of the United States’ top pre-professional ensembles of hardworking and talented young string musicians.

A VP Master Class was held with world-renowned violinist Chen Zhao, bringing a glimpse of the San Francisco Symphony and San Francisco Conservatory of Music to San Domenico.



## Unity Day

Each year in October, SD students, faculty, and staff members participate in National Unity Day, a signature event of National Bullying Prevention Month. Everyone wears orange to show a commitment to kindness, acceptance, and inclusion and to send a visible message that no child should ever experience bullying. San Domenico’s anti-bullying education runs all year long, though, part of our School’s social emotional wellness programming.



## “On the Razzle”

After a pandemic pause on live performances, Upper School Theatre Arts teacher Jen Grimes knew this year’s first foray back to in-person performance had to be Tom Stoppard’s wild farce “On the Razzle.” “Each theater production creates its own community,” Grimes said. “The performances are the icing on the cake for the actors and tech crew — our world to share with you. The majority of our time was spent on the creation, and that is where the bonds that ultimately create the world of the play are formed. Moment by moment, gradually building into the full world of the play. The final element is the audience. We were so honored to share our Razzle in a SOLD OUT success!”



## “Tableaux”

For over 115 years, “Tableaux” has been a San Domenico holiday tradition. Based on paintings by the great early Renaissance painter and Dominican Fra Angelico, the theatrical performance includes narration, songs, and actors positioned in “still life.” The combination creates living pictures with actors in period costume creating the scenes of the story. Each year, the roles are cast thoughtfully and the San Domenico Singers provide beautiful accompaniment to the pictures. For alumni, this event is a beloved part of our School’s legacy; new community members are inspired by the The Nativity story and the presentation’s beauty and artistry.



## Holiday Shows 2021



Holiday Shows 2021 meant students could once again perform live and grateful family and friends filled the auditorium (after showing vaccination cards). It was a joyous return as students showcased their diverse talents and performed what they'd learned in electives with dancing, singing, and live music.





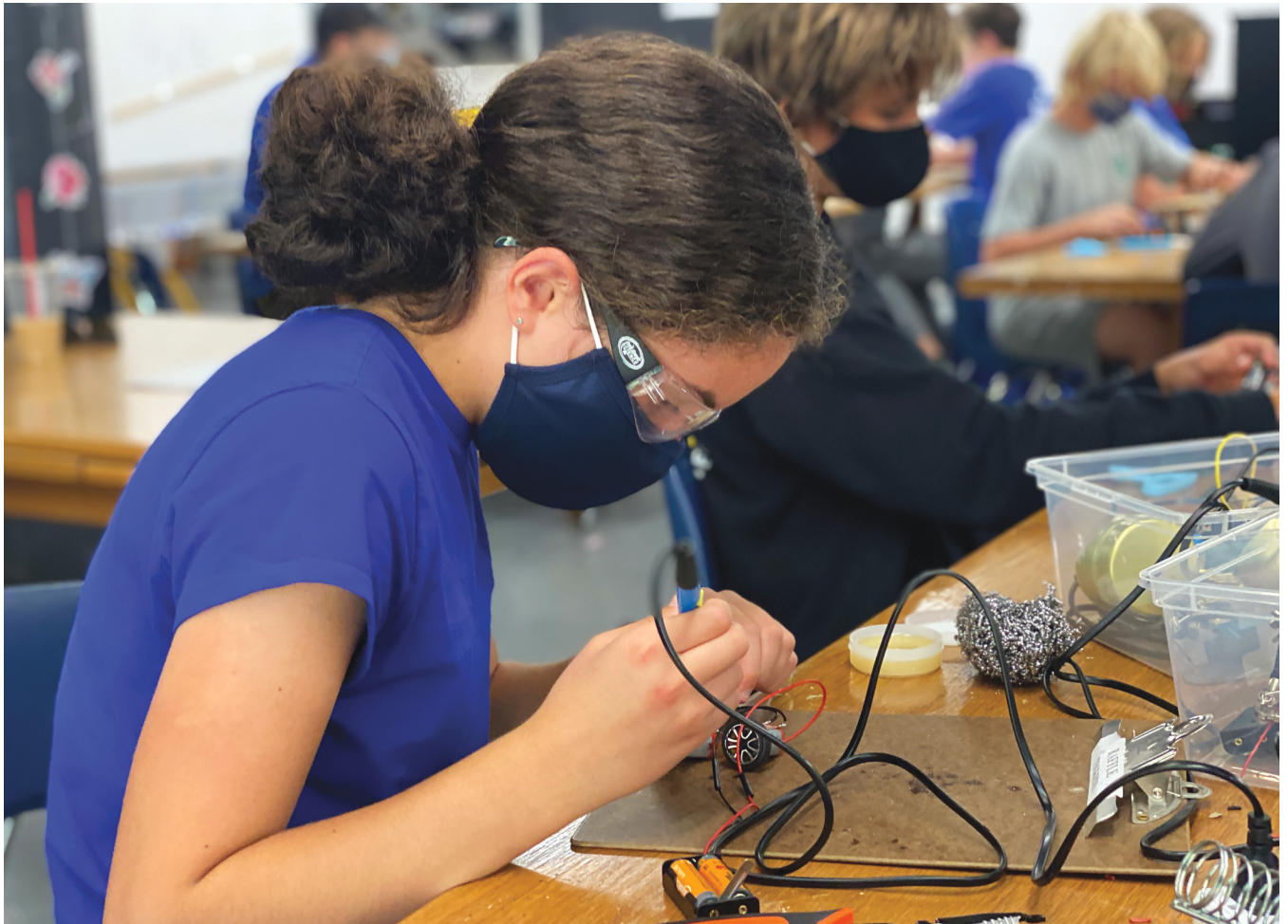
## *Supporting a Growth Mindset Through Inquiry-Based Learning*

BY ALLISON MAGES, STEAM INTEGRATION SPECIALIST, COMPUTER SCIENCE TEACHER

Today's digitally networked world puts a premium on independent thinking and creativity. Contrast this with the traditional educational paradigm — designed to meet the social and economic needs of the industrial revolution — that prepares students for a world of standardization. Passive, rote, and standardized learning do not model the kinds of creative and collaborative environments that students need to grow and be prepared for today and our quickly changing future.

Innovative education in the 21st century is driven by a pedagogy that was initially called STEM (science, technology, engineering, and mathematics). This inquiry-based approach sees not distinct fields of study but rather “interdependent” learning units based on real-world applications. (For example, using a mathematical model to theorize how a vaccine might affect COVID-19 transmission.) The acronym grew to become STEAM, with the A added to signify the arts — humanities, language arts, dance, drama, music, visual arts, design, new media, etc.— and the experimentation, creativity, and innovation that are inherent in these fields.

The STEAM approach, integrating design thinking, sees access points for guiding student inquiry, dialogue, and critical thinking that instill a sense of interconnection across and through various fields of study. Students



have an increased opportunity to see challenges, to make connections, and to find solutions and innovate, in ways they might not have otherwise. Yes, STEAM is about making sure young people gain an understanding of the science, mathematics, technology, and engineering that are the backbone of the modern economy, but it also enables students to take ownership of what they're learning, express their creative ideas when problem-solving, and increase their curiosity

about what they see in the world.

We don't know the careers our students will ultimately choose for themselves. They might become mathematicians, playwrights, or doctors or pursue any other profession to which they aspire. But we do know that with the STEAM approach — using the lessons they learn as tools to learn even more—we can provide them with the skills they need to take themselves wherever they want to go.

*“When students would come to me to ask if a design would work, I would ask them some questions to stimulate their own thinking about it and then, if they were excited to follow through with the design, tell them to go find out. The project intrinsically rarely works the first time and always has room for improvement, which means opportunity to build resilience and a growth mindset. I’ve never seen the students so engaged, lively, and generously collaborative.”*

### PROBLEM SOLVING FOR MR. FOOKWIRE

Taping, gluing, cutting, making, building, and sharing ideas! This is STEAM in Second Grade, where students are learning about the design-thinking cycle, planting seeds for future engineers. Under the wise eyes of science and math teachers Kali Baird, Emma Forrest, and Jennifer Cronan Flinn, students read the book *Those Darn Squirrels* by Adam Rubin, about a man named Mr. Fookwire who is frustrated by the clever squirrels who keep eating the bird food from his bird feeders. The students were then asked to ideate on solutions for Mr. Fookwire. The project moved through a series of steps, including brainstorming at least four ideas to catch the squirrels, drafting a plan using their math and writing skills, building prototype solutions, and finally, presenting to peers for feedback. What do you imagine you would build to meet this challenge?

### EVER WONDER HOW HENRY FORD OR ELON MUSK GOT STARTED?

Middle School students in the Tinker Lab elective were recently invited to build small, motorized cars. Students used design thinking and learned about mechanical engineering through planning, sequencing, and soldering using a circuit of a battery pack, at least one motor, and a switch, which they then used to power a cardboard car. Challenges included how to deal with friction in the axles, keeping the wheels from slipping back and forth, making sure motors were spinning in the right direction, reducing turning, distributing weight evenly, reducing the weight of the car while keeping structural integrity, and making sure gears fit tightly, meshed together, were the right size, and so on. Many students made multiple cars or reconstructed their cars in an iterative process using different tools and different theories and design ideas. The project evolved to include making 3D buildings, animals, and other figures using computer modeling and 2D laser-cutting technology.

### ROBOTICS CO-CURRICULAR

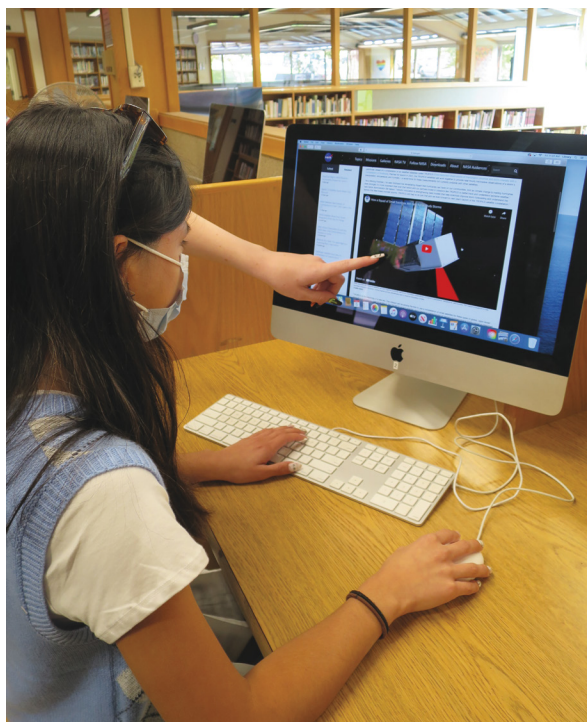
This largely student-interest-driven class begins with the basics of electronics and coding and, if past years are a predictor of future years, will end with participation in local and national robotics challenges, like the “First Tech Challenge.” Tools and techniques include a microcontroller (basically, a very small computer) micro:bit, ultrasonic and light sensors, and a very small rudimentary robot called a cutebot. Students figure out how to program the robot to move autonomously without crashing, which involves learning how to use a code library, understanding the order of execution and scheduling of code on a deep level, and a lot of research and experimentation. The goal is to deeply map out the technical specifications of the robot in order to be able to write code that corrects for all of its idiosyncrasies, a tool important to have on hand for any robot we build ourselves.

One group mapped out the exact range and shape of the sensor. They found that the actual detection of the sensor



differed from how it was coded and independently came up with the idea to graph their results. Students then used that data to develop a function to calculate the range to give the cutebot in code for a given actual desired range of the sensor. Another group calculated the speed of the cutebot at different engine power levels and worked on how to correct for some cutebots whose motors run at slightly different speeds, causing curvature. A third group used math and their own data collection methods to work out the rotational speed of the robot on different surfaces and figure out code to create

perfect 90-degree turns on different surfaces. Because the Ninth Grade Computer Science class will also be using the cutebot, the robotics students' work is creating a base of knowledge and even a library of code functions that the broader Ninth Grade class will receive.



