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BRENTWOOD SCHOOL MAGAZINE

SPRING 2018





ON THE COVER

The magic of the annual 4th Grade Overnight was beautifully captured in this "after lights out" moment by parent chaperone Vince Broady. The students traveled back in time through California history at the Lazy W Ranch near San Juan Capistrano, experiencing hands-on activities like panning for gold, grinding corn for tortillas, and making candles. Thematic learning, brought to life by experiences outside of the classroom like this one, is part of Lower School life and creates memories that last a lifetime.

SPRING 2018

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Words From the Head of School

DR. MIKE RIERA

“The outside world may see Brentwood as a college preparatory school, but we steadfastly refute such a narrow definition. Rather, **we see ourselves as preparing students** for college and laying the groundwork for them **to live meaningful and engaging lives** as adults.”

We are all aware of the phenomenal and inspiring teaching that occurs within our classroom walls, and simultaneously we know that a complete Brentwood education is all that happens in the classroom and much, much more. We know this because in conversations with alumni they frequently cite an experience in the classroom as well as something outside of the classroom as pivotal moments. From internships to performances to service work to athletics, the learning opportunities are abundant to all of our students.

In this issue, you will get a glimpse into some of the learning that occurs beyond the classroom and will also see how some of our alumni have made use of what they learned at Brentwood in their careers. That is, the impact of a Brentwood education continues long after graduation. For example, in her conversation at the Young Women’s Conference, Katy Tur ’01 (featured on the adjacent page), referenced many of her Brentwood experiences and teachers that helped pave the way to her successful journalism career.

The outside world may see Brentwood as a college preparatory school, but we steadfastly refute such a narrow definition. Rather, we see ourselves as preparing students for college and laying the groundwork for them to live meaningful and engaging lives as adults—in their 20s, 30s, 40s, and beyond. I encourage you, while reading the articles in this issue, to recognize how the experiences of activism, athletics, and creating a huge conference that impacts teens all across Los Angeles all are educating our students in the present and pointing them towards a meaningful and successful future.

IT'S OUR TURN



OPENING SHOT

NBC News Correspondent, MSNBC Live Anchor, author, and Brentwood alum Katy Tur '01 with It's Our Turn Planning Committee students Chloe S. '19, Sadie Bernstein '18, and Georgia Messinger '18, after she inspired the audience with her words, "If it scares you, it's worth doing."

It's Our Turn 2018

by Lily R. '19

2017 was heralded as a “Year of the Woman.” The year was kicked off by the first annual Women’s March after President Donald Trump’s inauguration, and finished with the momentous #MeToo movement.

Brentwood School’s It’s Our Turn: Young Women’s Conference, held on January 27, just a week after the second annual Women’s March in Downtown Los Angeles, showed that 2018 promises to build on the momentum of the previous year.

As a female and high school Junior who helped plan the conference, I am acutely aware of what appears to be a wave of change surrounding women in the workplace and around the world. More men in positions of power are being held accountable

for deplorable actions inside and outside of the office. Women are less likely to be shamed or silenced when relaying their stories of marginalization.

The Young Women’s Conference website proudly proclaims: “Young women today can be significant forces of change—in their own lives and in society. This conference is designed to empower them to take charge of the future in positive ways that influence and inspire others.”

Over 1,000 participants from more than 90 schools and organizations were represented

Lily R. '19 serves as a student leader on the *Los Angeles Times* High School Insider’s Student Advisory Board. This article appeared in the HS Insider on February 20, 2018.

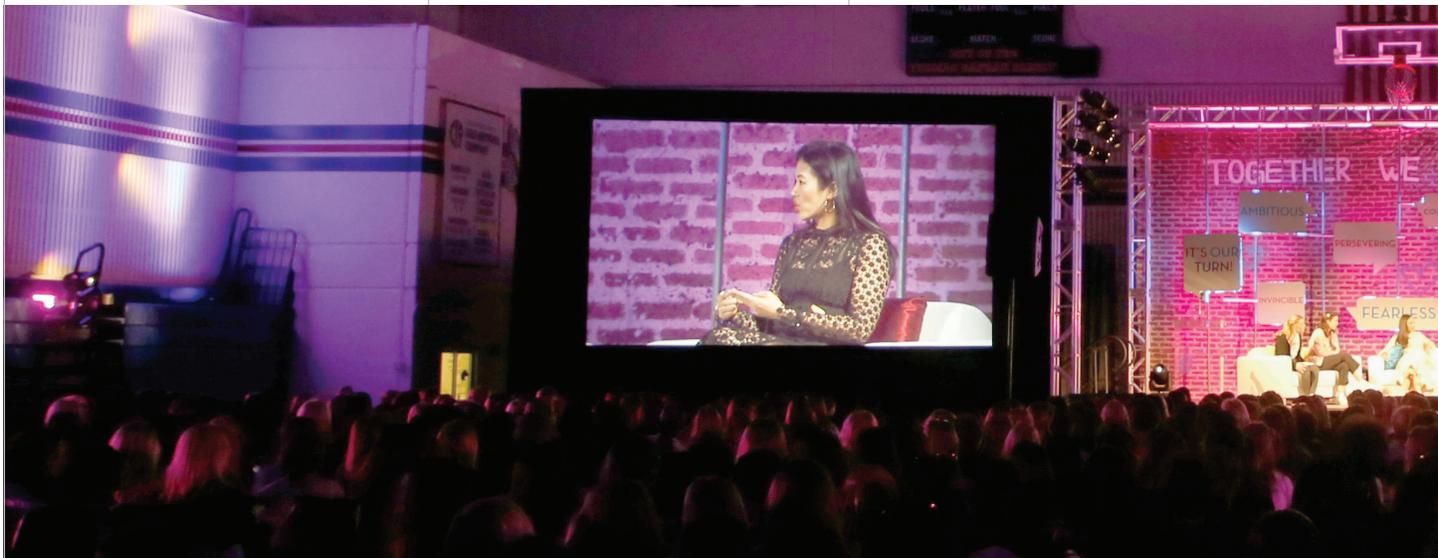


at the event. I was excited by the day’s inclusivity; several speakers remarked that the event’s attendees reflected Los Angeles’ diversity.

The conference featured a series of keynote speakers, including Amy Wakeland, the First Lady of Los Angeles; NBC news anchor Katy Tur; journalist, activist, and former First Lady of California Maria Shriver; director, producer and entertainer Debbie Allen; and former California Senator Barbara Boxer.

The day celebrated what women are capable of accomplishing. Panels and break-out sessions covered a wide variety of topics, including politics, journalism, athletics, arts, entrepreneurship, social media, beauty and body image, Hollywood, and comedy.

My peers and I were energized by the event’s atmosphere of



“Will the movement continue? Or will this change be viewed by history as a short-lived moment of self-reflection and correction? Let us hope that the momentum continues to build. **We need to cultivate the next generation of trend-setters, rule-breakers, record-smashers, and activists.”**

positivity and empowerment. Several speakers encouraged young women to lose their commitment to perfectionism, be bold, and make mistakes. That advice felt particularly applicable to conference attendees; I am aware that my female friends are less likely to take chances or fly on instinct. We tend to over-prepare in comparison to our male peers.

Katy Tur, a Brentwood School alumna, urged, “If it scares you, it’s worth doing.” As she reflected on her critics (including President Donald Trump), she said that she had a revelation: “They’re going after you because you’re making an impact...they’re scared of what you have to say.”

Originally conceived after Brentwood students were inspired by Maria Shriver’s Women’s Conference in 2008, the first conference planners branded their

event “It’s Our Turn,” conveying the young women’s desire to take on the mantle of responsibility and change.

Eight years later, many of those student leaders have graduated from college and entered the workforce, experiencing first-hand the shift happening across the country and across the globe. Will the movement continue? Or will this change be viewed by history as a short-lived moment of self-reflection and correction? Let us hope that the momentum continues to build. We need to cultivate the next generation of trend-setters, rule-breakers, record-smashers, and activists.

The next conference will be held in January 2020. Time will measure our progress. ■

Conference attendees listen to Jasmin Larian Hekmat, Founder/CEO of Cult Gaia, Suzi Weiss-Fischman, Co-Founder of OPI, and Jennifer Yen, Creator/CEO of Purlisse on a panel entitled, “Ideas in Action: Entrepreneurship and You.”

IT’S OUR TURN SPONSORS

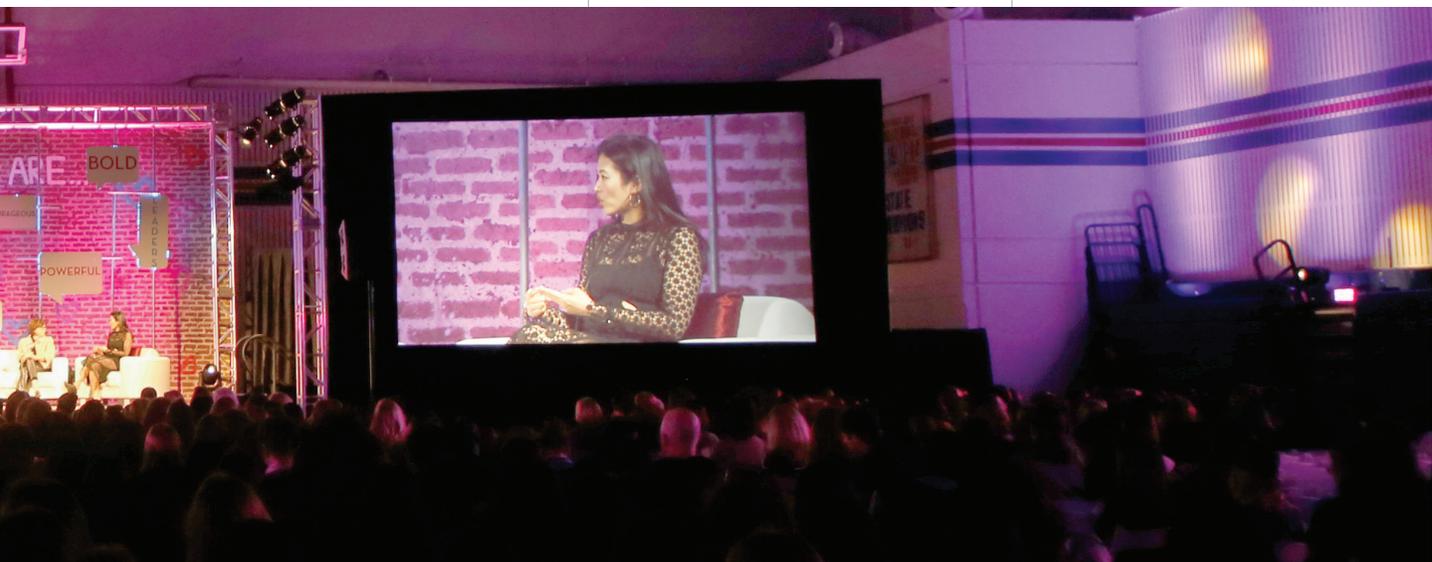
Many thanks to our 2018 It’s Our Turn: Young Women’s Conference Sponsors:

Aerie x Darling

Visionary Women

WME

Colourpop





Fourth graders assemble around the "Gaga Ball" pit before the activities of the day begin at the Lazy W Ranch.

Time Traveling Through California History

by **Tiffanie Gilder**, 4th Grade Teacher

The 4th Graders went on a two-day excursion to the Lazy W Ranch in San Juan Capistrano, where they were transported back in time to experience the many eras of California's history. From panning for gold to muddying their faces, they had a blast!

The Brentwood School 4th Grade Overnight was an experience like no other for us. First, we visited San Juan Capistrano mission, one of the many missions that we have been learning about. We toured the grounds of the mission while

learning many new facts. Then, we arrived at the Lazy W. Ranch.

Over the two days, we actually traveled through time, exploring California history through its many time periods. First, we went back to the Native American era where we learned about legends and uses

of plants. Next, we traveled to the Missions period. We handmade adobe bricks and covered our faces with mud as sunscreen. It was really fun to get messy. At night, we experienced the Rancho period where we created our own unique cattle brand and hand dipped candles. During meal times, we had chores to do like clearing tables and folding up chairs. We also put out utensils and napkins. The next morning, we traveled to the Gold Rush time in 1849. We panned for gold like miners, stole like little banditos, and dug like archeologists. ■



OVERHEARD

“We also had free time where we could go to our cabins or play on the playground. **‘Gaga Ball’ was a highlight of free time for many 4th graders, including myself.** Unfortunately, the trip went by so fast, we were sad to leave. This experience helped us work together and bond as a grade.”



—Aubrey G.

“It was great with many activities to do. **We learned a lot about the lifestyles of Native Americans, Rancheros, and Miners.**”



—Ryan H.

“**The overnight was a fun experience that was the highlight of 4th Grade.**”



—Selma E.

Mayor Eric Garcetti Delivers Commencement Address for the Class of 2018

At this year’s 44th Commencement Ceremony, we had the distinct pleasure of hearing from Mayor Eric Garcetti as our featured speaker. Mayor Garcetti praised the city of Los Angeles as a global leader in innovation and shared poignant stories of his work to end homelessness. With infectious optimism, he related how the people of Los Angeles—the most diverse city in the world—are coming together to set the example for growth and excellence in our country.

Fittingly, Joseph Suddleson, the student representative selected by the Class of 2018 to speak at the ceremony, offered a similar message to his classmates: “We’ve been given a great gift in each other, and so it is our responsibility to use the inner lights we’ve cultivated in our time here to illuminate the answers to society’s greatest problems, to inspire goodwill and love in future generations, and to remind others of our mutual humanity.”

As one might expect in a graduation speech, Mayor Garcetti emphasized that the Class of 2018 would go off and do great things. But he went a step further. He challenged our graduates to come back—not only because their parents would appreciate it—but more importantly, because their city needs them. Because their mayor needs them.

“He challenged our graduates to come back—not only because their parents would appreciate it—but more importantly, because their city needs them. Because their mayor needs them.”



Mayor Eric Garcetti addresses the audience of faculty, staff, parents, relatives, and friends at Commencement 2018.

Environmental Education in 7th Grade

by **Tracy Easley**, Middle School Science Teacher

During the last few weeks of April and early weeks of May, 7th Grade science students were engaged in various activities centered around Environmental Education month. The question, “How can I help save our planet?” has been at the forefront of their minds and they have been encouraged to think “outside of the box” and really consider how one person can really make a difference.

From growing fruits and vegetables from seeds (that will eventually be planted at the VA Heroes’ Garden) to researching complex preservation issues, students have been asked to think critically

and creatively. This culminated in the first ever Endangered Species Symposium, where students researched current conservation efforts being done for specific endangered species and then proposed new solution-based ideas for preservation. Ideas ranged from buoys that light up when sensing manatees in Florida’s coastal waters, to automatic self-deployed oil spill containment systems to save the Californian sea otters. The students presented their proposals to a panel of judges “Shark Tank” style, who were then afforded the opportunity to invest in their ideas. ■



Each spring 7th Grade science students grow fruits and vegetables from seeds, then plant seedlings at the VA Heroes’ Garden where, in summer, they yield food for veterans.

OVERHEARD

“The Endangered Species project was an eye-opening experience. **It sparked inspiration within every student.**”



—Sienna N.

“I loved this project, especially because **we were able to be informed of multiple endangered animals.** We got to pick whatever endangered species we were interested in **and write and research about them.** It was fun to see all the solutions on how to protect these endangered species.”



—Sofia S.

“Now that Shark Tank is over, we have gained confidence in our ability to make the change we wish to see. As the next generation, **the 7th Grade class will be the future of change-makers in our world.**”



—Lily S.



Three months after 8th Grade students were led around the site of the new Middle School Building, great progress has been made raising the walls.

“I hope it opened students’ eyes a bit to what is out there and how **math and problem solving** in general **actually are used in the real world.**”

Middle School “Future Engineers” Tour the Construction Site

by **Michael Kalan**, Middle School Math Teacher

Bright and early on a March morning, my 8th Grade Honors Geometry class toured the new Middle School Building construction site, donning hard hats and fluorescent orange safety vests. The 11 students (including Ms. Dickinson) were accompanied by Brentwood’s Director of Facilities, Victor Pesiri, and Michael Incedon of the Incedon Consulting Group, on a tour led by one of the project managers on the project. The students learned about various aspects of sewer works, types of soil, modern versus old-fashioned methods of building, earthquake damage mitigation, and the volume of the dirt excavated. Following the tour, Mr. Incedon, a civil engineer, attended class to touch on a number of topics and

answer additional inquiries from the students. Considering that it is likely that some of the students from this class will one day become engineers and architects themselves, I hope it opened their eyes a bit to what is out there and how math and problem-solving in general actually are used in the real world. The class will go on another tour late in the school year to see the progress that has been made on the project. ■

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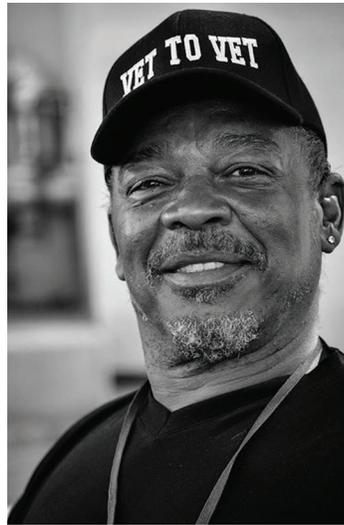
ART + COMMUNITY SERVICE = The 6th Grade Tile Mural Project

by **Edy Levin**, Lower School Art Teacher

The Lower School Art Department loves to collaborate with Service Learning Coordinator Lisa Glick, especially for the annual 6th Grade project. This year, we focused on something that would be meaningful to Veterans living in facilities at the West LA VA. After Robin, Lisa, and I visited the VA, we decided that the outdoor spaces desperately needed beautification. We chose glazed tiles for a mural, thinking they might last longer than painted surfaces. Using our overall measurement of an outdoor/courtyard wall space, we divided the image that focused on nature and was uplifting with bird imagery into enough tile sections so that each 6th grader could paint a tile. They all loved working in this medium and were excited to see all of the tiles put together and on display at the All-School Art Show. Shortly after, it was permanently installed at the VA with the help of our maintenance crew. ■



Students at the All-School Art Show look for their tile to show their friends before the mural is permanently installed at the VA.



