

Dragon

Finding God in All Things

The Bishop O'Dowd High School Magazine



O'Dowd and Stanford:
Shared Perspective, page 2

Alumni Giving,
page 34

Remembering
Michael Petrini, page 58

Winter 2016



Charism

Finding God in all things calls us to:

- Community in Diversity
- Strength of Character
- Academic Excellence
- Kinship with Creation
- Social Justice
- Joy

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From the PRESIDENT

This is the most exciting and hopeful time in O'Dowd's 64-year history. As I reflect on the factors contributing to the success of the school and to the optimism for the future, I invite you to consider why O'Dowd will continue to thrive well past the middle of this century.

Location: We have a beautiful campus right in the middle of the Bay Area, close to Interstate 580 and the San Leandro BART, and readily accessible to 2 million people. From our campus we can clearly see downtown San Francisco and Oakland, and all the way to SFO. Oakland, where slightly more than half our students reside, continues its unprecedented growth as the Silicon Valley expands north.

Academic excellence and relevance: Whether you are one of our 14,000 alumni or attended another high school, you will welcome our approach to learning. Please read the story on page 2 where Pam Shay, James Campbell and I outline student learning for the O'Dowd of today and for tomorrow.

Catholic values: Our Jesuit style charism, found to the left of my picture on this page, are the same values espoused by our Bishop, Michael Barber, S.J., and Pope Francis ensuring that O'Dowd remains among the most authentically diverse, inclusive and welcoming Catholic, college preparatory schools in the nation.

A forward-thinking innovative leadership team and faculty: Look again at the names of the school leaders and Board members found to the left of this letter. The depth of innovation and superior learning outlined in this issue can only take place with such high quality professionals.

World-class programs and student support: Our Center for Environmental Studies and its learning programs and our use of technology for learning are among the best in America; and our student support programs for those with learning differences and cultural and language disadvantages are equally world class.

Applicants and Fundraising: This year we will process nearly 1,000 applications, a record number. But we have also received a record number of requests for aid. Our growing support from all of you, especially alumni and current and past parents, will enable us to keep up with the growing need for aid. Thank you for your generosity.

Many of the opportunities opening to us are the result of years of hard work by our outstanding faculty/staff, administrative and Board leadership. Pam Shay, who is retiring in June, and Michael Petrini, who died in November, are two of these leaders. I ask for your prayers and support as we move boldly to secure the future of this great school that is so important people of the Bay Area.

Sincerely,

Stephen Phelps, Ed.D.

From the EDITOR

In this issue, we set out to convey the carefully considered ways in which O'Dowd crafts a forward-thinking learning environment – through a holistic educational approach as well as thoughtful physical infrastructure improvements – that supports student achievement and growth.

Ultimately, we hope these efforts ensure that O'Dowd graduates become the positive change-makers so needed in the world of today and tomorrow.

We are very grateful to those who contributed their time and expertise for the stories featured in the following pages. Stanford history Professor James Campbell, who headed the university's Study of Undergraduate Education, graciously agreed to share his thoughts on some shared mission, pedagogy and program attributes between this prestigious university and O'Dowd. He's familiar with O'Dowd as he was a guest speaker in Patti Harjahausen's AP US History class last spring. President Steve Phelps and Principal Pam Shay provided insights about specific O'Dowd programs and initiatives that align with the recommendations of that study.

The designers of our Master Plan, Steinberg Architects, describe how the site, buildings, infrastructure and sustainability measures incorporated in the plan will help usher the school's educational mission forward into the 21st century.

For the stories about inquiry-based learning and place-based education, faculty members Jan Coonrod, Dave Hodul, Brian Cushing and Andra Yeghoian spent hours with me to ensure I fully understood their unique approaches to teaching and conveyed them just right. One of the best parts of my job is having the opportunity to witness learning in action and see how the excitement and enthusiasm of our faculty is contagious, inspiring students to strive for deeper understanding of subjects based on a rich base of knowledge.

We hope you enjoy this issue as much as we have enjoyed developing it and look forward to hearing your comments.

Lisa Coffey Mahoney '76
Director of Communications
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Write us!

We welcome your letters in response to articles in this magazine. Please e-mail submissions to *Dragon* editor Lisa Coffey Mahoney at lmahoney@bishopodowd.org or send a letter to:

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We reserve the right to edit letters for clarity and space.

Are you interested in being a featured contributor? Please contact Lisa Coffey Mahoney. We reserve the right to make decisions on whether or not to publish submitted contributions based on theme of the issue, available space and the nature of the story.



James
Campbell
JC



O'DOWD AND STANFORD SHARED PERSPECTIVES

In the fall, Stanford history Professor James T. Campbell, who headed the recent Study of Undergraduate Education at Stanford (SUES) agreed to provide his thoughts on shared mission, pedagogy and program attributes between Stanford and O'Dowd. The SUES can be read in its entirety at web.stanford.edu/dept/undergrad/sues/SUES_Report.pdf. Professor Campbell has also been a visiting lecturer at O'Dowd, presenting in an AP US History class.

Steve
Phelps
SP



Pam
Shay
PS

TANFORD: EFFECTIVE

In the following Q&A feature, Campbell and O'Dowd President Steve Phelps and Principal Pam Shay reflect on these shared attributes.



James Campbell
JC



Steve Phelps
SP



Pam Shay
PS

QUESTION: According to the SUES “Stanford’s founding grant states the university’s ‘object’ succinctly: ‘to qualify its students for personal success, and direct usefulness in life.’ Today, more than a century later, we still subscribe to that goal. But we also hope for more. We want our students not simply to succeed but to flourish; we want them to live not only usefully but also creatively, responsibly, and reflectively.” O’Dowd’s mission picks up on the theme of the need for strong inner development and recognition of external impact, “seeking to develop leaders of influence who are loving, open to growth, religious, intellectually competent, and skilled leaders committed to justice and peace.” We recognize that who our students become has an effect on others and we have a responsibility to develop our students to have a positive impact. **Can you speak to the importance of the recognition by administrators and faculty that who our students become has an impact on others, as well as the subsequent implication for the shaping of a young person’s education?**



I think the O’Dowd mission statement puts the matter perfectly. Your version is more explicitly religious than the statement in the SUES report, reflecting the fact that your institution is a Catholic high school and ours is a secular research university. **But the core insight - that a holistic education is concerned not simply with instilling knowledge and skills but also with fostering values like openness, empathy, self-reflectiveness and so forth - is the same.** As we said in our report, if the history of the Twentieth Century teaches us anything, it is that people who are knowledgeable and skillful are capable of doing great harm as well as great good.



O’Dowd is a dynamic and evolving Catholic school committed to the values expressed in our charism. Those values require a commitment to excellence, which in this fast-changing world often require continually evolving facilities and technologies to prepare students for the era in which they will serve and lead. Academic, personal and spiritual learning is cumulative and we are simply being faithful to our core values. Our graduation outcomes call us to prepare students to be academic achievers, spiritual individuals, effective communicators, globally responsible citizens and active leaders. As our knowledge base doubles every few years, our students can only achieve these outcomes if we also are learning and utilizing new knowledge. **An O’Dowd education is special because our intentional core spiritual values bring inclusiveness, diversity, excellence and joy to our community and society.**

QUESTION: The SUES identifies four important pillars to a Stanford education. **Why are these four pillars - owning knowledge, honing skills and capabilities, cultivating personal and social responsibility and adaptive learning - essential elements of a Stanford education?**



It’s hard for me to answer this question directly; to some extent, the “aims” statement at the beginning of the SUES report grew out of the committee’s effort to avoid a pitfall into which many previous General Education committees had fallen. Forgive me for saying this, but university professors have a tendency to make every conversation revolve around themselves. Thus the question of ‘what do we want our students to learn’ quickly gets transmuted into ‘what should we professors be teaching our students,’ which in turn gets reduced to a debate about which of our courses we should require students to take.

To avert this tendency, the SUES committee began its work not only by explicitly declaring “the aims of a Stanford education” but also by articulating those aims in terms of students and their learning. Of the four, the one that I found most interesting - certainly it’s the most novel - was the last one: “adaptive learning.” There is simply no way that any curriculum and system of general education, any education at all, can adequately prepare students for the challenges and opportunities they will face in the future - not least because we have no way to anticipate what those challenges and opportunities might be. I was just in a meeting today, for example, where the subject was cyber security. Well, that wasn’t even a thing when I went to college. Nor was global warming, the Internet, mass incarceration, and so forth. **So part of our task as educators is to prepare students to live responsibly, creatively, and joyfully in a world whose challenges we cannot foresee, whose only certainty is uncertainty, a world that will continually ask them to learn new things and to adapt what they know to new circumstances.** This is what we were trying to get at with our idea of “adaptive learning.”



An O’Dowd education has changed in many ways in the 10 years I’ve been president, and the changes are accelerating in four specific areas:

Content

Between 1800 and 1900 human knowledge doubled. Today the total of human knowledge doubles every 12 months.

Our focus on learning content has shifted from memorizing basic information for its own sake to learning the basic information needed to first understand and then utilize today’s knowledge and, from that base, to create new knowledge going forward.

Communication, Teamwork, and Human Relationships

As knowledge grows exponentially, that knowledge can be

effectively developed and applied only by teams of skilled people, much like a human brain functions with many specialized cells all working together. **That means that education at O’Dowd must teach and reward teamwork and skillful social and personal communication using ever more powerful digital tools.**

Complexity and the Need for Increasing Intelligence

Individual and collective intelligence continues its relentless rise worldwide. The sophisticated and interconnected economic and social systems we are developing are the most complex in human history, requiring ever increasing intelligence to manage them.

There are many similarities to what we teach at O’Dowd and what is taught in most upper division college and even graduate courses.

While some interest groups contend that the intellectual level of students has declined, nothing could be further from the truth. Today’s 16, 30, and 70-year-olds are the “smartest” and most capable people of their age in human history.

Diversity, Moral, Social and Spiritual Growth

Our interconnected and complex global civilization requires new levels of inclusive moral, social and spiritual intelligences. Attempts at exclusion by political and religious entities have resulted in war and the deaths of hundreds of millions.

Fortunately, our Catholic religious faith, as expressed by Pope Francis, and our growing knowledge and sophistication compel us to embrace the diversity of human beings and minds into ever more skillful and diverse communities and teams.