The goal of this project is to use the data the students have collected to code the robot as the students wish, again working in teams with different projects. Options include coding it to autonomously follow a line on the floor using its light sensors, to navigate obstacle courses using a remote control, and/or using servos and motors to control an arm to pick things up. We will then, according to the students' interests, extend the micro:bit with additional chips and employ the many robotics materials that we have at San Domenico (motors, batteries, chips, sensors, materials for the chassis and appendages, etc.) to create an original robot. Some students will focus on different aspects of

the coding, others on organizing and obtaining materials, others on building the chassis, etc. The robot's goal might be to pick things up or to shoot things with Nerf darts or, well, we'll see what the students come up with!

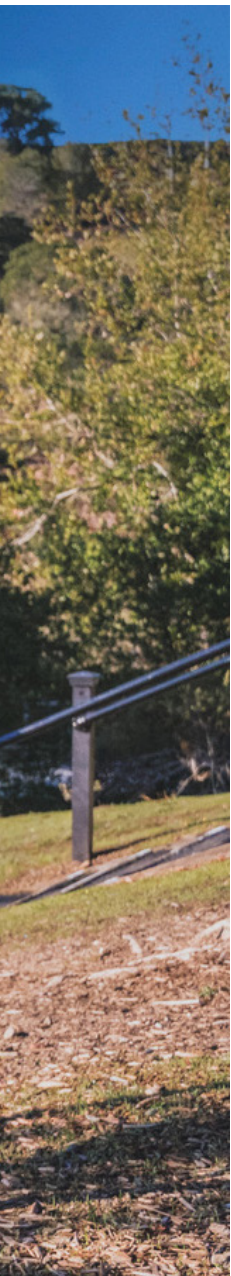
## Our 3D Lab — “Dream it. Design it. Do it.” —



is not just a physical space where our students build and experiment; it is STEAM in action. We start with an essential question — “What is the goal?” — and then design backward from there. A teacher may not know all the permutations of what will happen as a question is posed. Twenty students may propose 20 different solutions. But exploring through inquiry and experiencing the world through real problems to solve — that's where the learning happens. Where students can make, fail, try again, learn, discover, and drive innovation.







The inclusion of the A for art as STEM (science, technology, engineering, and math) became STEAM was recognition of the undeniable value of creativity in problem solving. Art, in all its forms, opens opportunities for discovery in the space between the relatively more fixed STEM topics. In young minds, making art literally creates new neural links that drive innovation, optimizing for those aha moments that traverse the boundary between subjects, where much-needed answers may be found. Daniel H. Pink, author of *A Whole New Mind: Why Right-Brainers Will Rule the Future*, writes, “The future belongs to a very different kind of person with a very different kind of mind — creators and empathizers, pattern recognizers and meaning makers.” Art is crucial to developing the minds our future requires.

Herein, meet some of our creative faculty.





## Ari Giancaterino, Contemporary Music Instructor

“As a teacher, I hope to inspire students to express their musical and artistic visions with honesty, clarity, and a sense of empowerment...to reach their fullest potential as not only musical performers, but also composers, arrangers, and creative minds in modern styles of jazz, R&B, pop, rock, and beyond.”

Ari Giancaterino joined the San Domenico community this year to teach Lower and Middle School Rock Bands, Upper School Band Workshop, and Digital Music and Composition.

**On music as a way to learn and grow:** Ari uses phrases like “brave spaces” and talks about the power of music to open doors to a brighter future. “There is a lot of fear in our world right now and music is a place where you can take chances and what’s the worst that is going to happen? You learn and move on. We should feel brave enough to take chances to grow in life, but especially in music. As a teacher, I want my students to feel brave enough to try something new, maybe having never picked up an instrument but here you can try and grow. Wherever you are in your growth trajectory as an artist or human, the secret is that everyone is at the point you are at at some point in your life, so don’t be scared, go for it, stay humble.”

**On the impact music and art have on human development:** “Art and music are complex thought models that can never fully be replaced by machines. Doing art makes

one a more honest person; it forces you to get to the heart of what you are trying to express. It keeps you in the moment and real. Learning music helps neurological synapse development. Most important is the communal aspect of music production; working together toward a shared goal makes you more confident and more patient and more compassionate with yourself and others.”

**On music and our collective future:** “Technology has brought many people’s voices and instrumental talents to a broader audience via platforms such as YouTube, and music creation technology such as Garageband is becoming even more open source, more democratic. If you put the time in, you can be a musician, and music makes people feel; it brings us together; it is a universal language that is critical in a global world.”



## Harry Maxon, Director of Digital Arts

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“I took this position at San Domenico because I wanted to join a school where everyone truly lives the mission of providing a humane, authentic, rigorous, student-centric, 21st-century education.”

### **Q. What inspired you to become an artist/filmmaker?**

**A.** As a teenager, I liked films because they told cool stories about interesting characters doing things that looked like fun. But I didn’t fall in love with film until I realized how important films were to my peers and me. Films introduced us to issues and perspectives we were not encountering in our day-to-day lives and opened up new conversations. In presenting new stories, issues, and perspectives, films changed how we saw the world and understood ourselves. I see that happening now with my kids and their friends through Netflix, YouTube, and social media.

### **Q. How does being an artist inform your overall perspective on life?**

**A.** Being a filmmaker is a daily reminder that we need a community. No one makes a film alone. Film is all about relationships, finding a common ground to create a shared vision. In this sense, films unify people through purpose. That perspective informs me as an artist, a parent, and an educator.

### **Q. How does being a filmmaker impact young people’s development? Why should young people take filmmaking classes?**

**A.** Being a filmmaker impacts young people’s development in several critical ways. First, film is deeply collaborative. Once students have moved beyond the introductory level, the quality of their work depends on the level of expertise in every department. Second, film requires failure. Making films

demands that we push through failure to achieve success. In this way, filmmaking builds resilience in young people. Third, film is fun. Filmmaking requires such a wide range of tools and skills that it is almost impossible for students to not find something they truly enjoy about it. Directing, writing, and producing are the obvious skills, but working with stabilizers, drones, lighting, visual effects, recording Foley, building sound design — all of these can be really fun and rewarding too. Finally, film offers students ways to connect with potential life paths of interest because all films require that filmmakers find something they want to say.



Finding “one’s message” can be a very difficult thing to do for people at any age, but the story development process helps students identify meaningful topics and interests that then guide their film productions. I’ve taught many students who weren’t interested in working in the film industry but who discovered careers they wanted through making their films in class.

**Q. What role do you believe film will play in our collective future?**

**A.** I believe film will play an enormous role in our future because film is the true global language. In part, this comes from film being a visual medium; pictures don't need translating. Visual stories connect audiences around the world with very little "translation loss." This allows for an easy idea exchange and impact. With Netflix, Hulu, YouTube, etc., the paths of exchange are opening up. Instead of America exporting ideas, we now have access to global content. This content is helping further connect young people across the planet, preparing them for a borderless future. Now, if we expand the definition of film to include all moving-image-based communications — film, news, social media — then we see just how integral film is to all of our futures. One "film" on TikTok can erase millions of dollars of corporate value; one "film" on YouTube can change public health policy for a city; one "film" on Meta (formerly Facebook) can change an election. Film is quite literally changing the present in real time right in front of us. For our students to become leaders in a just society, they simply must gain both literacy and fluency with the tools of contemporary visual rhetoric. Understanding rhetoric requires understanding the tools of composition — image, editing, etc. These skills are very effectively taught through film.

**Q. Any professional advice for aspiring artists and filmmakers?**

**A.** My advice to aspiring artists or filmmakers is to start and finish as many works as possible as fast as possible. **Make things. Make mistakes. Finish work. Repeat. This last part is critical — finish and repeat! — because the only way to grow as an artist is to produce work, reflect on our failures and successes, and then produce more work.** This is a very difficult thing to do on our own because all art requires powering through moments of extreme doubt, moments where the thing we are making looks like a disaster or an embarrassment or a total waste of time. But pushing through these moments and completing the work is critical to artistic growth and confidence. This is where art classes can help, because in-class projects demand completion. So go make things. And if you find you aren't getting things finished, take a class in that art, because here is the secret: once you achieve success, no one will ever notice your failures. The audience will simply marvel at your achievements.

**Yoel Iskindir,**  
Film Teacher

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**On films, change-making, and storytelling:**

"I've always been a passionate artist, and when I was in elementary school, comparing the struggles of my working-class family to the wealth in our country, I knew I wanted to make a change in the world. I realized I wanted to make the biggest impact I could through art and media, and being able to combine that with education feels so natural.

"How current issues are understood and how history is told is up to the storytellers — writers and filmmakers. It is critically important for young people to take control of their



narrative and to develop and share their sense of self, and film is a powerful tool for this. Filmmaking is an extension of digital literacy development for young people, with an undoubtable creative approach; it prepares them to use new technology to craft stories and share ideas. Filmmaking is a powerful tool to tell stories and inspire...another channel to inspire and reach new audiences, narrow the achievement gap, and drive change. This higher purpose is a foil to the work culture of the media industry, and I love to see the creative spark and

aha moments in my students. Film has the power to change minds, change communities, and change the world. First, though, be a good person. **Be true to yourself. Be what the world needs.** Be strategic. Create your own path, because there will not be one laid out for you. Be in a space that makes you happy.”

### Alyssa Carnahan, Dance Teacher

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#### On art, critical thinking, problem solving, and risk:

“Being connected with your own creativity changes the way you see and interact with the world. For me, being an artist gives the courage and the opportunity to meet the world as my most authentic self, and to give the best of myself to others. Art challenges us to ask the big questions, and to search for the answers. This process requires deep courage, honesty, and vulnerability. It allows us to see and analyze not only the way things are, but the way they could be. Creation demands critical thinking and creative problem-solving, but also involves gut instinct and risk-taking. It teaches you to try new things and to accept mistakes. It is stimulating and scary, messy and rewarding, all at once. Even if the big questions never get answered, a creative life is richer, fuller, and more meaningful.

“As our lives become increasingly intertwined with technology and digital culture, it is no surprise that many of us have lost connection with our bodies and our deeper intuitive sensibilities. Dance counteracts the effects of disembodiment in the modern world by allowing dancers to express and communicate using movement. By proxy, audiences experience this connection to the body while watching dance. Dancing also keeps the body healthy and strong, while fostering a



powerful mind-body connection. There is a lot of research showing that dance supports cognitive function and mental health, and can even reduce the risk of dementia!

“I always encourage my students to dig into the things that intrigue them and to discover the thoughts and ideas that speak to them on a deep level. Artists are often tempted to create something that they think people want to see and to make content that is popular or in demand. There is so much pressure to find ways to make our skills marketable or profitable. I believe that **the greatest art, work that touches and challenges us the most, comes from a place of honesty and originality.** This type of work always finds its audience and its greater purpose, whether or not it finds wide acclaim or recognition. Art does not need to be created in a vacuum free from influence, but I do believe it needs to be true and authentic to the artist.”

# **COVID-19:** **Science in Real Time**

BY MARY CHURCHILL, UPPER SCHOOL BIOLOGY  
AND CHEMISTRY TEACHER

While the COVID-19 pandemic brought unimaginable suffering, loss, and challenge around the world, for a science teacher, the virus also brought unique opportunities for learning: to be able to dive into research as it is being published, to consider topical and relevant biomedical questions, and to study immunology, public health, and disease, all of which suddenly seemed even more important than ever. Engagement in our biological science classes has been high because never before have our students been so immediately impacted by a collective crisis rooted in biology. As a teacher whose passion for teaching stems from a passion for learning, I find myself inundated with ideas for lessons, discussions, and projects for our students as I attempt to keep up with the daily news. With the help of our librarian Karlyn Strand and Dr. Doris Brown, my now-retired but former co-teacher of biology, we've been able to present the students with projects and lessons that teach them the science of COVID, in real time, as we live through the pandemic.