The Veteran Services and Activities Council directly serves Veterans in Los Angeles through programs like the Stand Down and various clothing and food drives throughout the year.

The Veteran Services and Activities Council



As part of the Department of Veterans Affairs Draft Master Plan, the Veteran Services and Activities Council was created to formalize the relationships and partnerships between the West LA Medical Center Campus and outside Veteran support organizations, such as Brentwood

School. As stated in their mission, “the Services Council ensures that the services and activities on the VA West Los Angeles Medical Center Campus are reflective of the desires of Veterans and supports the needs of Veterans living on Campus and participating in VA homeless programs throughout the community. It serves as a support and convening mechanism between VA and community partners to help manifest the organization-wide cultural transformation to personalized, proactive, patient-driven care that assists Veterans in receiving services and improving their quality of life.” The Services Council makes sure that all activities and services provided by its members are well advertised and attended, supports a variety of programming, and safeguards against redundancy of programming and services.

Brentwood School has been an active participant on the Council since its inception. Assistant Head of School Gennifer Yoshimaru represents the school at regular meetings to report on the many ways Brentwood is fulfilling its role as a partner to WLA VA programs through a wide array of opportunities and activities offered as part of the Veterans Center for Recreation and Education (VCRE) at Brentwood School.

To receive a copy of the Veteran Services and Activities Council “Year in Review” report and future spotlights of member organizations, please contact Gennifer Yoshimaru at gyoshimaru@bws-campus.com. ■

中文

Language Learning Beyond Books

by **Hilda Leung**, Middle School Mandarin Teacher

Recently, I started using a transformative method of language immersion called Teaching Proficiency Through Reading and Storytelling (TPRS). According to Dr. Krashen's Theory of Second Language Acquisition, students can naturally acquire and produce a language if they have received comprehensive input.

In my immersion classroom, I introduce three to four new structures at a time. Through PQA (Personalized Questions and Answers), and "circling," the students will hear each new structure 60-80 times in a couple of classes. Then, we create stories together using those structures. **This comprehensive input frames their own personal work to retell and write the stories.**

Students learn best in a low-anxiety and high-interest environment.

Quirky and funny student-created stories are infinitely more interesting than textbook dialogs. Plus, they won't forget a story. My TPRS students sound more native than when I used to teach in a textbook-and output-focused way. Meaning, **they don't sound like bad Google translations.** I'm pleased when they start expressing themselves confidently and fluidly, and even joking around in Chinese.

I also invite guest visitors who speak Chinese to class. Recently, my parents visited from Hong Kong during the Lunar New Year. My dad, who has been learning Chinese calligraphy for many years, wrote each student's name in Chinese. More than just an activity, this experience was about getting students involved in the language and writing process through the significance and history of Chinese calligraphy. ■

CALENDAR



School Calendar 2018-2019

- August 28** // K-12 First Day of School
- September 3** // School Holiday: Labor Day
- September 10** // School Holiday: Rosh Hashanah
- September 19** // School Holiday: Yom Kippur
- November 21-23** // Thanksgiving Break
- December 21** // Last day of school before Winter Break
- January 7** // Classes resume after Winter Break
- January 21** // School Holiday: Martin Luther King Jr.'s Birthday
- February 18** // School Holiday: Presidents' Day
- March 22** // Last day of school before Spring Break
- April 8** // Classes resume after Spring Break
- April 19** // School Holiday: Good Friday
- May 27** // School Holiday: Memorial Day
- June 6** // LS/MS Last Day of School
- June 7** // US Last Day of School
- June 7** // 5th, 6th, and 8th Grade Promotion



THE FULL ALL-SCHOOL CALENDAR IS AVAILABLE ONLINE AT www.bwscampus.com/calendar

Athletic Accolades

FALL

FOOTBALL

- **Sol Broady '18**, 2nd Team Gold Coast League
- **Eli Brooks '18**, 1st Team Gold Coast League
- **Bryan Levine '18**, 1st Team Gold Coast League
- **Donovan Wong '18**, 2nd Team Gold Coast League

CROSS COUNTRY

- **Owen Daily '18**, 1st Team Gold Coast League
- **Olivia I. '19**, 1st Team Gold Coast League
- **Wyatt S. '19**, 1st Team Gold Coast League

GIRLS TENNIS

- **Sydney L. '21**, MVP Gold Coast League
- **Samantha W. '21**, 1st Team Gold Coast League

BOYS WATER POLO

- **Zach H. '20**, 1st Team Prep League
- **Shane Patterson '18**, 1st Team Prep League
- **Elton S. '20**, 2nd Team Prep League

GIRLS VOLLEYBALL

- **Chase B. '20**, 2nd Team Gold Coast League
- **Emery Bolkin '18**, 1st Team Gold Coast League, All CIF Division 6
- **Mandi M. '19**, 2nd Team Gold Coast League

WINTER

GIRLS BASKETBALL

- **Brianna F. '21**, 1st Team Gold Coast League
- **Destiny M. '19**, 1st Team Gold Coast League, All CIF Division 4 Player of the Year, Cal Hi Sports Division 4 Team, John Wooden Award Winner Division 4
- **Sammy W. '21**, 2nd Team Gold Coast League
- **Charles Solomon**, CIF Division 4 Coach of the Year

BOYS BASKETBALL

- **Braelee A. '19**, 1st Team Gold Coast League, All CIF Division 2 Player of the Year, Cal Hi Sports Underclassman Team
- **Sam C. '19**, 1st Team Gold Coast League
- **JR O. '19**, 2nd Team Gold Coast League
- **Charley Wadler '18**, 2nd Team Gold Coast League
- **Ryan "Moose" Bailey**, CIF Division 2 Coach of the Year

BOYS SOCCER

- **Scott Calahan '18**, 1st Team Gold Coast League
- **Nic Catalan '18**, 1st Team Gold Coast League
- **Anjan C. '21**, 1st Team Gold Coast League
- **Jonah Geschwind '18**, 2nd Team Gold Coast League
- **Max G. '20**, 2nd Team Gold Coast League
- **Gavin G. '19**, 2nd Team Gold Coast League
- **Steven Khakshouri '18**, MVP Gold Coast League
- **Alex Liebeskind '18**, 1st Team Gold Coast League
- **Dylan W. '19**, 2nd Team Gold Coast League

GIRLS SOCCER

- **Claire A. '19**, 2nd Team Gold Coast League
- **Caroline Benn '18**, 2nd Team Gold Coast League
- **Ava D. '20**, 1st Team Gold Coast League, All CIF Division 4 Team
- **Maddy G. '19**, 2nd Team Gold Coast League
- **Gabby Souferian '18**, 1st Team Gold Coast League



SPORTS ALBUM





1



Senior Signing Day

On May 1, 2018, seven student athletes announced their colleges of choice at the annual Senior Signing Day, surrounded by family, friends, and their coaches.

Aidan Reineman, Soccer
Cornell University

Nic Catalan, Soccer
Wesleyan

Owen Daily, Cross Country/Track & Field
Amherst College

Adam Schwimmer, Golf
Tufts University

Brandon Chien, Fencing
University of California, San Diego

Donovan Wong, Football
Colgate University

Eli Brooks, Football
MIT

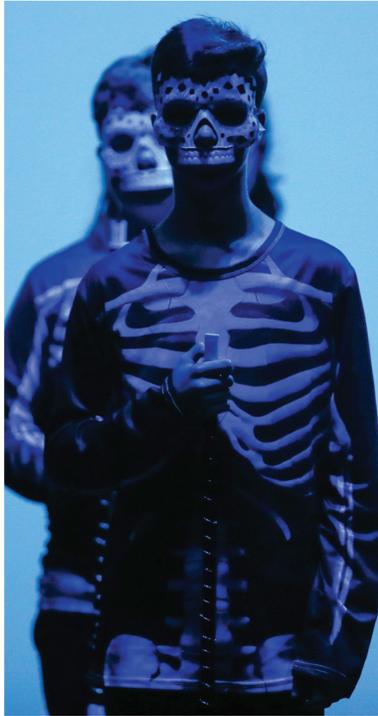


3



4

1 Boys Varsity soccer brings home the Extravaganza trophy.
2 Sydney L. '21 prepares to serve.
3 Shane Patterson '18 aims for the net.
4 Emery Bolkin '18 dives for the ball.



The Middle School Spring Dance Show All About Love

by **Nora Francis**, Middle School Dance Teacher

The theme of this year's show was love—love that binds friends and families together, and unifies everyone despite our differences. We took a journey to the land of the dead to visit our loved ones in a celebration of Día de los Muertos, which provided a vibrant visual landscape in which to display the work of our young dancers, some of whom had never danced before this semester, along with others who have been dancing most of their lives. I strived to capture the feeling of relationships throughout the show, and encouraged our talented dancers to create their own choreography for a couple of the dances. Something I learned from the experience...put masks on the most shy dancers and watch as they come out of their self-conscious shells to surprise themselves (and their parents!) with an exuberance for movement and self-expression. It was magical! ■



Dancers donned elaborate costumes and masks to bring Día de los Muertos to life on the East Campus stage.





Students take the stage at Coffeehouse to share their (sometimes hidden) talents with their friends and teachers.

Upper School Coffeehouse

Coffeehouse offered pretty much exactly what you would think—an open mic night atmosphere in a dimly-lit room, an audience sipping hot beverages, lounging around on bean bags, and lots of different kinds of acts, from music to poetry to comedy, and even magic tricks. What you might not expect unless you’ve actually experienced one is “the collective embrace,” and the “interminably supportive” atmosphere that permeates the event. As some of our Seniors describe it, it is a simple but sincere expression of our core value of Community, and one they hope will always be part of the Brentwood experience. ■

OVERHEARD

“Coffeehouse is one of the best things about Brentwood. It brings our community together to support each other without fail. **We pack together in the SLC and never mind the tight space because the bean bags and twinkly lights remind everyone of the special Friday nights** when we get to listen to musical performances, poetry, and even the occasional magic trick.”



—Sam H. '18

“Somehow, somehow, **Coffeehouse never seems to disappoint.** Our community coming together to support each other makes Coffeehouse so special.”



—Ethan S. '18

“Coffeehouse is an event that we should be proud of for **it gives an opportunity**, every once in awhile, to **‘dance, clap hands, exalt, shout, skip’** (in the words of Walt Whitman).”



—Nick C. '18

“I love Coffeehouse because it brings together a lot of our Upper School to cheer on and support awesome music, which the students come up with themselves. The environment of Coffeehouse is really awesome and **MC’ing it this past time was really special.**”



—Donovan W. '18



El Nido parents (LEFT TO RIGHT) Alec Levenson, Tamara Melzer Levenson, Vilma Enriquez Haass, Alma Aguilar Montenegro, Gerardo Montenegro, and Cecilia Victor celebrate their students.

El Nido Honors Graduating Seniors at the LSA Potluck

by **Dr. Josh Berger**,
Director of the Center for Innovative Leadership

“LSA has really nurtured us and paved the way as we now move into our new leadership positions next year.”

—**Darielle E. '19**

On April 29, the Latino Student Association (LSA) and El Nido (the LSA Parent Affinity Group) hosted its annual celebratory end-of-year potluck.

The event provided a space to honor our LSA Seniors, as faculty members and administrators gave touching individualized tributes highlighting the numerous achievements of this year's graduating group. Collectively, these Seniors have significantly contributed

to every facet of our school from academic scholarship and student leadership, to the arts, athletics, service, affinity groups, and peer mentoring.

The event opened with LSA officers Jess D. '19 and Darielle E. '19 publicly welcoming new families, and included musical performances by LSA members. LSA Vice President Raymond Bautista '18 and Co-President Sophia Haass '18 spoke near the end of the celebration reflecting on their Brentwood and LSA memories. Raymond later shared that “the event was a great time for me to reflect on all of the ways Brentwood has shaped me into the person I am now.”

Elena describes some of El Nido's greatest accomplishments as: supporting LSA parents in attending social events together such as the school Benefit, facilitating bonding and friendship among LSA families with other affinity groups and parents, sponsoring educational events with engaging guest speakers, sharing personal perspectives at admissions events, translating for families at school functions, organizing sales on behalf of LSA, and being inclusive of the entire Brentwood School community. ■

Grandparents Offer Great Perspective

Brentwood School is a place of learning and growth, first and foremost for our students—but it doesn't end there. Programs are an outgrowth of our core values and statement of purpose, and we strive to be a resource and inspiration for those who are connected to our school community.

Grandparents play a key role in the lives of their grandchildren. Our students have shared that their grandparents add context and a bigger picture perspective on life. As students, they bring an outlook that is shaped by family stories, values, and culture that creates their own unique contribution to our school community. **Your grandchild might admire your determination and aspire to your strength of character**, so you'll see them on the playing field, not just playing hard, but playing fair and encouraging others. You may have overcome adversity, so your grandchild might have a particular focus on community service and activism. **Your sense of humor** may be the thing that **gives them the confidence** to relax and perform on stage.

You can be absolutely certain that you are treasured—by your family and by this Brentwood School community. **Grandparents can count on our school to be a resource.** We will be sure to provide opportunities for you **to connect and to learn** so that you can better understand current issues impacting school-age children, get advice on navigating meaningful multi-generational family relationships, and simply have an opportunity to connect with other grandparents of Brentwood School students. ■



Grandparents dive into the life of Brentwood at council events and, of course, at our annual Grandparents and Special Friends Days.

You can check out a plethora of content only available online. Here's a small sampling of what we posted during the 2017–2018 school year. To see more, simply visit bwscampus.com/BWSMagazine and click each icon below.

⊕ Seventh Annual African American Read-In

FEBRUARY 9, 2018

The West Campus was buzzing on Tuesday, February 6, at the Seventh Annual African American Read-In...

⊕ Make It Big: The 6th Grade Ratio Project

FEBRUARY 23, 2018

Spotted along the top floor hallway of the main West Campus building were a pencil the size of a golf club, a flash drive bigger than a laptop, or a box of candy big enough to feed a giant...

⊕ Lucy Meyer Visits Brentwood Lower School

APRIL 13, 2018

On Friday, March 16, Lucy Meyer, an 18-year old Special Olympics gold medalist, visited our 4th, 5th, and 6th graders at the Lower School...

⊕ 10th Grade Chess: Fun with the 3D Printer

MAY 4, 2018

It was the week before Spring Break and the students were showing signs of the long haul since their last vacation day. The geometry teachers thought it

might be a good idea to challenge their students with a creative, hands-on activity to give them a little energy boost with a 3D printing challenge...

⊕ Founder's Bootcamp: How Two Brentwood School Students Scored \$50,000 in Funding

MAY 4, 2018

Not one but two Upper School students participated in Founders Bootcamp this past weekend and found themselves winners of \$50,000 prizes for their apps...

⊕ MS Coffeehouse Packed with Creativity and Fun

MAY 11, 2018

From laughing about "An Ode to Onions," to singing along with an Alicia Keys song, the Middle School Coffeehouse had it all! On Friday, May 5, nearly 80 people showed up to support the performers who...

⊕ LSA and Girl Impact Welcomed Emiliana Guereca from Women's March

MAY 17, 2018

On Thursday, May 3, the Latino Student Association (LSA) and Girl Impact co-hosted a lunch event with Emiliana Guereca, the co-founder of the

Women's March Los Angeles Foundation. In addition to her devotion to feminist and Latinx activism, she has over 10 years of experience in event planning as the Former Director at EZ Event Production and as a former film producer at Solita Productions...

⊕ Middle School Hosts Best Buddies at Annual Probability Carnival

MAY 25, 2018

Despite the misty weather on the track, the Probability Carnival rolled into town and brought smiles to the faces of our Best Buddies from the McBride School...

⊕ Kindergarteners Light Up the Stage in Baby Elephant

JUNE 1, 2018

There was no better way to close out your child's Kindergarten year than by watching the Class of 2030 sing and dance in costume in the beloved "Baby Elephant" performance...

⊕ Media Gallery

Includes photos and videos in these categories: Life at Brentwood, Alumni Association, Arts, Athletics, and Special Programs.

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2018

BRENTWOOD STREET FAIR

by LAURA DUDLEY, Parents Association Chair

There are many traditions at Brentwood School, but one of the most fun is our annual All-School Benefit. For one night only, parents and guardians from the Lower, Middle, and Upper Schools come together with faculty, staff, administrators, and trustees to celebrate each other and the school we love.