The recent estimate that there are trillions of earth like planets that exist in the known universe can give us a new appreciation of our kinship with creation.

Owning Knowledge

QUESTION: The SUES discusses the concept of “owning knowledge.” At O’Dowd, students have a range of opportunities to begin to embody the knowledge that they are gaining across general education requirements as well as focused study provided in Beyond the Classroom opportunities like science field research trips to places like Belize, Costa Rica and the Galápagos Islands, and social studies extended trips such as an intensive Holocaust Study Tour and Washington, D.C., Close Up. **How has Stanford designed an education that blurs the lines between general education and majors that ensures students are vested in the knowledge that they gain? How might this concept translate to the high school environment? What is the importance of the “Beyond the Classroom” opportunities in shaping students’ understanding of the world around them?**

JC The phrase I tend to use for what you’re describing is community engaged learning, though others might call it experiential learning. Different institutions do it differently (and more or less well), but the basic goal is to create opportunities for students to carry what they are learning in the classroom out into the wider world. **Our hope is that, in the process, they will not only help to make the world a better place but deepen and enrich their own educations.** But I worry that we sometimes do this prematurely, or at least without adequate preparation. Doing community engaged education well requires careful preparatory work, in order to ensure that the students we are releasing into the community are informed and thoughtful, respectful and responsible. It also requires doing follow up work, creating opportunities for students to process and integrate their experiences. If you want a model of doing this well, I’d recommend taking a look at the website of Stanford’s Haas Center for Public Service, which has developed some compelling “principles for ethical and effective service.”

PS Beyond the Classroom learning really sparks interest and deepens student learning. **In an ideal learning environment, you want kids to explore what they are learning in the classroom, whether it’s through field trips, travel, internships or work experiences.** These experiences really make it “click.” Maria Montessori was a great believer in this kind of

learning - she called it “Going Out.” That’s why we feel it’s important to provide students with Beyond the Classroom learning opportunities like national and international science field research trips, service immersions, the Holocaust Study Tour and Washington, D.C., Close Up trip.

Honing Skills and Capabilities

QUESTION: The SUES identifies key intellectual capacities to be developed at Stanford. At O’Dowd, we emphasize oral and written communication at a very high level; creative expression; scientific and mathematical curiosity and skills; moral acumen; physical fitness and prowess. **What do you see as some of the most important intellectual capacities and why, and how are they developed at Stanford?**

JC Obviously there are lots and lots of skills and capacities that human beings need to live successful, responsible, flourishing lives. No list can be exhaustive, and different institutions are going to prioritize different things. “Moral acumen,” for example, does not appear on the list of essential ways of thinking and doing that the SUES committee generated, though it is clearly something that educators at O’Dowd seek to instill. **As for which capacity is the most important one, it’s an unanswerable question, but forced to choose I’d probably say communication. If we cannot communicate with one another, we cannot survive.** As for how Stanford seeks to teach communication: every student here must complete two courses in written and oral communication, typically in the freshman and sophomore years, as well as a “writing in the major” course requirement within his or her major. But beyond that, we seek to promote effective communication by continually engaging our students, inviting them to express themselves in both speech and writing, and enjoining them (not always successfully, alas) to listen generously and respectfully to others.

SP Our graduation outcomes call us to prepare students to be academic achievers, spiritual individuals, effective communicators, globally responsible citizens and active leaders. Here at

O'Dowd, we are continuously improving teaching and learning, and personal and social development, while further connecting O'Dowd to the wider world. We do this through programs such as service learning, sustainability and student leadership initiatives.

PS We're also continually looking down the road at what careers our current students might possibly be seeking in the future, and right now those careers have to do with the environment and sustainability. So we really have chosen to put a stake in the ground with that kind of education – whether we're approaching it from engineering point of view, a sociological point of view, or a social justice point of view. The sustainability movement is so broad across all disciplines. I'm very excited to see more students taking a gap year between high school and college, because that affords them the opportunity to pursue a passion that they might not have an opportunity to pursue in high school. Students can use the gap year to intern at a company to get hands-on experience in a field, travel to Europe, participate in a service immersion, or pursue something more creative. In the end, an older, more mature child goes to college with a year of practical experience under their belt. I think there is a big gain there for our society.

Cultivating Personal and Social Responsibility

QUESTION: The SUES refers to David Starr Jordan's statement along the lines of "our goal is to produce students who possess not only the knowledge and skills they need to accomplish things, but also the wisdom to recognize what needs doing." **At O'Dowd, our Catholic tradition, as well as our emphasis on advancing social justice and sustainability, helps nurture students with a strong sense of responsibility on both fronts. How is this goal achieved at Stanford?**

JC This question highlights for me some of the differences between our two different institutions. Because Stanford does not have an explicit religious tradition or mission, Catholic or otherwise, and because it is

a vast and dizzyingly diverse place, it is much harder for us to come up with any coherent statement about the moral and spiritual values that we wish to instill in our students. **But if nothing else, I hope that we can equip our students to begin to define and elaborate their own systems of values.**

SP The next 10 years will see ever more personalization of teaching to increase the rate of learning and understanding. **This requires researched-based education with a greater emphasis on inclusion of new ideas and peoples and expanding awareness of the need for social justice and moral values.** These, in turn, will result in ever more capable and loving people, and a culture of kinship with creation. We cannot solve the great problems of our time without these changes worldwide. At O'Dowd our service learning program is fully integrated into the fabric of our curriculum, where we explore social justice through many different lenses to foster a strong personal barometer for social justice advancement.

PS O'Dowd has begun a purposeful curricular integration with sustainability concepts woven throughout all disciplines. In some cases we're simply naming what our faculty is already doing. In other cases we are taking a completely different approach to a subject area. This can be a big paradigm shift for people. Because of our school philosophy and values, this integration makes all the sense in the world because it really ties together how we view the world as Catholics and Christians. Sustainability is such a great lens to look at all subject matter; there isn't one area that falls outside of it. We must look at the global situation, and consider things like economics, politics, and climate change. All these issues are related to how people work and live together and how they manage resources. Pope Francis' *Laudato Si* encyclical certainly supports the work we are trying to do at O'Dowd.

Adaptive Learning

QUESTION: With regard to adaptive learning, why is this important and how does Stanford offer an education that is more than the sum of its parts that guides students in their journey to “prepare for appointments not yet made?”

How does adaptive learning manifest at Stanford, and what can we do at the high school level to sow the seeds of adaptive learning?

JC In speaking with our students, I was continually struck by the ‘silo-ized’ nature of their education. They are all phenomenally busy and productive, but many of them have become so preoccupied with keeping different balls up in the air that they have lost any sense of why they’re here, much less any understanding of the way in which different elements of their education can and should intersect. I also came to believe that some of the existing curricular requirements actually encouraged the problem. For example, under the old system of Gen Ed requirements, every student at Stanford had to complete two courses in what was called “education for citizenship,” a category that included courses in ethical reasoning. But all those courses were taught within the Philosophy department. So a pre-med student who opted to take a course in medical ethics would find that the course didn’t fulfill the requirement. Same with students majoring in Human Biology or International Relations. **Rather than helping students recognize the ethical dimensions of their majors and future careers, we were presenting ethics to them as something that stood apart. So we changed that.** A few philosophers objected, arguing - quite cogently and correctly - that the ethical training students would receive in the new system was apt to be less philosophically rigorous than in the old system. But to me the trade off was worth it.

SP Who would have predicted in 1990 that smart phones would connect all of the people of the world in so many life enhancing ways. These personal communication tools are so much more capable than those conceived of in science fiction shows like Star Trek. We will make similar strides in energy creation, poverty reduction, human learning and child raising, medicine, and the creation of new products and materials. **We want graduates who innovate and add to the knowledge base as well as adapt.** For example, Rico Mok (see p. 46) credits the support of his passion for technology at O’Dowd with inspiring him to launch his own business that addresses a societal need.

Counseling

QUESTION: At O’Dowd, we have nine different counseling programs that ensure our students are supported and that we can serve diverse learning styles, adding to the richness of our community. **Can you speak to the importance of institutional support in the areas of advising/counseling at Stanford and how the benefit manifests of providing that support?**

JC Quite frankly, I think that most universities, Stanford included, do at best an uneven job of academic and career advising, let alone advising on more personal matters. **We continue to work on it, as do most of our peer institutions, but right now I suspect that we have more to learn from you on this front than you from us.**

SP Diverse and inclusive learning environments are essential to the growth of human civilization and human capacity. **Diversity and inclusion in design and leadership groups properly led, most often result in superior outcomes.**

PS

Our comprehensive support programs are an acknowledgement that every student learns differently. **If we are going to be truly student-centered and focused on how to meet the needs of our students we have to offer as much support for every kind of learning as possible.** The world we live in is just not one size fits all anymore. We devote a lot of human and financial resources to our support programs, but we are considering increasing those resources because of the increasing number of students coming to us who are diagnosed with learning differences. From extra time for test taking, to seating arrangements in class, and the use of different technologies to enhance learning, we fully support our students in their learning journey.

We also support faculty and staff members in their professional growth – ranging from assisting them in completing masters and doctoral degrees to offering a wide range of professional development opportunities. For those faculty members earning an advanced degree, we provide time and support when they need it. For example, we might provide days off so that they can write their thesis or I might change their teaching schedule to make things easier for them. We can also provide modest financial help. Our faculty and staff attend conferences that are relevant to the specific subject they are teaching/work they are doing, and the various academic departments arrange for experts to lead workshops and help them develop curriculum. We invest a lot of money into quality professional development to ensure effective, inspired teaching at O’Dowd.