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## **THE CLASS: 10TH-GRADE BIOLOGY**

### **History of Pandemics, Coronaviruses, Treatment and Development of COVID Vaccine**

In our 10th-grade Biology classes, students typically study epidemiology and disease in one of the final units of the course. In the spring of 2020, the timing for disease-related projects could not have been more relevant. We were in full distance-learning mode, everyone trying to make sense of this virus that could shut down the world. From their homes and Zoom screens, students eagerly signed up for what disease they wanted to study.

Not surprisingly, more than half our students wanted to study COVID-19, how it affects the body, and how it might be treated. To address this high demand and interest, we divided students into teams to study related areas of interest:

- the history of pandemics (current and past)
- differences and similarities between coronaviruses
- treatments and development of COVID-19 vaccines
- symptoms and anatomical and physiological effects of COVID-19 on different age groups.

Students researched, debated, and then reported via Google Slides and iMovies, presenting to their classmates over Zoom.



## THE CLASS: 12TH-GRADE HUMAN BIOLOGY

**How does a coronavirus attack the body? Why is soap effective? Vaccination videos and vaccine ads** In 12th-grade Human Biology classes, we developed a series of lessons, activities, and projects centered around COVID-19, the respiratory system, the immune system, and public health. Seniors created an informational video about how coronaviruses work and how soap can be an effective way to destroy viruses. These videos were shown to the 10th-grade biology classes as an introduction to their unit on disease and immunology. During our study of the respiratory system, students studied the impact of COVID-19 on receptor cells in the lungs of some individuals. Students considered the importance of the immune system in recognizing pathogens and what happens when the immune system overreacts. As a summative assessment for the course, students studied a COVID-19 vaccine of their choice and created a video to explain how the vaccine was made and how it protects individuals. As the students prepared for this assignment, the entire class created a storyboard to explain how the Pfizer vaccine works, illustrating the process with chalk on the driveway leading up to our library. **This effort coincided with the first day teenagers became eligible for the vaccine, so the project unexpectedly became a public service message for the community to explain how an mRNA vaccine works!**

## THE CLASS: BIOMEDICAL ETHICS DEBATE

**Should California mandate a COVID-19 vaccine in fall of 2021, with only medical exemptions allowed?** Students in the 12th-grade Biomedical Ethics class spent several weeks discussing ethical issues raised by pandemics, including topics such as who gets treated first, who has access to health care, and the roles of physicians and patients in decisions about quarantining and treatment. Senior students wrestled with these difficult questions and often could not come to any clear conclusions on ideal solutions. For a summative assessment, students were placed on debate teams to discuss whether California should mandate a COVID-19 vaccine in the fall 2021 with only medical exemptions allowed. There was a proponent team and an opponent team, each presenting its views, with rebuttals, followed by an opportunity for teams to respond. Additionally, teams were given a chance to ask questions before closing arguments. Guest judges were invited to the event to provide feedback to each team after the debate. Teams then reflected on this feedback and considered ways to improve their arguments.

## Guest Speakers

The students were also privileged to meet guest speakers who attended their classes via Zoom:

**Dr. Meghan Morris, epidemiologist, UCSF**, on “Why Social Distancing Works;”  
**Dr. Leah Rose, UC Berkeley alumna, structural biologist, and Frasier Lab researcher**, on “Vaccine Research, Development, and Protein Structure;”  
**Bill Fagan, CEO of Aspire Group** in Atlanta, Georgia, on “What It’s Like to Have COVID-19 and Recover from COVID-19.”

Reflecting on what they learned from the guest lecturers, students offered their thoughts:

“I learned that social isolation really is the key to stopping COVID-19.”

—IAN CAMPBELL '20

“I learned about virulence and how that reflects the harmfulness of a disease.”

—NATALIE TAYLOR '20

“I learned that if we were to leave quarantine early at all, it would defeat the purpose and we need to be patient.”

—CHARLIE MCPHAIL '20

“I learned what R0 means and that the severity of a virus and the ability to contain it can be defined by how many other people one infected person will infect. I also learned more about shelter-in-place and why we are doing what we are doing.”

—TINA CHEN '20

## ***FORGOTTEN VOICES:*** **An Original Movie Musical**

**N**ecessity breeds invention, and in the case of theatre arts at San Domenico, a pandemic lockdown and social distancing requirements led to the creation of a beautiful and timely movie musical. Written by Upper School students, Director of Theatre Arts Erica Smith, and guest composer Phil Schroeder, *Forgotten Voices* is a powerful and entertaining portrayal of diverse and little-known voices from Marin County's past: the Chinese immigrants detained on Angel Island, the last of the villagers at China Camp, and white society members in San Rafael in the early 20th century. While researching and writing the film, students explored these stories in light of Black Lives Matter protests and their own voices and feelings, also somewhat "forgotten and silenced" by the pandemic.

Marlena High, a core writer and co-stage manager for the project, began work on it during her senior year and shot about 75 percent of the film herself. "She's

the one who came up with the idea of using a digital editing technique – called, ironically, masking – to work around COVID-19 health requirements," says Smith.

"The crew would film interior scenes with just one actor, then another, and so on, then merge the footage to make it appear the actors were together in the same room. Marlena also single-handedly created the website for the movie and edited much of the film over the summer."

Behind the scenes are even more stories of interest. "The character Ming Yue is the wife of a Chinese man who is detained on Angel Island. She's stuck back in China, waiting for him," Smith recounts. "When we held auditions, we just couldn't find the right actress with the right

soprano voice to play the part, so I cast Cici Lin '23, one of our boarding students, to play her as a dancer, and I was going to ask one of our other American students to sing her songs.

"But then Judy Zhu '21, who had performed in







“

**For me, the most difficult part about creating *Forgotten Voices* was trying to tell the story and create the film without being held back by COVID... It was difficult to have a picture in my mind that would be impossible to shoot safely and need to abandon the idea entirely or find ways around it.**

— MARLENA HIGH '21, NOW MAJORING IN FILMMAKING AT COLUMBIA COLLEGE CHICAGO

”

*Into the Woods* the year before and was stuck in China due to travel restrictions, reached out and asked if she could join the show. She has a gorgeous soprano voice, so I, of course, said yes, and then our music director worked with Judy on Zoom to teach her the songs. Judy then went to a professional recording studio in Shanghai to record her songs and sent them to us. So the one character who was stuck in China actually was played by a student who was stuck in China!”

Another fun tidbit: Xiaoyang “Scoot” Wang ’23, also a boarding student, shared a “very romantic story of her grandparents’ love affair,” Smith recalls. “They were from

different [social] classes, and [that] was a very big deal.

She was locked up, they had to elope, et cetera. We ended up putting that story into our show and Scoot plays her own great-grandfather.”

The explorations of race and social justice issues give the film a contemporary relevance, dovetailing with Smith’s own “first passion of co-creating art that makes a difference in the world.”

*Forgotten Voices* screened in the San Domenico Carol Franc Buck Hall of the Arts throughout October after its premiere on the first of the month and is gaining wide acclaim. For more information, please visit [www.sandomenico.org/ForgottenVoices](http://www.sandomenico.org/ForgottenVoices).

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## Lily Cline, Class of 2022, Wins National Endowment for the Arts Award

When the National Endowment for the Arts with the American Theatre Wing announced the 13 winners of the 2021 Musical Theater Songwriting Challenge, among them was Lily Cline '22 for her song, "Ganbare," which she composed for and performed in *Forgotten Voices*. According to the NEA, the Songwriting Challenge cultivates the next generation of musical theater songwriters from among the country's high

school students through mentorships with professional musical theater artists. The award gives Lily the rare opportunity to work with a mentor and a music director to hone her original song into a Broadway-ready composition. "Ganbare" will then be recorded by Broadway musicians and vocalists in New York City, made available on streaming music platforms, and compiled into a songbook by Concord Theatricals.

### A PERSONAL REFLECTION FROM LILY:

"In August of 2020, when Erica [Smith] announced that she would be offering the opportunity to write and perform an original musical based on the history of our county (and via Zoom), I could not have imagined that it would turn into a life-changing experience.

When we first started researching storylines, the eventual goal was to base characters off of the history of the land of Marin County. This made me a little nervous: as a mixed race Asian American, I did not think that I had a place in my home's history. Growing up, I had never seen myself represented in theater, film, books, or even my own classroom. But, I kept going, starting to research. It turned out that multiracial people could not document themselves as more than one race as such until the census of 2000, meaning it was virtually impossible to find them in historical documents. After going down many a rabbit hole into research papers about interracial marriages in 19th century California,



I found the true story of a San Francisco-based, Chinese-Japanese-White family.

I brought a lot of myself into this character: a 17-year-old Japanese-American young woman struggling to find her place in the world. Her song, "Ganbare," a Japanese word meaning "work hard," was a fusion of my own story with hers, and an exploration of songwriting. On a whim, I submitted this song to the National Musical Theater Songwriting Challenge, with encouragement from Jen Grimes and Erica Smith. In September, I learned that I had been selected as a winner.

This win not only validated the hard work and heart I put into this piece, but also that Asian American stories mattered, that mixed race stories mattered, that my story mattered.

I thank Erica Smith and Phil Schroeder from the bottom of my heart for their mentorship. I know that I never would have gotten here without them; Phil Schroeder especially, for arranging the piece."

---

**“We’re so proud of theatre teachers who have made the most of this challenging time. Erica Smith from San Domenico School in San Anselmo, California, decided to create and film an original musical with her students. They studied the history of Marin County, created diverse stories about little-known voices in the area’s past, and intertwined them with music to create *Forgotten Voices*.**

— BROADWAY TEACHING GROUP

**”**

# PERMISSIONS AND PROHIBITIONS:

A MATHEMATICS Q&A WITH TEACHER WILLIAM WALTON

Dr. William Walton grew up the child of educators in Chattanooga, Tennessee; his father taught him AP Calculus BC at the McCallie School. His teaching career began at Carnegie Mellon University, where he was one of only five undergraduates selected to work



alongside graduate students as teaching assistants in the Mathematical Sciences department. Since then in his career, Dr. Walton has taught every single mathematics course, from Sixth Grade math through AP Calculus BC and Multivariable Calculus. At San Domenico, he teaches Middle School math, and he is a devoted environmental protection advocate.

**Q. IMAGINE YOURSELF TALKING TO A FIRST-GRADE STUDENT AND THE CHILD'S GRANDPARENTS. HOW WOULD YOU EXPLAIN THE IMPORTANCE OF MATH IN RELATION TO COMPUTERS?**

Nobel laureate Herb Simon once described mathematics as “a system of permissions and prohibitions.” Modern computers function very much in the same way: event trapping to manage graphical user interfaces built on functions in order to display and calculate

what, precisely, a user needs. Thus, for our imagined first grade friends, I'd say something like, “Mathematics is a way of saying what you're allowed to do and what you're not allowed to do. Computers work in this way, too, in that they only do what

they're told to do when they're told to do it. They actually just play one long game of Simon Says and, because mathematics is built on doing what you can do when you're told to do it, it's what we need in order to make computers work.”

**Q. WHAT IS YOUR FAVORITE EQUATION AND WHY?**

For a mathematician, this is hard to answer because scientists are often more caught up with the fun of specific equations, which they like because they're drawn to equations that model real-world phenomena. That said, the Pythagorean formula —  $x^2 + y^2 = z^2$ , the sum of the squares of the legs of a right triangle is equal to the square of the hypotenuse — is certainly pretty famous and has drawn ingenious proofs over the years, including one by President James Garfield.

Personally, I find Euler's equation (a.k.a. Euler's identity)  $e^{i\pi} + 1 = 0$  to be particularly beautiful, because it sums up three of

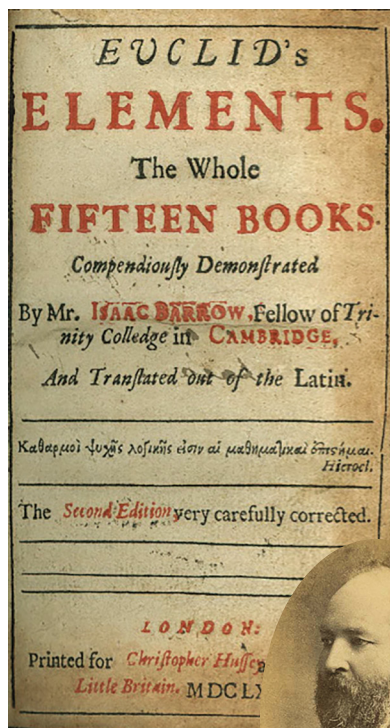
mathematics' most famous constants:  $e$ ,  $\pi$ , and  $i$  alongside trigonometric forms of complex numbers. Anecdotally, I once was pleasantly surprised to see this equation on display in the men's section of Bloomingdale's department store in the Century City Mall.