This year, the Parents Association honored that tradition with Brentwood Street Fair, a street-themed celebration held at the Museum of Flying on March 3, 2018.

Our amazing Benefit team went all the way this year! Guests were greeted by mimes, living statues, palm and tarot card readers, a wandering magician, and performance artists, The Bumbys. Pink's Hot Dogs, pizza from wood-fired ovens, donuts, and ice cream sandwiches added to the street fair theme, as did the assorted libations that were available throughout the night. And, of course, what Brentwood Benefit would be complete without a great DJ and a photo booth? It was wonderful to see so many in our school community come together (in a wide range of attire!) to build existing bonds and create new ones.

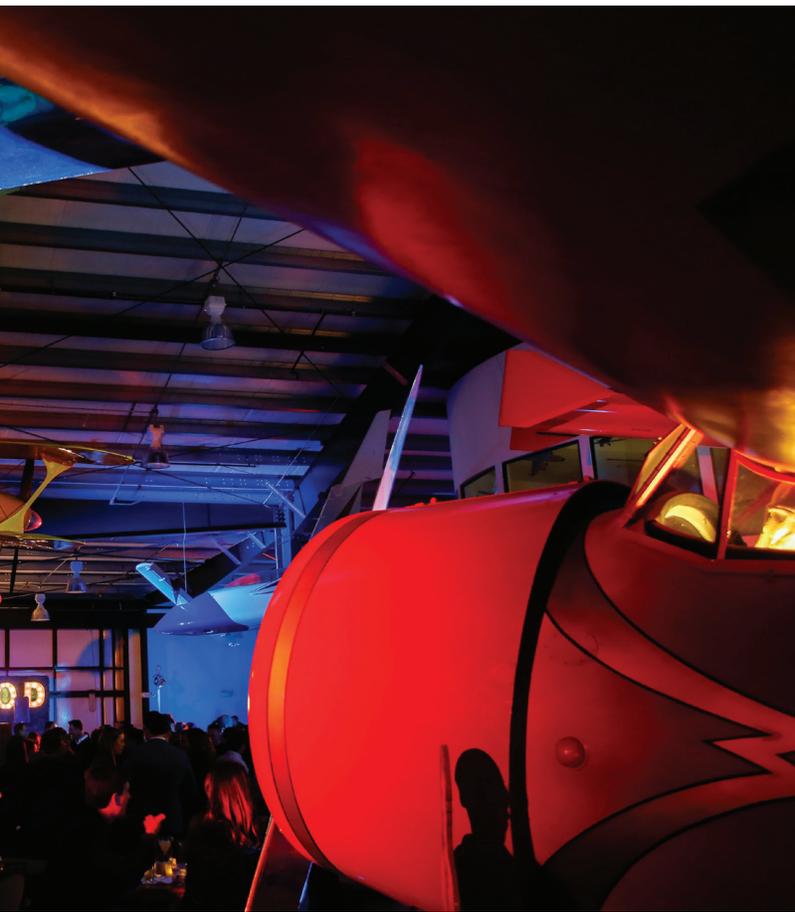
The PA is grateful to the parents and guardians that chose to help underwrite the cost of the Benefit with gifts ranging from \$50 to \$15,000. Their support, combined with the generosity of donors and bidders for our Weekly Flash Sales, Mystery Boxes, and Teacher Outings, made Brentwood Street Fair not only a social success but a financial success as well.

Remember, the Parents Association exists to support our school. With funds raised from Brentwood Street Fair, as well as Eagle Wear and the Party Book parties, the PA hosts events and activities throughout the year that strengthen our bonds to each other and to Brentwood. We are thrilled that the generosity of our parents and guardians enables the PA to give back to Brentwood with an annual contribution to the Brentwood School Endowment Fund, helping to ensure the ongoing strength of this institution.

Thank you for being part of a wonderful evening! ■

Brentwood parents, guardians, faculty, staff, trustees, and administrators had a great night under the airplanes at the Museum of Flying. It was an evening of acrobatics, great entertainment, made-to-order donuts, and fun for every member of the community.





With funds raised from Brentwood Street Fair, as well as Eagle Wear and the Party Book parties, the PA hosts events and activities throughout the year that strengthen our bonds to each other and to Brentwood.



Parents Association BRENTWOOD STREET FAIR Benefit Underwriters

We extend a special thank you to the following families for underwriting this year's Benefit:

FORTUNE TELLER (\$15,000 AND ABOVE)

The Adi and Jerry
Greenberg Foundation
Bui and Herb Simon

MAGICIAN (\$10,000-14,999.99)

Jon and Joya Favreau
David and Meredith Kaplan
Scott and Susan Lord

Gregory Annenberg
Weingarten, GRoW @
Annenberg

STREET PERFORMER (\$5,000-9,999.99)

Elliott Broidy and Robin
Rosenzweig
Jason and Alison Halbert
Brian and Mira Lee

Lance and Hillary Milken
Foundation
Shannon and Michael
Rotenberg

Sugarman Family
Laura Fox and Ben Van de
Bunt

MENTALIST (\$2,500-4,999.99)

The Arango Family
Albert and Holly Baril
Adam and Marina Cohn
MaryAnn and Irwin Gold
Scott and Melissa Klein
Kyle and Emme Kozloff
Blaine and Crystal Lourd
Tamara Mellon

Sarah and Jeremy Milken
Sabina and David
Nathanson
Hedy and Benjamin
Nazarian
Cottle Radziner Family
Richard Robbins and
Katherine Pope

Eden and Steven Romick
David and Michelle
Rosenberg
Stephanie and Nicholas
Sandler '99
Jeremy and Hila Wenokur
Steven and Leah Yari

MIME (\$1,000-2,499.99)

Carter Bravmann and John
Koll
Tara Bunch and Susan
Pfeuffer
Andrew Cohen and
Elizabeth Breckenridge
Laura and Randy Dudley
Patricia Elias
Payman and Nancy
Emmanuel
Hege and Mikkil S. Eriksen
Marc and Gayle Ezralow
The Fauvre Family
Susanna Felleman and Erik
Feig
Harrison and Calista Ford

Jerry and Laura Gallagher
Marc Gurvitz, Julianne
Phillips, Shannon and
Halsey Minor
Jamie and Priscilla Halper
Hopkins Family
John and Eva Iino
Joshua and Melanie Kaplan
Andrew Kim and Emily Ryo
Brian and Lisa Klingenberg
Abby and David Kohl
Charitable Foundation
Ashley and Andrew
Lebowitz
Wendy and Eric Levine
Diana and Steve Maiman

Delia and Jonathan Matz
Melanie and Michael
Neumann
Sasha and Alison Palevsky
Scott Sandler '92 and Betsy
Sandler
Rajath and Moira Shourie
Erika Aronson and Adam
Stern
Carolyn and John Tipton
Rae and Bruce Tobey
Nadine Watt and Andrew
Jameson
Adam and Ophelia Weiss
David Wong and June Yip
The Yoshimaru Family

LIVING STATUE (\$500-999.99)

Anonymous
Leslie Aronzon
The Axelrod Family
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Craig and Arda Berberian
David and Elishia Bolour
Paul and Jill Brindley, Jr.
Aaron and Merav Broder
Tanya and Stan Brooks
Trisha Cardoso
Shadi and Paul Daneshrad
Tim Diethofer '79 and
Lisa Diethofer
Suzy and Steve Gilison
David Ginsberg and Wendy
Hoffman

Rob and Gabrielle
Greenberg
Josh and Ryan Gutierrez
Rusty and Allison Hill
Cece and Mike Karz
Scott and Dana Kaufman
Peter and Dulce Laimins
Carla and Rodney Liber
Steve and Christine Lowe
The Madley Family
Mintzer Family
Eric and Jill Olofson
Jamshid Parvaresh and
Pardis Mirzai
Lauren Peng and Chris Tang
Jeff and Maya Pinkner
Missy and Glen Polson

Jonathan and Darcy Praw
Riera Family
Gary and Luisa Romoff
Kirk and Allison Schenck
Brett and Jake Smith
Meg and Steve Smith
Benjamin and Gloria
Soleimani
Corey and Cheryl Karz
Spound
Shrikrishna Vyas and
Mallory Reznik
Will and Louise Ward
Michelle Adelman Weiner
and Jeremy Weiner
The Wolfe Family
Zapata Family



The Mystery boxes were part of the great fundraising effort at this year's Benefit; attendees spent much of the evening reconnecting with old friends and enjoying the atmosphere together.

**GRAFFITI ARTIST
(UP TO \$499.99)**

- Steven and Kristen Abraham
- Darin and Lara Beebower
- The Beeks Family
- Elizabeth Elson-Birnbach and Michael Birnbach
- Sibyll and Rodrigo Catalan
- Gilles and Sherri Chiasson
- Julie and Michael Cohen
- Robert Eckmann and Jill Rosenthal Eckmann '85
- Mark and Lisa Esses
- Alex and Karin Evans
- Benjamin Ho and Christine Rho
- Jen and Andy Howard
- Beryle Jackson
- Tony and Candace Johnson
- Andre LaMon and Bonnie Berry LaMon
- John and Louise Landry
- Ben and Karen Levine
- Robert and Erica Lockhart '93
- The Mellon Family
- Myers Family
- Jordan and Sahara Pynes
- Norman and Jennifer Reiss
- The Rosenblood Family
- Richard Rubin and Elisha Galaf-Rubin
- Allison and Matthew Schwartz
- Marc and Jenny Sternberg
- Strauss Family
- Kimberly and Jeffrey Tinsley
- Suzanne Todd
- Alexander and Tracy Trivas
- Lauren Abell Windom '01 and Robert Windom
- Punita Khanna and John Yates



PARENT CONNECTIONS



Each school year, a team of incredibly dedicated volunteers from the Parents Association organizes a series of parties to give Brentwood School families an opportunity to connect with one another in a fun and relaxed party atmosphere. We are so grateful to the hosts of these parties, and to all who purchased tickets to attend. Proceeds of ticket sales become part of the Parents Association's annual gift to the Brentwood School Endowment.

Sunset Cocktails on the Beach

HOSTED BY: The Sharer-Mullen, Tranen-Leyer, Damico, and Kenefick Families

Fall Half Day Detox

HOSTED BY: Michelle Good, Vivienne Hochman, Abby Kohl, and Jamie Rosenblood

Manis and Margaritas at Cote

HOSTED BY: Shannon Minor, Sahara Pynes, and Leah Yari

7th Grade Girls Scavenger Hunt

HOSTED BY: The Beebower, Breckenridge-Cohen, Dudley, Eid, Hamburger, Jewison, Rawjee, Whitesell-Sind, and Weiss Families

Middle School Fiesta with Diane Oliveira

HOSTED BY: The Eckmann and Beebower Families

Dinner with Dr. Mike

HOSTED BY: The Nathanson and Riera Families

Faux Mitzvah Party

HOSTED BY: Merav and Aaron Broder, Adi and Jerry Greenberg, Meredith and David Kaplan, Karin and Greg Klein, Michelle and David Rosenberg, Gabi and Lowell Sharron, and Sharon and Simon Mendelson

9th Grade Boys Poker Party

HOSTED BY: The Daneshrad, Karz, Maiman, Minor, Polson, Schwimmer, and Spound Families

Cocktails and Karaoke

HOSTED BY: Holly and Albert Baril, Sarah and Neal Moritz, Shannon and Michael Rotenberg, Embeth and Jason Sloane, and Benton and Darren Weinstock

Cocktail Party with Lower School Director Dr. Dawn Cunnion, Assistant Director Dr. Susie Lyons, and Director of Admissions Adrienne Agena

HOSTED BY: The Kaufman and Griffin Families

A Taste of Spain

HOSTED BY: Pam and Steve Beeks, Jill and Paul Brindley, Suzy and Mark Feldman, Diana and Stephen Maiman, Lisa and Bill McKnight, and Fernanda Carapinha

Lower School Movie Night Under the Stars

HOSTED BY: Jerry and Adi Greenberg

Poker Party

HOSTED BY: Julie and Rusty Weiss, Laura and Adam Weene, Alison and Matt Sherman, Jamie and Paul Kahn, and Shirin and Peyman Yadegar

A Bad Moms Christmas Pre Release Screening

HOSTED BY: Suzanne Todd and Tracey Steinfeld

Halloween VIP Access to the Carlsons' Famous Backyard Blowout Party

HOSTED BY: The Home of Ken and Katrina Carlson

Gracias Madre Tapas and Tequila Dinner

HOSTED BY: The Felleman-Feig, Borenstein, Weiss, and Wilder Families

Kindergarten Moms' Night Out

HOSTED BY: Amy Howe, Jaime Koh, Brett Kassin Smith, and Allison Statter

5th Grade Movie Night and Fun

HOSTED BY: The DiLorenzo, Grossman, Klein, and Yadegar Families

Mediterranean Feast Prepared by Chef Thomas Youell

HOSTED BY: Lisa and Jordan Bender and Chona and Doug Hirsch

Parent Child Art Day at the Home of Megan and Mike Riera

HOSTED BY: Megan Riera

Cocktail Party with Upper School Director, Ryan Boccuzzi

HOSTED BY: The Barger and Silver Families

Wine Challenge Tasting and Dinner

HOSTED BY: The Cohn, Milken, Nazarian, and Neumann Families

Wonder Pre-Release Screening

HOSTED BY: Susanna Felleman and Erik Feig

Dads' Night Out at Wally's Beverly Hills

HOSTED BY: Howard Altman, John Dyett, Marc Gurvitz, Brian Klingenberg, Neal Moritz, Michael Rotenberg, and Jason Sloane

Lunch with Dr. Dawn Cunnion

HOSTED BY: Robin Blau, Cece Karz, Missy Polson, Luisa Romoff, Tracey Steinfeld, and Michele Steiner

7th Grade Boys Poker Party

HOSTED BY: Maggie Drake, Danelle Geller, Carlyn Henry, Lisa Kao, Karen Levine, Ali Myers, Jill Olofson, Karen Sun, and Karen Roberts

White Elephant Party

HOSTED BY: Cece Karz, Deanne Nii, Maya Pinkner, Missy Polson, and Patty Elias Rosenfeld

Lower School Moms' Movie Night

HOSTED BY: Alexis Byk, Hege Eriksen, Sewit Eshetu, France Kouba, Carla Liber, Sahara Pynes, and Julie Teich

Dine and Wine in Beverly Hills with Chef Jon Shook

HOSTED BY: Kathy and Joe Pretlow and Nadine Watt and Andrew Jameson

Cooking Class and Dinner with Renowned Chef Pamela Salzman for Lower School Moms

HOSTED BY: Marina Cohn, Dana Kaufman, Carla Liber, Natalie Wolfe, and Tracy Yadegar

Wine, Two, Three! (aka Helen's Wine Tasting)

HOSTED BY: Andrea Lublin, Norah Weinstein, Elizabeth Sugarman, and Allison Statter

Parent-Daughter Sock Hop for Grades K-3

HOSTED BY: The Firtel, Griffin, Heysse, Lande, Levine, Koh, Smith, and Wynholds Families

Valentine's Cooking Class with Dana Slatkin, The Beverly Hills Farmgirl

HOSTED BY: Suzy Gilison, Galit Laibow, Allison Mellon, Shannon Rotenberg, and Embeth Davidtz-Sloane

Mardi Gras on Amalfi

HOSTED BY: Susanna Felleman and Erik Feig, Jennifer and Larry Bond, and Liza and Conan O'Brien

Karaoke Party at Blind Dragon

HOSTED BY: Suzy and Steve Gilison, Jackie and Adam Sandler, and Kirsten and Keith Sarkisian

Game Night

HOSTED BY: The Beebower, Dudley, Hirsch, Shamji, and Sjoenell families

7th Grade Moms' Galentine's Day Party

HOSTED BY: Sibi Bale, Jennifer Barnett, Katrina Carlson, Allison Gingold, Michelle Good, Abby Kohl, and Julie Teich

Cooking Class and Lunch with Renowned Chef Pamela Salzman for Middle and Upper School Moms

HOSTED BY: Sara Dyett, Caroline Wittcoff Fuchs, Risa Green, Amy Hanning, Colleen Mintzer, and Jennifer Schiff

Parent-Daughter Dance for Grades 4-6

HOSTED BY: The Daneshrad, Geibelson, Lieberman, Lublin, Neumann, Treadwell, and Wolfe Families

Brentwood Dads' Night at the Grand Havana Room

HOSTED BY: Andy Cohen

8th Grade Moms' Night Out

HOSTED BY: Karin Evans, Mindy Freedman, Caroline O'Donnell, Suze Yalof Schwartz, Tammy Ratner, Michelle Rosenberg, and Katie Sharer

4th Grade TGIF Party

HOSTED BY: The Agam, Eriksen, Howard, Rosenthal-Kondo, Gutierrez, and Teich Families

College Party

HOSTED BY: Colleen and Damon Mintzer, Cindy and George Teitelbaum, Emi and Robert Makani, and Kirsten and Jack Getzelman

Kindergarten Campfire

HOSTED BY: The Borenstein, Howard, Grossman, Shane, Tons, and Zucker Families

Ping Pong ... Let's Bounce

HOSTED BY: Annie and Kevin Barnes, Fay and Ben Adel-Zadeh, and Sara and John Dyett

2nd Grade Party

HOSTED BY: The Feig-Felleman, Kinberg, and Romick Families

Cardio Tennis at Bel-Air Country Club

HOSTED BY: Karin Aurino, Lisa Klingenberg, Shannon Minor, Shirin Yadegar, and Leah Yari

Cocktails with Dr. Mike

HOSTED BY: The Nathanson and Riera Families

Bring Your Appetite!