Facility Improvements

QUESTION: At O’Dowd we are continuously seeking to raise monies to support facilities improvements, such as the newly completed platinum LEED-certified Center for Environmental Studies. We invest in our teachers to en-

sure they can innovate in their classrooms and we equip our students and our classrooms with supportive technology. **Why are improved facilities and technological innovation so important in teaching? What are the dangers of neglecting to make these initiatives a priority?**

JC

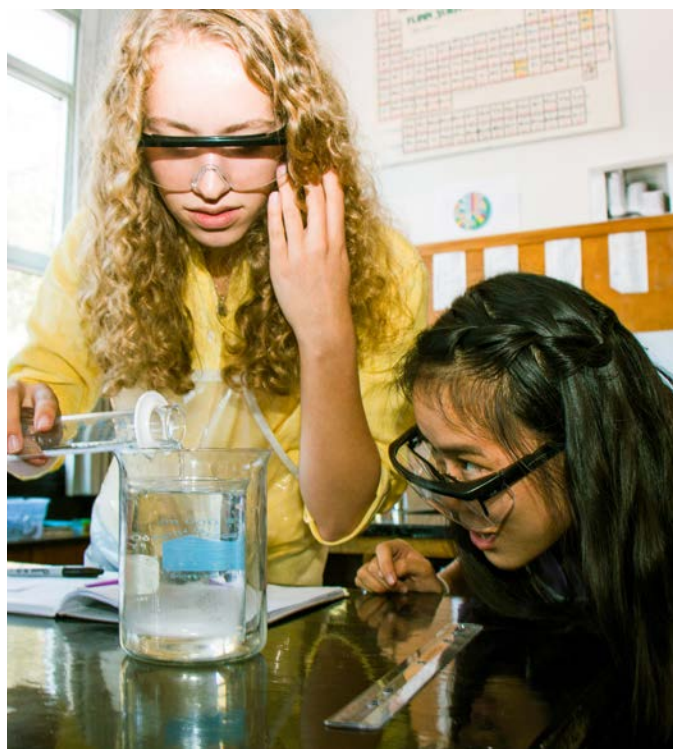
When it comes to raising funds to improve facilities - well, it’s hard to imagine an institution that does this more effectively than Stanford. I’d be the last person in the world to complain about this. The donations the university has received from its donors have enabled us to provide our students with breathtaking opportunities. But I’d also like to push back a little on the question. **As important as generous funding, gleaming facilities, and cutting edge technology are, in the end education today rests on the same thing it has always rested on: on a simple but profound relationship between teacher and student.** Two human beings, often quite remote from one another in age and experience, have to believe in one another, to care about one another enough to learn and grow together. Absent that, the best facilities in the world won’t save you.

SP

Current facilities and technology serve the needs of this time. The facilities and supportive technology of every institution and enterprise were designed to serve human needs in the era they were built. **O’Dowd is a dynamic and evolving Catholic school committed to the values expressed in our charism. Those values require a commitment to excellence that in this fast changing world often requires continually evolving facilities and technologies to prepare students for the era in which they will serve and lead.** Academic, personal and spiritual learning is cumulative and we are simply being faithful to our core values.

“I hear and I forget; I see and I remember.”

Frances Keer '16 and Jolene Chan '16. Photo by Lisa Coffey Mahoney '76.



AP Chemistry students **Jack Mintz '16** and **Grace Piette '16** perused a vast array of materials spread on a lab bench in the science laboratory. Rubber tubing, balloons, paper cups, Vaseline, rubber bands, plastic baggies, tape, beakers, temperature probes and more. The pair carefully chose items they believed would help them figure out the molar mass of liquid in a pocket lighter.

Though their teacher **Dr. Dave Hodul** defined the problem, it was up to the students to come up with a method – taking into consideration Avogadro’s hypothesis that the volume of gas is proportional to the number of particles at constant temperature and pressure.

This lab exercise is a classic example of the kind of inquiry-based learning taking place in many of O’Dowd science courses.

Inquiry-based learning starts by posing questions, problems or scenarios rather than simply presenting estab-

lished facts. It actively involves learners in proposing answers to the questions, solving the problems, creating solutions to scenarios and construct meaning. The goal of the pedagogy is to ensure students gain a deeper understanding of the material being studied and are able to construct their own knowledge.

Mintz is a proponent of the method. “It’s very engaging and helps students really understand the concepts they are learning,” he said.

Comprehension Soars with Inquiry-Based Learning

Inquiry-based learning happens naturally in classes like music and arts, as well as in physical education classes and on athletic teams, Hodul said.

“Can you imagine if (O’Dowd varsity baseball) Coach K simply showed videos of how to hit a baseball at practices and then the players first tried to bat during the games and struck out? You have to take batting practice in order to construct your knowledge about how to play the sport,” Hodul said.

The O’Dowd science faculty employs varying levels of inquiry-based learning in courses, such as Honors and AP Chemistry, AP Environmental Science, Marine Biology, Electronics, Robotics, Honors Physics and Engineering Physics.

AP Chemistry student **Frances Keer '16** has always loved science and says she generally understands the subject well, independently of how it’s taught. “But I do find it more interesting to do labs and that’s something that I’m really loving about AP Chemistry with Dr. Dave,” she said. “He still does some lectures to help explain general concepts, but then he lets us loose in the lab and we can design experiments that are based on what we went over in the lecture. Chemistry is meant to be hands-on, not theoretical.”

Remember; I do and I understand.”

Chinese Confucian philosopher Xunzi

Keer says that learning by inquiry helps her remember concepts better than traditional methods. “I don’t feel like I have to study as much for tests because I already remember a lot of what we did and how it relates to our overarching concepts, and I’m definitely retaining the concepts better,” she said.

“The inquiry-based learning was a little odd at first because it takes a lot of creativity to be able to design your own experiments and ask useful questions, but I think it works out well in the end,” Keer added.

Classmate **Tommy Vaughan '16** agrees.

“I very much prefer getting a problem to solve, and figuring out a way to solve it than to have a worksheet that tells you exactly how to do a lab. With no instructions, it makes you use a different part of your brain that makes the information we learn in lectures stick in my head more. You really have to apply what you learn in the lab, which really makes the labs interesting. Question-based labs also create a more collaborative experience because you get to bounce ideas off your partner and we can find the best way to approach the problem together,” he said.

Some students struggle with inquiry-based learning initially, Honors Chemistry teacher **Jan Coonrod** said. “They’re used to memorizing things like the definitions of electron, proton and neutron and then just spouting that back. But when I ask them a question like ‘What evidence do we have that an electron exists?’ it’s more challenging for them,” she said. “They are so used to matching a question with a right answer instead of synthesizing and

bringing together the information that they have.”

O’Dowd science teachers have found that there is more opportunity to provide individual assistance to students in classrooms where inquiry-based learning is taking place. “I can actually go around and answer their questions and help guide them,” Coonrod said.

Materials That Support Inquiry-Based Learning

The chemistry teachers use the curriculum and textbook that Coonrod developed and co-wrote over the course of a decade – *Living by Chemistry* – while she was working as an academic researcher in chemistry education at UC Berkeley with Professor of Chemistry Angelica Stacy, Hodul’s wife. Stacy teaches introductory chemistry at Cal and does research in materials chemistry and chemistry education.

The inquiry-based curriculum is intended to support students as they learn Chemistry by offering them engaging lessons that relate to the world around them. Topics such as alchemy, smells, weather, toxins, fire and chemical equilibrium are used as contexts for delivering traditional chemistry concepts.

Inquiry based learning doesn’t necessarily mean hands-on or using lots of equipment. Inquiry can consist of students examining evidence, looking for patterns, coming up with explanations and sharing their reasoning.



Dr. Dave Hodul discusses concepts with Alex Firestone '16.
Photo by Lisa Coffey Mahoney '76.

“One of the most innovative things about the curriculum is the textbook. Most textbooks are written so that they are encyclopedic - the publishers want a textbook to fit any chemistry class that might exist so they can sell more of them and there is little regard for what actually happens in the classroom so they tend to smooch everything they can think of into it,” Coonrod said

“Our *Living by Chemistry* textbook was written after the content was organized and the lessons were created. The textbook is designed specifically for this class. Instead of reading in order to learn concepts in advance and then practice using them, we explore concepts first in class and then reinforce those concepts afterwards with reading specifically focused on the classroom activity. The language is fairly friendly and accessible,” she said.

The Need for Inquiry in the Classroom

One of the reasons Professor Stacy embarked on the *Living by Chemistry* project was that she noticed her freshman Chem 1 students, who have some of the highest grade point averages in the nation, were lacking in certain skills, Coonrod explained.

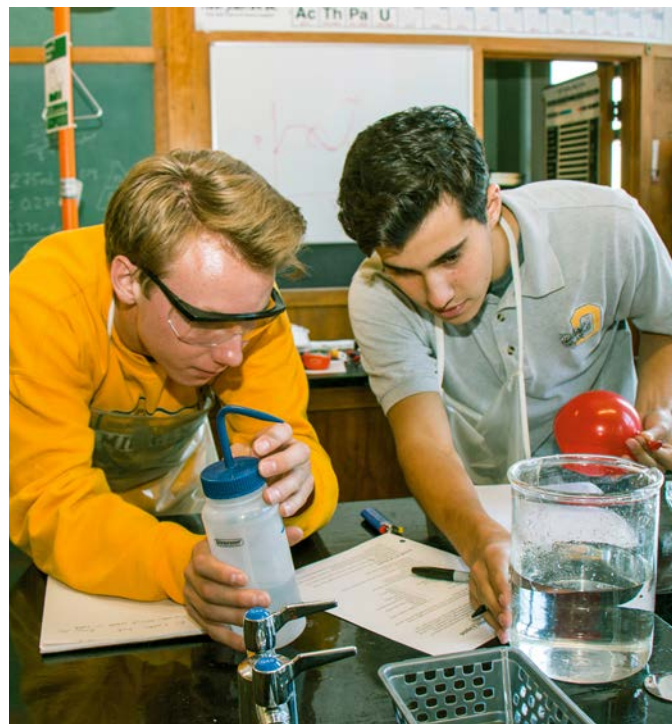
“These skills had to do with being able to think like a scientist and to use what they learned to tackle new problems. This is something we call ‘transfer,’ which is the ability to transfer what one has learned to a novel situation, to think critically and to reason out a problem rather than depend on facts,” she said.

Though these students were able to solve very complex algorithmic formulas, they appeared to have only a basic conceptual understanding of what was really going on in Chemistry. An example of this, said Coonrod, would be asking students what happens to water, H₂O, when it boils: Does it break apart into individual H and O atoms, or do individual molecules of water stay together and become a gas like that? Many of the Berkeley undergrads couldn’t answer that question.

“At O’Dowd, we try hard to make sure students understand on a particle level what is happening in the beaker and encourage them to articulate their understanding so that they can come up with their own explanations when they encounter new situations. In a nutshell

we are trying to teach them how to fish, while traditional learning often just hands them a fish and once they leave the classroom they have no idea how to feed themselves,” she said.

