

The St. Ignatius College Preparatory Magazine • Fall 2022

GENESIS



TEACHERS LEAD WITH PURPOSE

TEACHING is not about pouring knowledge into students' heads. The best teachers lead students through experiences in which they acquire knowledge and skills that lead to wisdom, understanding, and action. They guide students toward joy, passion, growth, and independence. In this issue of GENESIS, we are highlighting SI's faculty, how they nurture students' growth, and inspire by leading with purpose. We get to see it every day, and hope you enjoy this small sliver of what makes our faculty extraordinary.



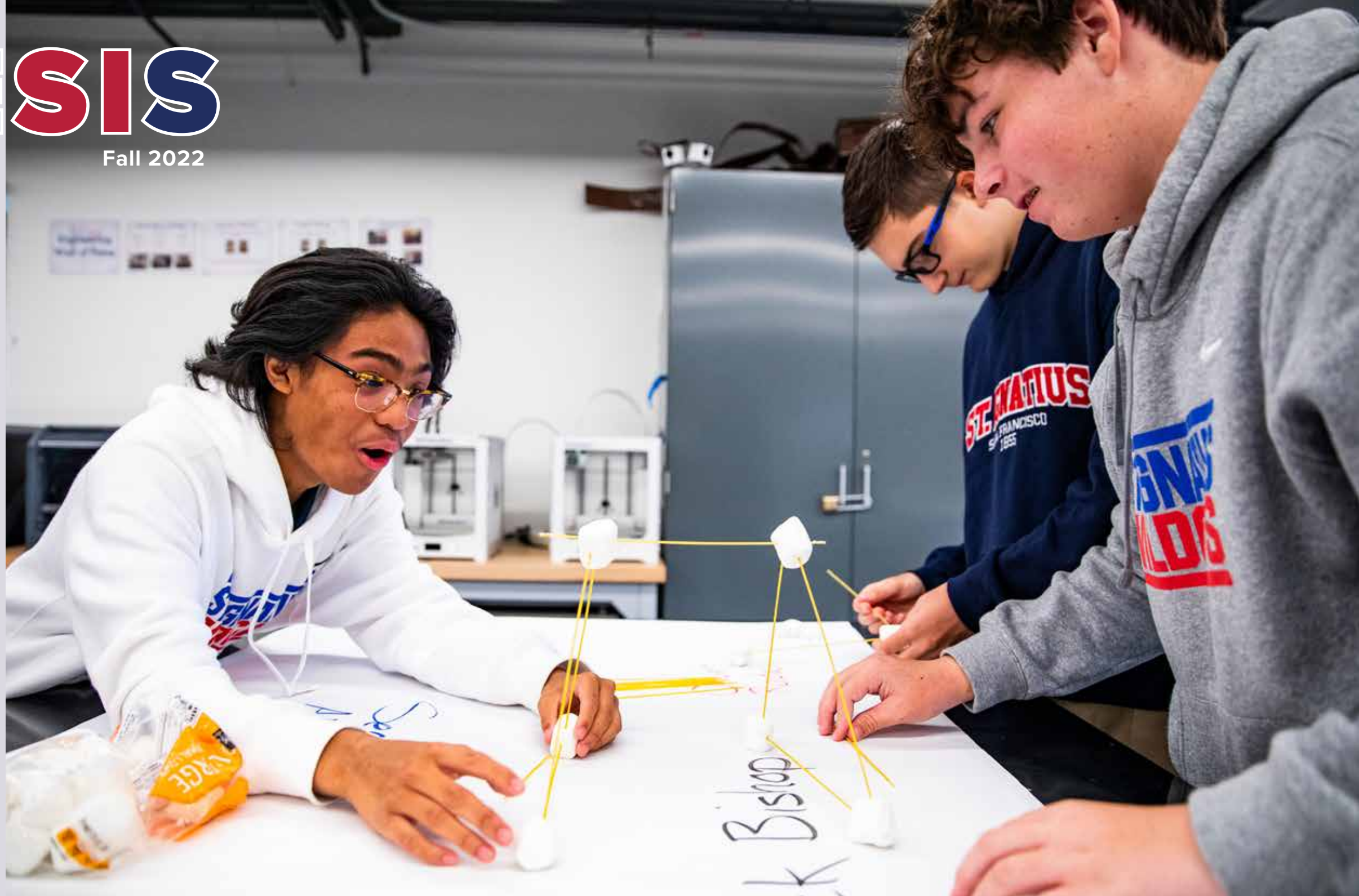
GENESIS

Fall 2022

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On the cover: Clockwise from top, SI faculty members Leona Pappas, Michael Patterson, FSA faculty member Phyllis Tonna '14, Meredith Mannion, Paul Maychrowitz, and Audrey Gomes.

Inside Cover: Yosup Joo and students

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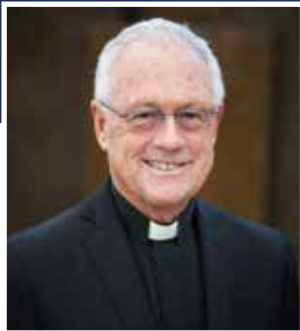
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A MESSAGE FROM THE PRESIDENT

Dear SI Community,

As a college preparatory school, we do not shy away from rigorous academics — our Advanced Placement and college matriculation statistics attest to that — but in the Jesuit tradition we measure ourselves by students' growth as whole people, not just their grades and test scores. We encourage and applaud students who refine their

artistic vision, join the fight for justice, and learn to love others as God loves them, in addition to their academic accomplishments.

All of this is possible thanks to our faculty's commitment to relationship-building and acting with purpose for the benefit of students. I like to think that most of the stories in GENESIS show how adults in our community provide spaces and experiences for young people to grow into their best selves, but we have several stories in this issue that spotlight that relationship in particular. As I read about SI's Ethnic Studies program, the SI Immersion Program, and our Center for Academic and Targeted Support, I was reminded again of how open, loving, and caring our teachers are, which left me feeling grateful we have such wonderful adults to guide our students and optimistic for the future — for our students, our faculty, and our entire school community.

Beyond those stories, we are also sharing highlights from the spring and the start of the new school year, and updates from alums doing wonderful things, particularly a few who went into teaching at SI.

Thank you for being a part of the Wildcat family, and we hope you enjoy reading.

Blessings,

Edward A. Reese, S.J.



THE DIRECTOR OF ALUMNI RELATIONS

Dear SI Alumni and Friends,

A Jesuit education is a complete education, preparing the mind, body, and soul to go into the world and make it more sustainable, humane, and just.

Over the last five centuries, Jesuits have been charged with a simple mission, which is still taught on campuses around the world, and at St. Ignace: **Help others. And then get those people to help others.**

Today, there are more than 200 faculty and ministry leaders at SI teaching 1,495 high school and middle school students, embodying the principle of *cura personalis*, care for the whole person. Some have been at the school for decades, others began this year, and as a group they are as talented, dedicated, and loving as the teachers of any SI era.

Whether in the classroom, on the athletic field, in arts and drama programs, in one of SI's 140 co-curricular clubs, participating in service, or in purely social gatherings, students are receiving a rich Jesuit education, one that will launch them into the world to be **men and women with and for others.**

Many of us describe our journey at SI fondly. The positives stay with us while the negatives are washed away with fading recollections and the wear and tear of life. What we are left with is the memory of being enriched by the teachers who taught us — not just about subjects, but about ourselves and the greater world around us. They taught us about faith. They taught us that with our gifts we can make a lasting impact on the world.

This, and the lasting friendships we formed with fellow Ignatians, is what binds us together. This is our common Jesuit experience. This is why SI is so strong and why our ties defy those of other institutions in our lives.

Wherever you are today, know that in classrooms on 37th Ave., there are hundreds of Ignatians-in-waiting being prepared to help others, to walk in solidarity with us and for those who seek justice in a broken world.

We are -- SI!

Tom Hsieh '83



NEWSFROMSI

SI HOSTS REGIONAL ROBOTICS COMPETITION

On March 17-20, 2022, SI hosted the 2022 San Francisco Regional, a FIRST Robotics Competition featuring 42 teams, including SI's own Golden Gate Robotics Team 5924.



HOOPCOMING

Delayed until spring because of COVID-19 restrictions, this year's Hoopcoming concert featured Bankrol Hayden, Karri, Lamar Bullock '20, and Leo Sato '22.

LACROSSE TEAMS SUPPORT NORTHERN CALIFORNIA SPECIAL OLYMPICS

On March 26, 2022, SI's varsity and JV men's lacrosse teams ran a 5K and plunged into the icy waters of San Francisco Bay to raise funds for Northern California Special Olympics. SI athletes raised \$16,719, the second-highest amount of any team, and had 59 players participate. A huge thank you to the St. Geme family for spearheading this effort.



JUNIOR CLASSICAL LEAGUE ENJOYS A SUCCESSFUL LATIN CONVENTION

On the first weekend of April, members of the SI Junior Classical League gathered on campus to participate together in a virtual state convention. Students from more than 60 other schools around California shared fellowship, fun, and love of the Latin language. Several students received high honors at the convention: Carmen Aaronson '24, Timothy Abbott '22, Sydney Gill '25, Frankie Kimball '22, CJ Lindstrand '24, Keoni Liwang '25, Spencer Phillips '24, Sadie Powers '25, Penelope Pyo '24, Margot Rodgers '25, Rini Saha '25, and Ashley Yoshii '22. As a group, SI took third place in the Publicity contest.