HOSTED BY: The Greenberg and Sharron Families

6th Grade Beach Party

HOSTED BY: The Firtel, Goldstein, Guth, Howard, Howe, and Lakin Families

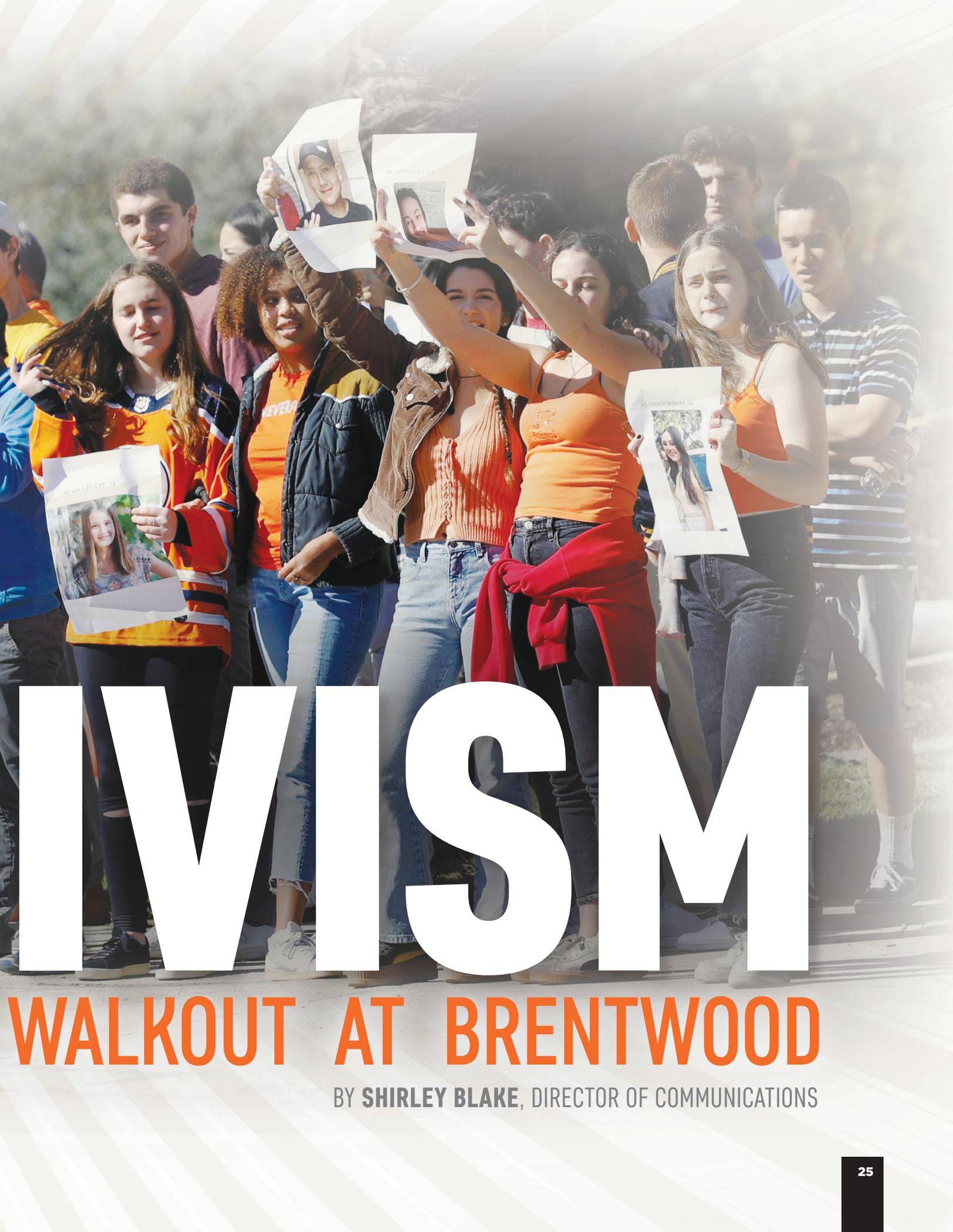
Cocktails, Dinner, and Mindreading at Baltaire

HOSTED BY: Leah and Steven Yari, Tammy and Richard Ratner, Alison and Alexander Palevsky, and Hedy and Ben Nazarian



INSPIRING
ACT

NATIONAL SCHOOL



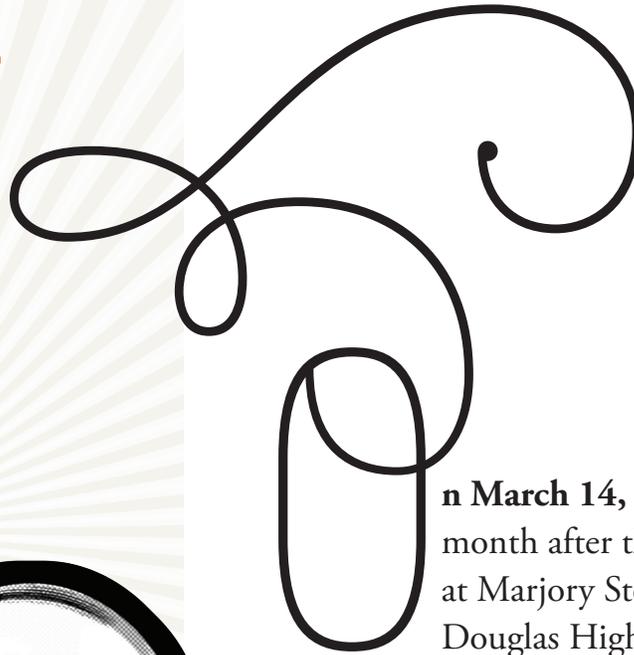
IVISM

WALKOUT AT BRENTWOOD

BY SHIRLEY BLAKE, DIRECTOR OF COMMUNICATIONS

NEVER DOUBT THAT
A SMALL GROUP
OF THOUGHTFUL,
COMMITTED CITIZENS
CAN CHANGE THE
WORLD; INDEED, IT'S
THE ONLY THING THAT
EVER HAS.

—MARGARET MEAD



On March 14, 2018, one month after the tragedy at Marjory Stoneman Douglas High School in Parkland, Florida, nearly one million students and advocates walked out of over 3,000 schools nationwide to raise awareness about issues of school safety and the impact of gun violence. Starting at 10:00 a.m., the “#Enough! National School Walkout” continued for seventeen minutes—one minute for each person who died in the Parkland incident. Some protesters wore orange, others carried flyers and banners with slogans, or photographs of those who had died. Many were overcome with emotion—sadness mixed with anger, but infused with resolve.

LEFT: Claudia Ribas-Armengol '18 energizes students with chants.
PREVIOUS PAGES: Upper School students rally on Sunset Boulevard.

...a collective expression of support for those affected by gun violence was a more pertinent goal than providing a forum to express partisan views.

At 9:45 on that bright morning, Brentwood School Seniors Eve Levenson and Claudia Ribas-Armengol, and Juniors Lily R., Maddie W., and Ethan L., plus a team of student organizers, stood on the East Campus Pool Patio at the bottom of the stairs leading up to the Village Gate, waiting with bull horns and posters wondering if anyone would show up. They had been planning Brentwood School's participation in the Walkout for several weeks, soon after the event was announced when the movement gained momentum on social media. But in the minutes leading up to 10 a.m., they just had no idea what to expect.

After Parkland, when the young survivors of that tragedy emerged on a national stage confronting politicians and giving voice to a revolution, several Upper School students independently approached Director of Student Life Dr. Josh Berger, and Dean of Students David Foote, with their desire to stage a Walkout at Brentwood. While some school administrators across the country were discouraging or even prohibiting their student bodies from walking, Berger and Foote gathered the students and listened to what they had in mind.

Involvement by the administration in a student-led protest posed a unique quandary for some students. They asked, "Why can't we just walk out? Why do we need adults to monitor this?" But ultimately, the

organizers realized the benefit of adult collaboration, especially in terms of providing safety as students walked off campus and out to Sunset Boulevard. As Eve explains: "Organizing this involved finding the balance between civil disobedience, and how to turn activism and protesting into something productive. It was a hard line to bridge. Who is it that we're fighting against? We were not protesting the school or a school policy. It seemed fine to partner with the administration to make our Walkout safe and successful."

Also at the forefront of the student organizers' minds was the firm directive that the Walkout would be non-partisan. Assembly announcements emphasized that the event was about school safety rather than about gun control or the Second Amendment. Coming together as a community for a collective expression of support for those affected by gun violence was a more pertinent goal than providing a forum to express partisan views.

Ethan L. '19 says, "The fact that we could all get together as a student body regardless of politics was appreciated; it was not the moment for people on either side of the aisle to share their views. Seventeen children just like us had died in Parkland, so this was something we needed to do and I appreciated how it was done."

Upper School students enrolled in Dr. Berger's Civic Leadership and Current Events

elective for 10th, 11th, and 12th graders note that communicating with other people with differing views on any given topic is essential to activism. In this course, they learn to discuss contemporary issues facing society and to explore potential solutions, but they also experience what it is like when debates emerge and civility, respect, and understanding are required. Then after examining attempts for social change in government, education, non-profit agencies, media/social media, protest movements, technological innovations, and business, students develop their own projects in which they research and implement reform in their particular area of interest. It is no wonder that several of the Walkout organizers were immersed in this elective when the Walkout was being planned.

As students flowed up the stairs and into the driveway at the gate, a critical mass formed quickly. More and more students and faculty ascended and empty spaces became filled. Middle School students also gathered with the Upper Schoolers, solemnly carrying photos of slain Parkland students and other victims of gun violence. The atmosphere was tinged with uncertainty and strength, anger and passion, sadness and gratitude for life, as a moment of silence set the tone for the walk to begin.

Middle School students walked off campus and lined

INSPIRING ACTIVISM

NATIONAL SCHOOL WALKOUT AT BRENTWOOD IN PHOTOS



1-2 Upper and Middle School students made signs and carried photos of students who were victims of gun violence inside schools. | 3-4 At the Lower School, students wrote about peace on orange circles, then read their thoughts aloud. | 5 Brentwood Upper School students marched from campus up to Sunset where they flanked both sides of the street with signs designed to catch the attention of passing motorists. Archer students joined hands on the driveway of their school to show solidarity with BWS students. | 6 Middle and Upper School students leave campus. | 7 This image of Brentwood students was picked up by wire services and appeared in the *Washington Post*. | 8 Before leaving campus, Upper and Middle School students stopped for a few moments of silence.

Vehicles began honking in solidarity, chants emerged, some joined in, others sat in tearful silence.



“To me peace means when people communicate and unite as one to form a better world.”

—NOAH K. '24

Barrington Place just south of the school, while Upper School students quietly walked in an organized route across Barrington Avenue and out onto both sides of Sunset, stopping in front of the Archer School for Girls campus. Vehicles began honking in solidarity, chants emerged, some joined in, others sat in tearful silence. And the adults among the students were awed and proud.

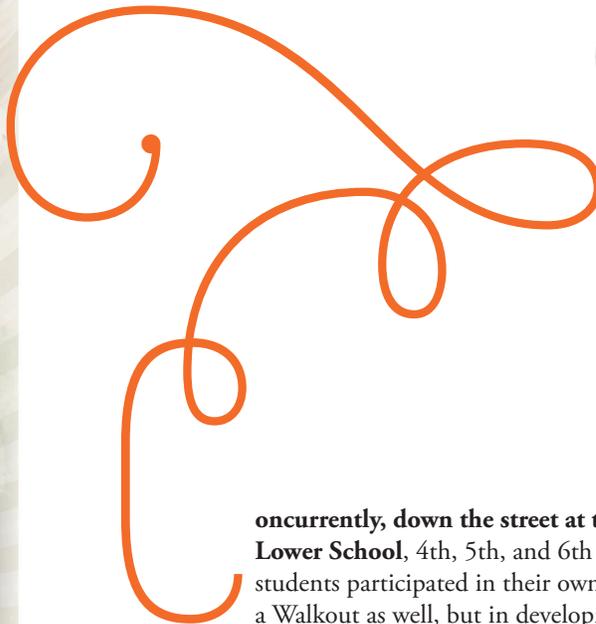
Maddie W. '19 was simply amazed at her school community, and relieved that people did indeed show up. “The reason we marched was not because we wanted the rush of standing up and walking out of math class. We were walking so that we could be part of the bigger national picture of this time in our history. I felt very proud of our generation...this [violence] has gone way too far, and this is how we are all going to unite and work together.”

Flash forward to June 2. On the same day that Brentwood School's Class of 2018 Commencement Ceremony took place, the Senior class of Marjory Stoneman Douglas High School received their diplomas as well. Days later, a group of the survivors announced that they will spend the summer traveling the country to register young voters and further their mission to make safety in schools a central issue in the

upcoming midterm elections. One of the students, Cameron Kasky, said this about their upcoming “Road to Change” effort: “This generation is the generation of students you will be reading about next in the textbooks...these are students who are changing the game. It's not just [me and my friends] from Stoneman Douglas High School. We are part of something so much greater. Students from all over the country are beginning to get up, rally, move in the right direction and realize just how important it is to exercise our freedom.”

While youth activism is currently surging across the country, social consciousness has long been a foundational tenet of a Brentwood School education that inspires activism in many ways on a K-12 continuum. However, we often mistakenly believe that the educational experience offered at Brentwood is unique. While the Brentwood experience can certainly have a profound effect, the true power of what's happening across the nation is that it's not at all unique to just us, and that is unifying. The very things opening the hearts and minds of our students is exactly what we're seeing on a national level among young people of all ages, genders, nationalities, and socio-economic classes. That alone should inspire us all and give us a reason to have hope. ■





Concurrently, down the street at the Lower School, 4th, 5th, and 6th Grade students participated in their own form of a Walkout as well, but in developmentally appropriate ways. Rather than making their participation directly tied to the national movement and its mission to end gun violence in schools, teachers instead led discussions in classrooms about how to affect change, what peace means to them, and being safe at school. Following some time to discuss these topics and to draft comments that they would share with their peers, students and teachers walked out of classrooms onto the field to form a human peace sign, carrying their reflections on round pieces of orange paper. It took a little while to assemble in formation, but the students remained solemn and composed, particularly as each student and adult around the peace sign shared the statement on his or her orange paper. Statements included: “We can affect change by being mindful about issues in today’s world”; “Us young kids can change the world. Speak up. We are together. We are one;” and “We can affect change by questioning the news and not believing everything they say.” Afterward, the 6th Grade Leadership Team collected the papers and created a peace sign display—a monument to their collective experience from the moment. Many students acknowledged that joining the Middle and Upper School students in this activity made them feel part of something bigger than themselves. And as one 6th grader perfectly stated, “To me, peace means working together.” ■

**LEFT: Lower School students form a human peace sign on their field.
ABOVE: Lucas B. '26 reads his peace statement.**

LEFT: Lower School students decorate pillowcases to hold their emergency supplies, as part of the Emergency Preparedness campaign. MIDDLE: Middle School students gather socks collected in the Sock Drive to help homeless Veterans. RIGHT: In a recent voter registration drive, Upper School students registered and pre-registered to vote in this year's mid-term elections.



BY SHIRLEY BLAKE, DIRECTOR OF COMMUNICATIONS

BRENTWOOD STUDENT ACTIVISM

It begins with the robust calendar of service learning activities at the Lower School woven throughout the curriculum from Kindergarten onward. Service learning benefits our students in two primary ways. First, opportunities to go into the community and serve others open their eyes—often for the first time—to social issues and injustices, which in turn opens their hearts to having compassion for those in need. Secondly, service learning compels students to open their minds and find solutions—they innately seek out ways to elicit change asking, “What can I do to help?” The Walkout was certainly an outward manifestation of the civic engagement continuum at Brentwood. Some of the moments along that path are noted here...

LOWER SCHOOL 4TH GRADE SOCIAL JUSTICE CURRICULUM AND THE “I HAVE A DREAM” SPEECHES

By the time they reach the 4th Grade social justice focus, students already have a well-developed sense of issues present in the community surrounding them. Each 4th grader is tasked with identifying a cause about which they are passionate—from ending childhood hunger, to LGBTQ rights in the workplace, to pollution and saving endangered species, to ending gun violence in schools—to present in their “I Have a Dream” speeches. They research the issues, present data and statistics, and then, most importantly, create an actionable solution that they can achieve personally or with the help of their classmates. From beach clean-ups, to bake sales, to letter-writing campaigns, these young activists are ready to engage and enact change.

6TH GRADE SERVICE LEARNING PROJECT

The entire class references their curricular study of ancient civilizations and early democracy to determine a social issue to address as a whole group throughout their 6th Grade year. They ask, “What does being a citizen in a democracy mean?” and “How does democracy really work?” and find real world answers as they work through the logistics of the 6th Grade Service Learning Project—the “capstone” to their Lower School experience. For the past 15 years, time has been carved out of the 6th Grade daily schedule for the students to meet with Lisa Glick, Lower School Service Learning Director, who scaffolds the process along with the teaching teams. Projects have included getting a crosswalk across Barrington Avenue in Brentwood Village, to a campaign to end texting and driving, to this year's Emergency Preparedness campaign.