Science standards for the nation and for California have been moving in this direction for quite some time, and the standardized tests that students have taken for years are changing now in order to assess for this type of learning, Coonrod said.



Tommy Vaughn '16 and Alex Firestone '16.
Photo by Lisa Coffey Mahoney '76.

“Industry and universities and the medical and tech professions are crying out for individuals with more developed critical thinking skills. Many teachers make a stab at this type of pedagogy but often lose their nerve or pull back or revert to the telling model as soon as the students start to struggle. Some are intimidated by the higher level of activity in the classroom. This pedagogy requires some patience as students learn about the new culture in the classroom and teachers model the behaviors that they want. We don’t want teachers to answer every question. We want them to redirect the question back to the student and ask it in a new way so that the student is actually empowered. We want the students to struggle a bit and get in that zone of being puzzled and applying a little mental perspiration to the problem. That way we know their brains are growing. I like to remind them that if they are not making mistakes some-

times, then they are not learning anything new but only repeating what they already know. We want them to begin to take more responsibility for their own learning - we are moving the spotlight away from the 'teacher as expert' and towards the 'student as capable thinker,'" she said.

Hodul agrees.

"Students need to actually know how to go about solving problems and engaging in critical thinking as opposed to simply collecting a bunch of facts," he said. "When you let the student construct their own knowledge not only do they understand it better, they retain it."

Another important aspect of inquiry-based learning is that it's collaborative, Hodul said.

"If you are trying to figure something out on your own, you may just stall, but when you have several people on a team, someone is always able to push the team ahead," he said. "That's the way almost everything outside of school works."

Not a New Approach

Coonrod and Hodul say inquiry-based learning has been around for decades, but many schools don't actually incorporate the approach into curriculum.

In fact, Coonrod's father, internationally known chemist George Pimentel who taught at UC Berkeley (the main chemistry lecture hall at Berkeley is named in his honor), was part of the CHEM STUDY project - a national effort to improve high school Chemistry teaching. As part of the project, he wrote the textbook *Chemistry: An Experimental Science*, which was adopted in nearly every high school classroom in the United States in the early 1960s. This curriculum was largely responsible giving students opportunities to actually perform experiments in the lab.

"After Sputnik (Russia's successful launch of the world's first artificial satellite in 1957), the United States got scared that we were falling behind in science so the government put money into this project," Coonrod said.

Today, this pedagogy is routinely taught in graduate

school, but not always applied in the classroom, she said.

"Often teachers don't have the freedom to apply it because administrators are too worried about teaching to the test or insist on using a particular curriculum. The traditional stand and deliver pedagogy, where the teacher acts as the expert in the room and delivers information that students write down and memorize doesn't help students develop conceptual understanding and critical thinking. True understanding doesn't come from rote memorization, especially in the sciences," she said. "It's great to have the freedom to do this at O'Dowd."



Georgia Rabara '16 and Dorsa Norouzi Esfahani '17.
Photo by Lisa Coffey Mahoney '76.

"... I have always felt that the disjunction between university study and K-12 schooling rests on this: students are not taught that the prize is in the struggle." Professor Rhona S. Weinstein, Ph.D., author of "Reaching Higher: The Power of Expectations in Schooling"

O'Dowd Campus Offers Unique Opportunity for Place-Based Education (PBE)



Freshmen in **Brian Cushing's** second period Geo-History class were enthused about starting their Design a Civilization project - part of their study of the Neolithic Revolution - in the Living Lab. The group of students assembled at the agriculture station were eager to learn about the issues necessary to consider for a viable agricultural system and were ready for some hands-on learning experiences.

Their task didn't seem too taxing at first. Move a few small rocks, clear dead vegetation from a planting bed, prep the ground for planting, sow some corn seeds, and give the freshly planted seeds a sprinkling of water.

But the midday heat - 90-degrees plus - and the manual labor quickly took its toll. "It was a lot more difficult than I thought it would be," **James Nettleton '19** said as he wiped perspiration from his brow. "It was hard work carrying buckets to the pond to fetch water so that we could water the crops."

Students in the waste management system station had

an equally strenuous experience. Composting made for smelly and dusty work. But they quickly learned the best shoveling technique to encourage rapid decomposition.

The domestic animals station wasn't a skate either. Students had to carry water from the pond area to the chicken coop in buckets, look for and fill holes dug by rabbits and chickens attempting to escape the enclosure, and rake animal waste out of the chicken coop and take it to the compost area.

The Design a Civilization Project is just one example of O'Dowd's unique ability to offer hands-on, real-world place-based education opportunities directly on campus.

Place-based education (PBE) emphasizes hands-on, real world learning experiences that challenge students to learn and solve problems. Research shows that PBE boosts student engagement and academic achievement. PBE invites students to connect with local communities and become active citizens, as place-based learning opportunities immerse students in local cultures, landscapes, opportunities and experiences. See additional resources about PBE:

www.promiseofplace.org/what_is_pbe
and www.antiochne.edu/anei/cpbe

O'Dowd Director of Sustainability **Andra Yeghoian** is excited to offer more PBE opportunities because PBE lessons are grounded in sustainability oriented proj-

ect-based learning (PBL). Through place-base education and project-based learning, Education for Sustainability (EFS) comes alive, because students are able to find tangible solutions to challenging ecological, social and economic issues.

The Design a Civilization Project is a great example of EFS, Yeghoian said. In this project, students were charged with creating a civilization, at the start of the Iron Age – around 1000 BC, comprised of between 50,000 and 100,000 inhabitants.



Austin Jones '19 carries dead vegetation to the compost area.
Photo by Lisa Coffey Mahoney '76.

Their first task was to design an eighth continent within a specific geographic location – between 30°N-45°N latitude and 150°W-165°W longitude. They were free to choose what natural resources (animal, vegetable and mineral) their continents would be blessed with – keeping in mind the geography and climate of the location – as well as determine where human settlement would be concentrated within the continent.

Next, the student had to create and explain all of the features that qualified their human settlement as a civilization, including government, domestication (crops and animals), social structure, specialization of labor, technology (keeping in mind constraints of human discovery as of 1000 BC), religion and waste removal.

Finally, the students needed to consider sustainability – how their civilization would sustain itself over the course of millennia.

“Our goal is to have the students really synthesize what they’ve learned about how and why civilization emerged during the Neolithic period and then incorporate lessons about the collapse of civilizations to design a civilization that will survive and sustain itself for thousands of years. Obviously our long term goal is for them to apply these lessons to their own lives and to society as a whole as they grow up,” Cushing said.

The Design a Civilization project is an evolution of a freshman Geo-History unit that’s been in place for several years, Cushing explained. “I read *Collapse: How Societies Choose to Fail or Succeed* by Jared Diamond last summer, and it dovetailed nicely with the push towards sustainability that O’Dowd is experiencing,” he said.

Meanwhile, fellow history teacher **Ronny Smith '06** was influenced by the Big History Project, a joint effort between teachers, scholars and scientists that facilitates independent, critical cross-disciplinary thinking, over the summer.

“When Ronny, Tony Green and I came together in August to refine the curriculum for Geo-History the Design a Civilization project came out of our discussions. The Living Lab educators, led by Andra, really ran with the idea and developed a terrific three-station lesson that worked nicely with the project we developed,” Cushing said.

Assigned to the waste management system station, **Leila Barbera '19** said the Living Lab experience drove home the point that it would be a lot of work to keep up a civilization. “And everybody has to work together,” she said.

Classmate **Destiny Montalvo '19** believes she learned more from the interactive project than she would have by watching a video, hearing a lecture, or engaging in a class discussion. “It’s one thing to learn about it, but it’s

another thing to do it.”

This year, O’Dowd has placed a much greater emphasis on Place-Based Education through the unique resources of the Living Lab. Students in religion, English, science, world languages and art classes also benefit from O’Dowd’s Living Lab.

For example, students in **Jessica Murach’s** Expository Writing class read Annie Dillard’s essay, *Seeing*, prior to their time in the Living Lab.

“This was the foundation for a descriptive writing unit. Students identified how elements of figurative language and imagery lead to a dominant impression in *Seeing*. We also discussed how Dillard approaches observation, emphasizing the necessity of intention, noticing the artificial obvious, and ‘unpeaching the peach,’” Murach said.

As students ventured into the Lab, they put Dillard’s thesis and style to practice. They spent time with the Living Lab educators – **Devra Laner, Jeremy Pearson** and **Annie Prutzman** – practicing different types of seeing/observation. Then the students melded their observations in order to craft a descriptive paragraph each day. “The Living Lab served as an excellent space for recording details and engaging all five senses, which are essential components of descriptive writing,” Murach said.



Leila Barbera '19, far left, and classmates learn the intricacies of composting. Photo by Lisa Coffey Mahoney '76.



The Changing Role of Counselors

How would you describe your role as a counselor today and how do you see your approach to counseling changing in the future?



Fran Warmerdam, Director of Counseling

As a veteran counselor, I've participated in revamping our services quite a few times. Even though we should not be change-averse, the counseling

profession is often of the belief, "If it ain't broke, don't fix it!" I think our program, our team, and all of us as individuals actually espouse a different vision - "Is there a better way?" "What works when trying to connect with students?" "How do we support a student in their self-discovery?" Those are constant questions. That means we are always looking at the whole student - as a learner, a family member, a community participant, a connected citizen of the world, etc. That informs how we do academic counseling, our personal counseling and interventions, and our "futures" counseling, whether that means college, a gap year, or travel and service learning after O'Dowd. This vision means that we will continue to change, to adapt to the new possibilities that our students encounter, so that we can take this journey towards adulthood together.

We have the blessing of having low caseload numbers, lower than the suggested number that national counseling and guidance associations espouse. That means we are very accessible to students and parents, and that we can be and are proactive. That transforms my role as a counselor from a job into a vocation for me.



Sarah Durantini, Director of Academic Support

As the Director of Academic Support at O'Dowd, my team and I work to serve as many of the school's 1,160 students as

we can. We partner with counselors, teachers, coaches, students, and families as liaisons between all of the different factions. Using a student-centered approach we provide our students with the self-advocacy skills and tools they need for academic success.

Academic Support has grown over the years and currently we offer 10 different programs. Our programs are offered seven days a week, before school, after school and during the school day. We serve a broad range of students at O'Dowd, and our programs benefit students with an LD/ADHD profile. Through our different programs we hope students gain the ability to hold themselves accountable for their own success.