STUDENT REPORTS ON ASIAN BAKERIES

In April, Evan Sun '22 wrote a story about Asian American home bakeries in the Bay Area that was published by KQED.

Read Sun's story on the KQED website



LGBTQ+ ALUMNI PANEL

On April 27, 2022, Gretchen Litner '74, Jon Moscone '82, Ryan Aguirre '07, and Robby Lucchesi '10 took part in a panel discussion about their experiences as queer people at SI and beyond. The goal was to educate members of the SI community on how acceptance of and tolerance towards the LGBTQ+ community has changed over the years and what areas still need growth.

INTERNATIONAL FOOD FAIRE

On May 7, 2022, SI hosted its annual International Food Faire. The Carlin Commons and Orradre Courtyard were filled with families enjoying cuisines from around the world while, on stage, students gave musical, dance, and other performances reflecting our communities' traditions and heritage.



CARDBOARD BOAT REGATTA

Students in Mike Santos's engineering class took to the Herbst Natatorium and Pool, navigating in watercraft they constructed themselves out of cardboard. A festive crowd watched from poolside seats and the windows above.



A DEEPER STATISTICAL LOOK AT TENNIS

In August 2022, a research paper by Cayden Tu '24 was published in the International Journal of High School Research. Tu analyzed the record of high-level men's tennis in recent years to find the most significant statistical variables that determined winning matches.

Read Tu's paper



TWO STUDENTS HONORED FOR THEIR NATURE PHOTOGRAPHY

Gianna Gazulla '24 and Dylan Mong '24 were both named winners in the Global Oneness Project's photography and original illustration contest. Gazulla's photograph of a wooded landscape in Yosemite National Park and Mong's photograph of a bird's nest with four eggs within were honored for how they document "the fragility, hope, and future of our planet's ecosystem due to climate change."



See Gazulla's, Mong's, and other winners' photographs



FRIDAY NIGHT LIGHTS

On a foggy August evening, SI hosted its first Friday night football game under the new lights on J.B. Murphy Field. Before the game, students, parents, alums, and other community members enjoyed music, games, and food, then packed the stands to watch SI defeat Palo Alto, 41-6.



BACK TO SCHOOL NIGHT: IN PERSON

For the first time since 2019, parents came to campus for Back to School Night, visiting their students' teachers in their classrooms and hearing directly from them.

MASS OF THE HOLY SPIRIT RETURNS TO HOLY NAME

After several years away, SI once again celebrated the Mass of the Holy Spirit at Holy Name of Jesus Parish church in the Sunset. Students walked to the church from campus and filled the church for the traditional Mass to start the school year.



LUMPIA WITH A VENGEANCE

In September, the feature film, "Lumpia with a Vengeance," began showing in theaters. Students, faculty, staff, and alums came together at Stonestown for a special showing of the movie, which features 10 current students and alums: Fatima Yusuf Wright '96, Francis Custodio '98, Carlo Ricafort '98, Dennis Custodio '99, Jasef Casas '05, Angelo Custodio '19, Mikayla Acosta '24, Gabriella Blas '26, Claire Cadiz '26, and Diorel David '26.



MORE NEWS FROM SI



STUDENTS GO TO SACRAMENTO, ADVOCATE FOR HOUSING EQUITY

In March 2022, SI students joined others from around California to call on elected officials at the state Capitol, seeking meaningful action on social justice topics. Eight SI students participated in the event organized by Jesuits West CORE, along with other students, teachers, parishioners, and members of the larger Ignatian community. Students focused on issues of housing equity, youth mental health, and criminal justice reform, specifically advocating that the state use its budget surplus to fund homelessness prevention. Together, they prayed, held public witness outside the Capitol, and met with their local legislators.

Among them were Mia Aaronson '22, Ann Anish '23, and Meredith Foster '23, who spoke with GENESIS about what they learned from this experience and what motivates them to take action. Their comments are edited for clarity and brevity.

Foster: We'd spoken to an assembly member on the phone and a state representative over Zoom, which is important, but I think it was particularly special to be in Sacramento, in person, to have a physical presence on the steps of the Capitol.

Anish: Last year, we focused on speaking to Senator Dianne Feinstein and Senator Alex Padilla, and their staff. This year, because of the way it was organized, we were able to speak to a broad array of legislators.

Aaronson: This event was about direct advocacy, talking with lawmakers, and learning alongside other Jesuit school students who are in high school and college. We learned so much about the specifics of speaking to these lawmakers, about how powerful it is to know the specifics of what is in a bill and what individual lawmakers have said about those issues in the past. I didn't realize all the nuance of advocacy work within politics.

Anish: When I talk to students at other schools, I see them advocating to start conversations about important topics, and when I look at SI, I see we

already have a lot of those conversations. So, I started working to get people involved and active in social justice because that's the next step — we can do so much more to make our community and culture more inclusive.

Aaronson: I wasn't very politically active when I got to SI. But when I got here I started thinking about how, when we acknowledge terrible things like deportations and wildfires, why not take the next step beyond thinking, and actually doing? So my main goal the past couple years has been to create opportunities for students to educate themselves, to learn more about other perspectives, and start moving toward some sort of work.

Foster: I agree with my mom, who says all the time, "Actions speak louder than words." It can be numbing to experience an onslaught of horrible news all the time, but how do we act in response? For me, I have to do something, even if it's small. I've joined social justice clubs. I've gotten connected to people with whom I can make some change. It's my responsibility to make the world a better place.

SI JESUITS SWORN IN AS SFFD CHAPLAINS

SI Jesuits are now the official chaplains for the San Francisco Fire Department. SI President Edward A. Reese, S.J., and John Mitchell, S.J. '58, the superior of SI's Jesuit community, had been offering chaplain services to the SFFD since the fall of 2020, but pandemic measures prevented them from having a formal swearing-in ceremony, which finally happened on April 12, 2022. When asked how he came to this service, Fr. Reese began his story with experiences from decades ago.

"I've been a chaplain for years. My journey to becoming a chaplain began when I was in Los Angeles," he said. "I was working in a halfway home for juveniles, and I got to know cops who would bring kids back to the house. Soon, I started doing ride-alongs with officers to get to know their jobs better. After I went to San Jose, I hadn't been there long when I bumped into an officer I knew who mentioned the police department was looking for a Catholic chaplain and asked if I would do it. They had been looking for a chaplain for a while, so I happily took that on and did it for the next 15 years. When I went to Phoenix, I became chaplain for the Arizona state highway patrol and Phoenix Police Department."



Fr. Mitchell noted he has a family connection to firefighters.

"My brother was a fireman," he said. "So, along with talking with Eddie about his experiences as a police chaplain, when this came across my desk, my first reaction was, 'Absolutely. We can help out.'"

At a broad level, they said, their mission as chaplains is to be there for firefighters and their families in whatever ways possible, and they are on call to minister when needed, such as a death in the department, or when there is a particularly large fire. Moreover, they expect to support firefighters at some formal events, such as parades.

"For both Jack and me," Fr. Reese said, "This is a way for us to pay back first responders for what they do for us."

SUMMER READING ILLUSTRATED BY AN SI ARTIST

When SI's Religious Studies Department put together their summer reading assignment for the incoming Class of 2026, they turned to Thomas Fong '23.

Teachers had noticed the rising senior's talent for drawing, so they asked Fong to illustrate "The Journey of Ignatius of Loyola," written by Kevin O'Brien, S.J. Their striking artwork helps dramatize the story of how Iñigo López de Loyola y Oñaz, a fiery Spanish soldier, reoriented his life to serve Christ.

"I have doodled for most of my life, as a side hobby," Fong said. "At SI, where we're required to have iPads, I got into digital art, and over quarantine, when I had a lot of spare time, I got serious about drawing. I spent a lot of my time during that period working on figure drawings. For this commission, I took inspiration from manga and went for a more painterly black and white style."

This experience, among others, has gotten them to think about pursuing visual art in college, but for now, they hope these illustrations help rising frosh engage with the story of St. Ignatius.

"I tried to effectively communicate what the text is trying to say," Fong said. "I really enjoyed learning about St. Ignatius, but also other topics in religious studies: Old Testament, New Testament, and Gospels. When I came here to SI, religious studies pleasantly surprised me. I'm an agnostic, but I think there are a lot of valuable lessons in the Bible and in St. Ignatius's life."



'ON AIR WITH SI' STARTS STREAMING FROM STUDIO IN THE LIBRARY

Each school day morning, from 8-9 a.m., On Air With SI broadcasts a live streaming radio show from a studio in Alfred Wilsey Library. On a recent morning, Raven Shaw '23 and Ann Anish '23 were hosting a show, playing songs, talking about upcoming events at SI, and reading announcements. Moderator Cara Brancoli sat to the side, listening in.

Though SI has had radio stations before, the school has not sponsored a broadcast in many years. Shaw and Anish began developing a plan to start a station at the school when they were sophomores and shared a Google doc where they would jot down ideas they wanted to pursue.