Ace of Hearts
 Aid Still Required
 Aids Project LA
 Algalita
 Alliance for Children's Rights
 American Cancer Association
 American Heart Association
 American Red Cross
 Arts For Kids
 A Place Called Home
 Berkley Gardens Residential Care for the Elderly
 Best Buddies
 Boys and Girls Club of Santa Monica
 Bread and Roses Café
 Camp Harmony
 Cedar Sinai Medical Center
 Children's Bureau
 Children's Hospital of Los Angeles
 Children's Institute
 Children Helping Poor and Homeless People
 City Year
 Creec
 Discover Center
 Determined To Succeed

Brentwood students partner with many different community service organizations. Here is a sampling of some with which students work.

Food Forward
 Foundation for the Junior Blind
 Friends of Animals Foundation
 Friends of Ballona Wetlands
 Friends of LA River
 Habitat for Humanity
 Head Start
 Heal the Bay
 Heart of LA
 Jewish Home for the Aged
 Koreh L.A.
 L.A. Goal
 L.A. Animal Services Volunteer Office
 Lange Foundation
 Los Angeles Mission
 Make A Wish
 Maple Center
 Mar Vista Family Center
 Mattel Children's Hospital
 Meals on Wheels
 Million Trees Initiative
 Milk and Bookies
 My Stuff Bags
 New Directions for Homeless Vets
 One Voice
 OPCC
 Operation Gratitude
 Opica
 Poll Workers
 Portraits of Hope
 Project Angel Food
 Project New Hope
 Promises Foundation Miriam's House
 Ride On LA
 Santa Monica Animal Shelter
 Shane's Inspiration
 Special Equestrian Riding Therapy (S.E.R.T.)
 Special Olympics
 St. Joseph Center
 Strides Therapeutic Riding
 Surf Riders Foundation
 Team Prime Time
 Teen Line
 The Harmony Project
 The Salvation Army Transition Village
 Tree People
 Turning Point
 UCLA Medical Center
 Upward Bound House
 Veterans Administration
 Venice Family Clinic
 Vista Del Mar
 Westside Children's Center
 Westside Food Bank

ON A CONTINUUM

MIDDLE SCHOOL SERVICE LEARNING AND GLOBAL STUDIES

For those who are interested in a leadership role, the Service Learning Organization (SLO) was created to discuss ways young teenagers can take action, serve others, and become engaged in social issues. These students also grapple with the reality that, while they do not yet have voting power, they have immense opportunity to effect change, especially through their collective purchasing power and through effective use of social media.

Several of the SLO members cited their Global Studies class as giving them a window into the world of human rights, encouraging social awareness in an age of globalization. As the course description states, "The primary goal of the course is to develop students' global literacy, giving special attention to the geographic, historical, economic, political, and cultural forces that produce harmony and conflict across international borders. Students will also participate in a service learning project geared to promoting compassion and political action for an issue afflicting a region of the world. The course aims to inspire morally responsible citizens who understand the importance of serving the needs of others." An unintended outcome of this course, however, is the realization that there are many needs right here in our own backyard that young people can address, such as Veteran homelessness. From this came the idea for Sock and Toiletry Drives.

UPPER SCHOOL CIVIC ENGAGEMENT

Upper School students find no shortage of opportunities for engagement—a long list of clubs and activities, several courses including Civic Leadership and Current Events, Global Justice, AP Environmental Science among others, and the Benefacta Leadership Council. When they have an idea for a project, perhaps to assist an organization like an animal shelter in need of blankets, or to address social issues like teenage mental health by volunteering at TeenLine, students find faculty and administrators are ready to sponsor and support most every student-generated idea that comes along.

In recent years, there has been a shift from traditional community service to activism—attempting to find solutions to the root causes of social issues rather than only service to those affected by them. While they are still serving hot meals at the Salvation Army Transitional Village Winter Shelter, students might also be inclined to volunteer for the recent Greater Los Angeles Homeless Count where, as Eve Levenson '18 explained, "The information we collected will insure vital resources make it back to larger Los Angeles community to fight for the needs of those whose voices would not otherwise be heard." With a similar goal in mind—to give voice to the silenced—a voter registration drive in the South Quad occurred as a follow up to the Walkout, where 18-year-old students or those approaching their 18th birthdays were able to register in anticipation of this year's election cycle.

THE PERFECT

WIN
WIN

Lightning struck twice when
Boys and Girls Varsity **Basketball teams**
both **earned CIF Championships**
for the first time in the same season.





BY SHIRLEY BLAKE DIRECTOR OF COMMUNICATIONS



Moments after winning CIF Southern Section Championships, the Girls and Boys Basketball teams celebrate in their locker rooms with Coaches Charles Solomon and Ryan "Moose" Bailey.

T

he 2018 Basketball season at Brentwood was illuminated by the light of a blue moon. The once-in-a-lifetime, only-in-a-fairytale kind of season where both Boys and Girls Varsity teams experienced stellar seasons on a parallel trajectory. They advanced side-by-side through the playoffs and ended up with two nail-biting CIF Southern Section Championship victories. The friendship of **TWO COACHES, A PAIR OF TALENTED SIBLINGS,** and **TWO COHESIVE GROUPS OF EXCEPTIONAL ATHLETES** were all part of making the stars align.



TWO COACHES Coach Solomon and Coach Bailey raise their team's CIF Championship trophies on the same court, hours apart.

...IT'S UNIQUE TO FIND THE KIND OF COLLABORATION AND CAMARADERIE FOUND BETWEEN COACH RYAN "MOOSE" BAILEY AND COACH CHARLES SOLOMON.

"WE TALK ABOUT GAME PLANS TOGETHER, EVEN AT HALFTIMES DURING EACH OTHER'S GAMES. WE LOOK AT VIDEO TOGETHER, WE TALK STRATEGY, WE DIAGRAM PLAYS TOGETHER. THERE'S NO EGO."

—COACH CHARLES SOLOMON

TWO COACHES

Longevity in a coaching staff is important to the long-term success of a program, but it is uncommon in high school sports, as is the ability for coaches to find mutual respect and support for each other when coaching different genders. Coaches are all essentially playing for the same team, and yet it's unique to find the kind of collaboration and camaraderie found between Coach Ryan "Moose" Bailey and Coach Charles Solomon.

Moose closed out his 8th season as Varsity Boys Head Coach with a second straight CIF Southern Section Championship, and Charles ended his 6th season with his second CIF Championship banner in four seasons with the winningest girls team he has ever helmed, with 30 wins and only 5 losses.

The way Moose describes it, "Charles and I are very close, fully supporting each other over the years when our teams were going through various successful and not so successful seasons. But this year was even more special because we could go through this incredible season together."

"We talk about game plans together, even at halftimes during each other's games," said Charles. "We look at video together, we talk strategy, we diagram plays together. There's no ego."

As explained by Athletic Director Amanda Kelson, coaches should be each other's support group: "We ask coaches to rely on each other and use each other as peers. The sport may be different, but the issues and challenges coaches face are similar, and they are their best resources. When we work together as a community of coaches, it translates to the big game."

Ultimately a coach's success is marked by his or her impact on the young athletes they teach, lead, and inspire. Junior Braelee A.—whose three-point shot in the final seconds of the 2017 CIF Championship game and outstanding play and leadership this



ERIC O. '19

“IT WAS SUCH A COOL EXPERIENCE TO GO THROUGH THIS WITH MY OLDER BROTHER. HE ALWAYS LOOKED OUT FOR ME AND GAVE ME GOOD ADVICE. ESPECIALLY DURING PLAYOFFS, HE TOLD ME TO STAY CALM AND JUST PLAY...”

—SAMMY W. '21

season that set the tone for the team—attributes his successes on the court to Moose’s confidence in him. Speaking about that famous buzzer beater last year, Braelee recalls, “I had already missed a few chances to put the game away, so I was scared when coach wanted to run the final play through me. But he believed in me and that made all the difference.”

Both coaches are excited to keep the momentum going during the off-season in anticipation of coaching their teams to even greater heights next year. They are both hungry for the state banners that have eluded them, and both are confident their seasoned teams will have the drive and skill to go the distance. Moose will lose his two Senior leaders, Donovan Wong and Charly Wadler, while Charles gets to watch his freshmen girls, including Charly’s phenom sister,

just get better and better over the next three seasons.

TWO SIBLINGS

It is truly rare to watch two teams in the same sport go the distance in the same season. Rarer still to find a brother and sister combo among the players. Charly and his younger sister, Samantha “Sammy” W. ’21, acknowledge the significance of sharing this special season as family members, but both say the family-like quality of their teams was the most rewarding part.

Charly’s motivation over the course of his basketball career has been to defy expectations. “People look at me and don’t see much of a basketball player, but through lots of hard work, I’ve established myself.” Both Moose and Charles agree that they’ve never seen an athlete work so hard to get better, and his improved game

over the past four years has been remarkable.

Sammy made the decision to follow her basketball passion as a freshman, leaving soccer behind before starting 9th Grade. It was clearly the right move, considering her record-shattering 91 three-point shots this season. According to Coach Solomon, she will be the all-time best three-point shooter in school history by the middle of her Junior year if she continues at this pace. The final 15 seconds of the championship game at Azusa Pacific University on March 3 showed the kind of play Sammy will likely bring to the court throughout her years at Brentwood. As Coach Solomon describes the end of that game, “There were 15 seconds left, no time outs, and the girls were looking to me for a play. I called our high pick and roll from the slot, keep the corners flat, and attack. The play took a long time, but in the end, Sammy used her instincts and capitalized on a defensive error by the other team to drain the 3-pointer. And then the steal...she saw the girl put her head down and just instinctively took advantage of the moment. That’s just what Sammy does.”

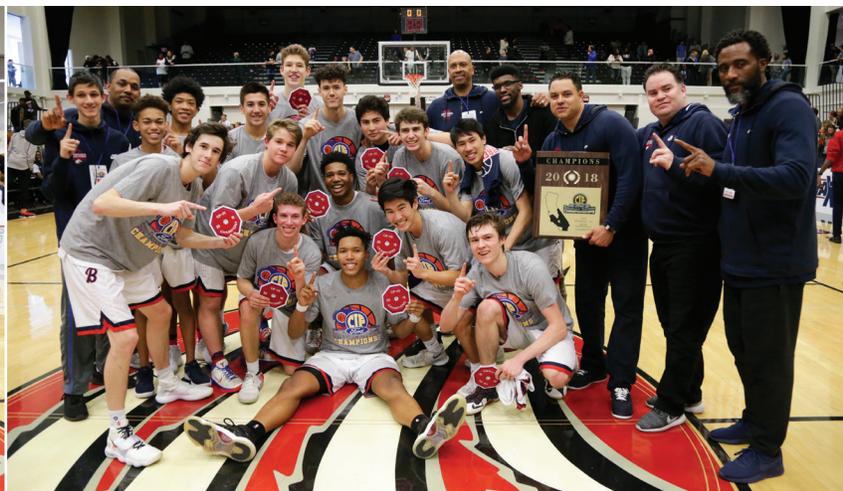
According to his coach, Charly is a wonderful big brother; always supporting his sister and her teammates. On the court, he’s very respectful and kind, and gives everything to the game.

“I will always remember playing in sell-out playoff games and CIF Championships,” said



TWO SIBLINGS Charly Wadler '18 and Sammy W. '21 are all smiles following championship games where they were both instrumental to their team’s victory.

TWO TEAMS Both teams proudly present their CIF championship shirts, patches, and plaques. **LEFT:** Girls Basketball Coaching Staff: Head Coach Charles Solomon, Esteban Copado, Brendan Leong, Kiara Quinn, Irina Sharf, Andre Simmons; Girls Basketball Roster: Genneseey A. '19, Elizabeth Feldman '18, Jade F. '20, Brianna F. '21, Talia G. '20, Erica H. '21, Danielle L. '21, Destiny M. '19, Trinity M. '20, Gabby Souferian '18, Sammy W. '21. **RIGHT:** Boys Basketball Coaching Staff: Head Coach Ryan "Moose" Bailey, Michael Bartman, Brandon Brooks, Ountaé Campbell '15, Ivan Garner, Cornelius Holden, Ray Humphrey, Ryan Walcott; Boys Basketball Roster: Braelee A. '19, Sam C. '19, Cameron M. '21, Zach M. '21, Jared N. '19, Finnley O. '19, Eric "JR" O. '19, Justyn P. '21, Brett P. '19, Wilson S. '21, Brayden T. '20, Reggie T. '21, Charley Wadler '18, Donovan Wong '18, Cameron W. '20



BOTH COACHES DESCRIBE THEIR TEAMS AS GROUPS OF PLAYERS WHO CONNECT WITH EACH OTHER AND SUPPORT EACH OTHER IN MOMENTS OF SUCCESS AND FAILURE. THEY ARE NOT ON THEIR OWN ISLANDS, AND THEY DON'T PUSH PERSONAL AGENDAS.

Charly, "but I'll remember the relationships that I've developed over the past four years more than anything. Having a cohesive brotherhood of guys has made these experiences always fun and enjoyable...Our relationships are so much more than just basketball."

"It was such a cool experience to go through this with my older brother," said Sammy. "He always looked out for me and gave me good advice. Especially during playoffs, he told me to stay calm and just play...I will miss him so much when he goes to college next year!"

While Charly and Sammy should be acknowledged for the difference they individually made to the success of their squads this season, they know success has come to them through the strength of their teammates. They emphatically note that the collective is greater than the individual in this sport.

TWO TEAMS

In recent history, both sides of the basketball program at Brentwood have experienced successful seasons, through coaching consistency and the serendipity of putting together exceptional teams of players whose individual skill sets contribute to the whole.

The girls won their last CIF Championship in 2014, which was Coach Charles Solomon's first as a Brentwood coach. Since then, they had some challenging seasons with players struggling to find the right mix of attitude, drive, and commitment. This year, thanks to the addition of several new players, including Briana F. '21 and Destiny M. '19, the team was infused with new energy, leadership, and enthusiasm. Briana would earn CIF-SS Division IV Team Honors at the end of her first Brentwood season, while Destiny was named State Division IV Player of the Year, John Wooden Award Winner HS Division 4 Player of the Year, and CIF-SS Division IV Player of the Year. Certainly their leadership throughout the season was a driving force behind the team's success.

The Boys Varsity team, coming off their CIF Championship win in 2017 with a virtually unchanged roster, was ready to hit the court as

POST SEASON ACCOLADES

Braelee A. '19

CIFSS Division II Player of the Year
CalHISports Underclassman State Team

Destiny M. '19

State Division IV Player of the Year
John Wooden Award Winner HS Division 4 Player of the Year
CIFSS Division IV Player of the Year

Briana F. '21

CIFSS Division IV Team Honors

Charles Solomon

CIFSS Division IV Coach of the Year

Ryan "Moose" Bailey

CalHISports State Coach of the Year
CIFSS Division II Coach of the Year



BRAEELE A. '19, DESTINY M. '19, BRIANA F. '21

a seasoned unit, hungry to repeat their success. Their brand of play is often “come from behind,” gradual, consistent, keeping the fans on the edge of their seats as they chip away at leads and close in on opponents often in the final quarter.

Braelee explained in a recent issue of *The Flyer*, “Our team is always resilient... We believe in each other and trust everybody will do their job when their game is on the line. We just keep a positive mindset, keep focused, and win the ball game.”

Both coaches describe their teams as groups of players who connect with each other and support each other in moments of success and failure. They are not on their own islands, and they don't push personal agendas. At the end of their post season runs, when both teams fell to tough competition in the 3rd Round of the CIF State South Regionals, their individual responses to the defeats are telling: the boys were most upset about not being about to practice as this iteration of their team ever again; the girls were emotional not about the final game, but when recalling all of the amazing moments that got them there. Even in defeat, it was all about the collective spirit of Team.

Certainly fueling the energy on the court was the energy in the stands. Playoff games were jammed with Brentwood fans from far and wide—alumni, parents of players, parents who didn't even have kids on the court, and a posse of students who just wouldn't quit screaming until the very end. As the final seconds ticked away in the girls game at Azusa, the collective anxiety was quickly relieved as soon as Sammy's steal led to the game-winning shot, and the gym erupted in what can only be called hysteria. The team's dogpile on the court marked the culmination of a season that could not have gone better.

We may not see another storybook season play out in the same unison for both the girls and boys basketball programs as it did this year for quite some time. Or we might. That's the thing about a program that relies on coaches, players, and teams who believe in the strength of community above all else—you just never know when lightning will strike again. ■

**PLAYOFF GAMES
WERE JAMMED
WITH BRENTWOOD
FANS FROM FAR AND
WIDE—ALUMNI,
PARENTS OF PLAYERS,
PARENTS WHO DIDN'T
EVEN HAVE KIDS ON
THE COURT, AND A
POSSE OF STUDENTS
WHO JUST WOULDN'T
QUIT SCREAMING
UNTIL THE VERY END.**



As I arrive on campus each morning, I marvel at the new Middle School construction site. I also envision the many exciting benefits that will result from expanded academic and non-academic programming, more students being able to take advantage of a Brentwood School education, increased diversity, and as of yet multiple, unimagined enhancements to our students' experience at our school.