Juliet Arechiga, LD/ADHD Counselor



We have a good time in the Counseling Department. In our comprehensive model we provide personal, academic and college counseling to our students, which keeps us on our toes and allows us to build close

relationships with our students. I also partner with families, teachers and administrators, but for me the

most meaningful work occurs in the quiet of my office. I love the immediacy of working one-on-one with my students. I want them to know they are heard, accepted and appreciated. I want to help them understand themselves. I want them to have patience with their journey. I want them to view my office as a place where they can take a breath.

I love that, as a counselor, I get to keep the whole child in mind. Of course I want them to be strong students, but I also want them to feel socially connected, to experience joy, to lose themselves in curiosity about the world and, finally, to be kind to themselves and others. I'm also passionate about helping them develop as strong advocates on their own behalf, and helping them build strategies to mitigate and overcome the academic challenges they face.

Moments of solitude or ease are few and rare for my students today. Many are stretched thin with academics, sports, and service activities, not to mention their social lives and personal challenges. Some put frightful pressure on themselves. In my comprehensive role as a counselor at O'Dowd, I feel great responsibility to help my students lighten the burdens they place on themselves while helping them tackle the academic challenges they face.



Pat Cross, Counselor

I have always enjoyed my work as a counselor at O'Dowd because we approach it from a holistic model. The ultimate goal of our students is to go to college - they want to be prepared to do well in that next stage, and they want to go to a school that is a

good fit educationally as well as socially. Working with students throughout the four years, we get to see them go through many changes, try on different personas, and ultimately find who they are. I don't believe this will change - students have been growing and maturing for millennia.

For the future, I see parenting will become harder, if it hasn't already, because of the desire for constant connectivity that students (and their parents) now have. Parenting has always been a challenge, but now I believe there are more pitfalls than when I was raising my sons (who graduated from O'Dowd in 1994 and 1996). We will all need to work harder at controlling how we

use technology. I attended the NACAC (National Association for College Admission Counseling) conference this fall and I saw so many more businesses that have built up around the "business" of going to college than when I attended a few years ago. All are vying for the same attention and it is overwhelming. Our jobs will include teaching students and parents how to be smart consumers. Counselors will have to be knowledgeable about what is real and what can be ignored in the "noise" around going to college. Whole new specialties of therapy have developed and will continue to expand to respond to new issues. And all of this has come about because of expanding use of technologies in all fields. It certainly is a challenging yet exciting time, and all of us will need to be able to innovate and respond to changing needs



Marc Dominguez, Counselor

I see myself as my students' primary advocate. A big part of that is meeting them where they are, on all levels - whether socially, academically, or emotionally. It can be a tough transition from middle school to high school.

Helping students navigate that transition is a big part of what I do initially. Then, at the end of the four years, it's another big transition. I work on preparing them for what they're going to experience after O'Dowd. Technology today changes everything. There is so much more out there that is pulling students' and parents' attention. For all the good technology provides, it can be very overwhelming, especially for families who haven't experienced high school in the last 10 years. At the heart of it, the work hasn't changed, it's just all of the other things that influence students and pull their focus that muddy the waters today.

I don't see my approach changing too much. I've been counseling for 20 years. The externals change, but the main issues remain the same: parents want their kids to be safe, get into a good college, and be good people. Kids want to fit in. Teachers want kids to learn. Technology will change, the high school experience may change, students' expectations may change, but at the end of the day, it's just a student and me sitting down and trying to make sense of it all.

Continues on p.60...



Future Vision of O'Dowd Campus



Steinberg's Master Plan effort at Bishop O'Dowd High School presents the opportunity to build on the campus' existing framework. **The goal of the Master Plan is to build a physical infrastructure that can support, adapt and change with the school as it moves forward with its mission to educate young people in the 21st century.**

Site

O'Dowd has a unique elevated site with expansive views of the San Francisco Bay and adjacent hills. These views reflect the school's regional draw, serving a diverse group of students from the East Bay and beyond. New buildings are oriented to take advantage of the views, and new open spaces are designed to frame and highlight them. Full-height windows offer stunning views into the nearby hills and wash the space in natural light, creating spaces conducive to learning. **Layered views of the school's surroundings from points throughout the campus invite students to consider their role in the context of the school and the wider community.**

Buildings

The existing campus is organized into three precincts: the academic classroom buildings to the north, athletic facilities to the south, and administrative, student life and performing arts at the center of campus. The Master Plan expands on the center of this existing organization. **A Chapel adjacent to the Main Quad will anchor the historic heart of campus with a spiritual heart.** New buildings with needed academic, administrative and student life functions will also be located at the center of campus, accessible to students and faculty. New athletic facilities will be located on the southern part of campus, adjacent to the existing gymnasium.

Infrastructure

Critical to a successful campus is a compact infrastructure in service of the pedestrian as well as the car. Currently, parking needs have resulted in extensive paved areas throughout the center of campus. Vehicular traffic is intertwined with pedestrian circulation. The Master Plan creates a pedestrian-only precinct at the center of campus by maximizing parking opportunities at the perimeter. New on-site parking will reduce the school's parking impact in adjacent neighborhoods. The perimeter lots are served by the Stearns Avenue and 98th Avenue entrances. Vehicular circulation is further improved by connecting those two entrances with a central road. With the cars parked at the perimeter, **the center of campus from the Main Quad to the Center for Environmental Studies and Living Lab will be dedicated to the pedestrian experience.** Proposed pedestrian routes are designed to connect the buildings through a fluid series of open spaces, anchored by a promenade along the west edge of campus.

Open Space

The open spaces through which the pedestrian circulation flows are critical to creating a fluid experience between the buildings. The current campus is defined by two major open spaces: the Main Quad and the Living Lab. **The Main Quad is preserved as the historic heart of campus. The Living Lab forms a second anchor to the campus, a visual example of the school's sustainability commitment.** The new pedestrian circulation between these two anchors is designed through a series of open spaces that vary in scale and in character. A new student life courtyard serves as a formal gathering space for large groups. The network of covered walkways along Hurley Hall and connecting to the Classroom Building are extended, to create a space for informal interactions between students. Covered seating areas are designed for small groups.



Center of Campus

Sustainability

Building on O'Dowd's commitment to sustainability, Steinberg's Master Plan creates a framework for the future that is sensitive to the environment.

Existing academic buildings, recently renovated, highly functional and oriented optimally, remain in use. Vacated areas in the existing buildings can be renovated and repurposed. New buildings are located at the center of campus to provide a compact, pedestrian-oriented infrastructure that minimizes the impact on undisturbed land. Building orientation is designed to engage the prevailing winds for natural ventilation while sheltering the open spaces. With vehicular circulation relegated to the perimeter of campus, the paved area at the center of campus is reduced, diminishing the heat island effect. The added permeable area reduces water runoff. The Master Plan is designed to be executed in a series of phases that would not use portable buildings, eliminating

the waste associated with temporary facilities.

The joint use of facilities by the school and its neighbors creates both the efficient use of the buildings and the opportunity to invite the community into Bishop O'Dowd High School's campus.

Gathering spaces such as the Chapel, Theater, Cafeteria, and athletic facilities can all serve as opportunities to open the O'Dowd campus to its context.

Moving Forward

The Steinberg Master Plan is designed to usher the school's educational mission forward into the 21st century. The site, buildings and open spaces are considered collectively to form an infrastructure conducive to the pursuit of academic instruction and social interaction.

Story and artist renderings provided by Steinberg.





From left to right, Claire Kelly '17, Sean Lee '16, Dwight Taylor Sr. '00, Ariel Chavrin '16 and M. Shawn Cunningham II '16. Photo by Lisa Coffey Mahoney '76.

TRANSFORMING LIVES DINNER 2015

Event Raises \$315,000



During his four years at Bishop O'Dowd High School, Sean Lee '16 has been transformed from a shy, quiet freshman to a confident senior who is a campus leader on many fronts. The student body president for 2015-16, Sean is also the nose tackle on the varsity football team, plays the position of 8th man on the rugby team and is president of the Living Lab Club.

Had it not been for financial assistance, Sean might not have had such opportunities for growth. His mom immigrated to America and has worked hard to provide the basics for Sean and his younger brother. There's little left over - certainly not enough to pay private school tuition. "Without assistance I couldn't have come to O'Dowd," Sean said.

Sean was one of several speakers who shared their moving stories at O'Dowd's signature fundraising event, the *Transforming Lives Dinner*, held on Nov. 5 and attended by 275 people, which raised \$315,000 for O'Dowd's financial aid program.

The event was chaired by Tom and Annette Counts. Former parents Don and Ellie Knauss were lead donors, offering a challenge match of \$25,000. Tom and Ellie are both members of the O'Dowd Board of Regents.

"I am grateful to everyone in this room, not just for me but also on the behalf of hundreds of students at O'Dowd, many much less fortunate than I, who need your financial and personal support to transform our lives. When you showed faith in me and my hard working and deserving mom, who is here tonight, you uplifted my entire family. I will never forget and I will always give back," Sean said.

This year, O'Dowd is providing more than \$2.7 million in financial aid to 30 percent of the student body who would not be attending our school without assistance. But that amount doesn't begin to address the growing need for support.

Dwight "Transparent" Taylor Sr. '00 served as the featured speaker at the event. An award-winning hip hop artist and motivational speaker, Taylor said his life was radically changed by his O'Dowd experience.

A Richmond, California, native, Taylor said that he experienced many "firsts" as a freshman at O'Dowd, including having positive interactions and forging great relationships with people that didn't look like him. "All I knew was my surroundings and my culture," he said. "But once I got here I was challenged. I was pushed. I was forced to become comfortable with being uncomfortable. But being uncomfortable forces you to grow, and while I was a student at O'Dowd I grew leaps and bounds."

Taylor told those gathered at the dinner that they were all difference makers.

"You are making a difference in the lives of students. But you're not just investing in a student that's going to high school. You're investing in a lifetime being changed," he said.

It's not too late to help deserving students. Visit our website to make an online gift.



From left to right, James West, Antoinette Gullatt-West '81, Ben Sparks '87 and Andy Sparks.



From left to right, Barry Woods, Dan Francis, Erik Okada and Una Gilmartin.