**Q. WHY IS MATH CRITICAL TO OUR WORLD IN AN UNKNOWN AND QUICKLY-CHANGING FUTURE?**

Mathematics teaches us how to think, make claims, and argue those claims. Mathematicians are always asking, “What would happen if I changed this rule? What would result?” Or, “How can I say this more simply?” In fact, one of the most famous 20th-century mathematicians, G.H. Hardy, once opined, “Sometimes one has to say difficult things, but one ought to say them as simply as one knows how.”

Mathematics has also been called both the queen and the servant of the sciences. It's the servant because so many sciences turn to math in order to help





solve their problems;  
the practice of modeling  
real-world phenomena  
with equations is

ubiquitous throughout both  
the hard and soft sciences. And, naturally,  
mathematicians think it's the best and  
purest science, as this joke illustrates:

*An engineer, a physicist, and  
a mathematician were on a train  
heading north, and had just crossed  
the border into Scotland.*

*The engineer looked out of the window*

*and said, "Look! Scottish sheep are black!"*

*The physicist said, "No, no. Some  
Scottish sheep are black."*

*The mathematician looked  
irritated. "There is at least one field,  
containing at least one sheep, of  
which at least one side is black."*

Most importantly, mathematics  
encourages us both to be specific and to  
generalize — mathematicians are always  
looking for and exploring connections.  
Oftentimes, what's considered "pure"  
mathematics — math without any  
real-world connection — becomes  
applicable decades later. For instance,  
mathematicians working in number

theory have long been fascinated by  
prime numbers. For many years,  
such work was viewed as having  
little real-world connection. Now,  
in an era of constant connections,  
prime numbers are used to encrypt  
communications. For example, they  
are being used for secure connections  
each time you swipe your credit card.



#### Q. WHY DO YOU LOVE AND TEACH MATH?

As someone with academic backgrounds  
in both mathematics and creative writing,  
I recognize that mathematics is not  
necessarily the love of every student in  
my classroom. Because of this, I try to  
underscore the connections math has to  
the humanities — argument, persuasion,

language, proficiency, creativity — while  
also making sure to challenge students  
for whom mathematics is a love and gift.  
The logic behind the Riemann integral —  
used to calculate area under a curve — is  
something that can be explained to almost  
any adult at a cocktail party. It's inherently  
beautiful and yet the mathematical  
machinery underlying it takes 12 years  
of study (K-12) in order to be able to  
replicate. I also try to let students know  
that mathematics, itself, has a history —  
the way we teach students calculus now,  
for instance, is not the way in which it  
was developed.

#### Q. WHAT DO YOU CONSIDER THE GREATEST FEAT THAT MATH HAS MADE POSSIBLE?

This is really hard to answer. Certainly  
the concept of zero — developed  
independently by the Mayan people of  
North Central America and the Indian  
people of the Asian continent — is  
important. And we still use vestiges of  
the base 60 used by the Babylonians  
to tell time. Mathematics is really just  
a system for knowing, and for both  
interacting with, and also escaping,  
the real world. G.H. Hardy wrote, "A  
mathematician, like a painter or poet, is  
a maker of patterns. If his [sic] patterns  
are more permanent than theirs, it is  
because they are made with ideas."

#### PYTHAGOREAN THEOREM.

In any right triangle, the sum of the  
squares of the lengths of the two  
shorter sides (called legs) is equal to  
the square of the longest side (called  
hypotenuse).

$$x^2 + y^2 = z^2$$

#### FERMAT'S THEOREM.

First posited by Fermat in the margin of  
a book in 1637, the theorem remained  
unproven until 1995. Fermat's Last  
Theorem is often thought of as saying  
the generalization of the Pythagorean  
Theorem doesn't exist. That is, for any  
natural number  $n > 2$  there are no  
solutions to the equation  $x^n + y^n = z^n$ .

#### EULER'S IDENTITY OR EULER'S EQUATION.

In Euler's Identity,  $e$  is Euler's constant  
used to describe natural exponential  
growth,  $i$  is the imaginary number  $i^2 =$   
 $-1$  and  $\pi$  is the irrational constant that's  
equal to the ratio of the circumference  
to the diameter of any circle.

$$e^{i\pi} + 1 = 0$$

## Get to Know Some Panther Scholar Athletes

### JILLIAN BIZJACK '23 Varsity Volleyball, Basketball, and Lacrosse



*Jillian is captain of the volleyball and basketball teams and a community leader on and off the court, creating a culture of welcomeness and connection wherever she can.*

#### On winning . . .

Winning is obviously about winning a game or doing great on a test, but it also means being proud of how hard I tried or my team tried, even if the outcome didn't turn out the way we would have wanted.

#### On balancing academics and athletics . . .

Balancing sports with my schoolwork can be difficult at times but I am able to use the resources around me such as my teachers, coaches, the library, and my family...so I always have people in my corner who are willing to help me when I need it.

#### On Project Wayfinder . . .

This is my favorite class because the curriculum focuses on finding yourself and learning about those around you in a more spiritual way. It also balances out my schedule and creates a nice break from rigorous academic classes.



#### On Unity Day in a K-12 school . . .

On Unity Day, the Upper School Student Council went to visit Lower School classes. I was lucky enough to be in the Kindergarten class where the kids explained to us what Unity Day meant to them. They also drew pictures of what unity means to them. Talking to these younger students and learning about their feelings really felt like the definition of Kindness, Inclusion, and Unity.

### CHASE WEAVER '22 Varsity Tennis and Flag Football

*Chase is a four-year Varsity Tennis veteran who also plays on the Flag Football team and loves to surf. He has also recently been recognized for his Real Opportunities in Service Education (ROSE) Project, working with young kids in the area of fire safety and prevention.*

#### On leadership in sports . . .

I think that the main thing I bring to these teams is positive energy and good spirit. I love to cheer on my teammates and support them as best I can.

#### On winning . . .

Winning to me means knowing I brought my best self to each game. Losing is always unfortunate but if I play well and have a good attitude, that's a win to me.

#### On juggling it all . . .

Balancing academics and athletics has taught me how to really manage my



#### On his ROSE Project . . .

I am working with London Meckfessel and Yannic Mathieson to bring more fire safety awareness to the Lower School. We are making boxes that will have full supplies, scripts, and directions for teachers and activities for students. We live in a state that is very prone to fires and these boxes will teach younger kids the do's and don'ts when it comes to fires.

#### Advice for younger students . . .

Make the best of every moment of high school. Make the best of every game/match, opportunity, lab, or interesting academic class. Now that I am a senior, I wish I'd had more time with my friends and teammates and I know I will miss being a part of this community.

time well. During the weekends I try to get ahead for the week. I try to get as much done during school as I can, and if I don't I get right to work when I get home.

#### On AP Physics . . .

This is my favorite academic class because it is based around exploring concepts rather than memorization.

## BCL WEST CHAMPION, HAYLEY BALLARD '23

Among a full roster of Bay Area high school athletes, congratulations to junior Hayley Ballard for winning the BCL League Championship and being named as the League #1 All Star!

Hayley won all three league Cross Country meets, closing out an undefeated season and far outrunning the next-closest competitor in each race. She led SD's Varsity Women's Cross Country team to fourth place in the division, a historic success.

"Hayley is the most accomplished runner in San Domenico history," says Coach Mary Churchill. "Her commitment to the sport is unparalleled. Hayley sets high goals and strives for them in each race. Hayley is a remarkable role model for the team and has carried our women's team to our highest finish ever in our conference meet. With Hayley as our lead, the women's team is hoping to make it to the state meet for the first time in school history. She exemplifies what it means to be a leader."



# ATHLETICS

## From the Desk of the Athletic Director, Mark Churchill

College prep fall sports in Marin made an incredible comeback this year, as County and Bay Area Public Health COVID-19 restrictions were relaxed, and the SD Panthers were back in action. As we move into winter sports, basketball and soccer are back in full competition mode too and we could not be more happy for all of our athletes and coaches. Over the past year and a half, our athletes had to adapt to so many different scenarios: new seasons, new and often-changing rules around play, and new ways of training. With a solid regimen in place even during lockdowns, thanks to our stellar coaches, Panther athletes gained resilience and have become even more focused and determined in their athletic endeavors. From adventurous beginners to college-bound scholar athletes, our students have many opportunities to be part of our Panther Pride. Come on out and join us!



### Fall Sports (coaches)

#### Men's and Women's Cross Country

(Mark Churchill, Mary Churchill)

#### Men's and Women's Flag Football

(Mike Fulton)

#### Women's Varsity Golf

(Daley Cort)

#### Women's Varsity Tennis

(Rob Jessen)

#### Women's Varsity Volleyball

(Kailey Walker)

#### Women's Junior Varsity Volleyball

(Kailey Walker)

#### Men's and Women's Sailing

(Renee Corpuz Lahne)

### Winter Sports (coaches)

#### Men's Varsity Basketball

(Scott Davis)

#### Men's Junior Varsity Basketball

(Buck Chavez)

#### Men's Freshman Basketball

(Buck Chavez)

#### Men's Varsity Soccer

(Tristan Bowen)

#### Women's Varsity Basketball

(Mike Fulton)

#### Women's Varsity Soccer

(Fiona O'Sullivan)





### Senior Spotlight: Fall Sports

Congratulations to our scholar athletes of the Class of 2022. They all showed tremendous dedication to their teams and teammates and represented San Domenico well on the courts, track, and fields!

.....

#### Varsity Tennis:

Zoe Manerud  
Mai Da Silva

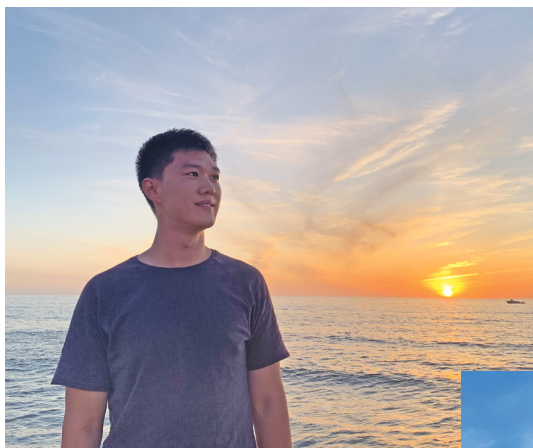
#### Varsity Cross Country:

Warren Yang  
Molly Mandelbrot  
Sierra Palecek  
Simon Straube

#### Varsity Women's Volleyball:

Naomi Patel  
Leili Montakhab  
Noku Mukukula  
Jillian Bizjack  
Ashe West Lewis  
Julia Vierra

## Q & A with Jian “Ray” Qin ’19

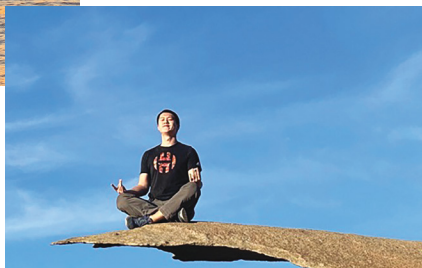


**Jian (Ray) Qin** joined San Domenico as a boarding student in the inaugural coed class of 2019. During his four years at SD, he was a model of leadership, in its truest spirit. Embracing new friends, trying new sports, and sharing personal stories with strength and vulnerability, Ray inspired his fellow students, faculty, and staff. He is currently studying at UC San Diego, double-majoring in Mathematics-Computer Science and Mechanical Engineering. Recently, we had a chance to catch up with Ray and get his perspective on the state of STEAM.