At the same time, I cannot help but reflect on what the campus looked like in 1980 when I arrived at the school—a dilapidated tennis court on the site of our current Middle School and Gym Building, a row of trailers that served as what we then called our Lower School, grades 7 and 8, on what is now a parking lot, an expansive gully and surrounding grounds on VA property that, in 2002, became our present athletic complex, a very outdated pool on which now sit our four, zero-net energy, sustainable classrooms, and a small Senior patio that in 1989, after extensive excavation of the hillside, became our library, theater, science building. I can count on many alums, who will be coming back to campus for their 10, 20, 30 and 40 year reunions, to comment on how “unfair” it is that they did have the use of such amazing facilities when they attended the school. I just nod but am subsequently heartened when they also mention how fortunate they were to have had such terrific teachers and to have made so many life-long friends.

During this school year, many alums came to campus as speakers at our Young Women's Conference, as panelists at affinity group meetings, as spectators at some quite spirited boys and girls varsity basketball games (both teams garnered CIF Championships), at Homecoming during which, for the first time, the game was played under our newly installed lights, and at Alumni Association meetings. Plus, my days are often brightened by having lunch or dinner with an alum or an alum just stopping by for a visit!

I do hope you will enjoy reading the entire alumni section and class notes and that you will find your own ways to stay connected to your alma mater and to “give back” whenever possible. Your continuing involvement remains at the heart and soul of what makes our school the special extended community it is and reaffirms the adage: Once an Eagle, always an Eagle!

Dave Velasquez (Mr. V.)
Director of Alumni and Parent of Alumni Engagement





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OFFICE OF ALUMNI RELATIONS

Dave Velasquez

Director of Alumni and
Parent of Alumni Engagement

Emily Manning Ellis '94

Director of Alumni Relations

THANK YOU TO
THE ALUMNI ASSOCIATION
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Andrew Riley '08

Scott Sandler '92

Tracy Sandler '96

Alumni mingle by the In-And-Out truck at the Young Alumni Luncheon held on January 3, 2018 on the East Campus Pool Patio.

Becoming “Doc Springer” My Work With Veterans

BY **SHAUNA HOWARTH SPRINGER '93**

I didn't intend to get adopted in my late thirties but it happened nonetheless. Over the past decade, as I have worked with hundreds of veteran patients, I have been adopted into a fierce and beautiful

Tribe of warfighters. Hunter Temple, who was both Head of School and our cross-country coach between 1990–1993, was fond of saying, “make a difference.” As my life has unfolded, I have seen how depth of meaning and purpose are things more precious than material wealth. And in this way, I have been uniquely blessed to find such purpose in working with veterans.

About a decade ago, I entered the VA system as “Dr. Springer,” a term which immediately conveys that I have spent a large chunk of my adult life in school. It doesn't tell you whether I am good at what I do (or not), and it doesn't tell you whether my patients trust me to walk with them through the valleys in their lives (or not). Over my time at the VA, I became not “Dr. Springer” but instead “Doc Springer,” a term used in the military to indicate a trusted combat medic. I'm not a medical doctor, but the translation to navigating the emotional terrain of Veterans' lives is very meaningful to me. As I became their “Doc,” my Veteran patients trained me and helped me understand how to walk with them.

A year ago, I resigned my position at the VA in order to expand the impact of my mission to serve those who have served in the military. I accepted a job at the Tragedy Assistance Program for Survivors, a field-



Shauna stands with her Team Rubicon strike team during the response to the fire recovery in Northern California.

leading non-profit that supports those grieving a military loved one. Within TAPS, I am the Senior Director of TAPS Red Team (www.taps.org/redteam), a new division of TAPS that provides training and consultation on suicide prevention, intervention and postvention. We just launched the TAPS Institute at TAPS' new Headquarters in Arlington VA, and are currently seeking funding to officially launch this year. During the past ten months (our “soft launch”), we have been asked to provide hundreds of consultations to active duty units, veteran service organizations, health care entities, business organizations, and special forces convenings. In addition, we recently offered a targeted suicide prevention program to a group of Marines in a unit that has been



“I’m not a medical doctor, but **the translation to navigating the emotional terrain of Veterans’ lives** is very meaningful to me.”

highly impacted by suicide and other losses. We also ran point on an arm of the mental health response for the recent tragedy at the Veterans home in Yountville, CA.

In addition to my work at TAPS, I serve as the lead subject matter expert for a monthly live television program called Veterans Voices (www.co.contra-costa.ca.us/5163/Veterans-Voices). We have put out a number of innovative programs on topics like suicide prevention, high-dose caffeine use in the Veteran population (I drank a Red Bull on live TV, broke out in ugly red splotches, fought the urge to cuss people out for the rest of the show, and stayed highly alert for 48 hours), moral injury, traumatic brain injury, and collaboration between veteran service organizations. As a part of this work, I had

the opportunity to interview some fascinating people, like former pro wrestler and traumatic brain injury expert Chris Nowinski and Karl Marlantes, best-selling author of *Matterhorn* and *What it is Like to Go to War*, two books that, in my opinion, are national treasures.

Another line of work is a collaboration with Marine Corps Veteran Brian Vargas. Together, we have developed some innovative suicide prevention strategies and our work has been featured on KCBS radio and television (NBC nightly news). Our partnership to help save lives and the story of The Warrior Box Project (www.warriorcode.org) led to an interview for the NPR podcast Snap Judgement framed around the question, “If someone decides in an impulsive moment to end their life, is there anything that has the power to stop them?”

Finally, as someone who now feels called to serve Veterans, I also volunteer for a wonderful organization called Team Rubicon (www.teamrubiconusa.org). Team Rubicon deploys teams of veterans and civilians on disaster response operations. California has seen more than its share of natural disasters in the past year, and I have been deployed to assist with the recovery for both the San Jose floods and the fires in Northern California. I credit these experiences as profoundly helpful in shifting the way I view and work with Veterans.

Brentwood School’s partnership with the VA is a powerful opportunity to work with members of a Tribe who have pledged to serve our country. If you remember just one thing from my story, it would be this: to make a difference, you need to take some risks and get into the trenches along side those whom you are hoping to walk with into the light. ■



Shauna Howarth

Springer, Ph.D., earned her undergraduate degree in English Literature from Harvard University and her doctoral degree in Counseling Psychology from the University of Florida.



PHOTO BY NEIL FAVILA

Matt Halper and Eli Sones, the young masterminds behind Two Friends, are one of the most promising dance music duos of 2018. Known for their viral remixes of “Trap Queen,” “I Miss You” and “Mr. Brightside,” as well as their latest original offerings “Just A Kid,” “Emily,” and “Out of Love,” the two have in unprecedented time mastered a wide range of genres from pop-leaning to dance-driven records.

Two Friends

BY **MATT HALPER '11** AND **ELI SONES '11**

It started in Ms. Kurosaka’s Senior Seminar class back in 2011. The two of us were sitting in the corner one day cracking up while we tried to come up with names for the musical group we thought we should form. We didn’t have any of the software, hardware, or knowledge we’d need yet, but our first order of business was to come up with the perfect name. After brainstorming dozens of cringe-worthy options, we finally looked at each other and thought, “Should we just be Two Friends?” And it could not have felt more right.

We first met in a 7th Grade P.E. class at Brentwood, and quickly became inseparable. Over the next six years, we did your typical best-friend stuff: sleepovers, sports, video games, cracking jokes in the back of classes, and, of course, always talking about music. Matt grew up playing guitar and joined the Brentwood Concert Singers as well as Mr. Hilbert’s AP music theory class. Eli played the clarinet in Mr. Crocker’s Middle School jazz bands, but dropped the instrument to focus on making mashups and DJing.

So there we were in Ms. Kurosaka’s class, knowing that we only had a couple months left at Brentwood before heading off to college, and working on music together felt like a natural fun challenge on which to focus.

Around this time we were gradually introduced to electronic dance music by friends and siblings. The genre felt fresh and exciting, and the experiences we had together watching DJs at events like Coachella throughout high school reinforced how electric the atmosphere was (no pun intended). So basically on a whim, we did a Google search to find which software we should purchase if we wanted to become electronic dance music producers, and with that, our journey as Two Friends officially began.

Over the next four years, while Matt studied at Stanford University and Eli at Vanderbilt University, we sent ideas back and forth and video-chatted daily. We perfected bootleg Skype calls by manipulating the preferences so we could only hear the audio that was coming out of each other’s music software—but we couldn’t actually talk to each other.

Neither of us majored in music. Matt chose Product Design, and Eli majored in Human and Organizational Development. Nonetheless we took music-related classes when we could and spent as much of our free time as possible developing Two Friends, focusing mainly on the music but also

“Now we wake up every morning grateful that our biggest passion is also our career. It is often surreal.”

PHOTO BY ORTHUNUYGUR



TO HEAR MORE FROM TWO FRIENDS, VISIT THEIR WEBSITE AT: twofriendsmusic.com

Two Friends perform at the Lucky Festival in Seattle, WA at the Tacoma Dome on March 17, 2018.

working on business and branding. We worked together every holiday break back home in LA, treating every day like it was a full-time job. We set up a very make-shift studio in Matt's basement where we wrote songs, collaborated with vocalists, and produced songs and remixes. Then we'd head back to the long-distance grind until the next break—we had our groove down.

Towards the second half of college, we gained some solid momentum. One of our remixes was in the daily rotation on SiriusXM's flagship dance music station; nightclubs and fraternities across the country started to reach out about performing; our current managers put us on their roster; and it finally felt like everything was really starting to click. We were really close to graduating, so we just focused on buckling down for one final year of the tricky balancing act between music and school.

Fast forward almost three years since college graduation, and now we wake up every morning grateful that our biggest passion is also our career. It is often surreal. This April we DJed on a rooftop club in Paris as the sun set. In March we finished our largest headline tour yet, selling out most of the shows in some of the biggest venues we've played in.

On most weekdays, we're in our studio (still in Matt's basement, although renovated quite a bit) writing and producing, and then we head out of town on weekends to perform all over the country—at festivals, colleges, nightclubs, and concert venues.

We'd be lying if we said it was all fun and games. The biggest challenges come from the travel and time commitments. In 2017 we played 82 shows, and this year we're on track to hit 100. And on the music side, it often gets very stressful trying to create and/or

finish songs while we're constantly moving around and juggling different projects. But the thrill we get when we hear people at shows screaming along to lyrics we wrote, or when we hear a song of ours on the radio, or when we get to meet fans in cities we otherwise may have never visited makes it all *easily* worth it.

When we think about what's ahead, if we can keep doing what we've been doing and continue to grow, we will continue to be two very happy guys. We're working our butts off to make better music, play bigger shows, work on bigger collaborations, and take Two Friends to the next level. It all boils down to a pretty easy assessment. Is it fun? The answer for the past seven years has been a massive yes, and we don't see that changing anytime soon. Because at the end of the day, we really are just two friends doing what we love. ■

JANUARY 3, 2018
28th Annual Young Alumni Luncheon
 EAST CAMPUS POOL PATIO



1 Sam Serber '17 and Josh Berger | **2** Shelby Kim '14, Brandon Warren '14, Lucia Riera '14, and Marla Torre | **3** Violet Greene '18, Isabel Friedman '18, Judith O'Hanlon, and Alison Jacobs '17 | **4** Zach Steinfeld '18 and Chase Bookin '18 giving a thumbs up for the In-N-Out Truck! | **5** Jillian Apel '14, Shelby Schenkman '14, Russell Monkash '14, Adam Blau '14, Dusty Smith, Lainey Sevillano, Amanda Kelson, Jason Blau '14, and David Lary '14 | **6** Blake Gingold '17, Daniel Gannon, and Zak Takowsky '17 | **7** Trina Moore-Southall, Imani Shackelford '17, Brandon Lopez '17, and Janis Lee '17

FEBRUARY 2, 2018

Bay Area Alumni Cocktail Party

AT THE HOME OF JEFF '94 AND NICOLE COOPER



1 Melissa Cruz '16, Lindsay Timmerman '17, Michael Dworsky '14, Gaby Cuevas '14, and Cassie Melvin | **2** Greg Chiare '88, Dane Hulquist '88, and Scott Braunstein '88 | **3** Heath Silverman '95, Jeff Cooper '94, Daisy Hatch Gauck '93, Emily Ellis '94, Brian Freckmann '95, and Chris Birdwell '94



1 Natalie Gomez '16 and Teodora Lancaster | **2** Corey Parks '11 and Pete Sather '91 | **3** Mike Alpert and her daughter Kelly Gleichman '06 | **4** Dave Velasquez and Aron Schwartz '89



April 20, 2018

Washington, DC Alumni Cocktail Party

ROOT CELLAR AT THE W HOTEL

APRIL 21, 2018

New York Alumni Cocktail Party

AT THE HOME OF DRs. ARIE AND REBECCA BELLEDEGRUN, PARENTS OF ALUMNI BEN '94, MIA '01, RON '04, AND DAN '08



1 Rebecka Belledegrun, Dave Velasquez, Arie Belledegrun, and Emily Ellis '94 | **2** Chris Root '06 and Lily Ockwell '06 | **3** Nicole-Juliet Friedman '12 and Remi Zimmerman '12 | **4** Josh '94 and Kelsey Donfeld with Michelle (Wissot) '95 and Josh Kolevzon | **5** Joely Gerber '11, Hillary Jacobson '11, and Jane Bender '11 | **6** Connie Varela '13, Bailey Gore '17, Zak Takowsky '17, Emma O'Hanlon '13, Gabbie Reade '13, Ford Phelps '14, and Emily Ellis '94 | **7** Danny Rapaport '13, Connor Boggs '13, and Andrew Boggs '08





APRIL 25, 2018

East of the 405 Alumni Cocktail Party

GRACIAS MADRE, WEST HOLLYWOOD



1 Dave Velasquez, Lauren Pollare '04, and Tara Schuster '04 | 2 Guests mingle on the outdoor patio at Gracias Madre | 3 Jason Ehrenpreis '98, Adam Lipsic '98, and Gabe Goldstein '98 | 4 Natalie Novom Bennett '94, Emily Ellis '94, Sarah Miller Lipton '94, and John Stalberg '94 | 5 Stephanie Feder, Briana Monkarsh '10, Steven Greitzer '09, and Jordan Lonner '09 | 6 Camille Gutierrez '05, Aaron Jamison '05, Alana Talbert '05, and Ashley Owens '05 | 7 David Foote, Liliana Alvarez '06, Danielle Taylor '07, and Monica Heffron '06



“David Nathanson was fundamental in the work of ‘Brentwood, even better’ and the resulting groundbreaking of our new Middle School Building. This exciting project will usher in a new chapter in Brentwood’s history.”

OUTGOING CHAIR OF THE BOARD OF TRUSTEES

David Nathanson '94

David Nathanson, our second alumnus to serve as Board Chair, has been a phenomenal leader in every possible way during a very exciting and challenging chapter in the history of our school—the approval of our new Conditional Use Permit, the culmination of an eight-year process, and the signing of a newly defined partnership with the West Los Angeles Veterans Administration.

David was also fundamental in the work of “Brentwood, even better” and the resulting groundbreaking of our new Middle School Building. This exciting project will usher in a new chapter in Brentwood’s history, thanks in part to David’s leadership, cultivation efforts, and dedication to securing a solid future for generations to come.

David brought to the task of guiding our Board a proven record as a media entrepreneur. He is an 18-year veteran of 21st Century FOX, most recently serving as the Head of Business Operations, FOX Sports Media Group. He left FOX in October to



pursue other interests.

Our board and the entire school have benefitted a great deal from David’s passion for and love of his alma mater, his intelligence, excellent business sense, well-honed diplomatic abilities, and highly developed people skills.

He is a true master at making sure that every person with whom he interacts feels that their opinions, concerns, and ideas are heard and highly valued. Anyone running a meeting would be well-served by watching David in action at a board meeting as he punctually starts and finishes each meeting, encourages open and honest discussions, acknowledges the successes and contributions of others, and diffuses any tense situation with a healthy dose of humor.

David lives in Bel Air with his wife, Sabina, and their three children—Nina '29, Alec '31, and Nolan, age 2. Currently, David is Chairman of Falcon Water Technologies and serves on the board of Fan Duel, the United States Soccer Foundation, Mapleton Investments,

the Young Presidents Organization (YPO) Los Angeles Chapter, and Colgin Cellars. He is also an Operating Partner at Fireman Capital Partners and is a member of the Pacific Council on International Policy. We are all indeed fortunate that David remains on our Board and that he will continue to be a very involved school parent for many more years as well as a life-long, extremely involved alumnus. All in all, David has been and will continue to be a true ambassador for and an embodiment of what is best about Brentwood School. ■

INCOMING CHAIR OF THE BOARD OF TRUSTEES

Lance Milken '94

Lance Milken is a second generation trustee (his mother, Lori, served as a trustee from 1994-2000), the third alumnus to lead our Board of Trustees and the second in a row from the class of '94 following David Nathanson.