O'DOWD THANKS TOP SUPPORTERS

Nearly 125 supporters of Bishop O'Dowd High School gathered for a reception held in the LEED-platinum certified Center for Environmental Studies (CES) on Aug. 23 to celebrate the school's impressive accomplishments made possible by philanthropy.

As the event attendees, including current and past parents and alumni, mingled with one another they enjoyed tasty gourmet pizza, freshly baked in the new wood fire pizza oven located on the CES plaza, and an assortment of passed hors d'oeuvres and drinks.

President Steve Phelps welcomed the group, thanked them for their generosity, and pointed out several improvements completed over the summer - the amphitheater and propagation center that includes two greenhouses - located adjacent to the CES.

Phelps noted that over the last 10 years, supporters

have donated funds totaling over \$25 million for both facility upgrades and program enhancements, and gave special acknowledgement to the Class of 2019 parents who have pledged more than \$1.3 million to O'Dowd through the parent pledge program.

He also provided an update on the school's Master Plan, which includes plans to acquire the nearby 20-acre Seneca tract and reservoir.

Ultimately, the Master Plan calls for a pedestrian centered campus with program innovation and facility upgrades that support the transformative learning experience at O'Dowd. This includes a nine-lane track and full competition playing field, with seating capacity for 1,500, for soccer, lacrosse, rugby and football to be built on the Seneca property. With that project completed, the current football field would be converted into a parking area that could accommodate up to 200 cars.



From left to right, Jim Kelly, Rosaleen Kelly, Kevin Kelly, Annette Counts and George Donovan. Photos by Lisa Coffey Mahoney '76.

Other early phase Master Plan improvements include construction of a new multipurpose gymnasium that seats 1,300, and includes a dance studio, and the repurposing of the small gym into a performing arts center for music.

“We have been patiently building the foundation of a great school where we do find God in all things, have real community in diversity, help students develop strength of character, champion academic excellence, walk the talk of kinship with creation, and live and promote social justice, so that joy will be the result for each member of this community,” Phelps said.

“We could not have come this far without you. We will be successful in this visionary plan because of you and those who come after you. Thank you for all you do and for gracing us with your presence,” he said.



Join Us for the Annual O'Dowd Crab & Pasta Feed

Saturday,
February 6, 2016

Enjoy great friends, great food and great auction items. Get your tickets ASAP as this popular event is always a sell-out!

www.bishopodowd.org/crab



Evin Yang '16. Photo by Donovan Rittenbach.

EVIN YANG '16 ACHIEVES PERFECTION

Most students would be ecstatic to learn that they earned a 2280 on the SAT. Not Evin Yang '16.

After achieving the more than respectable score on the SAT in November 2014, Evin opted to take the standardized college admissions test a second time last June 2015. "I felt that there was room for me to improve in the writing section, and my practice test scores for math and reading were very consistent so I didn't expect to lose ground there," he said.

In fact, Evin gained ground, scoring a perfect 2400 on his second test attempt.

Evin took several practice tests prior to sitting for his first SAT, but says he struggled to write a strong essay within the 25 minute time limit. But thanks to some half-hour timed writing exercises in Lani Wolf's Honors English 3 course Evin's speed and clarity improved.

"She also gave grammar and vocabulary quizzes, which honed my ability to identify subtle grammatical errors. Thanks to this preparation, I performed better on my second SAT," Evin said. "And I felt a lot better during the second test because I was far more prepared than I was on my previous attempt."

Director of Counseling Fran Warmerdam says it's clear that Evin learned how to take the SAT more effectively, and that translated into other areas. "He also passed all of his AP exams," she said.

Added Warmerdam, "he's a great, focused, thoughtful kid who takes control of his learning and growth, and is well-liked and involved in school."

Evin carries a 4.39 cumulative grade point average, and says math, physics and computer science are his strongest subjects. He participates in math and physics competitions from time to time, and is a member of O'Dowd Debate Team.

Last September, Evin was named a National Merit Semifinalist, and this spring will learn if he is among those selected as a scholarship winner.

Looking ahead, Evin hopes to attend a college with a strong engineering and science program and study computer science or physics.

Evin's advice for juniors getting ready to take the SAT for the first time? "Focus on your weak subjects," he said. "Instead of doing entire SAT tests, sometimes I would practice essays and grammar only. This way you'll see more improvement in less time."

NATIONAL MERIT SEMIFINALIST

Evin Yang '16 is among approximately 16,000 semifinalists in the 61st annual National Merit Scholarship Program.

Yang, along with the other academically talented high school seniors, has an opportunity to continue in the competition for some 7,400 National Merit Scholarships, worth more than \$32 million, that will be offered this spring.

NATIONAL MERIT SCHOLARSHIP PROGRAM COMMENDED STUDENTS

Seniors **Jolene Chan, Benjamin Garvey, Frances Keer, Trevor Link, Sydney McGillis, Joshua Mills, Cole Molyneaux, Thomas Vaughan, Nathaniel White and Molly Zeme** are among some 34,000 students throughout the nation named commended students in the 2016 National Merit Scholarship Program.



Pam
SHAY



Photo by Briana Loewinsohn.

Principal Pam Shay Announces Her Retirement

O'Dowd Principal Pam Shay announced on Nov. 6 that she is retiring at the end of the 2015-16 school year. She is looking forward to relocating to Oregon with her husband, Bruce, and son, Ben '13.

Shay has been an integral part of the O'Dowd community for the past seven years – serving for two years as Assistant Principal for Academics before assuming the principal position in 2011 – and has shepherded the school through a period of continued innovation and growth.

Her leadership has been marked by curriculum innovation that improved the learning environment for all students, clear and effective administrative processes, the implementation of a culture of sustainability, the development of online courses and a strengthening of the school's Catholic identity.

“Although there is never an ideal time to leave such a robust and caring community, as principal I believe that this is the best time possible for me to leave O'Dowd,” Shay said. “The school has been building steadily and is strong in its educational excellence, Catholic identity and social justice awareness. I know that I'll leave the organization in capable, committed hands and it will continue its trajectory of excellence.”

President Steve Phelps said that Shay has been both a valued colleague and personal friend to him. “She cares deeply about every student, parent and teacher, and is a superb professional who has worked tirelessly to improve every aspect of the school,” he said. “I wish her much happiness in this new phase of her life.”

Social studies teacher Ray Lehner said Shay will be missed by students and faculty alike. “I enjoyed her leadership. She is steady, consistent and generous. Pam challenges everyone to be better. She will leave some big shoes to fill,” he said.

Alumnus Will McAneny '11 said Shay consistently supported his academic and extracurricular pursuits, even attending his performance at the Ohlone Theater Festival. “I know she will continue to brighten the lives of those she encounters along her journey to her next destination,” he said.

A search to identify O'Dowd's next principal is underway, and the process will involve input from all stakeholders, specifically members of the faculty and staff, parents, students, the Board of Regents and the Diocese of Oakland. The goal is to have a new principal selected no later than March 2016.

CLASS OF 2016

Establishes Endowed Scholarship Fund

If charity begins at home, the O'Dowd community is fortunate to have two senior students and a group of senior parents who have stepped forward to advocate for philanthropy and participation among their peers to help Bishop O'Dowd High School offer a transformative learning experience to more students.

The team's mission is to cultivate a culture of generosity and "paying it forward" within the community by establishing the Class of 2016 Endowed Scholarship Fund to support O'Dowd students in need of financial assistance.

The Class of 2016 Endowed Scholarship Fund will provide support for three deserving students each year: one each from the sophomore, junior and senior classes. Recipients of the funds will be selected based on demonstrated financial need as well as their history of leadership, community service, and academic and extra-curricular achievements.

Senior Class Philanthropy Officer **M. Shawn Cunningham II '16** understands that for many students an O'Dowd education is not possible without financial assistance. "I'm excited to be in a position to be able to give back and establish an endowed class scholarship fund to provide the same opportunity for others that was given to me," he said.

Fellow Senior Class Philanthropy Officer **Dani Viviani '16** is excited to help in the effort. "We each have the power to change lives in the same way O'Dowd has changed all of our lives. Even a very

small donation can give another high school student the opportunity to thrive and grow personally and academically," she said.

O'Dowd is fortunate to have a donor willing to match Class of 2016 Endowed Scholarship Fund donations dollar-for-dollar. That means a \$1 contribution translates into \$2 toward the scholarship fund! The class goal is to raise \$75,000 by June 1, 2016.

All seniors and their families are encouraged to make a gift to demonstrate their support and appreciation for four memorable years at O'Dowd, and to create a legacy for future students. Your gift - no matter how large or small - is important and will make a great difference.



M. Shawn Cunningham II '16 and Dani Viviani '16 are senior class philanthropy officers.

O'DOWD FINANCIAL AID ENDOWMENT CHALLENGE

Support Present and Future Students Who Require Financial Aid to Attend O'Dowd

DOUBLE YOUR GIFT!

CURRENT FINANCIAL AID FACTS



of our students need financial assistance every year.

O'Dowd's endowment currently provides a little more than **\$100,000** per year to support financial aid.

O'Dowd spends almost **\$3 million** a year out of its operating budget to support students who need aid. This budget is dependent on full enrollment and a strong economy.



99% OF O'DOWD STUDENTS GO ON TO COLLEGE



80% OF O'DOWD ALUMS LIVE AND WORK IN NORTHERN CALIFORNIA

THE CHALLENGE



\$500,000 = \$1,000,000

Your gift can help pave the way for four to six students to graduate from O'Dowd and attend college.



For more information on how you can give, please contact Chief Advancement Officer Jeanne Jenkins at jjenkins@bishopodowd.org or 510-553-8628.

O'Dowd Alums Gave Back Last Year – **WILL YOU JOIN THEM?**

Thank you to all O'Dowd alums who made a gift to their alma mater between July 1, 2014, and October 31, 2015! Those gifts provided over **\$660,000** for financial aid and for many other O'Dowd programs and activities. **Make no mistake, those gifts and dollars are critically important to the school, its teachers and every single one of its 1,175 students.**

Believe it or not, the \$660,000 plus received between July 1, 2014, and October 31, 2015, came from just **four percent** of all O'Dowd alumni. Think of the difference it would make if five, six, or 10 percent of our alumni made gifts to the school every year! It would only take 140 additional donors to increase O'Dowd alumni support by one percentage point.