### **Q. Why do you cite computer science and mathematics as the foundation for everything these days?**

**A.** Computer science and programming language is really a global and universal language, like English. People all over the world understand it and there is no way to not come across it if you work in any STEAM field. Mathematics is the foundation of engineering and technology. From my experience, I have

benefited so much from these two subjects in my professional development, as well as personal growth. Mathematics and computer science is not just rocket science or quantum physics. Modern finance relies heavily on computer science and mathematics. Modern cognitive science is one of the



leading industries in machine learning. Modern art involves many computational tools. When I say computer science and mathematics are really the foundation for everything these days, I mean you would be a better philosopher if you know these two subjects well. Seriously.

### **Q. What inspired you to choose UCSD and the double major?**

**A.** UCSD has a large student population and is very strong across multiple fields, both of which were attractive to me. I am fortunate to go to a college that has a lot of resources in fields that I am interested in. I first started out in mechanical engineering and became very interested in engineering software. That passion led me to double-major in mathematics and computer science.

### **Q. What did you learn at San Domenico — both as a student and as a community member — that has helped you in college thus far?**

**A.** At SD I learned that the more you give to your community, the more you get back from it. Likewise, the more you get from your community, the more you should give it. College is a large space and there are so many opportunities and possibilities. The way you remember it in the future will depend exclusively on how you engage with the community while you are here.

### **Q. Have you had any interesting internships or jobs since graduating from San Domenico?**

**A.** I have been an instructional assistant at UCSD for more than a year and have assisted in multiple courses, from linear circuits to solid mechanics, engineering graphics and design, etc. These are very enriching opportunities for me. I had a data analysis internship with the Qualcomm Institute and am currently doing an internship with MEDsmart Inc., a San Diego business, focusing on a smart inventory system. I am responsible for analyzing historical data for future prediction, and we are just in time for ordering systems to automate the refill processes in clinics. Just this morning, I finished my last round of interviews and landed a summer internship with a software development company, Eightfold.ai. This is an exciting day for me.

## Q. Do you think the SD value of Service ties in with STEAM at all?

A. Absolutely. For people I have worked with, there is a sense of service and excitement knowing how the technology they have developed can improve our lives. What is fun in developing the latest technology if it does not serve people or improve people's lives?

## Q. What do you dream of doing after college?

A. As of right now, I would love to develop engineering software in a company like ANSYS or Autodesk. I think it would perfectly combine my engineering background with computer science. But I am almost 100 percent sure that by the time I am 30, I might have something else in mind.

## Q. Anything else you would like to share?

A. I hope SD students appreciate the dining hall because figuring out what to eat is not an easy task to do in college, no joke! The other thing I would share is that college is really just the beginning. A lot of us in high school tried very hard to get into a university that we like. This is important, but don't think you are done once you are accepted in college. This is just the beginning.

Visit Ray's website at <https://qinjian.xyz/>.

## Katherine Theiss-Nyland '02

Katherine Theiss-Nyland personifies the values of San Domenico School through her work as a global public health expert and infectious disease epidemiologist. **Since graduating from San Domenico, she has devoted her professional focus to infectious, vaccine-preventable diseases and to operationalizing real-world solutions.**



Katherine is a true embodiment of what it means to be human in a global community and she has exhibited an unflinching commitment to improving public health.

After graduating from San Domenico School, Katherine attended the University of British Columbia, where she earned her Bachelor of Science in Microbiology and Sociology, before spending two years as a Peace Corps volunteer in Malawi. Katherine moved on to earn not only a Master of Public Health degree in Epidemiology, Biostatistics, and Global Health from the University of California at Berkeley, but also a Ph.D. in Infectious Disease Epidemiology from the London School of Hygiene and Tropical Medicine. For the last five years, Katherine worked as a Senior Epidemiologist and Program Coordinator at the Oxford Vaccine Group, where she served as program lead on several vaccine trials and studies globally. Recently, Katherine accepted a new role at the Janssen Pharmaceuti-

cal Companies of Johnson & Johnson as the Vaccines Partnership Lead for Europe, the Middle East, and Africa Real-World Evidence.

San Domenico strives to graduate individuals who recognize learning as a lifelong process and encourages them to go out into the world and use their gifts to make it a better, more just, and peaceful place. As an

alumna, Katherine demonstrates the mission and core values of San Domenico through her professional work by bringing awareness to global issues and exploring and researching new, collaborative ways in which she and others can inspire real change.

"Our education was wrapped in this socially responsible framework. We were taught to consider things like the environment, those less fortunate than us, et cetera. We were taught to be conscious participants. There was certainly an expectation that we were all going to achieve great things one day. Not if. Our teachers had no doubt that we would achieve them," says Katherine of how San Domenico prepared her for life both after graduation and as a global public health expert.

At San Domenico, we are extremely proud of Katherine and all the good work she is doing. At present, she lives with her husband, Issam Badri, and their children, Nayla (4) and Layth (1), in London, U.K.

# REMEMBRANCES

## In Memoriam

This list includes updates submitted by family members and friends from May 10, 2021, through December 8, 2021. We send our heartfelt condolences to families in our broader community who have lost loved ones.

**Albert Aramburu (former Trustee)**  
**Helen Edwards Kelly '39**  
**Sheila Curry Dekalb '43**

**Eileen Callaghan '48**  
**Virginia Stewart Jarvis '50**  
**Joan De Vor Davis '55**

**Marie Thompson Brauning '67**  
**Katie Kelly Heath '71**

## In Sympathy

**Phyllis Grissim Theroux '57** on the passing of her husband, Ragan Thomas Phillips.

**Alexis Rice Lydecker '64** on the passing of her daughter and **Stephanie Rice '66** on the passing of her niece, Devon Lydecker.

**Mary Bradley Quinlan '70** on the passing of her brother, Gary Bradley.

**Terry Jackson '71** on the passing of her mother, Dorothy "Dotti" Rodden Jackson.

**Maria Gomez Mussfeldt '75** on the passing of her husband, Peter Mussfeldt.

**Cecily O'Byrne Stock '77, Gabrielle O'Byrne Taylor MS'81, Stephanie O'Byrne Morris '82, and Luke O'Byrne MS'83** on the passing of their mother, Dr. Natalie O'Byrne.

**Dylan Morris MS'08, Connor Stock MS'08, Nathan Morris MS'10, Brendan Stock MS'10, Nicole Stock MS'12, Cameron Taylor MS'13, Tyler O'Byrne MS'19, Natalie Taylor '20, and Mason O'Byrne MS'22,** on the passing of their grandmother, Dr. Natalie O'Byrne.

**Martha Munson Zeller '77** on the passing of her mother, Helen Munson.

**Jill Perry Kelly '79** on the passing of her husband, Dan Kelly.

**Kymry Kistner '81** on the passing of her father, David H. Kistner.

**Valerie DeLapp '83** on the passing of her father, Terry DeLapp.

**Kelly Slater Herman '83** on the passing of her aunt, **Eileen Callaghan '48.**

**Cate Turnbull '83** on the passing of her son, Will Marsh.

**Lynne Madden McDonough MS'79 and Katie Madden Pandes MS'84** on the passing of their mother, Joan Madden.

**Elizabeth Parks MS'79 and Joan Matan MS'81** on the passing of their mother, Lillian Kathleen Matan.

**Catherine Bull Walker MS'79** on the passing of her mother, Susan Spalding Bull.

**Elena Miller Caruso '85** on the passing of her mother, Sister Mary Joseph of the Trinity, O.C.D.

**Annie Tucker MS'95** on the passing of her father, David Tucker.

**Gay Lynch (Alumna)** on the passing of her husband and **Lindsay Lynch (Alumna)** on the passing of her father, John Hampton Lynch III.

**Kathy Scollin (former Employee)** on the passing of her husband, Bruce Scollin.



## A Matter of Science

In 1969, 1500 Butterfield Road had been San Domenico School's location for just five years. Around the newly created campus and just-constructed buildings, students (still all girls) explored new grounds and subjects. In the photo above, former students are seen in what current students refer to as Ms. Huffman's classroom, engaged in a science project.

Many principles of science have not changed over the last 52 years, but one thing that has changed several times is the uniforms. Back in the day, there were both summer and winter uniforms; above, the students are wearing their winter attire, surely eliciting a wistful reverie for some alumnae reading this today and much to the relief of most current students.



**SAN DOMENICO**

**ANNUAL**

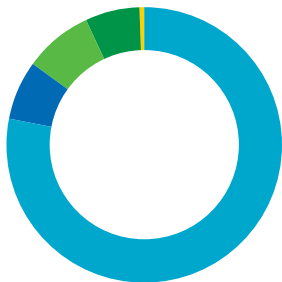


# REPORT

2020-21

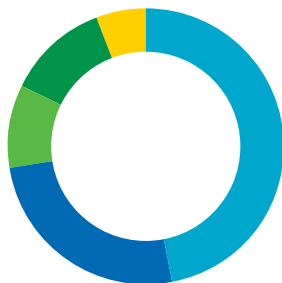


# Financial Summary



## Revenues:

|   |                     |
|---|---------------------|
| • Tuition, Boarding, & Fees (78.2%) ..... | \$34,719,911        |
| • Charitable Contributions (6.8%).....    | \$3,000,350         |
| • Investment Appreciation (8.1%) .....    | \$3,600,089         |
| • Ancillary (0.1%) .....                  | \$65,189            |
| • PPP Loan Forgiveness (6.5%) .....       | \$2,893,000         |
| • Other (0.3%) .....                      | \$142,386           |
| <b>Total Revenues .....</b>               | <b>\$44,420,925</b> |



## Expenses:

|   |                     |
|---|---------------------|
| • Salaries & Benefits (47%).....                          | \$17,702,027        |
| • Indexed Tuition (25.5%).....                            | \$9,648,664         |
| • Program & Student Services (9.9%).....                  | \$3,632,805         |
| • Physical Plant, Equipment, & Depreciation (11.8%) ..... | \$4,511,649         |
| • General & Administrative (5.8%) .....                   | \$2,174,389         |
| <b>Total Expenses.....</b>                                | <b>\$37,669,534</b> |

## Gift Summary by Area

|   |                      |
|---|----------------------|
| Annual Fund, Unrestricted (2.3%) .....  | \$1,004,008          |
| Annual Fund, Restricted (0.1%) .....  | \$74,165             |
| <b>2020-21 Annual Fund (2.4%) .....</b>                                       | <b>\$1,078,173</b>   |
| Endowment & Facilities (0.25%) .....  | \$102,647            |
| Gala and Fund A Need (0.65%) .....  | \$280,195            |
| Virtuoso Program (0.2%).....  | \$83,490             |
| Indexed Tuition/Scholarships (0.3%) .....                                     | \$132,800            |
| Restricted & Special Gifts (3%) .....   | \$1,323,045          |
| <b>Total Annual Fund, Restricted Giving &amp; Special Events (6.8%) .....</b> | <b>\$3,000,350*</b>  |
| <b>Contribution to Reserves.....</b>  | <b>\$6,751,391**</b> |

## Endowment Status as of June 30, 2021

At the close of the Fiscal Year 2020-21 the one-year return on the endowment investments was 24% and the overall market value reached \$16,454,667.

*\*Included in the \$3,000,350 are restricted and Annual Fund charitable contributions and pledges totaling \$1,327,510 in bequests.*

*\*\*Non-recurring revenue generating anomalies with stock market returns and forgiven PPP loans contributed to robust contribution to reserves.*

*Every attempt was made to compile as complete and accurate a list as possible.  
However, we apologize for any inadvertent omissions that may have occurred.*



# From the Chair

## of the Board of Trustees

I am pleased to present this year's Annual Report and to thank all of you so much for your generosity and support in 2020-21. I am proud and honored to be part of this wonderful community and to work with a talented and dedicated faculty and staff.

On behalf of San Domenico, I would like to express my gratitude to you — parents, guardians, trustees, faculty and staff, alumni, grandparents, parents of alumni, and friends — for your generosity and support in 2020-21. Within our San Domenico community, the future is made possible because of you. This Annual Report is an opportunity to acknowledge you and your contributions throughout the year.