"At first, we joined the podcast club," Shaw said. "It was a cool experience, but the vision for podcasts didn't really align with what we kept thinking we wanted to do, a live radio show. So, we talked to Ms. Brancoli, put together a pitch for a radio station, and presented it to the Student Life Office."

After several revisions to their plans, Assistant Principal for Student Affairs Jeff Glosser '83 approved funding to convert a small office in the back of Wilsey Library into a streaming and recording studio, with high-quality equipment, and shows began at the start of the 2022-23 school year, streaming from www.onairwithsi.com.

"We are happy to support On Air With SI and see incredible potential for our school in both streaming radio and the physical studio," said Mr. Glosser. "Raven and Ann are two amazing student leaders who have made such a positive impact in so many areas of our school community. I am proud to see what they are building with their on-air broadcasts and hope other students follow their example and are inspired to build community."

Ms. Brancoli added, "I am excited about the interactivity Raven and Ann are trying to incorporate in their shows. They have set up ways for people to request songs, and we made sure the studio can handle live call-in interviews. The immediacy of radio is one of the things that makes it special, so when we get better at incorporating the audience as part of the show, that is when I think it will grow. Moreover, I am thrilled at how much we are learning by doing, and I am grateful the school is supporting this kind of project."

Anish laid out the club's hopes for the future, saying, "In the short term, we are excited about promoting the station, getting people interested in it, and convincing people to listen more. Longer term, we want to explore getting on the actual AM or FM dial, but no matter what, in 10 years, when we come back, we hope to see On Air With SI has evolved to whatever the needs of SI are at that time."

PERFORMING ARTS



SENIOR DANCE SHOWCASE



SI LIVE



CABARET



SPRING CONCERT ORCHESTRA



SPRING CONCERT CHORAL



SPRING CONCERT JAZZ BAND

STUDENT PHOTOGRAPHY



Domenico Rossetto '22



Cole Amaya '22



GianCarlo Toledo Rivera '22



Ariana Lum '22



Nina Schmidt '23



Layla Eby '23

STUDENT
**DRAWING, PAINTING,
SCULPTURE**



Addy Yahiro '23



Alice Taylor '24



Andrew Angeja '24



Grace Schwarz '23



Ryan Agarwal '25



TK Page '25

Wildcat Breakfast

On April 27, 2022, about 250 parents, students, alums, and friends of SI gathered in the Carlin Commons for the inaugural Wildcat Breakfast, featuring a live interview of San Francisco Giants coach Alyssa Nakken. Attendees enjoyed a complimentary breakfast, heard Nakken share her experiences and insights from becoming the first woman in Major League Baseball history to be a full-time coach, and learned about how they could support SI's efforts to renovate the Fairmont Field athletics complex.

Those plans include renovating the baseball field there and re-dedicating it as Dekker Diamond in honor of longtime SI teacher and coach, Jim Dekker '68. Thank you to the generous donors who have already contributed more than \$300,000 toward the project!

To learn more about how you can get involved with building SI's field of dreams, email Vice President of Advancement Joe Vollert '84 at jvollert@siprep.org, or Associate Director of Advancement Staci Fleming at sfleming@siprep.org.

Jackie Acosta '22 presents a St. Ignatius baseball jersey to Alyssa Nakken



With John Grealish '79 looking on, Jim Dekker '68 speaks at an event supporting the Fairmont Field renovation. Mr. Dekker taught at SI for 39 years, was SI's first alumni director, coached girls' basketball, and coached baseball.



SIATHLETICS2022



SPRING RESULTS

Baseball V: 11-14 JV: 7-14 F: 7-14-1	Golf V: 11-3 JV: 10-4	Men's Lacrosse V: 15-4 (WCAL Champion) JV: 12-0	Women's Lacrosse V: 16-2 (WBAL Champion) JV: 12-0	Men's Swimming V: 5-2 F/S: 4-3
Women's Swimming V: 6-0 (WCAL Champion) JV: 6-0	Men's Tennis V: 9-4 JV: 3-3	Men's Track & Field V: 4-3 F/S: 6-1	Women's Track & Field V: 4-2 JV: 5-1	Men's Volleyball V: 5-14 JV: 4-12

SI SWIMMING



workouts that used every bit of outdoor space available. SI leased out space from Millbrae Meadows Pool, an outdoor pool without starting blocks, to get some much needed water time. Coach Dahlz reflected on his first impression of this pool, saying, "When I went on the tour at Millbrae Meadows it was a basic pool with no lane lines, flags, or diving blocks, and was three-and-a-half feet deep on one end. It was definitely more geared to water aerobics versus a competition pool. However, the team embraced it given the circumstances and I think in many ways it helped bring us closer and build our character and chemistry. It didn't really matter the body of water we had to train in, or the fact that the South Bay pools never really shut down. When competitions returned, the athletes were going to be ready to throw down!"

These challenges molded a championship team. On paper, SI had swimming talent on the roster, but to win championships, there had to be something more, and for this program, team chemistry was the final tool. This group of swimmers developed the kinds of bonds such that they would do anything for each other, and no matter what kind of meet each individual might be having, they would give everything and then some for their teammates.

Beyond their incredible team accomplishments, there were a number of individual accomplishments to highlight as well. Many of SI's swimming records were rewritten this past spring; seven of 11 team records were set this season. All three relays broke team records. In addition to the first 2 relays that won CCS, the 400 free relay of Coco Quill '24, Alanna Baker '22, Addie Fiscus '23, and Lian Jeong Engle '23 broke the school record; Jordan Fernandez-Ash '24 broke the record in the 100 fly, 50 free, and 200 free; and Lindsay McCormack '22 broke her own record in the 100 breast.



Women's Swimming Makes a Splash at League and Section Finals

In Spring 2022, the St. Ignatius Women's Swim and Dive Team captured both the West Catholic Athletic League championship and the program's first-ever Central Coast Section title. Women's swimming had previously won five combined GPSL and WCAL championships (1994, 1995, 2005, 2007, and 2019) and these two accomplishments expand the program's proud tradition.

Everyone knows the path to the top is never a straight line but, in the case of this team, the path to the top had many curves.

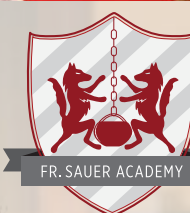
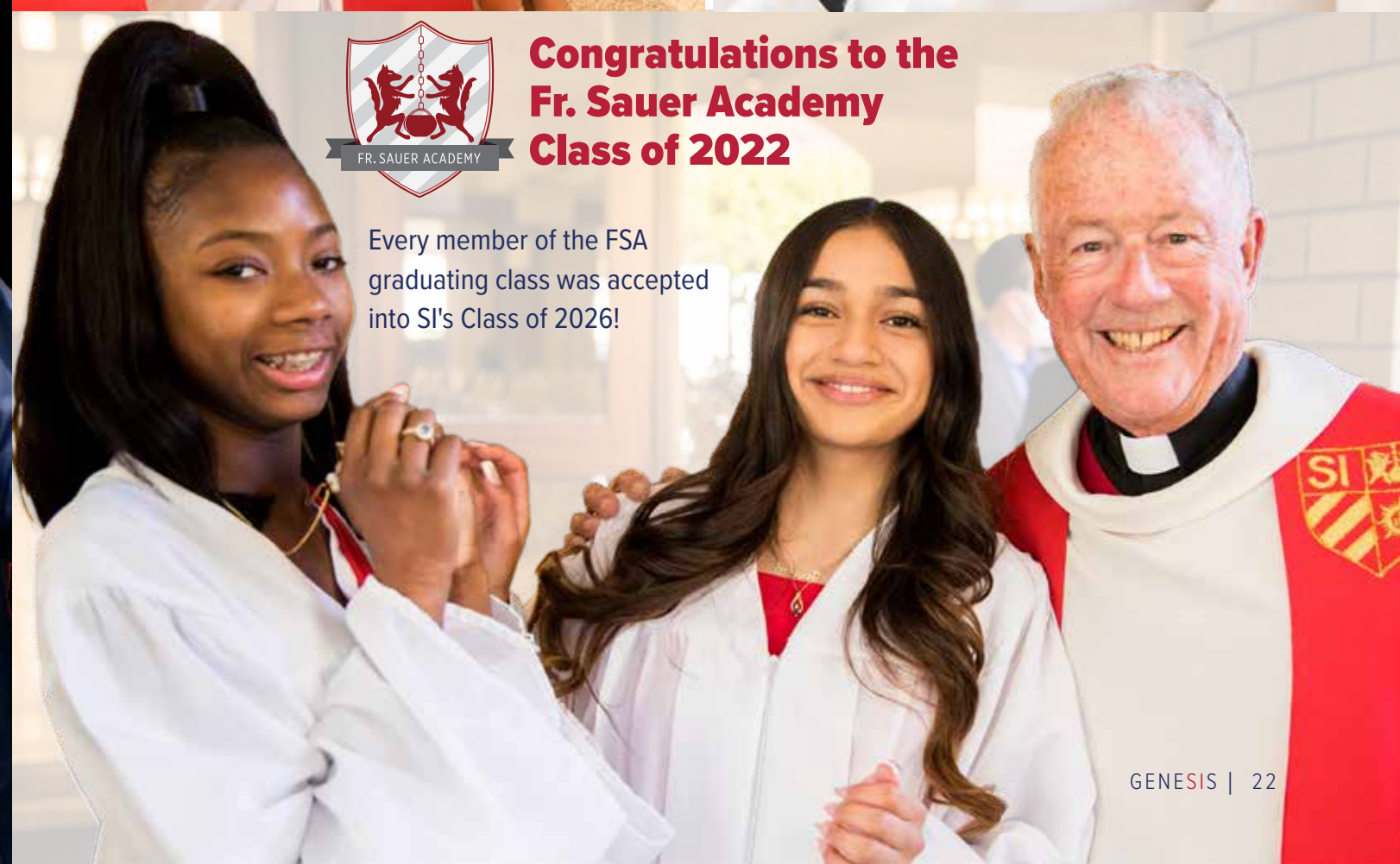
When talking about high school athletics, there are some sports that are more naturally aligned with club sports, such as swimming. It can be a very isolated club experience where athletes spend most of their time underwater trying to beat a clock. It is, in general, a very individual sport, and one of the major challenges of coaching high school swimming is to change that individualized culture and mold it into a team experience.