Each alum who gives to O'Dowd makes a powerful statement that their student experience meant something to them. Each of our alumni donors is telling the next generation of Dragons that they believe O'Dowd is a worthy investment.

And every gift to O'Dowd - every gift, of any amount - also makes the school a more effective, innovative and successful institution. **Every gift, of every size makes a difference! Talk about strength in numbers!** We can't do this without our alum donors. Every gift matters.

List of Alum Donors by Class

'55 Roberta Souza Andersen
James T. Bill
Madelaine Messina Cutino
Carol A. Hubert
Jacqueline Haake Jacobberger
Rodney I. Krug
Elizabeth Newcomb
Beverly Mello Rettus
Arlene Burns Rhine
David Rhine
John W. Tarabini
Helene Simi Twyford
Anne Cowie Ulses
William H. Wiegmann

'56 Richard C. Bonetti
Ann Thompson Buckley
Patrick J. Cannon
James B. Curran
Patricia Deasy
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Carlyne Medeiros Durnan
Michael F. Egan
Carol Hillhouse Fohl
Kathleen M. Kemp Forrest
Edward S. Gallagher
Ellen Doctor Graham
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Anne Kenyon Handel
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Edward W. Kelley
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Richard J. Perry
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Geraldine Perreira Sampson
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Linda L. Slakey
Jean Dutra Soares
Robert Tavares

'57 Bernadine Carpenter
Carol Matthews Milano
Christine Boscacci Stefani
Anthony B. Varni
Clifford Wixson

'58 V. Paul Bail
Maryanne J. Bertram
Richard A. Cerruti
Phil Davidson
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Robert J. Ravano
Raymond Soto
Judith Gorman Vinci
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'59 John P. Burke
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'60 Brent August
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Michael P. Carbone
Robert E. Chimienti
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Jackie Reid Dettloff
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Mary Lou Sullivan Hallisey
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Kathleen Cummings Jordan
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Robert D. Rivers
David M. Rose
Judith Blout Sanchez
Geraldine Graham Sandor
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'61 Carolyn Billings Abrams
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Nancy Pekkari Charlson
Marilyn A. Padovani Denham
David Dold
Barbara C. Ham
Stephen R. Petersen
Linda Barbo Randolphi
James H. Ziegler

'62 James A. Aguiar
Bill Arnerich
Helen Yolland Bakke
Mary Francis Corcoran Barranti
Charles Bettencourt
John M. Burns
John M. Ironside
Robert F. Jardine
Pamela Ellis Mack
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Daniel J. O'Keefe
Thea Gorman Shepard
Diane L. Steccone Smahlk
Wesley P. Smith

Donna McKenzie Soto
Arthur J. Spencer
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'63 Lyn Cardin Andersen
Michael A. Brodick
Joan Guettinger Carter
Kevin J. Donahue
James Egan
Anonymous
Jane Mullen Gates
Judith Schiavenza Madigan
Anne M. Doran Marchetti
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Carole Foudy O'Hare
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Marcia Paul Whalley

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Mary Ann Rokovich
Gregory P. Schmidt
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Joan Kelleher Velarde
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JoAnn M. Carpaneto
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Dennise Burgess
Michael A. Caruso
David W. Dixon
Brian E. Harkness
James R. Kohles
Michael McGuire
Alana M. Musante
Linda Oakes Perkins
James M. Schiavenza
J. Catherine Camacho Snelling
Mary V. Walsh
James R. White

'68 Paul E. Dolan III
Terrence E. Gentle
Ann J. Graves
Nick Grover
Donald E. Keeley
James P. Negri
Paul B. Schmidt
Pat J. Sinnott
Michael G. Temple

'69 Theresa Light Ajuria
Karen Keefe Ashiku
Nick D. Buratovich
Joseph Choy
Margaret Piper Choy
Brian T. Donahue
Michael M. Frandy
Dennis M. Kohles
Carolyn Cranston Lott
Elizabeth Orozco
Thomas P. Roberson
Jerry Rubino
Jo Ann Schneider
Randal L. Thornally
Monica L. Hayes Younghein

'70 Nancy Burnham Boyd
Robert J. Brunel
Elizabeth J. Cabraser
Debbie VanHecke Cuzner
Laurant I. Edwards
Dennis J. Egan
Jeffrey J. Hansen
Cynthia Amiotte Lavagetto
Nancy J. Negri
Joseph E. Raphael
Robert Scarpa
Christine A. Songey Schmitz

Judy Lawrence Smith
John C. Tibbetts, Jr.
Jane Ratto Traversa
Mary Henry Welschmeyer
Nick Welschmeyer

'71 Stephen M. Avery
John A. Cecconi, Sr.
Stephen Dunn
Kathleen Sereda Glaub
Janet Capurro Graham
Janet Layrac Haun
Michael D. Marr
Diane Songey Twomey

'72 Joseph T. Barry
Nancy Souza Gilfillan
Mark T. Hubbard
Ed Levy
Anita Gurrea Littman
Richard G. Logan, Jr.
Charles Slyngstad

'73 Anonymous
Pamela Warner Berry
Edward J. Dold
Sally M. Elizares
Martin G. Friedrich
Kevin J. Hatheway
Mark D. Muller
Alfred J. Musante, Jr.
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'74 Susan Paul Alton
Ruth A. Broussard
Dennis C. Kakures
Michael A. Matthews
Loretta Cumming Meyer
Scott E. Murray
Stephanie A. Ragland
Steven F. Sciamanna
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Maureen Watson Safarti

'75 Karin Rimel Amour
Bridget McBride Belick
Peter Cadenasso
Anonymous
Monica Fusich
Wayne T. Gregori
Cheryl Harrison
Lori Koven Chambers
Robert Mooney
Dale A. Hampton Muller
Thomas O. Powell
Linda Kline Richardi
Edward J. Ritelli, Jr.
Teresa Sorisio Ritelli
Kathleen M. Rueger
Anne E. Symens-Bucher
Ivy LeBlanc Wagner
Rick Zaslove

'76 Margaret Gonsalves Carlson
Al Carrasco
Kevin M. Corbett
Mark I. Leyva
Lisa Coffey Mahoney
Robert D. Mahoney
Alisa A. Morua
John Phelan
Dominic M. Pontrelli
Daniel J. Schneider
Michael F. Ward

'77 Richard J. Cadenasso
James Frei
Jan Ushijima Frei
Joel Gudger
Mary Frances Jordan Shaffer
Jeffrey W. Walters
Michael R. Ward

'78 Daniel J. Cabral
Anne Cadenasso
Marianne Mosher Carrasco
Noreen Coakley
James P. Cramer
Marion Johnston Ekpuk
William M. Gonsalves III
Vicki Prepouses Kinningham
Catherine Aymeric Lindorfer
Marion Parrish
Kevin M. Thornton

'79 Eamonn F. Dolan
Joanne Roddy Ghiglieri
Stephen Ghiglieri
Jacqueline Goldsby
Rosalyn E. Ward Greer
Stuart J. Gruendl
Ann M. Henning
Michael J. Huaco
Sheila Coffey Kilty
Janice C. Walters Kroll
Katherine McGinty Naas
Laurie Sheperd Page
Michael Rezente
Amy E. Wheat Rumberger
Jodelle M. Prola Russi
John F. Russi
Nicholas Sagonowsky

'80 Maureen Boyle
Steven A. Callaway
Brian J. Candell
Leonard Charles III
Kelly Cronin
Anthony Crowell
Gloria Cox Crowell
Anita Dean Doss
Brent O. Johnson
Peter J. Nuti
Ronald A. Ratto
William Rinetti, Jr.
Paul A. Schmidt

Jennifer Benford Seibert
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'81 Lisa A. Magnani Brackett
Frاندics P. Chan
Michael J. Cooke
Brion F. Daniels
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Crystal Hebert-Johnson
Brent A. LeBoa
Tracey Thomas Lovely
Brian D. Lucky
Claire Jullien Nuti
Gregory Nuti
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Roderick Roche
Nicole DeMarais Shaw
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'82 Amy Gerbel Abruzzini
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Stephen Daniels
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Reginald Hamilton
Adrienne Guyton Hogg
Warren Hogg
Stephen T. Holloway
Derreck Johnson
Debbie A. Furino Marshall
John R. Murray
Julie Smith Richardson

'83 Lori Govan Adams
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Tracy A. Colbert
Sharon R. Correia
Kathleen U. Scannell Flood
Kieran A. King
Kevin C. Maas
Suzanne Nuti Peterson
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Brown
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Helen Kwak Castillo
Daniel Copenhagen
Brian D. Cushing
Patricia A. Hennigan Dunne
Elizabeth Carmassi Fournier
Matthew W. Heafey
Pauline DeBerry Metzgar
Sarah M. Miller
Leon Natsues
James F. Nettleton
Dante A. Rodriguez
Greta Schubert-Sanford
Monica A. Sullivan
Laurence M. Toney
David Wulff

'85 Deborah Mack Alley
Lisa Brue
Michael Cameron
Patrick Connolly
Anonymous
Kimberley Barry Friberg
Patrick J. Hanavan
Kathryn Hunt
Robert L. Roddy

'86 Tamulia Dalke
Margaret B. Dunlap

Matthew H. Hall
Andrew Jones
Lynn F. Kirk
J. Robert Krug
David L. Leal
James McKenna, Jr.
Karen Bozzone Raven

'87 David H. Bail
Petra S. Camacho
Jordona Elderts
Roderick D. Gabriel
Yolanda Harvey-Patton
Christopher Nettleton
Jordan M. Pallen
Alai K. Papillon Toure
Paul J. Robinson
Benjamin L. Sparks

'88 Stephanie R. Bradley
Cara Logan Brockbank
Ryan A. Brockbank
Nikkole E. Denson
Kevin P. Hester
Leslie A. Mladinich
Michelle A. Thompson Moir
Paulette Bickers Roddy
Michelle M. Russi
Leila Bulling Towne
Michelle S. Kalian Wilcox

'89 Angela M. Miller Biggar
Michele A. Colgan
Grace Gamoso Curcio
Anonymous
Nancy Wilkins Fitzpatrick
Megan L. Foley
Ole T. Hall
Amy Duffy Hester
Christopher J. Kuesel
Tracy Thirion Ramsey
Llewellyn B. Richie
Jennifer Rusk Thomas
Peter A. Virsik
Meghan Bailey Wallingford