This has been an unprecedented year. Throughout the pandemic and in the face of seemingly endless hurdles, our community came together to advance San Domenico's mission, and care for one another. Because of you, SD has been able to thrive despite a multitude of challenges.

Your collective generosity resulted in **\$3,000,350** in philanthropic support. The Annual Fund reached historic heights having raised **\$1,078,173** - a new record.

In the 2020-21 school year, over **1,300 community members** made a gift to San Domenico. Your generous gifts to the School helped offset the increased need for



Indexed Tuition for many of our families. Donations also funded technology upgrades to support teaching and learning in a hybrid environment. And our Stronger Together Fund monies were able to support year-end bonuses for our faculty in recognition of their tireless efforts during these unprecedented times.

San Domenico is on strong financial footing as we look to the future. For 172 years, our School has continually adapted to the times, unwavering in

our commitment to academic excellence and our Dominican values. As members of this community, you are an integral part of our resilience and enduring success.

On behalf of the Board of Trustees, thank you for your investment in our teachers, our students, and the future leaders of an increasingly complex global community. We take on challenges together. We support one another in tough times. And we share in the hope that lies ahead for all of us.

With much appreciation,

Richie Goldman

# The San Domenico Annual Fund

## A Community of Caring

On behalf of a grateful school community, we thank you, our donors and volunteers, for your generous contributions to the 2020-21 San Domenico Annual Fund. Each and every gift is greatly valued and contributes to the ongoing legacy of Dominican education and caring at San Domenico School.



### Symbol Key

- 🕒 10 Year Society Member  
(recognizing 10 or more consecutive years of giving)
- Faculty | Staff
- \* Matching Gift
- † Deceased

### Head's Circle

**\$25,000+**

Gretchen Hillenbrand & John Arlt  
Frances Berger  
Dakota Charitable Foundation  
Traci & Richard Goldman  
Jolson Family Foundation  
Kathy & Joe Jolson  
Melissa & Jeffrey Li \*  
Janet Schneider †

Drusie & Jim Davis  
Rebecca & Greg Diefenbach  
Gillian Libbert & John Duncan \*  
Elizabeth & James Gassel  
Kristen & Mark Goldstein  
Linda Gomez  
Debra & Kevin Hakman  
Kathryn Bryan Hampton '71 🕒  
Kari Heiman & Scott Henderson \*  
Jennifer & Cameron Hillyer  
Anne Holden  
Natalie & Gavin Holles  
Nicole & Joseph Kennedy  
Sara & Andy Kurtzig 🕒  
Elizabeth & Christopher Lane 🕒  
Nancy Donnell Lilly '66 🕒  
Ksenia & Craig Lister  
Matt McMahon \*  
Jodi & Mark Manning  
Chantelle & John Masdea  
Wendy & Scott Morgan  
Manasa Vulchi & Abhiram Ogili \*  
Susan & Bob Reiser  
Liz Revenko '87 \*  
Kristen & Gregory Rivers  
Sally-Christine Rodgers '74  
Robin Bitner & Scott Sanchez  
Sandra Lazaro Montferrer &  
Jose Sanchez Seara  
Jennie & Chris Skelton  
Alison Buist & David Sohn  
Christine & Eric Sohn  
Bonnie & David Spitz \*  
June & John Sullivan 🕒  
Sabrina Simmons & Tom Vogelheim  
Samuel Walton  
Tillie Walton  
Dayna West

### Founder's Circle

**\$15,000+**

Patsy Clifford Capbarat '73  
Roanne Daniels & Andrew Clark  
Diana Dollar Knowles Foundation  
Sara Wardell-Smith  
& Bruce Raabe \* 🕒  
Claudia Lewis & Woody Scal  
The Stanley S. Langendorf Foundation

### Visionary Circle

**\$10,000+**

Carolyn E. Alt  
Anonymous (3)  
Charles E. Auerbach †  
Bingham, Osborn  
& Scarborough Foundation  
Mary & Jim Buie  
Heidi Hickingbotham Cary '61 \*  
Ruth Collins '81 🕒  
Amy & Drew Curby  
Michele & Doug Dillard  
Kelli Limm Fair & Christian Fair  
Keysight Technologies  
Dee & Richard Lawrence 🕒  
Kathryn B. Niggeman 🕒  
Robyn & Robert Rutledge  
Catherine & Stephen Simon  
Melissa & Colin Spooner  
Kathleen & Dan Toney 🕒  
Visa Inc.

### Community Circle


**\$5,000+**

Anonymous (2)  
Rebecca & Raanan Bar-Cohen  
Ellie & Mike Bauman  
Janet Lewin & Elizabeth Brown  
Zaida & Gerald Brown  
Catena Foundation



### Veritas Circle

**\$3,000+**


Anonymous (2)  
Kirby Atterbury '61  
Monica & Pablo Bizjack  
Carol Franc Buck '54 🕒  
Wendy & Andrew Donner  
Karen & Brandon Duisenberg  
Katherine & Duncan Hatch  
IQVIA  
Melanie Jackson '67  
Carrie & Jonathan Kaufman  
Diane & Kevin Keenley  
Kate Supple Klein '75  
Harriet & Thomas Kostic  
Marilyn He & Guidong Lin













Kina & David Mandelbrot  
 Morgan & Michael Mueller  
 Holly & Michael Nettleton  
 Kaitlyn & Mark Olsen  
 Piper Sandler Companies  
 Carly & Bilal Qureshi \*  
 Amanda & Todd Renschler  
 Lori & Glenn Shannon  
 Kira & Charles Skomer  
 Susanne & Gavin Slader  
 Betsy & Glenn Snyder   
 TE Connectivity  
 Ginger & Daniel Trimble  
 Mindy & Kirk Uhrlaub  
 Mallary & Jonny Walker  
 Cindy & Graham Weaver   
 Susan & Christopher Yates

## 1850 Club Up to \$2,999

Advent  
 Daphne & Christopher Alden  
 Cat & James Alexander  
 Edith Allison '63  
 Elizabeth Bowe Anders '64   
 Denise Cain Anderson '82  
 Anonymous (19)  
 Amy & Andy Arenberg  
 Jennifer & Roberto Balmaseda  
 Angela Bauman MS'95  
   & Robert Guerrero  
 Gabriela & Dan Becker  
 Ann Lockhart & Ted Bender  
 Courtney Benoist '77 & Jason Fish  
 Jason Bermak & Sarah Polfliet  
 Kristina & Michael Betz  
 Fedrico Biven   
 Diego Fonstad & Melissa Black  
 BlackRock Matching Gift Program  
 Margaret Huneke Blaine '51  
 Samantha & Gabriel Block  
 BNY Mellon Community Partnership  
 Elizabeth & Kieran Brennan  
 Melissa & Lee Briggs  
 Anne & Robert Brooks \*  
 Carson & Peter Buck  
 Stacey Caen  
 Alina & Edward Callaway  
 Sister Cyndie Cammack, O.P.  
 Carolyn Campora '65  
 Capital Group Companies Global  
 Annie & Steven Carroll  
 Marguerite Meuris Casillas '84 \*  
 Diane & Jeffery Cerf  
 Charles Schwab Foundation

## Matching gifts

Kara & Jeff Cirese  
 Jeremy Cline  
 Shino Cline  
 Nancy Bunting Cline '75  
 Maria & Eric Clothier   
 Sheri & Dayton Coles  
 Alima & Yann Connan  
 Kerry & Ed Cooper \*  
 Molly & Kevin Coughlin  
 Florence Iroz Cubiburu '67  
 Elinor MacKinnon  
   & Jonathan Cummins  
 Cindy & Albert DeLima  
 Margaret Grade & Daniel DeLong

Dianne ^ & Robert Dornbush   
 Svetlana Cherches & Lucas Drisdell  
 Mabi & Michael Ellis  
 Francesca & David Englert  
 Landy Najera & Horacio Enriquez  
 Ensemble Capital  
 Tara Evans-Boyce MS'90  
   & Shane Boyce  
 Linda & Greg Feehan  
 Julie & David Flaherty  
 Ana Fuentes & Javier Flores-Aguilar  
 Kelly & Christopher Fogarty \*   
 Eve Forbord  
 Nyla Brichetto Fornaciari '48  
 Cassie & Paul Gaenger  
 The Gap Inc.  
 GartnerGroup Inc.  
 Elena & Miroslav Gavrilov  
 Traci & James Gearhart  
 Susan & Chris Gilmore  
 Susan & Jay Ginwala  
 Maria Borda & Ignacio Giraldo \*  
 Livia & Mutahar Glasgow  
 Karen Flores & Daniel Goldberg \*  
 Jennie & Vincent Golde  
 Reyli Graber '54  
 Elizabeth & Michael Grasso  
 Laura & Jeremy Gray  
 Diana & Scott Greenstone  
 Pat & Dave Grubb   
 Elena Haase Cox '17  
 Virginia Giannini Hammerness '50   
 Emily & Bruce Hanavan  
 Emily & Charles Hart  
 Kimberly & Gregory Hemsworth  
 Mark W. Henderson  
 Tina High  
 Erika & Karl Hoagland  
 Fred C. Hock Jr.  
 Susan Hoeschler '72   
 Barbara Dolter Hogan '72 \*   
 Rebecca & Gage Houser  
 Adriana & Bryn Hughes \*  
 Gail & Bill Hutchinson  
 Kimberley & Mark Hutchinson  
 Molly Keil Hynes '59   
 Virginia Stewart Jarvis '50   
 Zhongqi Shi & Qun Jiang  
 Betsy & Kevin Joyce \*  
 Joan & Jay Kaiser  
 Sunitha & Scott Kaiser  
 Daniel F. Keegan   
 Kimberli Brown & Bruce Keith   
 Andrea & Peter Kent  
 Key Bank Foundation  
 Kim & John Kieckhefer  
 Hoonae Kim '75  
 Arlene & Dan Kirby  
 Sharon & Noah Klein  
 Claire Hart & Chet Klingensmith  
 Sister Carla Kovack, O.P.  
 Megan Kuykendall & Kevin Kuykendall  
 Johanna & Jim La Fleur  
 Meg Sorota & Brian Lahart  
 Lyn Phan & Chris Lam  
 Susan Lang '61   
 Myriam Chuquin  
   & Jeremiah Lawrance  
 Marcie Noltner Leach '61   
 Allan & Claudia Leavitt  
 Minah & Jae Lee  
 Lisa Der & William Legge  
 Bing Jiao & Tianyong Leng



Phillip Lewis  
 Po Fong Liang  
 Thung-Ben Lin & Shu-Hui Tung  
 Vanessa Phillips & Simon Littler  
 Denise & Edmund Louie \*  
 Jianqiang Ma  
 Daniela & Michael Manning  
 Adrienne Mansi  
 Diane & Russell Marne   
 Marsh & McLennan Companies  
 Emily & Peter Martin  
 Camilla & Hunter Marvel  
 Summer Tritt & Tim Massey  
 Sue Mayhugh  
 Felicia Sanchez McDonnell MS'95  
   & Duggin McDonnell  
 Sister Judy Lu McDonnell, O.P.  
 Andrea & David Millstein  
 Cliff & Gillian Mishalko \*  
 Karen Moore  
 Gina & Sean Morley  
 Michelle & John Morrow  
 Atterbury Newbury '62  
 Kathleen & Jayson Noland  
 Mimi & Robin O'Connell  
 Tess & Keith Offord  
 Oracle  
 Vickie & Sean O'Reilly  
 Courtney Minisce & Shane Orlick  
 Ardith Ott  
 Susan Mansi & Don Panec  
 Erin Heffernan Pasha '89  
 Diane Johnston Paton '53   
 Elizabeth Gress & Charles Paul  
 Virginia Brown Paulsen '71  
 David Penny  
 Brynn & Galen Pewtherer  
 PG&E Company - Employee Giving  
 Evelina Tse & Doug Phythian \*  
 Carol Prince '63   
 Joy DeBenedetti Purcell '54  
 Pyramid Gymnastics of San Rafael  
 Kimberly & Jeff Qvale  
 Sujoya Dey & Arun Raghupathy  
 Selina & Gordon Rainey  
 Steve Rasmussen  
 Betty-Jo Charlton Ravitz '56   
 Mara Hunter Redden '70