Head Coach John Dahlz '03 knows just how to do this, pulling from his own SI experience. He said, "SI taught me that you must swim or dive for something more than yourself, that the SI emblem on your cap and on your uniform means something more than your own ambitions and goals, and you wear it with pride."

Another hurdle was the COVID-19 pandemic. All sports were affected in some way, but indoor swimming pools in San Francisco were closed for months, forcing swim coaches to be creative. Whether club or interscholastic, San Francisco teams had to find new ways to keep their swimmers engaged. Many used Aquatic Park as their personal training ground and teams, including SI, embraced dryland



Welcome to the
Newest SI Alumni
**CLASS OF
2022**



Congratulations to the Fr. Sauer Academy Class of 2022

Every member of the FSA
graduating class was accepted
into SI's Class of 2026!

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Dr. Davis leads her class in opening up



Reading a classmate's work in Mr. Castro's class

"It is not enough to simply be not-racist. We're St. Ignatius, grounded in the tradition of the Jesuits. We want our students going above and beyond that."

An Instant Paradigm Shift: How SI's Ethnic Studies Classes Blend Academic and Personal

History is contested because what we learn about the past often reflects who we are in the present and who we aspire to be in the future. SI's Ethnic Studies social science program, composed of semester-long courses for frosh and an elective class for older students, embraces this tension. Students are challenged to examine history as an ongoing, contested narrative and to frame their individual identity, their family history, and their community history through the lenses of race, ethnicity, gender performance, nationality, and culture.

Ethnic Studies is now part of California state standards for high school, but SI began developing these classes almost a decade ago, before that change. Eric Castro '92, who is the faculty level leader, credited former Principal Patrick Ruff, former Assistant Principal for Academics Carole Nickolai, and other leaders for supporting the program at its start.

"As a school, we thought about what we are doing actively to counter this national trend toward racism and extremist views in a minority of the population," Mr. Castro said. "Were the courses we were offering preparing students for the world that they will inhabit and work in? When we think about what the world will be like in 10, 20, or 30 years, it will be more multi-ethnic and more multiracial. That necessitates an understanding of race and related issues, but we also want our students to be anti-racists. It is not enough to simply be not-racist. We're St. Ignatius, grounded in the tradition of the Jesuits. We want our students going above and beyond that."

Dr. Tasia Davis, who last year was a dean of students and taught Ethnic Studies, talked about how she sees the classes as a key part of SI's mission to develop moral young persons.

She said, "The entire Ethnic Studies group makes sure to express to students: The things you are witnessing and learning are not your fault. These things are not presented to shame you. But, do you recognize what has taken place? And now that you know better, will you do better? When you go out into the community and the world, will you make better decisions?"

Students interviewed for this piece expressed gratitude for Ethnic Studies classes and said they especially appreciated learning history from perspectives that, otherwise, they suspect they might not have heard in a classroom. Ryan Steinberg '22 took Ethnic Studies as a frosh, and later took the elective headed by Yolanda Medina Zevas '94.

"I remember in Ms. MZ's class, we talked a lot about how history is taught and considered different ways of approaching those stories. For example, from a European perspective, Christopher Columbus is an explorer, whereas from the indigenous perspective, he's an invader. Thinking that way is an instant paradigm shift and can affect how you see every part of American history," Steinberg said.

Students also spoke about how personal the class material could be. Kate Quach '25 described a new feeling of connectedness to the past.

She said, "I was riding MUNI one day, and we had just learned about the Chinese Exclusion Act and how Chinese immigrants helped build the transcontinental railroad. I had this feeling of gratitude for being here right now, a feeling of pride in my identity and all my ancestors' hard work, and a feeling of appreciation for those who drove for justice and their community, all of which has built up to where I am today."

Rami Safa '25 also said the classes were intensely personal, but that at the same time, he felt there was room for conversation and learning not just from teachers, but from classmates.

He said, "Our teachers aren't trying to fluff up history. They want to get to what is real, what really happened, and what happens currently in the world. As a person of color, I experience a lot of the racism that my teacher talked about in class, so what I bring may be very different from what some of my classmates bring. But everyone is able to freely speak their mind in discussions without being judged because it is a space where we know we are learning — it is a safe space for people to talk about how they feel and what they think."

"Our teachers aren't trying to fluff up history. They want to get to what is real, what really happened, and what happens currently in the world."



Mr. Castro discusses a report with students

"I have appreciated the opportunity to unabashedly share my immigrant story."

That blending of academic and personal is fully intentional, and students aren't the only ones who benefit. Like many other educational institutions, SI, itself, has its own history with which community members contend. Just as with the larger society, there are multiple ways of looking at our school's past and present, and understanding those multiple ways enables us to build a better future.

Ethnic Studies teacher Yosup Joo shared that the personal nature of the classes allows him to bring his whole self to his work, in full acknowledgment of what SI was and is, and makes it particularly fulfilling when he sees students affirming their own identities.