Lance's commitment to Brentwood school is evident by his willingness to raise his hand to work across various Board roles. In his six years as a Trustee, Lance has taken leadership positions as Treasurer, Chair of the Finance Committee and participated in numerous Board Committees and Task Forces including VA, Transportation, Food Services, Debt Financing, Campus Security and Major Planning Initiatives. At every meeting, Lance comes to the table prepared, engaged and willing to challenge conventional wisdom for the betterment of the community. It comes as no surprise that as a student, Lance excelled at Brentwood consistently achieving Honor and Deans Lists status amid a dizzying schedule of honors and AP classes and was recognized with



book and achievement awards in both math and science. In his college recommendation, a teacher observed, "Lance thinks very clearly and originally. He is not afraid to think hard and always gets his work done, done well and done on time." Not much has changed.

After Brentwood, Lance graduated cum laude with a BS in Economics from the University of Pennsylvania's Wharton School of Business. Lance is currently a Senior Partner at Apollo Private Equity where he serves on the board of directors of Chuck E. Cheese's Entertainment and Claire's Stores. Lance is also a member of the Milken Institute and founder of the Milken Institute Young Leadership Circle.

He and his wife, Hillary, have three children Maddie '24, Spencer '27, and Alice '29 who are carrying on the tradition as active members of the Brentwood School Community.

Lance shared the following about being selected to be our next Board Chair:

"Ever since I started seventh grade 30 years ago, Brentwood has been an important part of my life. Through the years as a student, alumnus, parent, and trustee, Brentwood continues to have a positive influence on my family. My closest friendships were developed during my years attending Brentwood. The teachers that had the biggest impact on my education were the ones I had at Brentwood.

It will be a privilege and honor to work with the entire Board of Trustees and Dr. Mike to help Brentwood continue to reach new heights in the future. This is a very exciting and eventful period for Brentwood School and I am extremely grateful for the opportunity to continue to give back." ■

"Ever since I started 7th Grade 30 years ago, **Brentwood has been an important part of my life.** Through the years as a student, alumnus, parent, and trustee, **Brentwood continues to have a positive influence** on my family."

—Lance Milken '94

Many thanks to these **six outgoing Trustees** who served with a deep commitment to our community.



Marc Ezralow

Marc joined the Brentwood School Board of Trustees in 2013, exactly the right time given his extensive expertise in real estate development and our educational vision for a better Brentwood. He was actively involved in Long Range Planning and Master Plan Implementation Committees, making valuable contributions to both. With additional experience on the St. John's Hospital and John Wayne Cancer Institute boards, Marc brought an informed perspective to his role as a trustee. According to Marc, handing his children Riley '18 and Bryce '17 their diplomas was a highlight of his time at Brentwood. ■



Lani Favre

Lani is the proud parent of two Brentwood graduates, Grey '16 and Maia '18. Savvy and willing to work hard, Lani's fellow trustees describe her as witty, intelligent, and loyal. Chairing both Advancement and Education Committees at different times, she also served on the Executive Committee. During her tenure, which began in 2013, the Brentwood Fund expanded, a grandparent program began, and the school revised both the alumni and the parent surveys. Lani once said that the work of a Trustee is harder than Harvard Business School, but we think it is simply our good fortune that Lani brings her "A Game" to everything she does! ■



Jamie Halper

Open, intelligent, friendly, and sincere, Jamie brought these qualities to every aspect of board work. Since joining the Board in 2011, Jamie performed his duties as a Trustee with the same discipline that he uses to train for a triathlon. He served as an officer in the role of Treasurer, participated in the VA Task Force, and chaired both the Investment and Finance Committees. Jamie's leadership and significant talent in finance were pivotal in crafting the school's Long Range Financial Plan, as was his experience as the parent of four graduates, Matt '11, Adam '13, Daniel '16, and Sabrina '17. Always willing to go above and beyond the call of duty, Jamie leads all aspects of his life – work, family, volunteer commitments – with passion and conviction. According to Jamie, "My work as a Trustee has increased my faith in Brentwood School." Brentwood is a better place because of Jamie's time on the board. ■



Tanya Lopez Brooks

An avid sports fan, Tanya cheers loudly and proudly at any Brentwood School athletic event, whether or not her kids are competing, and all three of her Brentwood graduates, Simon '10, Jesse '12, and Eli '18, have contributed greatly to our athletic program. In addition to being a successful businesswoman, Tanya is passionate about non-profit work and is a founding member of One Voice. Her many talents in both areas have enriched our Board. Her institutional memory as one of the first families in the Lower School and the parent of three “lifers” has been equally as valuable. In almost a decade of service as a Trustee and more than two decades as a parent, she has played a pivotal role in the development of affinity groups and new family education meetings. Tanya lends a consistent, honest, and powerful voice to any conversation, and the room is automatically happier when she appears. ■



Angela Reddock Wright '87

Angela is a devoted Brentwood School alumna and a highly accomplished employment and labor lawyer. Angela lent her considerable talent to the Board since 2009. Her nine years of service is all the more remarkable because of the fact that she is one of only a few Trustees who are not Brentwood School parents. She single-handedly ran the Audit Committee, ensuring that the school passed each year with flying colors. In addition, Angela’s belief in unity, valuing difference, and challenging norms has encouraged our work in diversity. Warm, wise, thoughtful, politically engaged, and inspiring are qualities commonly associated with Angela. In fact, friends and classmates for over 30 years would say that the things that make her unique have been a part of who she is since her time as a Brentwood School student. ■



David Wong

A trustee since 2009, David served for three years as Chair, which means that he spent a full third of his time as a Trustee leading the Board. Great things happened because of his complete devotion and commitment. David contributed both substantial professional expertise and a perspective informed by being the parent of three “lifers,” Justin '12, Dylan '15, and Griffin '19. A fellow trustee described David in the following way: “Not just smart—that’s quite obvious—but charming with a calm and deliberate style, understated, funny, and gifted with a canny ability to cut straight to the heart of an issue.” During his tenure, he gave himself totally to Brentwood School and led us through our Conditional Use Permit process, the complexities of our bond finance, and the negotiation of our lease with the VA with positive, calm, and quiet conviction. David’s unfaltering leadership was, quite literally, pivotal in securing the future of the school. ■

“During his tenure, **David gave himself totally to Brentwood School** and led us through our Conditional Use Permit process, the complexities of our bond finance, and the negotiation of our lease with the VA **with positive, calm, and quiet conviction.**”

GOODBYES TO SENIOR ADMINISTRATORS...



Mitch McDiffett
Director of
Finance

BY DAWN CUNNION
ASSOCIATE HEAD OF
SCHOOL

Mitch McDiffett arrived at Brentwood School in January of 2006 as the Director of Finance and for the past 12 years he has made many contributions to our school community. Mitch puts the needs of students first and, for this reason, any request related to their experience was always greeted with an attitude of “how can I make this happen?”

There are many things that people do not know about Mitch. Tall in stature, with a eye for details, and a propensity for face to face conversations as opposed to email or a phone call, Mitch could often be found popping into offices with an envelope under his arm and just one question in

mind, “Do you have two minutes?” Of course, the conversation would often take more than the requested two minutes, however, when talking with him you would find an engaged listener who was always open to feedback or an alternative way of looking at a situation.

Mitch has a big heart and he can often be found working behind the scenes to help others – whether faculty or staff, students, or families. For example, you may not know that as the Director of Financial Assistance Mitch was instrumental in crafting a way to ensure that all of our students could fully partake in the life of the school, including students activities, trips, etc. Whether he was working on release forms and contracts or creating the school’s long-range financial plan, Mitch’s attention to detail was second to none. Often

known for reading, and re-reading, and re-reading materials a number of times, you knew that anything Mitch put together would be perfect.

And while he was regularly available for that “urgent” question outside of the usual office hours, Mitch made sure there was time for his family. Proud father and grandfather, Mitch’s office is filled with family photos and casual conversations often include an update on some family happening or gathering. Mitch loves to travel, is a disk golf fanatic, and he gives Clark Griswold a run for his money with his annual holiday decorations! We wish him all the best as he retires from Brentwood School and know that the years ahead will be filled with many new adventures and joy filled time spent with his growing family. ■



Na'eem Salaam,
Chief Financial
Officer

BY DR. MIKE RIERA,
HEAD OF SCHOOL

Na'eem is one of the most intellectually and emotionally dexterous people I have had the pleasure of working with side-by-side. He could light up a room with his humor, insights, and curiosity. Therefore, it was a loss for the Brentwood community when this past fall, he let us know that he had been recruited back into the world of investment advisory and management and, effective in mid-November, would be moving to the Bay Area to begin a new role in that arena.

Na'eem’s enthusiasm for life brought joy to everyone he encountered. From shouting encouragement to the kitchen crew on a particularly tough day, to individually tutoring the Middle

School football players in his role as assistant coach, Na'eem has the ability to bring out the best in others. He asked a lot from people, just ask anyone that took one of his fitness challenges! The truth is that while he asked a lot from others, he asked even more of himself.

As Brentwood’s first CFO, in his three plus years he reinvigorated the Business Office; worked closely with our ongoing relationship with the VA; oversaw our developing Transportation Plan that was essential to the approval of our new Conditional Use Permit with the City of Los Angeles; and inspired middle school football players as one of the assistant coaches.

We miss Na'eem, and at the same time, we wish him the best in his return to his former career. ■



HELLO TO OUR NEW ADMINISTRATOR...

Steve Tolbert
Chief Financial &
Operations Officer

Steve Tolbert joins Brentwood School with over 13 years of senior leadership experience in finance and operations within K-12 independent and public charter schools, and 20 years investment management experience from within the institutional investment sector. Most recently, he served as Chief Financial Officer for Turning Point School with management and oversight responsibilities for finance, accounting, human resources, payroll and benefits, buildings and grounds, technology and security. Prior to Turning Point, Steve served as the CFO of Inner City Education Foundation (ICEF),

where he co-lead the financial turnaround of the K-12 charter management organization, which operated 15 distinct charter schools. Prior to ICEF, Steve served as CFO of Campbell Hall, where he oversaw and managed finance and accounting, human resources, payroll and benefits, buildings and grounds, student store, books and supplies, and supported master planning and real estate development efforts. Prior to joining Campbell Hall, Steve was a co-founding partner of two private equity funds, and founded his own financial advisory firm. Prior to his entrepreneurial career, Steve worked in project and corporate finance at the Prudential Investment

Corporation and CIGNA Investments, Inc. His experience includes strategic planning, capital formation, and raising capital. He has negotiated public/private partnerships with federal, state, and local agencies; foundations; private industry; and a major university. He has led and collaborated on the development, fundraising, investor/stakeholder relations and reporting for numerous programs. Steve holds a B.A. in Mathematics from Morehouse College, and an MBA in Finance from the University of Chicago, Booth School of Business. He is a member of the Omega Psi Phi Fraternity, Inc.; Board Treasurer of CHAMPS Charter High School; and he is actively

involved in youth mentoring, youth sports, and career counseling. He is a sports enthusiast and has a great sense of humor. His proudest accomplishment is having four children with college degrees and two more college student athletes (football). Steve and his wife, Jennifer, live in Chatsworth, CA. ■

“Na’eem’s enthusiasm for life brought joy to everyone he encountered. From shouting encouragement to the kitchen crew on a particularly tough day, to individually tutoring the Middle School football players in his role as assistant coach, Na’eem has the ability to bring out the best in others.”



Marla Torre
Upper School
Math Teacher

BY THE UPPER
SCHOOL MATH
DEPARTMENT,
COMPILED BY CHAIR
DAVID SVEC AND
FRED RIBLE

“Marla is a superb math teacher; just ask her 2500+ students over the years. She would spend countless hours in and out of class with ‘her kids,’ helping them to grasp the intricacies of geometry.”

Euclid, Pythagoras, Torre. To borrow a phrase from our students, these are the GOATs (Greatest of All Time) of geometry. Marla’s passion for geometry allows her to breathe life into the material for her students; she gets them excited about coming to class to tackle problems and proofs. With her years of experience behind her, she knows that students will have to struggle to reach their full potential, but she deftly guides them through the sometimes-treacherous seas with her intimate understanding of the secrets and pitfalls of the subject. Marla teaches her students not only to master the logic

and mathematics of geometry, but she also helps them develop the resilience that they need to persist through and overcome any obstacles they will encounter, in math class or otherwise. As she coaches them to build their study skills, she’s also mentoring them to have confidence in their own abilities. In short, Marla makes certain that her students are learning how to learn. The skills and strategies that students develop from her wisdom and guidance will guide them through their future studies in all disciplines: not only mathematics, but also science, history, English, and language.

Marla’s influence extended beyond the classroom: her calming and welcoming demeanor led her to close connections with her colleagues, both in and out of the Math Department. Some faculty members came to Brentwood having taught for many years at other schools, and some have taught alongside Marla for their entire careers, but she has

shared her wisdom with all, providing a voice of reason and experience. For many of us in the department, Marla has been like a second mother, always willing to listen and offer advice both for curricular and personal matters. She demonstrates how deeply she cares about those around her by taking a personal interest in both our professional and personal growth. As chair, she prioritized camaraderie (most visibly at our Pi Day celebrations) and exemplified mastery-level teaching.

We will miss our daily interactions with Marla: the breakfast club, the department meetings, and, of course, we’ll miss the cookie cakes.

A SPECIAL NOTE
FROM FACULTY
EMERITUS JEFF
PORTER

Upon hearing the news, my brain said: “What? Marla is leaving Brentwood School? How can that be? What will they do? What’s this world coming to?”

Marla Torre and I joined the Brentwood School family together in September of 1977. This began

a wonderful 40+ year friendship and collegue-ship. We shared offices, coached together (while I mentored the volleyball players, she revolutionized the tennis and softball programs), and played lots of golf. But in September of 1977, Marla began a career that would enrich Brentwood School in ways which my words here will fail to do justice. Marla joined the Math Department.

Marla is a superb math teacher; just ask her 2500+ students over the years. She would spend countless hours in and out of class with “her kids,” helping them to grasp the intricacies of geometry. Her use of “Geo-pardy” games for exam review was brilliant and her solve-the-geometry cookie cakes are legendary. She also mentored students outside of the classroom with her wisdom and genuine interest in their well-being.

Marla has always been the consummate faculty member, dedicated to her students, consistently “there” for her colleagues, and always ready to share her

ideas on how to make Brentwood better. She always presented—fearlessly—a voice of reason and wisdom as various issues and concerns arose over the years.

Marla and I will now get to share the "retirement world," which will hopefully include more frequent rounds of golf. But her absence at Brentwood will leave a noticeable "hole" in the Math Department and in the school as a whole. Filling her shoes will not be easy!

I wish her all the best and can't wait to roll another golf cart into a lake (I'll let her explain that one.)

A SPECIAL NOTE FROM JOHN LYNCH
Marla is my math mom. When I succeed, she is happy. When I fail, she is there with words of wisdom. When I have a question, she has the answer. When I do something wrong, she calls me on it and sets me straight. Marla is a math teacher's teacher. I have been blessed to have had her guidance, leadership, and friendship throughout my years at Brentwood. ■



Tamyra Fuller
Associate Director
of Admissions,
West Campus

BY MARY BETH BARRY
FORMER DIRECTOR OF
ADMISSIONS, WEST
CAMPUS

The "Brentwood Experience" started for Tamyra 30 years ago. She had never worked at a school and interviewed on a whim. There was no Lower School, so she worked for the first five years at what we now call the Upper School. She loved working in the Admissions Office, where she met her first Brentwood "Babies."

After the decision to open the Lower School, Tamyra was selected to be part of the advance team, tasked with promoting the vision of a new school to prospective families. This was not as easy as you might think—the campus was empty of teachers and

students, and had a very "work in progress" look to it. Her warm smile, welcoming attitude, sense of fun and comradery made her an ideal choice.

When the Lower School opened in August 1995, Tamyra was at the nerve center—a St. Peter-at-the-Gates, Jack-of-All-Trades, child psychologist and parent therapist, all rolled into one—scrutinizing and engaging with everyone and everything that came in the door of the school from her vantage point in the Front Office. And, she could remember the smallest detail of what was going on, and who was doing what! Whatever the question, issue, or problem, Tamyra had an answer and a solution, usually delivered with a firm hug.

Who couldn't love her belly laugh! She was especially effective and able to connect with the students, who loved her warmth and affection. Candy in her desk drawer helped too. Each year, she took personal responsibility for the

well-being of her 300 "Babies." Being part Leprechaun, naturally she was promoted to the Lower School's Admissions Office, where she became the Associate Admissions Director. Now she had the vantage point of the Tower and could see for herself all that was going on.

No tribute to Tamyra would be complete without remarking upon her commitment to, and hard work for, diversity in the school. She was on the first All-School Diversity Committee and ran the magical "Crayon Club" at the Lower School.

While she was doing all this, Tamyra received a BA from Cal State Northridge, which required extraordinary endurance, grit, and determination.

No one at the Lower School—co-worker, parent, or student—failed to be impacted by her zest for life. Over 1,300 students, their parents and co-workers shout out: "Tamyra—Thank You for Everything!!" ■

"Who couldn't love her belly laugh! She was especially effective and able to connect with the students, who loved her warmth and affection. Candy in her desk drawer helped too."