Laura & Jeffrey Riella  
 Katherine McCall Robbs '67  
 Holly Greeff Robinson '53  
 Annie Endozo Roth '98  
 Sushmita Roy  
 Salesforce.org - Champion Grants  
 Wendi Schenkler-Samway  
   & Chris Samway \*  
 Annette McConnell & Scott Sanford  
 Keely & Yoav Schlesinger \*  
 Stella Shao '56  
 Leah Fairbank & Adam Shevell  
 Cornelia Sias '66  
 Silicon Valley Bank  
 Caroline & Aaron Silverstein  
 Thea & Michael Skaff  
 Amy Skewes-Cox '71  
 Kerri & Chris Skinnell  
 Mikell Smith  
 Julie & Skip Spaulding   
 Dottie & John Stein  
 Cecily O'Byrne Stock '77 ^  
   & Marcus Stock   
 Laura Stockstill '87  
 Kira & David Swaim  
 Ananda & Jason Tavano  
 Tilda Muller Thompson '64  
 Nancy Powell Tietz '67   
 Julia & Theodore Timpson  
 Shannon & Scott Tithof  
 Abby & Scott Truitt  
 Hui-Ling Chou & Hao-Chuan Tsai  
 Krishna Tyner  
 Heather & Pic Walker  
 Jena & Eric Watson \*  
 Betsy Wellington '78  
 Wells Fargo Matching Gifts Program  
 Alexandra Wheeler '78  
 Mary Ann & Gary Wilkinson  
 Alison & Duncan Williams  
 Alyce de Roulet Williamson '48  
 Lee Ann M. Wise  
 Tina & Gary Wolk  
 Beth Flynn & Richard Wood \*  
 Erin & David Wright  
 Terese McChrystal Wright '47  
   & Samuel Wright

## Panther Club

### Gifts up to \$499

Karin Castaneda & Juan Acosta  
 Anne Mulligan Adams '71  
 Gertrude Evans Allen '49  
 Laraine Allen ☺  
 Megan Amaral '01  
 Bibi Ansari & Ramin Amirhassemkhany \*  
 Hongyan Zheng & Xiaojing An  
 Julie & Mark Anderson ■  
 Nicole Heyneman Anderson '90  
 Robin Mayriscch Andrae '66 ☺  
 Anonymous (31)  
 Gigliola & Juanjose Arbocco  
 Julia Dvorin & Joshua Archer  
 Becky Sandkuhle Ashley '67 ☺  
 Rachel & Jonathan Aspatore  
 Donna Austin  
 Dan Babior & Lucy Puls  
 Mary Jane Baird '58 ☺  
 Marianne Petrini Bales '62 ☺  
 Angela & Dustin Ballard  
 Nicole Ballin  
 Lauren Becker '04 ☺  
 Brooke Bell '94  
 Ranlet S. and Frank M. Bell, Jr.  
 Advised Fund ☺  
 Linda Wong & Joesph Benga Jr.  
 Susan Brillault Bergen & Brian Bergen  
 Karen & Malcolm Berg-Smith  
 Colleen Bertiglia ■  
 Melinda Bihn & William Wallace  
 Emma Dunbar & Elias Bikahi  
 Jennifer Tomsic Bioche '85  
 Mary Bishop '86 ■  
 Carmen M. Bizjack  
 Jackie Blackshear  
 Elaine & Michael Blakeley  
 Elena Blanter ■  
 Patti McCarthy Boitano '67 ☺  
 Anne Bolcom '70  
 Cindy & Richard Bollini  
 Sister Patricia Boss, O.P.  
 Sterling Boyd MS'93 & Edward Burdett  
 Tracy Linsin Bradlee MS'92  
 Margaret Branick-Abilla '86  
 Alicia & Samuel Brasch

Suzanne Brice  
 Mary Helen Briscoe '50  
 Doris Brown ■ ☺  
 Michele McCarthy Brown '74  
 Deborah Brown Robinson '72  
 Catherine Carney Browning '71  
 Deanna Bruton ■  
 Mary Buckingham '75  
 Andrew Buie MS'09  
 Sarah Nicoud Burns '80  
 Beth Hartmann Bursch '62  
 Shari Byrnes ■  
 Ericka Cortez & Silvino Cabello  
 Christopher Caen  
 Bruce & Allyn Campbell  
 John Campbell  
 Marisol & John Capiello  
 Mary & Matthew Capiello  
 John Caro  
 Madeleine Caton  
 Diana Fong Chan '58  
 Greta Chang  
 Charles Schwab Foundation  
 Meghan & Timothy Chatard  
 Dorrie & Victor Chiarella \* ☺  
 Ms. Angela Chien & Mr. Steven Chung  
 Kathleen Churchill  
 Mary & Mark Churchill ■  
 Geraldine Cibellis  
 Nicole Cibellis ■ & Evan Andrews  
 Jim Clapp  
 Doree Clark ■  
 Frances Walker Clark '61  
 Pamela J. Clarke  
 Rata Clarke  
 Eleanor Coffelt  
 Alexis & Gabriel Cohen  
 Kathleen Collazo  
 Heather Loizos & Michael Conklin  
 Peggy Olson Conway '64  
 RuthAnn Conway  
 Bonnie Cook  
 Joanne & Joseph Covert  
 Jennifer Cronan Flinn ■ & Dave Flinn  
 Gerard Cunningham  
 Nikole Cunningham  
 Kathryn Cunnyngnam  
 Terry Cush ☺  
 Phuong Le & Nicholas Da Silva  
 Kim C. D'Arcy

Kristen & Doug Davenport  
 Heather & Arthur Davis  
 Dominique Davison '91  
 Patricia Suhr Dawson '51  
 Sharon & Henri de Marcellus  
 Mary Ann & Robert Dean  
 Alyza Delpan-Monley '07  
 Desiree & Rob DeNunzio ■ ☺  
 Louise Lazarus de Vries '51  
 Kathleen Dickey '69  
 Anne Dolan '70  
 Dominican Sisters of San Rafael ☺  
 Laurie Sweeney Doolittle '77 ☺  
 Dun & Bradstreet  
 Jane Dunbar  
 Janet & John Duncan  
 Kit & Young-ah Dutton  
 Sally Edwards '66 ☺  
 Elizabeth Eliades  
 George Eliades  
 Jana Eliasova  
 Annamarie Ellington '71  
 Nina Escudero-Bailey '71  
 Mary Alice Evans '65  
 Sara Evans  
 Sonya Evans & Antonio Daniel  
 London & Jay Fairborn ☺  
 Lisa Fairchild '75  
 Susanna & Matthew Fassberg  
 Maria Fasal Faulconer '63 ☺  
 Muffie Pennisi Fendler '66 ☺  
 Rossella Rossi & Javier Fitzgerald  
 Liz & Tom Fitzgerald ☺  
 Stacey Fleece  
 Shelley Flint ■ ☺  
 Libby Byrne Flynn '66  
 Caroline Ford '70  
 Amy Salisbury & Ed Fowler  
 Jane Gorsline Frank '71  
 Dodi Friedenberg  
 Tracy Froehlich ■  
 Christine & Christopher Fruhauf  
 Susan McCarthy Fujita '65  
 Jen & Andy Gadiel  
 Yurly Grajales & Felipe Garces  
 Jackie & Theo Garcia  
 Jane Gazzola '76  
 Charlene Geffen  
 Charlene & David Geffen  
 Inna & Gregory Gerskhovich  
 Genevieve & Kymus Ginwala  
 Karen & Will Gioia  
 Mary Alice Godfrey '75  
 Michelle Gonzalez  
 Jana & Zachary Goodman  
 Google  
 Delia & Amy Gosman  
 Lynn Gratonik '64  
 Ellen & Speed Gray  
 Julie Ansara & Andy Greenberg  
 Leanne Greentree  
 Marlene Gutierrez  
 Pete & Shari Habeeb  
 Heather Brigham Hall '82  
 Mel Hall '70  
 Lauren Hamblet  
 Amy Harms '96  
 Joanne Keig Harris '50  
 Katharine Hartell '95  
 Jane & Mike Hartman  
 Laurie Hartmann '72  
 Angele Lewis Hayashi '66  
 Karen Hazlehurst  
 Richmond & Karen Hazlehurst

## Symbol Key

- ☺ 10 Year Society Member  
(recognizing 10 or more consecutive years of giving)
- Faculty | Staff
- \* Matching Gift
- † Deceased

Anna ■ & Tim Heidinger  
 Deborah Todd Heim '63  
 Liz ■ & Steve Held  
 Angela Macias Helgeson '87  
 Carolyn Sharon Heyder '72  
 Kim & Ken High ■  
 Gail & Ken High  
 Elizabeth Hill  
 Beverly Hock  
 Nielma & Kirby Hock  
 Katherine Hogan '99  
 Robert Hogan MS'97



Gisele Norris & Richard Holland  
 Ryan Hopper ■  
 Terry Hoy ■  
 Margie & Alan Huffman ☺  
 Robin ■ & Vernon Huffman  
 Ginger & Don Humphreys ☺  
 Betsy Imholz  
 Melissa Irish  
 Marcy Scandalis Israel '78  
 Bea & Eric Ivory-Chambers \*  
 Kathleen Mahoney Jablonski '65 ☺  
 Ronald Jacobs  
 Kapris James  
 Joan & Jay Jensen  
 Lynn Schmitz Johnson '65  
 Doris Joos '94 ☺  
 Paula & Mike Jurich  
 Kate Milliken & Adam Karsten  
 Christophe Kaster  
 Amy Kaufman  
 Judith Kehoe '62  
 Suzanne & Donald Keith  
 Sarah & Harlan Kennedy  
 Evelyn Luest Kernis '75  
 Katharine Marshall Kibby '48  
 Soonun Lee & Jihun Kim  
 Michele & Douglas King  
 Shannon & Jason Kirchner  
 Kathy Lee Knapp '73  
 Sandra Stockton Kokesh '72  
 Louise Krozek '62  
 Alexa La Plante '96  
 Alison McGrath & Daniel La Russo



Cynthia & John Lake  
 Lindsay Gray Lanning '93  
 Lynda Lasich  
 Ivy & Shai Lavie  
 Jenny Pizarro Le Blanc '96  
 Jeff & Nao Etsuki Lee  
 Zoe & David Leslie  
 Levi Strauss & Co.  
 Holly Andrew & Gabe Levine  
 Kate Levinson  
 Rev. Jack R. Lewis ☺  
 Tina Leung & Jerry Liang  
 Joanne Lin '93  
 Martha Hamilton Lindstrom '61  
 Virginia & Jim Lyons ☺  
 Julia Howard Macy '53  
 Megan Madden '76  
 Wendy & John Madsen  
 Anne Malamud ■  
 Sally Mancini  
 Ellen & Noel Manerud  
 Angele Martin  
 Sally Higelin Martin '00  
 Matson Navigation Company  
 Mara & Mike McCarthy  
 Lynette McConnell  
 Amy & Peter McConnell  
 Monique McCoy Keane '00  
 Nellene Urry McCracken '56  
 Don & Judy McCubbin  
 Frances Francis & Robert McDiarmid  
 Patricia & Ronald McGrath  
 Zanita Miller McGuinness '48  
 Lori Shanoff & Dan McKee  
 Veronica McKenna ☺  
 Natasha Smith McKeown '87 ■ ☺  
 Amy Beresford & Dan McNamara  
 Lucienne & Robert Meckfessel  
 Carol Miller Meeks '71  
 Marla Meislin MS'82  
 Patricia Mennucci  
 Terri & Michael Metzger  
 Lisa & Marino Monardi  
 Tor Taylor & Laurie Monserrat  
 Mary Ann Dohn Moore '71  
 Jennifer & Jason Morehouse  
 Anne Baumgartner Morris '53  
 Gail & Jim Morris  
 Molly Morris ■  
 Stephanie O'Byrne Morris '82  
 & Alan Morris ■  
 Jimena Motta ■  
 Ingrid & Horst Mueller  
 Joanna Mueller ■  
 Denise Myers '71  
 Network for Good  
 Lorna Fung Ng '83 ☺  
 Connie Consuelo Bustinza  
 & Dong Nguyen  
 Adam Noah  
 Marianne Nobmann '75 ☺  
 Elizabeth Noden  
 Catherine Oberto '68 ☺  
 Maureen Mbadike-Obiora & Noel Obiora  
 Gennie & Tyler Olbres  
 Iris Krause & Mark Olson  
 Rosemary Onyeukwu  
 Lisa & Gregory Ott  
 Louise Fleming Owen '80  
 Pacific Gas & Electric  
 Janice Pack  
 Jennifer Panko  
 Megan & Michael Papay  
 Gail Fairchild Paquette '72