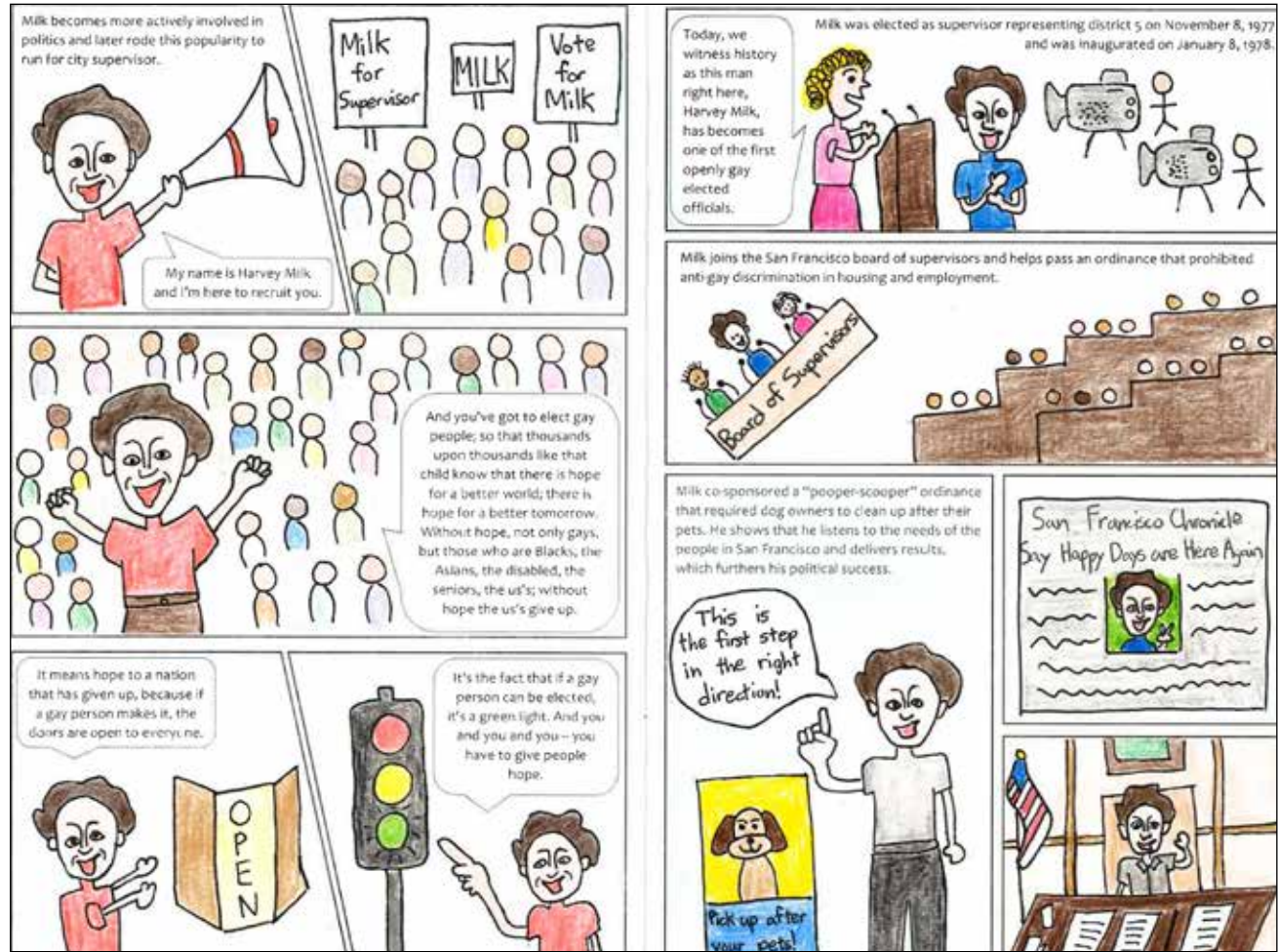


Katy Dumas gives a student personal instruction

"I am a Korean-American immigrant," he said. "It is an amazing experience to be able to share my autoethnography in an academic class setting in which it matters. That is so refreshing. In other settings at this historically predominantly white institution, I almost have to stamp down my own identity and history — there is an assimilated version, an academic version. I have appreciated the opportunity to unabashedly share my immigrant story, or of trying to assimilate, or having people yucking on my yum, and then read students' own autoethnographies, where they share their own reflections about their identities and have a chance to dismantle some of the internalized oppression that can occur in our society. It is endearing, and it makes me love them more."

Looking forward, SI will continue these Ethnic Studies classes for every first-year student because it is an essential element of our Ignatian commitment to confronting the problems of our time. It is part of our ongoing project to help our entire community develop their tools for thinking about how race functions in our lives, and, more importantly, use that understanding to act in ways that build a more just world.

Excerpt from an Ethnic Studies project by Caden Huang '25 about San Francisco Supervisor Harvey Milk





Academic Support for All Wildcats

During the 2021-22 school year, SI rechristened its Learning Center as the Center for Academic and Targeted Support, or CATS, and opened a bright new space for the program adjacent to the Alfred Wilsey Library with entrances from both the library and Student Center. CATS Director Gianna Galletta '06 explained how the program, which is still relatively new at SI, helps the school carry out its mission.

"Our school provides a Catholic education informed by the Jesuit values of pursuing social justice, equity, and inclusion. This program helps students who have differences meet our goals for the grad at grad, to become independent learners," she said. "SI may not be a good fit for every single student, but it can be a good fit for more students who are capable of succeeding here so long as we, the institution, are open to allowing them to follow slightly different routes. If we are truly dedicated to equity, of course we should do everything we can to provide resources for incredibly intelligent and capable students who may need some support to stay focused."

Ms. Galletta is also quick to note that CATS is emphatically not just for students with diagnosed or otherwise documented learning differences. Just as with equitable practices in workplaces or classrooms, resources available to those students are available to all students at SI who could stand to benefit from any support they may need.

"CATS is a space of belonging for everybody; we are also here for students who may have simply hit a bump in the road. It is important to normalize struggle and normalize challenge because whether a student's difficulty is of that particular moment or longer-term, most students struggle at some point or another," she said.

The physical space for CATS reinforces that it is a resource open to all students. The entrance from the Student Center has a large window in the door. Floor-to-ceiling glass walls separate an open study area from the library, while quieter, more secluded meeting and testing spaces are located alongside staff offices.



"CATS is a space of belonging for everybody."



Gianna Galletta '06

"It was important that CATS be open and welcoming, with great furniture, and in a central location in the Student Center. Right now, we want students and parents to feel that this is a place for them, no matter who they are," Ms. Galletta said. "At Back to School Night, we had lines of parents dropping in to chat face-to-face, which was wonderful because our team partners with so many of them on their children's success, and we wanted them to experience the CATS space, too. Lots of parents have to fight for their children for years to make sure they get what they need. So, it is incredibly gratifying when we are able to show them that at SI, they do not have to fight because we are dedicated to equity, we are all on the same team, and that their students have access to this kind of space and support."

Looking forward, Ms. Galletta, along with the rest of the CATS team, Peter Collins and Blythe Hurley, is looking forward to helping the program evolve and mature.

Ms. Galletta said, "We're working on putting together workshops open to all students, a key part of which would be bringing in teachers who can incorporate their subject-area expertise and make those sessions truly cross-curricular. But we are also just as excited to come to work every day and be deeply invested in students' success, because it is the ultimate reward when they do succeed." 

The CATS space was built with the generous support of Mardi Dier, the Carl Gellert and Celia Berta Gellert Foundation, and attendees at the 2021 SI Fathers' Club Auction.



The impact of SI's Immersion Program, as told by participants

"IT PUSHES YOU IN A WAY THAT NOTHING ELSE AT SI PUSHES YOU"

Each year, dozens of students and adult leaders participate in SI's Immersion Program, in which small groups come to know marginalized communities and individuals through their stories, traditions, struggles, celebrations, and expressions of faith.

Whether the travel is local, domestic, or international, the primary focus is to deepen relationships with others and with God, and is made possible with the close cooperation of faith-based organization hosts. The experiences are rooted in prayer and reflection, and as student groups return, they are encouraged to continue asking questions.

In summer 2022, 70 students and 18 adult leaders in eight groups participated in the Immersion Program. After they returned, GENESIS interviewed several students and adults about their experiences. They spoke about personal growth, changing perspectives, and the deep bonds they forged with classmates and people in the communities they visited. They also spoke about how the Immersion Program gave them a new appreciation for the scope of SI's mission: on these trips they were challenged to engage with what it truly means to be Ignatians with and for others, and what it means to foster a lifelong commitment to a "faith that does justice."

Olivia Leung '23 • Jerusalem Farm, focused on "Housing and Sustainable Living" — Kansas City, Missouri

Killian Murphy '23 • Tenderloin neighborhood, focused on "Human Dignity, Poverty, and Houselessness" — San Francisco

Vivian Ng '23 • L'Arche Tahoma Hope, focused on "Disability, Community, and Inclusion" — Tacoma, Washington

Raven Shaw '23 • Las Cruces, New Mexico, focused on "Migration and Border Issues"

Aidan Stecher '23 • El Salvador/United States-Mexico border, focused on "War, Witness, and Migration"

Christian Rodriguez • Adult leader, Tucson, Arizona, focused on "Migration and Border Issues"

Christina Wenger • Adult leader, Wheeling, West Virginia, focused on "Rural Poverty and Ecological Justice"



Working in the farm and gardens at L'Arche Tahoma Hope, Tacoma, Washington

Ng: Last year, I started getting involved with social justice issues, and I am really glad I did. What drew me to immersion is the idea that you learn best from having real-life experiences with people and hearing their stories directly from them.

Stecher: When I first came to SI, I learned about immersion, and so I have had it on my mind for a while. Eventually, I did apply because I have relatives who were already in the SI community who told me I would probably regret not doing it.

Shaw: Kairos and immersion are the two things you always hear are pivotal moments for students at SI. I wanted to take part in that.

Murphy: I was not totally sure I wanted to go. But because this was something SI is obviously proud to offer, my logic was that if they are proud of it, it must be very good.

Ms. Wenger: I enjoy and find great meaning in the experience of building student families. I experienced that in my own classroom, and on Kairos for

sure. I was drawn to immersion because I thought it would be another way of helping to facilitate that.

Leung: J Farm focuses a lot on housing inequality in terms of cycles of poverty — because of code violations, predatory loans, low incomes, and things like that. One of the things we did while there was help paint houses, caulking window frames, and power washing homes to address those issues directly.

Something I want to continue exploring that we experienced there is sustainable living and the idea of using what I need. On the trip, I did not use my phone. We did not use much electricity, and we even had an energy fast for a full night. We limited our water use, which included on-and-off showers, where you turn off the water while soaping and shampooing, then rinse off. I feel that now I am also much more aware of waste, like what we do with food scraps and planning to use all the food we have before buying new things.

Stecher: In El Salvador, we stayed in a hostel at night, and during the day met

with families in a specific village. We also met a youth group there that was involved in an entrepreneurial business, printing on mugs, shirts, hats, and other things. They told us about how there are a lot of youth in their area who get involved in gang-related activity, and so they are trying to foster a new way of being.

Shaw: I came into immersion thinking I had good knowledge of our country's immigration system, but from the first day that perspective was challenged. Quickly, I saw how valuable it was to be in the actual context and to listen carefully to the voices of people who are living this every day. Spiritually, I was challenged to really understand, "Who am I serving? Who am I with?" When we say we are men and women with and for others, what does that really mean? Who am I in solidarity with?

Murphy: Typically, all the students slept in one big room on the floor. In the morning, we would move our bags to the side so the room could be used, and then spend time during the day volunteering at a program called Safe



Top: Volunteering with Safe Passage in the Tenderloin, San Francisco — Bottom: Students from the Tenderloin immersion group participating in a tai chi class sponsored by the Healing Well, a local non-profit

Passage, which helps with traffic safety in the Tenderloin because there are a lot of intersections there that have been classified as high risk for accidents. We would also spend time on other activities, either focusing on a social justice issue in the neighborhood, or spending time with people in the community, talking with them, or going out and seeing aspects of the neighborhood we might not have noticed. For example, we might look at the area's hostile architecture, like benches that are specifically designed so people can't be comfortable, or spikes on horizontal spaces so people do not spend time there.