Daniel Gannon
Upper School
Spanish Teacher

BY THE UPPER
SCHOOL FOREIGN
LANGUAGES
DEPARTMENT,
COMPILED BY CHAIR
LYNN GELFAND

“An exacting, thorough, and gifted instructor, **Daniel exudes enthusiasm and excitement as he creates an esprit de corps** in which his students are challenged to rise to the occasion.”

It's often said that what makes Brentwood such a wonderful school is its teachers. To be sure, Daniel Gannon is one who embodies all that is great and noble in the teaching profession, demonstrating through his unwavering commitment to high standards of excellence, the pride that we in the school community feel. Indeed, he is Mr. Brentwood, a real school person who lives the life of this institution through his participation in its diverse programs. Having served as dean for the graduating class of 1995, performed in a BTC production of *Fiddler on the Roof*, run the game

clock for numerous sports, overseen community service trips to Tijuana orphanages, organized multiple student trips to Spain, Costa Rica, and Argentina, and driven daily more than 65 miles round trip from home to school for 27 years, one wonders when he has the time to sleep.

“Profé Gannon” often represented the Foreign Languages Department at Prospective Parent Open Houses during which he spoke entirely in Spanish. The people walking out of the room generally marveled at how accessible he had make the language. This magical communication is only part of the wizardry that he displays on a daily basis in his classroom. An exacting, thorough, and gifted instructor, Daniel exudes enthusiasm and excitement as he creates an esprit de corps in which his students are challenged to rise to the occasion with each receiving a high five upon exiting the classroom.

As colleagues in the Foreign Languages

Department, we are the beneficiaries of his warmth and generosity, as he is always ready to stop whatever he is doing in order to give guidance or solace in equal measure to both students and colleagues alike.

When students are asked what they hope never changes in Daniel's classes, they almost universally plead with him not to ever leave Brentwood. That pretty much sums up what many of us in the Foreign Languages Department and faculty at large wish.

A SPECIAL NOTE
FROM PAT BROWN

I first met Mr. Gannon in the fall of 1991. He approached me one afternoon saying that he had heard that I lived in Long Beach, the same city that he lived in. He ran past me the idea of carpooling, and I immediately jumped at the chance. That was the starting point of a friendship that would continue to grow over the next 27 years. Over all those years, I have had the privilege to witness his work ethic, candor, and sense of humor. Aside from teaching seven

out of nine Spanish courses offered and beginning the AP Spanish language program in 1992, some of his other accomplishments include serving as a Class Dean for six years, and working the clock for basketball and football games for 26 years and three years for water polo. For years his students wrote, illustrated, and published original children's stories in Spanish to send to libraries in Guatemala and Nicaragua and orphanages in Mexico. He helped out for years with the community service trips to Tijuana, Mexico. He directed a dozen student travel programs to Mexico, Costa Rica, Argentina, and Spain. And his colleagues are grateful for his yearly “Teacher-Friendly Calendar” that helps with planning. His classroom is strewn with posters, flags, and objects from Spanish-speaking countries, which prompted one student to exclaim, “These walls are overstimulating me!” And by the way,

he can still ride his unicycle!

Over the years as carpool buddies, we observed the entire construction of the 105 Freeway, were pulled over by the police two times (unfortunately both times while I was driving), and we witnessed two car chases. We sang songs, played trivia games, celebrated good times, and comforted each other during personal bumps in the road.

I know I speak for the entire Brentwood community when I say, Thank You, Mr. Gannon, for dedicating 67% of your life to education and 43% of your life to Brentwood School.

QUOTE FROM
FACULTY EMERITUS
GAIL COOMBS

When I think of Daniel (and I do, often), I think of his enthusiasm and sense of humor. How he used to start every school day with his Bob Fosse impersonation by saying, "Places, everybody. It's showtime!" He has been a treasured friend, one of the best I made at Brentwood. ■



Jill Henderson
Middle School
Math Teacher

BY MICHAEL KALAN
MIDDLE SCHOOL MATH
TEACHER

While many great teachers have roamed the halls of Brentwood School, no one has done so with more thought and caring for our students well-being than Jill Henderson. Over the course of her 30-plus years growing minds at Brentwood and elsewhere, Jill has taught children and young adults in every grade from 1st through 8th Grade, and taught four different levels of middle school math (and even one year of American Studies). She always exudes the right balance of warmth, caring, and firmness.

Jill has always had a special place in her heart for the struggling math student. For the past eight years, Jill has taught

Algebra A which is the beginning algebra course taken by more math-challenged 8th graders. Jill constantly strives to teach in creative and innovative ways in order to reach these students, resulting in better understanding and deep bonds with her students.

Jill's caring manner extends beyond her students to her colleagues as well. Jill and I both came to Middle School Math at the start of the 2002/03 school year, Jill following seven years at the Lower School, and me as a new teacher. While we worked seamlessly as a team to develop new curriculum, Jill always had time to go out of her way to help me with sage advice and encouragement.

While we will no longer be graced with Jill's presence on a daily basis, she should still be around both campuses frequently. Her daughter, Kelly Heard, teaches 2nd Grade in the Lower School, and two of her grandchildren, Levi and Charlie, will be going into 3rd and 1st Grade. ■



Francine Pam
5th Grade Teacher

BY CASSIE CLARKE
5TH GRADE TEACHER

Francine Pam's most endearing qualities are quintessentially human and precisely what no form of AI could ever replicate, specifically: a palpable ability for empathetic connection, an irrepressible sense of humor that delights in absurdity and serendipity, a backbone of moral strength that is enveloped in an unparalleled tenderness of spirit, and an honesty that always seeks higher ground even when the truth can be a bit uncomfortable. For over two decades, Francine's students and colleagues have benefitted from this magical brew of humanity that no textbook could teach or university model. Her students are fiercely loyal because she consistently loves them, warts and all, and is their champion

through thick and thin. She sets high expectations and persuades the students into believing they can meet them...and she gives the absolute best nicknames! She is universally loved by her fellow faculty. Francine organizes the retirement celebrations, the wedding showers, and the funeral flowers; she knows when your parents are in the hospital, your baby is colicky, your spouse gets a promotion, and your birthday needs some thematic flair. It is no exaggeration to say that she is the rock of the Lower School. Lest the formidable list above appears to paint a picture of a person whose goal in life is impeccability, do not think for a moment that Francine is intent on perfection. She has long abandoned the human folly of trying to be perfect and is yet the most perfect human I know. Congratulations, Francine, on your well-deserved retirement, and rest assured that you will be a continued source of inspiration and hope for those who have learned by your side these past 24 years! ■

GOODBYES TO...

“When Tamara saw a need for a robotics club, she found a place on our crowded campus and got it done... When she saw a need for a gender studies class, she found a co-teacher and added this popular class to our curriculum.”



Tamara Miller
Upper School
Academic Dean
and Biology
Teacher

BY ELISABETH
ABARBANEL
HEAD LIBRARIAN,
EAST CAMPUS

I am honored to write about my friend for the past 18 years, Dr. Tamara Miller. As she grew into her roles from science teacher to academic dean, Tamara proved she is a leader with a tireless work ethic, always striving to improve the student experience. When Tamara saw a need for a robotics club, she found a place on our crowded campus and got it done, adding weekend robotics tournaments to her long list of responsibilities. When she saw a need for a gender studies class, she found a co-teacher

and added this popular class to our curriculum, bringing several of the themes to our community in valuable assemblies. Straightforward and kind, Tamara challenges and guides us through changes, from the schedule to pedagogy, often supplying delicious baked goods along the way. Tamara has shown immense dedication to all students and faculty, seeing potential in their unique personalities and talents, while also being a supportive mentor to our new faculty. Described as a fearless feminist with a positive attitude, she is helpful when you need honest feedback or help solving problems, coupled with a good laugh. I will miss learning from and with this force of nature, and I wish Tamara the best in her next chapter. ■



Jake Willens
Middle School
English

BY ROBERT INGRAM
MIDDLE SCHOOL
LATIN

It is a tremendous privilege to write about Jake Willens, who has devoted a significant portion of his life to Brentwood School. First, as a Summa Cum Laude scholar (7th-12th) and athlete extraordinaire, and later on, as a magnificent English teacher, dedicated professional, and wonderful colleague, Jake's prodigious footprints of 23 years will be visible long past his departure.

Jake, thank you personally for elevating my daughter's love of learning and skill level as a grammarian, wordsmith, and writer. Additionally, thank you for sempiternally

expecting the best from students as English scholars and human beings.

I also shall miss your early morning shouts of hello and conversations with former Middle School students as they traverse the stairs to the Upper School. I shall miss your constant help sessions with students at your table outside on the second floor of the Middle School building. I shall miss your transparency and willingness to speak your mind in small company or at meetings. Most selfishly, I shall miss our camaraderie and many conversations about such assorted and diverse topics. bona fortuna, mi amice care, et gratias! ■

“...thank you for sempiternally expecting the best from students as English scholars and human beings.”



Kate Savage
Upper School
Art Teacher

BY MICHAEL KNIGHT
CHAIR, VISUAL ARTS
DEPARTMENT

I cannot reflect on the evolution of our East Campus visual arts program without thinking of Kate Savage, for she has been at the heart of all that we do for almost two decades. From the “All Are Welcome Here” sign on the door of her studio classroom, to the knowledge, passion, and independence that she instills in her students, Kate help to shape the very essence of our visual realm.

For 17 years, Kate has enriched our Brentwood family, enabling her students to engage with media and take creative ideas from concept to completion. Kate first came to Brentwood for one year as Robin Shapiro moved to the Lower School,

then spent four years at Crossroads before returning to the Middle School art room in the early 80s for nine years before transitioning up the hill where she has inspired US drawing and painting students for past seven years.

Following her heart and her passions, and wanting to share them with others, Kate teaches and enlightens. A consummate working artist and professional who blends talent, knowledge, and caring, she has brought passion and joy to hundreds of young artists. She follows their progress, remembers their art and cares, cares, cares for their well-being, blending mindfulness training with media and techniques for remarkable results. She has helped to develop our strong program where young artists learn to think for themselves, innovate, and succeed, often changing a requirement into a passion. Now as our paths diverge once again, our heartfelt thanks go with her as she moves on to help others find their way. ■

Faculty/Staff Anniversaries

5

5 YEARS

- Gregg Barnes
- Manoj Choudhary
- Kim Gallant
- Samantha Loy
- Jessica Mirch
- Stephan Mkrtychyan
- Erika Murillo
- Javier Murillo
- Ed Palomino
- Richard Payan
- Adam Preskill
- David Smith
- Charles Solomon

10

10 YEARS

- Alex Donis
- Linda Drucker
- Emily Elson
- Hilda Leung
- David Mendez
- Claire Mittleman
- Coree Newman
- Amy Page
- Jessica Sharma
- Van-Anh Tran

20

20 YEARS

- Terri Gruenthal
- Jan Perlo

25

25 YEARS

- David Foote
- Mike Grasso
- Paul Radenberg
- Keith Sarkisian

30

30 YEARS

- Tamyra Fuller
- Joon Kim
- Humberto Vallejo

35

35 YEARS

- Len Magier
 - Donnie Todd
-



PHILANTHROPY AT BRENTWOOD SCHOOL

The vibrant and inspiring Brentwood School experience that we value is dependent upon more than tuition dollars alone. The dedication of our school community through volunteerism and philanthropy helps sustain the Brentwood School we all love. We count on each and every family to embrace the spirit of generosity by participating in the following ways:

BRENTWOOD FUND

Brentwood Fund dollars are spent the same year in which they are given, so your gift goes immediately to work in the operating budget. By making a donation to the Brentwood Fund, you directly support key aspects of the school, such as financial aid, academic and extracurricular programs for our students, professional development opportunities for our teachers, and care and maintenance of our facilities.

PARENTS ASSOCIATION

The Parents Association offers activities and volunteer opportunities that enhance our sense of community at Brentwood School. All funds raised become part of the Parents Association's year-end gift to the school's endowment fund.

THE BENEFIT AND AUCTION

Your participation by becoming an event underwriter, buying tickets to the event, and/or donating or purchasing auction items makes a difference every year.

THE PARTY BOOK

When you host or co-host a party and/or purchase admission to parties, you have fun, meet new people, and benefit Brentwood School all at the same time.

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Major gift efforts target improvements to our facilities for better teaching and learning, as well as enhancements to our endowment for a more secure future. When asked to be a part of such efforts, including capital campaigns, your contribution leaves a lasting legacy. Major gifts are separate from, and in addition to, donations made to the Brentwood Fund.

WAYS TO GIVE

Brentwood School is grateful for your support. Your gifts reflect your belief in our vision and core values. We are a 501(c)(3), not-for-profit, organization, so your contributions are tax deductible to the extent of the law. There are a number of ways to contribute:

CASH, CHECK, OR CREDIT CARD Your cash gift is tax deductible to the full extent allowed by law. To access the Brentwood Fund Gift Form, please go to bwscampus.com/support. You may also make gifts via credit card online (Visa, MasterCard, and American Express) at bwscampus.com/give or by contacting Terry Fate in the Office of Advancement at (310) 889-2638

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MATCHING GIFTS Many corporations will match philanthropic donations made by their employees. This is a great way to maximize your gift. You could possibly double or even triple your gift with a corporate match. Simply send us the appropriate paperwork from your employer's human resources or personnel department, and your gift to Brentwood School will be matched according to your company's guidelines. If you are not sure if your company has a matching gift program, please go to www.matchinggifts.com/brentwood.

GIFTS-IN-KIND We are pleased to receive gifts of goods or services that may provide a budgetary savings to the school or fulfill a particular departmental need. Per IRS guidelines, the school will provide a letter noting donated items. We recommend you consult your tax advisor to explore the tax benefits specific to such a gift. For questions about gifts-in-kind, please contact Advancement Assistant, Josh Melnick, at jmelnick@bwscampus.com.

GIFTS THROUGH ESTATE PLANNING Donors may wish to consider giving through such means as a will, life insurance, a bequest, or a charitable trust. These types of gifts have a noble destination—to help secure the future of our school. Your generosity not only impacts the lives of our current students, but also has long term benefits for students who will pass through our doors for years to come. These gifts may also help reduce estate and inheritance taxes. We encourage you to speak with your financial planner when considering this type of gift. For more information about planned giving, please contact Alyssa Brakey at abrakey@bwscampus.com.

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ON CHOOSING A PLAY

by **MEREDITH STORRS**, Assistant Director of Communications



Esther K. '19, Alaman D. '19, and Wyatt S. '19 engage in one of many deep conversations during this year's spring play, *Six Degrees of Separation*.

There's a reason you probably haven't seen a production of *South Pacific* lately. This 1949 Rogers and Hammerstein musical is considered a classic—winner of ten Tony Awards and full of catchy tunes like “I’m Gonna Wash That Man Right Outa My Hair” and “There is Nothing Like a Dame.” The show was seen as quite progressive in its time, making powerful assertions about the ability for love to cross racial lines. But, for the modern audience, the play’s Western-centric structure, downplay of the horrors of war, and caricatured depiction of Pacific Islanders feels completely out-of-touch. A talented director could work with the staging and make a few strategic cuts to the dialogue and songs to try to infuse the play with meaning. But why?

By contrast, audiences can't seem to get enough of *Les Miserables* or *Romeo and Juliet* or *The Sound of Music*, shows whose timeless themes lend themselves to constant revival. In one way or another, every generation understands the plight of righteous underdogs and star-crossed lovers, so these productions continue to feel relevant. Actors and audiences alike can connect to the story easily, and the text itself presents themes and ideas that we can all get behind.

Some shows make sense to revive. Others don't.

This is what thrilled me most about the spring play selected by Upper School Theater Director Kala Savage '94. *Six Degrees of Separation* relates the tale of a young man named Paul, who cons a wealthy family into believing that he is a schoolmate of their child's. As the plot unravels, characters are confronted by their own stereotypes about race and class, their personal value systems, and how to have compassion in the face of oppression and mental illness. Long monologues, impressively delivered by the Brentwood cast, and brilliant plot twists invited the audience to join the introspection.

Performing this show was a deliberate and powerful choice, a gift to the Brentwood community.

"Guare's play reveals deep truths about the world we live in and inspired profound conversation among our cast about race and the daily experience at Brentwood School," said Savage. Students were challenged to reflect on the actions and thoughts of characters very much like themselves, their peers, or even their parents. As the actors prepared to embody these roles, they had to engage in sensitive dialogue, sharpening their ability to ask good questions, listen, and grow.

At its core, storytelling has the power to affirm cultural norms or to inspire new ways of thinking.

Of course, we also expect to be entertained. But the right story, in the right moment will stir something deep inside and remain with us long after the curtain closes. I love that our theater department was brave enough to take on this challenge. And I, for one, was blessed to experience it. ■

TELL US WHAT YOU THINK. *BWS Magazine* welcomes correspondence from readers relating to magazine content. Reach us at *BWS Magazine*, 100 South Barrington Place, Los Angeles, CA, 90049. Or email us at bwsmagazine@bwscampus.com.

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Brentwood School inspires every student to:

Think critically and creatively.

Act ethically.

Shape a future with meaning.

Core Values: Trust, Respect, Responsibility,
Honesty, Caring, Community, Diversity



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PARTING SHOT

Do you recognize this art teacher? After so many years teaching stained glass at Brentwood School, Michael Knight presented his first self-portrait in glass and displayed it at the annual All-School Art Show. View more images from this year's show online.