LeaAnne A. Parlette ■ & William Richter  
 Alison & Ramesh Patel  
 Bette J. Pedrol - Trust  
 Bette Jane Pedrol-Crossley '67  
 Laura Perini '83  
 Cheryl & Richard Perkins  
 Peckie Harris Peters '77  
 Sarah & Michael Petrik  
 Theresa Le & Michael Phan  
 Angela & Herbert Pierson  
 Kimberly Pinkson ■ & Frank Falkenburg  
 Francesca Pinoni '73  
 Maria Polyakova  
 Lizzy & Eric Poppe  
 Alexandra Porrata  
 Marti Elvebak Porter '71  
 Jeanine & Dan Potter  
 Maria & Rob Potter  
 Mary Bradley Quinlan '70  
 Stacey & Marc Quiñones  
 Zakir Qureshi & Antonia Minnecola  
 Vinette Pennisi Ramsay '70 ☺  
 James Randolph  
 Robin Creighton Ravazzini '90  
 Patricia & Charles Raven  
 Helen Greeley Recinos '78  
 Kate ■ & Jordan Reeser ☺  
 Stephanie Denk Rehak '89  
 Victor Revenko  
 Dixie Ricards ■ & Connor Stock MS'08  
 Béa & Gyani Richards  
 Sharon & Tod Rist  
 Dan Rivers  
 Joan Larkins Robertson '74  
 Chase Rogers  
 Justine & Gary Rudman  
 LeAnda Russell  
 Amy Saavedra ■  
 Hillary Bennett & Russell Sabini  
 Kaylin Mordock & Tom Sadzeck  
 Mary & Ken Salisbury  
 San Francisco University  
 High School Alumni Association  
 Monica Garcia & Josue Sanchez  
 Sarah Sanford '85

Katherine & David Sargent  
 Nicki Boss Sauer '62  
 Kayla Saxon MS'20  
 Cressey Wallace Sayre '57 ☺  
 Dana & Dave Schuman  
 Melinda Scully  
 Kate Wooliever Sedillo '86  
 Charlotte Seligman  
 Eric Shapiro ☺  
 Laura Francine Shaw '65 ☺  
 Barbara Packer Sheats '64  
 Paul D. Sheats  
 Patricia Craven Sheehan '54  
 Lazuli Whitt & Whitman Shenk  
 Chad Sigler  
 Margaret Streich Sigley '59  
 Marilyn Skaff  
 Ginny & Jim Skelton  
 Tracy Sklar  
 Erica Smith ■  
 Kathleen Pasqualetti Smith '65  
 Jacky & Richard Smith  
 Sarah Ann Maleady Smith '75  
 Margaret & Scott Smith ☺  
 Raina & Michael Sobel  
 Cri Cri Solak-Eastin '71  
 Arlene Solomon  
 Nan & Rick Solomon \*  
 Anna & Walt Spevak  
 Lynnie Spiller  
 Margo Fairchild Stahl '71  
 Hilary Staples ■ & Kirk McLaughlin ☺  
 Michelle Stein  
 Karlyn M. Strand ■ ☺  
 Amy ■ & Eben Strousse  
 Sue Lee & Girish Subramanyan  
 Deanna & Jack Sumski  
 Homa Hanjani & Hadi Tabatabai  
 Maryam Talakoob '77  
 Kathy Futscher Theofel '73 ☺  
 Nancy & Dennis Thompson  
 Lynn Cresalia Thompson '73  
 Mary & Dale Tithof  
 TPG Global, LLC  
 Denise Tran

Wanden Treanor '73  
 Frances Tucker '62  
 Nicole Laborde & Joel Turner  
 UBS Financial  
 Loyola Sedano & Isaac Urbano  
 Anna Valadao Defaria '20  
 Lucy & Robert Van Horne  
 Nancy Mendoza & Jose Vara  
 Cleary & Emmanuel Vaughan-Lee  
 Kate & Pankaj Venugopal  
 Sara Deskins-Walker & Constant Walker  
 Jamie Wallach '77  
 John Wandling  
 Susan Clayworth Webb '75  
 Stephanie Wei '86  
 Kelly & Aaron Weidner  
 Eve Gazzola Wertsch '73 ☺  
 Mindy & David Whaley ■ ☺  
 Lynn Lombardi Whittaker '56  
 Sophie Wickramasinghe  
 Williams-Sonoma Foundation  
 Amy Wilson  
 Sandy Pfaff & Benjamin Wilson  
 Shahnaz Sadeh & Stephen Winiarski  
 David Wise ■ ☺  
 Scott Wise  
 Viktoriya Wise  
 Leslie Atterbury Wittkopp '66  
 Lisa Wolcott '87  
 Sandra Fly Wong '66  
 Logan Wood & Paul Brigham  
 Mignone Allen Wood '73  
 Lilah Tuggle & Ishi Woods  
 Heather & Robert Woollen  
 Elizabeth Monson Worthington '45  
 Heather Wright Ojha ■ & Mukesh Ojha ☺  
 Gina & Whitney Wyatt  
 Marilynn Breckenridge Yarborough '64 ☺  
 Susan Stearns Young '70  
 Suzanne Yountchi '96  
 Maria Luna & Ramon Zavala

# Parent Giving

## to the San Domenico Annual Fund

Thank you to each of our donors and tireless volunteers. Special thanks to our indefatigable Annual Fund Class Captains and Advancement Committee members.

### Class of 2021

Carolyn E. Alt  
Gretchen Hillenbrand & John Arlt  
Kristina & Michael Betz  
Diego Fonstad & Melissa Black  
Alicia & Samuel Brasch  
Stacey Caen  
Christopher Caen  
Ms. Angela Chien & Mr. Steven Chung  
Elinor MacKinnon & Jonathan Cummins  
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by Class Year

Thank you to our San Domenico alumni who demonstrated their loyalty to their alma mater with a gift to the Annual Fund in 2020-21. Your generosity is deeply appreciated.



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## Class of '69

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# Virtuoso Program Giving



Founded by Faith Y. France, the Virtuoso Program at San Domenico School celebrated its 44th year as the nation's leading school-based training program for talented string musicians. Many of our graduates study at premier music conservatories and universities, thriving as active performers, supporters, and lifelong enthusiasts of the arts. The program, led by an extraordinary faculty, provides unparalleled musical education.



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\$10,000+

The Ann & Gordon Getty Foundation  
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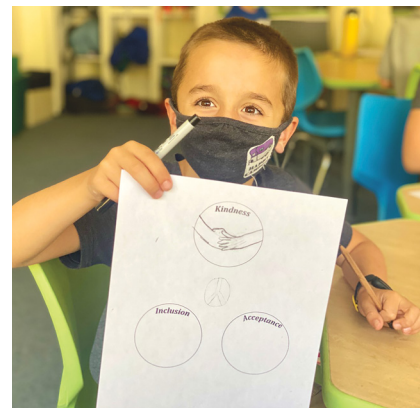
# 2021 SD Cares: The Stronger Together Fund

For the second consecutive year, our annual spring fundraiser SD Cares: Together, Stronger Than Ever was put forward as a live stream event. On April 17, the San Domenico community came together for a virtual celebration and FAN paddle raise in support of The Stronger Together Fund hosted by Emmy-Award winning TV and radio personality, Liam Mayclem. The Stronger Together Fund was established in spring 2020 to provide support for SD teachers, as well as Indexed Tuition for current families. For 2021, our paddle raise focused on raising funds for year-end bonuses for San Domenico teachers in recognition of their remarkable commitment and work during this challenging academic year. We are grateful to our families, alumni, and friends who together raised more than \$280,000 in support of SD teachers. Thank you!

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Hongyan Zheng & Xiaojing An  
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Mabi & Michael Ellis  
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Mirza Khan  
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# A Vision for Community and Aquatics

## The Sister Gervaise Valpey, O.P. Community Center and Aquatic Complex

San Domenico is continually evolving to meet the needs of our vibrant K-12 student community and grow our athletic program. The new Community Center and Aquatic Complex will be a linchpin project for the School, providing a coordinated use facility for athletic teams and all students at San Domenico. With the financial support of our community, the state-of-the-art facility will be named in honor of Sister Gervaise Valpey, O.P. in recognition of her 50-plus years of service and her contribution to Dominican education around the globe.

The project is being completed in two phases. Phase I includes a new competition size pool, pool deck, men's and women's locker rooms, and showers. Phase II will include construction of a 2,000-square-foot community center. Once the center is completed, a final list of all donors will be published. To learn more about the project and how to become involved, please contact Anna Heidinger, Director of Advancement.

**We are grateful to the following San Domenico families, trustees, alumni, faculty, and friends whose generous support helped seed this exciting project.** The following list is inclusive of gifts and pledges received to date.

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Inspired by the Black Lives Matter movement, this new scholarship was established in 2020 by the Martin Mishalko family to inspire meaningful change and support historically underrepresented students in Marin County, California.

As part of its commitment to advancing social and economic justice, the Black Lives Matter Scholarship at San Domenico will provide need-based scholarship funding for students of color enrolled in grades 9-12, residing in Marin City, California.

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At San Domenico, support from foundations and donor advised funds provide critical funding for annual operations, as well as resources for new projects, scholarships, and tuition assistance, special programs, and facilities improvement. We gratefully acknowledge those charitable organizations that provided annual or restricted support during the 2020-21 fiscal year.

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*Please forward this publication. If your child no longer maintains a permanent address at your home, please notify the Advancement Office of the new mailing address by calling 415.258.1931, or emailing [alums@sandomenico.org](mailto:alums@sandomenico.org).*

#### **Non-Discrimination Policy**

In keeping with our mission and core values of study, reflection, community, and service, San Domenico is a community of belonging where students, staff, and families are dedicated to inclusion and respect for all. The school affirms the dignity of every student. It is the policy of the school to provide an educational environment in which all students are treated with respect and which is free from all forms of harassment and discrimination. The school prohibits harassment and discrimination based on a student's actual or perceived race, religion, national origin, sex, sexual orientation, gender identity, gender expression, or disability, or because they are associating with others with one or more of these actual or perceived characteristics. Harassment, including sexual harassment, of any student by any other student or adult is prohibited and will not be tolerated. Furthermore, the school prohibits retaliation against any individual who reports, or cooperates in the investigation of, an incident of harassment or discrimination.



## **All Alumni Reunion 2022**

### **Save the Date: April 29-30, 2022**

As of this publication, we are looking forward to hosting reunion in person. All SD Middle and Upper School alumni are warmly invited to attend. We will be celebrating alumni from the graduation years ending with a two or a seven! A schedule of events will be forthcoming soon.\*

**Details to follow.**

[www.sandomenico.org/Reunion](http://www.sandomenico.org/Reunion)

## **What's new with you? We'd love to hear.**

Please share your updates with us at [alums@sandomenico.org](mailto:alums@sandomenico.org) or visit [www.sandomenico.org/Alumni](http://www.sandomenico.org/Alumni)

*\*COVID safety protocols will be in place, in accordance with public health directives currently in place at the time of Reunion.*