**I DO NOT
THINK I HAD
EVER DONE
THAT MUCH
REFLECTION
BEFORE, AND
I LOVED IT.**

Ms. Wenger: We approach immersion in the spirit of *cura personalis*. If we consider a problem as a body, we are looking at the whole problem. We are looking at the people who are in all different parts of that body. In West Virginia, we talked to a coal miner. We talked to an advocate for people whose properties were damaged by the coal industry. We went to community gardens because there is no grocery store in central Wheeling, and we considered, how do you feed a community? We learned about history through Appalachian folk music. We worked at a center for the blind, where we were struck by the differences in employment opportunities for blind people in Wheeling compared to what is available for people in the Bay Area. It was interesting to see and engage with all the different fingers of the problem.



Mr. Rodriguez: One of the things I appreciate about Jesuit education and Ignatian discernment is the emphasis on how we, as outsiders, enter into communities. There is an entire issue of "volun-tourism" where people may go to a place with good intentions, but the community members feel slighted because the visitors came to feel good about themselves and not to build a relationship. What I appreciate about the SI immersion model is that there is intentionality and it is about relationships. A service type of mission trip can do good, but we aim to create an immersive experience of solidarity with a particular community where students engage with the people in those communities as other people, as human beings. We are issuing students a long-term challenge that we hope leaves an indelible mark on them.

Ng: I met many people while on immersion, but one resident of L'Arche sticks with me. He turned 70 years old while we were there, and we got to celebrate his birthday. He is non-verbal, so he does not speak, but he does use some written communication and sign language. I do not know sign language, but we were still able to communicate. Oftentimes, we were paired together on the community farm where we would pull weeds and talk. He would tell me about his plane trip to Las Vegas in celebration for his 70th birthday, and all the things he did there.

Stecher: During the trip, we learned a lot about El Salvador's history directly from the people we met, particularly the civil war in the 1980s. We visited the

Central American University, where Jesuit priests were murdered, and we visited the cathedral where St. Óscar Romero's tomb is — we saw the effects of violence in many places. That was hard because while we were talking about the past, I was thinking about how this continues to happen in different places around the world. And then we connected it to the United States' approach to migrants and asylum-seekers.

Leung: The residents at J Farm were very open and very present, which took some getting used to, but quickly I saw that when the people around you genuinely want to get to know you and, again, are present, it creates an authentic space to see, be seen, and create community.

Ng: I do not think I had ever done that much reflection before, and I loved it. Our group created a space where we were all present. We were there with each other, paying attention, and ready to support each other through whatever we were going through on this immersion.

Shaw: The immersion experience pushes you to be uncomfortable, but that is the point. We need to be uncomfortable for our minds to shift.

Stecher: SI wants to prepare you for the real world. In a way, immersion threw me into the world to see this is what it is like, these are our values, and this is how you can apply them to modern problems.

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NOTIONS AND IDEAS COMPARE TO THE REAL WORLD.**

Visiting the border fence on the United States-Mexico border, Tucson, Arizona





Students from the Wheeling immersion spending time with Firefly Gardens in Washington, Pennsylvania

Leung: A phrase I keep coming back to is "faith in action," which I associate with not just learning about social justice issues, but really experiencing them firsthand, meeting the people affected, and meeting the people who are completely dedicated to those issues.

Murphy: Just walking down the street in the Tenderloin, people would say hi, no matter what. That was probably the greatest thing about the neighborhood: the community, and everyone respected one another. I think the fact that everyone is pushed so much makes them closer together in a way that, say, my own neighborhood does not have.

I live in the Richmond district and go to school in the Sunset district, and there are aspects of the Tenderloin in both places; there are people on the street all around where I live, and, kind of, nothing is done about it. I think being a resident of San Francisco means being on the same level as everyone else in San Francisco,

whether you live in a house or not, and that is something I had not thought about consciously before.

Stecher: Throughout one day, our group was with a group of Salvadoran teenagers, just like us. At the end of the day, we had dinner with them at a restaurant, then we took a bus ride back home with them, and everything just kind of clicked together. There was a little bit of a language barrier, but we were still getting through to each other and connecting.

Mr. Rodriguez: A lot of what we do as Ignatian educators is helping students see beyond themselves to not only be critical thinkers, but to be global thinkers. It is important to have classes where we engage with pressing ideas addressing poverty, migration, and the environment, but it is another thing for students to see how their notions and ideas compare to the real world. The greatest teacher, ultimately, is experience.

Shaw: I had to learn how to hear and be with people. We had an opportunity with people opening up with their stories and their backgrounds to us, hearing from all different perspectives near the U.S.-Mexico border — border patrol officers, those who cross the border, and others — and I found our purpose was to be in community with them.

Murphy: One of the most impactful moments on this immersion is when we did a workshop about single-room-occupancy units. We went to a room that had a rug on the floor that represented the SRO, and we were challenged to make all of our stuff work in that small space. Initially, everyone in the group, including me, thought we would make it work — it would be a tight squeeze, but manageable. But by the end, it was clear it was not possible to live in such a cramped space. It was a kind of reality check that I did not know what I was talking about, and it set the stage for the rest of the immersion where I was

I LOOK BACK AT IMMERSION AND THINK IT HAS PLAYED A BIG PART IN HELPING ME UNDERSTAND MYSELF, WHAT I VALUE, AND HOW MY VALUES CAN BE APPLIED TO THE WORLD.



Parents of Tenderloin immersion students gathered at Faithful Fools, their local immersion host agency

very receptive to other information. I was no longer focusing on things I thought before.

Ms. Wenger: I felt connected to the kids, and the kids did an amazing job being really open to each other. Immersion was not a spiritual challenge to me — it was a spiritual gift. I saw kids learn things about themselves that they did not know. And when we returned and reflected together, almost everybody had something to say that they learned about themselves that was not connected to rural poverty or ecology. It was, "I need a community and I need to work harder at building it," or, "I really like to be super busy." These things they learned were not about the issues we were addressing, but they did come from the challenges they experienced.

Ng: I thought a lot about my perspectives: how I viewed my life and community, and what I knew and did not know about disability justice. I thought I had a good grasp because I had studied disability justice at home. But living with people with disabilities is different. What you thought you knew is not necessarily quite that accurate, and you learn that by walking with people and being in community with them.

Mr. Rodriguez: As educators, we see all sides of our students. We know that at their core, they are good, they are beautiful, they are intelligent, and whatever is happening in the moment is just one part of their journey toward adulthood that, we hope, will help them become a more integrated person. Immersion has an outsized impact on teenagers because it is a big challenge. They go to a place for one or two weeks, and it is not something they can just put down. They make a commitment, they stick to it, and they face the challenge SI issues them from day one: How will they be persons with and for others? But just as important, it does not end when they come home. The challenge carries forward.

Stecher: I look back at immersion and think it has played a big part in helping me understand myself, what I value, and how my values can be applied to the world.

Murphy: When I think about immersion, it was hard, but it was also beneficial and shaped who I am today. I have talked to some people about the experience who kind of laughed at it, but I doubt those who did have ever gone to the Tenderloin, they have definitely not talked to anybody who lives there, and I have.

Immersion is worth applying for because it pushes you in a way that nothing else at SI pushes you. It makes you go outside your comfort zone — you literally live somewhere else for a week or two — and yes, it is hard, but that time away gives you insight into who you really are.

Leung: It is hard to explain the impact of immersion — it is not something you're going to have a good idea about before you go, but it is going to change you, and it is going to be incredibly fulfilling. There will be challenges, and they are not just temporary. You will take those lessons back and put them into action back at home.

Students' hands, at L'Arche Tahoma Hope, Tacoma, Washington.



A look at SI's personal approach to teacher development

Helping Teachers Grow



Sra. Bricker with students

Veronica Bricker and Grace Curcio are longtime SI teachers in the Language Department who recently took on new roles as faculty instructional coaches, assisting teachers across all subjects to grow and find what works best for them in their practice.

"As a new teacher, I leaned on my colleagues," Sra. Bricker said. "I asked them questions and I asked them to come and observe my classes because I knew they would not judge me, but act as a collaborator. This program provides structure to that process; we are offering teachers growth-centered support in a non-evaluative way."

Ms. Curcio added, "I make it clear to the teachers I work with: This is for you. I am not a supervisor; I am your colleague who is just showing you what I observed, and we can talk about whatever you want."

This is a different approach to teacher development than SI employed in the past. Previously, the school might offer full-faculty workshops, invite guest speakers, or allow teachers time to attend conferences off campus; generally, the school gave teachers training from which they could take away lessons and strategies, or not, and those opportunities were helpful in their own ways. Today, SI's teacher development model is much more oriented to the personal.

"Veronica and I have both been department chairs," Ms. Curcio said. "And our experience was that when we were in that role, observed faculty, did a writeup, and included recommendations and commendations, it felt inescapably evaluative. That seemed like an unnecessary obstacle to some teachers' growth, and there simply was not a way around that."

Sra. Bricker said, "Now, it is more about building personal relationships with teachers, particularly those new to SI. We have some teachers who are new to teaching, and some who are veterans in other contexts, and a lot of them are definitely already experts. So, we love to see the energy and instructional strategies they bring to our school, and we learn from them, too. But we also want them to see what they look like and help them identify ways they want to grow. The individual teacher is choosing those areas, and if they feel supported, they do grow."

Dan Devitt teaches in the Social Science Department, and before starting at SI in the 2021-22 school year, had taught for many years at Lowell High School and Menlo School.

"One big reason I love the SI approach to teacher development is because it reminds me of the approach we are supposed to have with students, which is one of empathy, understanding, and the ability to meet the person where they are," Mr. Devitt said. "It was so nice to be able to have someone work with me like that, in a non-evaluative way. Both Veronica and my department chair, Owen Maguire, gave me a lot of their time helping me grow in the classroom, but also talking about SI's culture and helping me adjust to a new school community."

Ultimately, Sra. Bricker and Ms. Curcio define themselves as collaborators and partners with other teachers, approaching teacher growth with intent.

"Teaching is very personal. We pour our hearts into it," Sra. Bricker said. "How can we build this person up? How can we show them the amazing things they are doing as a teacher? That's how we see our role." 

"It reminds me of the approach we are supposed to have with students, which is one of empathy, understanding, and the ability to meet the person where they are."



Ms. Curcio with students

SIALUMNISPOTLIGHT



PETER SIGGINS '73

"THIS IS WHERE PEOPLE ARE FORMED"

Former SI Trustee and California Appellate Court Justice Peter Siggins '73 joined SI's faculty this year to team-teach Criminal Justice to seniors with Assistant Principal for Academics Danielle Devencenzi '97. Justice Siggins said that after retiring from the bench in 2021, he explored several opportunities, including teaching at the university level, but ultimately was drawn to high school and his alma mater for several reasons, the main one being that he can have the most impact on students' lives at this level.

"This is where people are formed," he said. "High school is where young people become who they eventually will be. Their personalities and character get formed. And Jesuits run schools very well. So the idea of teaching younger people here intrigued me."

Justice Siggins is excited to engage with students about a wide variety of topics, and to help give them educational access to professionals in the legal community.

"We talk about the rule of law and its origins," he said. "Also the origins of policing in modern society, the Bill of Rights, and how those interplay with the criminal justice system. For example, when we're talking about search and seizure, we go over the details of the rule of law and how it applies: When can an officer stop you? When can an officer look in your pockets? I have some insight into it from my work, but I am also looking forward to having the class meet justices of the California Supreme Court in order to learn from them. We plan to bring all of SI's government classes to meet with justices so the students can ask them questions."



NIKKI NARVAEZ '10

BEYOND THE CLASSROOM

Now in her eighth year as a teacher, her third at SI, Nikki Narvaez '10 has a full plate. She teaches three different English classes and coaches field hockey, but the opportunities to have broad involvement in students' lives and put *cura personalis* into practice is a large part of what she finds fulfilling in her job.

"What I love about the school's mission is that our goal is to go beyond the classroom," Ms. Narvaez said. "A lot of schools do not have that emphasis. At SI, we have big goals for students and ourselves that affect our whole lives, and I feel that's what true education is. It is something I connected with when I was a student here: I would think about what I had learned, but then also think, what is my action item? How do I use what I have learned, or use my talents to go outside the school and make things better?"

That theme is evident when she talks about her classes, one of which is a senior elective, Women in Literature.

Ms. Narvaez said, "The class has become an introduction to feminist criticism and feminist theory, and we take a closer look at gender studies, too. On a basic level, it is an introduction to women authors that students may not have encountered before. It is also a space where we might read texts through a feminist lens and examine how that might affect students' understandings of gender expectations. On a more advanced level, we do some college-level thinking and analysis, comparing different critical lenses and applying those lenses to our reading of a given text. That puts those frameworks into conversation with each other, and from there, students start to see and think about how gender norms and expectations play out in their own lives. And they have a lot to say about that."



MIKE JACKANICH '02 AND KATIE O'REILLY '05

TEAM-TEACHING ADVANCED MATH

This year, Mike Jackanich '02 and Katie O'Reilly '05 have begun team-teaching an Honors Linear Algebra and Multivariable Calculus class together. Both veteran teachers — Mr. Jackanich has taught at SI for nine years and Ms. O'Reilly for 11 — they are excited to work together and help advanced students explore new mathematical frontiers.

"Mike and I both have master's degrees in math, so we enjoyed the process of relearning concepts and practicing them together," Ms. O'Reilly said. "Team-teaching a class benefits us because we can get a lot done through splitting responsibilities, but it also benefits students because now they have both of us to help them approach their learning."

"This is a lot like a college course," Mr. Jackanich said. "When you are dealing with math at these levels, there is a lot of collaborative back and forth, working in groups, talking through things, and bouncing ideas off each other."

"And that's reflected in our teaching and course design," Ms. O'Reilly added. "Mike might present concepts one way, and that might be different from how I present them a couple days later. There is a chance to have multiple teaching perspectives."

Mr. Jackanich said, "And that is always good when teaching difficult topics. You never know if it might click the way Katie explains it or the way I explain it — but the whole idea is that it clicks."



GENESIS PODCAST

Hear conversations with alums and other community members about how their relationship with SI informs their lives and helps them move forward. Recent guests include Martha Shaughnessy Convery '97 (pictured) talking about running a socially-conscious public relations firm, Bob Drucker '58 reminiscing about his decades teaching and coaching SI basketball, and Philip Kearney '76 discussing his experience prosecuting international war crimes for the United Nations.

Listen on Apple Podcasts, Spotify, or wherever you get your podcasts.



RED & BLUE

ALL CLASS CELEBRATION



Class Representative Walt McCall '55 at the Stanyan Street Luncheon, which preceded the Red and Blue celebration



Katie Beltran '95 and Angela Mapa '95 hanging loose

On June 4, 2022, almost 500 SI alums, family, and friends gathered on campus to celebrate with music, food, and activities at the Red and Blue All Class Celebration. They enjoyed three live bands bringing music and smiles to the Sunset, and there were activities for all ages. We heard so much great feedback, we are doing it again on June 3, 2023, bigger and better.

Virgil Caselli '58, who came in from Novato, had one of the rarest jackets of the day

Christian Frank '99 and Misha Frank '00 became married after their time at SI



Zachary Leonard '10,
Anthony Le '10,
Lauren Roger '10,
Jackson Foster '10,
Timothy Green '10,
Marlo Studley '10, and
Michael Totah '10
having a "pop up"
reunion



SURFIN' THE SUNSET

FATHERS' CLUB AUCTION
March 11, 2023

California
Love

**IGNATIAN GUILD
FASHION SHOW**
January 21 & 22, 2023

A Fond Farewell

Some longtime faculty and staff members departed SI after the 2021-2022 school year, either retiring or moving on to new endeavors. We thank them for their many years of service to our community and wish them all the best.



Jan Mullen

After 32 years as a physical education teacher and accomplished soccer coach, Jan Mullen retired from SI. Coach Mullen is proud of having taught virtually every female student to come through SI over the past few decades in her frosh physical education classes, and that the highest award

in SI's women's soccer program is named after her, the Jan Mullen Award. Though, at the moment, it is the only SI Athletics award named after a woman, she looks forward to more women receiving the honor.



Donna Murphy with some of the students from her final semester of Wellness classes.

Donna Murphy

In 1988, Donna Murphy joined SI as an admissions associate, helping put together the school's first class that accepted girls. In subsequent years, she also served as a teacher, associate dean, counselor, assistant principal for student affairs, coach, club moderator, and many other roles. After 34 years at SI, she has retired from education and now is focusing on her floral design business, Hope Blooms.

Watch a video about the impact of coaches at SI, prominently featuring Coach Mullen and Mr. Yap.



Cristino Tobar

Cristino Tobar retired after 25 years working in SI's dining services, and is looking forward to visiting family across the United States and in his native El Salvador. Mr. Tobar said he is grateful that he was able to work at SI for so long, a place where he was always comfortable and happy.



Julius Yap

Julius Yap '74 joined SI's faculty in 1980, beginning a legendary career at the school as a history teacher and coach. Not only was Mr. Yap passionate about helping students learn about this country and how they might see themselves as a part of it, he was equally passionate about coaching cross country, track and field, and golf. But he also holds a special place in his heart for Kairos retreats, which he said may be the most important part of the SI experience and were deeply fulfilling for him to help lead. Even though he has retired, he emphasized that he and his wife, Lori, consider the SI community an essential part of their family and look forward to staying in touch.

Lori Yap

In 1994, Lori Yap joined SI's Admissions Department and over the next 27 years had a hand in putting together each class of incoming Wildcats. Among her lasting contributions to SI, Mrs. Yap moderated and expanded the Wildcat Welcoming Club, which facilitates frosh and sophomores showing the school to prospective students. In retirement, she looks forward to enjoying leisure time with her husband, Julius, and returning to SI for performing arts shows and other events.



Keeping in Touch



1950s

John Walsh '58 (A) recently hosted a reception for 150 guests which featured Alex Hogan, an Emmy Award-winning journalist and well-known network correspondent for Fox News. She had completed a 40-day special assignment in Ukraine, where she provided live reports from the war zone. This is John's 14th year sponsoring his lecture series and Hogan was his 34th speaker.

1960s

Frank Falzon '60 recently wrote a book with retired San Francisco Chronicle reporter Duffy Jennings. The book is titled, "San Francisco Homicide Inspector 5-Henry-7: My inside story of the Nightstalker case, City Hall murders, Zebra Killings, Chinatown gang wars, and a city under siege."

Lawrence Daquiaoang '62 served in the United States Air Force for five years following his graduation from SI. After graduating from San Francisco State University in 1972, he continued his service at Letterman Hospital until 1991. Larry is now married with three children, four grandchildren, and two great-grandchildren, and still has time to serve as the Director of Operations for AgBiome Inc. Larry credits his St. Ignatius education for guiding him through life saying, "I use things I learned at SI every day."

Thomas Brandi '63 was once again named to the Top 10 lawyers in Northern California in 2022 by Superlawyers magazine.

1970s

Kevin Carroll '72 (B) recently published his third book, "The Ambassador of 38th Avenue," in which he shares 40 significant life lessons he has learned and the experiences through which he learned them. Kevin mentions several SI adventures, as well as a few SI faculty members who had a positive influence in his life.

Dennis Otoshi '74, (C) a volunteer with the American Red Cross, grew tired and angry watching the news stories and rallies being held for peace in Ukraine, feeling like there was something more he could do to help. Otoshi took it upon himself to contact his network of friends in the Ukrainian Red Cross and ask how he could help. He took the journey to Ukraine on his own dime, landing in Kyiv and responding in an ambulance with a Ukrainian emergency response team to help render aid to hundreds of people after a large building was hit by a cruise missile.

See the KGO-TV news story about his journey to Ukraine



Bill Quinlan '76 married Kathryn Elizabeth Henke on July 8, 2022 — the 10th anniversary of their first meeting. They were married at St. Hyacinth Catholic Church in Toledo, Ohio, and between them have six children, five of whom are in college.

In April, **Patrick Schneider '79** stepped down as head basketball coach at Bellarmine College Preparatory in San José after 30 years, 534 wins, six West Catholic Athletic League championships, and 14 Central Coast Section titles. He remains a member of the religious studies faculty at Bellarmine.

1980s

George Arce '82 (D) received his Master of Business Administration degree on May 14, 2022, from the University of Notre Dame, South Bend, Indiana.

Mark Orsi '84's (E) family business, Orsi Family Vineyards, was recently voted into USA Today's list of the top 10 best new wineries, placing eighth overall and taking the top prize for best new winery in Sonoma County.



1990s

Dr. James Tom '90 received the highest honor from the American Society of Dentist Anesthesiologists, the Leonard Monheim Distinguished Service Award, for his contributions in establishing a new dental speciality and advancing patient safety in sedation and anesthesia in dentistry.

David Reynolds '97 and his wife, Kelly, welcomed Samantha Avery Reynolds into the world on Oct. 5, 2022. **(F)**

Angela Leus '98 and her partner, Edward, welcomed a son, Ronan Peter, on Feb. 24, 2022 in Los Angeles. **(G)**

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2000s

Leah Pimentel '00 (H) was appointed by San Francisco Mayor London Breed to the city's Human Rights Commission to advocate for human and civil rights, and work in service of the city's anti-discrimination laws to further racial solidarity, equity, and healing. As part of the Health Equity & Inclusion Conference, she was recognized as one of their DEI Champions and received their HealthCare DEI Champions Award for her achievements as the Director of Diversity, Equity, Inclusion and Culture in UCSF's department of Anesthesia and Perioperative Care.

Mairin Lee '03 married Pierre Legrain at Markree Castle in Sligo, Ireland, on May 25, 2022. Anna Szarnicki '03 and Megan Nidermeyer '03 attended the celebrations.

Ellen (Mezzera) Lavaia '05 and her husband, Michael, welcomed daughter Abigail Amelia Lavaia on June 6, 2022 at 4:31 p.m. in New York City. She shares a birthday with her mom and everyone is in love with the new addition to the family.

Meghan M. Mullen '05 (I) was selected to join the FIFA panel as an Assistant Referee in 2022. She was also selected to become a PRO Assistant Referee for Major League Soccer in 2022. Her professional debut in MLS was in 2021 and she has been working as an Assistant Referee in other professional soccer leagues across the United States since 2019.

Valerie (Quesada) Mulry '05 and Matthew Mulry '05 (J) were married on April 2, 2022, at St. Paul's Catholic Church with a reception at the Olympic Club Lakeside Clubhouse in San Francisco. The wedding party included sister Violet Quesada Butler '03, Eric Quesada '09, Michael Mulry '94, Brian Mulry '97, Stephen Mulry, Emily O'Dwyer '05, Maddie McCarthy '05, Patrick Fitzgibbon '03, Austin Davies '05, and Dante Zanassi '05.



Evan Yates '07 (K) married Rachel Moose in March. In attendance were several other SI alumni: (Pictured from L to R) Ryan Aguirre '07, Alex Trembath '07 (officiant), Danny Tate '07, Evan Yates, Cal Trembath '07, Gina Perlite '07, Drew Lawson '07, and Scott Lensing '07.



Eric Quesada '09 (L) married Megan Burke on June 18, 2022. The wedding ceremony and reception took place at the Silverado Resort and Spa in Napa. Attendees and wedding party members included Eric's sisters: Violet Quesada Butler '03 and Valerie Quesada Mulry '05, and alums: Bissy Sancimino '09 (officiant), Roland Aguilar '09, Sean Borella '09, Casey Cremen '09, Jack Diserens '09, and Trevor Morse '09.

2010s

Brittney (McCahill) Niedbalski '10 (M) and husband Ryan visited Pope Francis at the Vatican in Rome, who extended a blessing on them as they announced their first pregnancy!



Kristen Farrell Porras '12 (N) married Christopher Porras on Aug. 12, 2022 in Napa Valley.



2020s

Tim Abbott '22 (Q) was featured in Carleton College Admissions' "Class of 2026" profile.



We want to know what is going on in your life!

Submit your stories and update your information so we can keep you informed about reunions and other events

www.siprep.org/alumni

In Memoriam

Taylor T. Wheeler '43	Charles F. Norton '55	Thomas Donahue '69
Edward F. Callanan '47	John Dennis Walsh '56	Brian Dowling '69
Robert B. Roney '47	William Earl "Bill" Rodgers '58	Michael S. Kearney '70
John "Jack" Shea '48	William A. Barrett '59	Vincent P. Morris '74
George J. Butler '49	John Lewis Heilmann '59	Timothy P. Pidgeon '74
Walter Patrick Capaccioli '49	E. Neal McGettigan '59	Daniel P. Ehrmann '76
Thomas J. Huvane '49	Lawrence Alioto '60	Charles Glass '77
George J. Couch '50	Robert Joseph Patrick Maginnis '60	Thomas A. Haymond '79
Richard I. Pera '50	Roland Carroll, Jr. '62	David Long '83
Robert Roche '50	Robert E. David '62	Joel Swendsen '83
Roger V. Mackin '51	Gerard "Jerry" Hughes '62	Brian A. Scully '90
Donald R. Meek '51	John J. Keane '63	Robert D. Calhan '92
Richard Baumsteiger '52	Mark W. Cleary '64	Brendan K. Wheeler '05
Donald Feehan '52	John B. Strange '64	Maude Fiscus '23
Dr. Robert Johnson '52	Richard O. Stevens '64	
David J. Dunn '52	Gerald Kevin Scullion '66	
Edmund S. Sullivan, Jr. '54	David E. McFarland '66	
Vince J. Billante '55	Michael J. Hughes '68	
Robert J. Bussani '55	Patrick Paul Dempsey '69	

Correction from the Spring 2022 issue:
Richard J. Bussani '57 was incorrectly listed in the In Memoriam section; his son, Jeff, informs us he is alive and well.

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UPCOMING EVENTS

2022-23

Nov. 20, 2022

Christ the King Mass and Reception
Orradre Chapel

Jan. 10, 2023

Bruce-Mahoney Men's Basketball
USF War Memorial Gymnasium

Date and location subject to change

Jan. 25, 2023

Bruce-Mahoney Women's Basketball
USF War Memorial Gymnasium

Date and location subject to change

Feb. 10, 2023

Law Society Lunch
City Club of San Francisco

March 18, 2023

Bruce-Mahoney Baseball

Date subject to change

March 21, 2023

Alumni Night at the Theater
E.L. Wiegand Theater

March 24-25, 2023

Alumni Spring Training Trip
Scottsdale, Arizona

April 26, 2023

Wildcat Breakfast
Carlin Commons

April 26, 2023

Giving Day
Worldwide

May, 2023 (Date TBD)

Adm. Callaghan Society Dinner
Carlin Commons

May 1, 2023

Alumni Golf Tournament
Lake Merced Golf Club

May 23, 2023

Class of 2023 Graduation
USF War Memorial Gymnasium

June 3, 2023

Red and Blue All Class Celebration
SI Campus

See upcoming reunions
and other SI Alumni events



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