'90 Gina L. Cadenasso
Tamara M. Davis
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'91 Sherri A. Carpenter
Megan H. Chen
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Elizabeth Prola Roberts
Brian K. Rogers

'92 Jason J. Beito
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Brian M. Payawal
Aimee L. Tom
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'93 Juliet A. Arechiga
Gerald D. Bennett
Emerson A. DuBois
Adam H. Reilly
Laura L. Thirion

'94 Peter R. Van Tassel

'95 Shannon M. Donahue
Jeshawna R. Harrell
Claudia L. Jenkins
Monique L. Tascoe-Burris

'96 Sara Grell Alaniz
Leah M. Casey
Else G. Dittmer
Erica M. Gielow Gibb
Erik L. Kriens
Jaseon S. Outlaw
Tovah E. Skiles
Sara N. Varni

'97 Tyler R. Kreitz
Michele C. Ragon
Edward C. Vieira-Ducey

'99 Ross B. Cussen
Michael J. Jennaro
Julie E. Sussman

'00 Zarinah Holland
Brandon A. Sims
Anna R. Temple

'01 Angelina Elliott Burke
Brendan P. Burke
Patrice Wakeley

'03 Andrew M. Llamas

'04 Nicholas W. Roosevelt
Daniel R. Rossillon

'05 Matthew A. Carrasco

'06 Ronny L. Smith
Michelle J. Viviani

'07 Derek J. Halman II

'09 Zosha A. Adam

'11 Sarah L. Raven

'12 Caroline R. Counts
Adam J. Gildea

'15 Jack H. Adams
Maximilian T. Alders
Madeline C. Allison

Angela A. Ambrose
Paris Austin
Halie Baker
Alice B. Beittel
Christina R. Bittman
Emily R. Brazis
Bryan Cardenas
Deirdre G. Carson
Kathryn M. Catanzarite
Evan J. Ceremony
Lauren R. Choy
Jarrod P. Cleto
Harley J. Coldiron
Julia L. Cooke
Shoshana R. Cosentino-Merriman

William K. Crozier IV
Eden M. Cypher
Elizabeth M. De Luca
Samuel F. T. Deck
Elizabeth M. Dietrich
Amanda Drexler
Navah E. Evans
William E. Evans
Fernando J. Fine
Matthew E. Gildea
Elena G. Gonzalez
Bryce M. Grandison
Alexis M. Hager
Christopher J. Hagmaier
Tatum E. Harrison
Torrey Hart
Anna M. Hawkins
James P. Horgan
Sebastian S. Hurtado
Kelly P. Johnson
Leigh Anna Johnson
Cassidy D. Kepp
Shannon M. Kilty
Lois Rae F. Largoza
Christopher A. LeBoa
Kaytlyn M. Lozano
Karolina Majute
Sabrina J. Mann
Britney N. Marshall
Anna E. McAneny
Nigel S. McIntosh
Evyenia M. Mylordos
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Mary S. Nassif
Sophia L. Natsues
Meredith N. Nix
Jenna N. Nuti
Scott L. Olofson
Emma Omega
Devon J. Owens
Viviana I. Padilla
Joshua Pagila
Lindsay S. Piette
Marialena I. Plansky
Ryan J. M. Poon
Kendall L. Post
Gabrielle A. Powell
Latrell L. Powell
Ivan C. Rabb, Jr.
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Karina Rocha
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Mayreni F. Sweis
Charlotte S. Van Remortel
Alex L. Watson
Emma Mao Woods
Samuel J. Wu
Zayna Yamini
Austin Zhang
Stephanie M. Zuniga

Matt Carrasco '05 Giving Profile

Matt Carrasco '05 looks back on his time at Bishop O'Dowd High School fondly. Partly, that's because being a proud Dragon is something that he shares with his family – parents Al '76 and Marianne '78, and siblings Jonathan '07 and Mia '10. More importantly, says Matt, his O'Dowd experience had a tremendous influence on the person he is today.

"I am still pursuing knowledge on topics I was first introduced to at O'Dowd. Earth Science and AP Environmental Studies classes are the first to come to mind. They inspired me to become more connected with the environment and the issues we face in the world today," he said. "When I went on to Cal Poly San Luis Obispo as a business major, I still enrolled in classes that addressed global issues because it was something I was eager to pursue knowledge in."

With his 10th high school reunion approaching, Matt was inspired to make his first gift to O'Dowd – a \$100 donation to Transforming Lives, the O'Dowd Annual Fund.

"I wanted to make a donation as a thank you for the lasting impact the school left on my life. I believe strongly in the mission of O'Dowd and want to do what I can to ensure that future Dragons have the same experience I was provided, hopefully even better!" he said.

The learning environment at O'Dowd can't be matched, Matt says. "My eyes were opened to the world around me. I was in classes with peers sharing



Matt Carrasco '05. Contributed Photo.

different cultures, religions, social beliefs, financial backgrounds, and more," he said. "This created an amazing environment to learn, as we had such diverse perspectives in our discussions."

Today, Matt continues to benefit from lessons learned at O'Dowd. "O'Dowd definitely helped me develop a focused work ethic," he said. "I also learned to be generally curious. This has been valuable in sales, since I speak with businesses in various lines of work and have to deeply understand their needs in order to be successful."

Currently Matt lives in San Francisco and works as an account executive in sales.

Thank You to Our Heritage Society Members!

Bishop O'Dowd High School is honored to present the names of those generous community members who have notified us that they have provided for O'Dowd in their estate plans. The current members of the O'Dowd Heritage Society are:

Marisa Angeles

Stephen M. Avery '71

Patricia H. and V. Paul Bail '58

James T. Bill '55

Lillian and Ross J. Cadenasso

**Kathleen A. Connelly '60 and
Parkes Johnson**

Margaret Cornwall

Stephen J. Costa and Kate Costa

Pauline and Ernest DeCoite

Marion Ferreira Durbin '56

The Estate of Paul M. Harvey '63

Mark Hellender '62

Betty and Dale Isaacs

Connie and N. Eric Jorgensen '56

Karlin and Rodney I. Krug '55

Mark S. Luciano '78

Phillip Palmer '87

**Vickie Barrious Poitevin '65 and
Michael J. Poitevin**

Karen M. Ruiz '88

**Thea Gorman Shepard '62 and
Ken L. Shepard '59**

Reverend Paul Vassar '63

Each member of the Heritage Society made an intentional decision to create an estate plan and to include O'Dowd in that plan.

Are YOU interested in helping Bishop O'Dowd High School and its students, but cannot write a check or make a gift of stock today? If so, consider a bequest to O'Dowd – it is a simple, flexible and versatile way to give! Including O'Dowd as a beneficiary in your will or living trust helps to ensure that the school can continue its mission in the years to come.

Your bequest can take many forms. You can leave a specific item or amount of cash. You can leave a “residuary” bequest, distributing to O'Dowd part of what's left over after all your other bequests have been distributed. Or you may leave a percentage of your estate to the school.

Seventy percent of Americans who could and should have wills do NOT have them. Are you part of this statistic? If so, consider making a will today to directly benefit the people you love – and Bishop O'Dowd High School!

Alumni NEWS



Liza Dawn Ramirez, right, with the Alumni Relations Team: Karolyn Cherryhomes, Advancement and Alumni Relations Associate, left, and Antoinette Newell '11, Alumni Relations Intern, seated.

Greetings from Director of Alumni Engagement and Philanthropy **LIZADAWN RAMIREZ**

Hello O'Dowd Alumni,

Reunion Weekend (October 23-24) has come and gone and I'd like to thank all of you who participated in this inaugural celebration. A record 114 alumni came to campus for the third annual Alumni Beer Garden, which kicked off the weekend, enjoying local beer (thanks Buffalo Bills!) and good company. Afterwards, many of the alums headed down to the football field to support the varsity football team, as the Dragons battled San Leandro High School, as well as to recognize the 1993 undefeated men's lacrosse California State Championship team. What a great night.

The following day was jam packed with class reunions. The Class of 2010 held a lunch reunion on the Quad. During the evening, three reunions were held on campus: The Class of 1965 in the large gym; the Class of 1975 in the cafeteria; and the Class of 1980 in the Center for Environmental Studies (CES). I should also mention that the Class of 1960 held its 55th reunion in Pleasanton, with several O'Dowd administrators in attendance. All in all, more than 500 alums participated in the reunion festivities - certainly a record for O'Dowd!

While there was much to celebrate that weekend, it was also a time of sadness, as we learned of Michael Petrini's passing (see obituary on page 56). A former teacher, administrator and, most recently, vice president for advancement, Michael made an incredible impact on the O'Dowd community and he will be missed tremendously. It's very clear, from the shares and comments about his passing on our social media channels, that Michael was loved by his students and colleagues alike. The Alumni Relations/Advancement staff who worked closely with Michael from 2006-2013 will most certainly miss him.

LizaDawn



The 1993 undefeated men's lacrosse California State Championship team. Photo by Lisa Coffey Mahoney '76.

Big Crowd at Alumni Beer Garden

More than 100 alumni spanning five decades returned to the O'Dowd campus on Oct. 23 for the third annual Alumni Beer Garden event.

The event took place in Dominican Hall lounge and courtyard prior to the O'Dowd vs. San Leandro High School football game. Alumni were provided tickets to the game and many stayed after the social event to cheer on the Dragons.

The 1993 undefeated men's lacrosse California State Championship team was honored at the event, and then team members were introduced at halftime of the football game.

Team members on hand included **Mitch Cavin '93, Peter Dal Ferro '94, Sean Dobbins '93, Jeff Erickson '94, Chris Goodroe '93, Burr Hilsabeck '94, Cameron McPherson '94, Sean Nakahara '94, Adam Reilly '93, Andrew Steinkamp '94, Kristian Trocha '93, and Dave Wilgus '93. Coaches Joe Ianora and Peter Krawiec '85** were there, too.

Shannon Pedder '90 was also in attendance to honor her late brother and lacrosse team member **Brendan Pedder '93**.

Goodroe, who was one of the captains of the championship team, said it was an amazing event and evening. "It was really special to be honored for our lacrosse team's achievement and it was even better being able to reconnect with old friends and relive our playing days! Standing out on the field with my old teammates and coaches for our halftime introduction brought back a lot of great memories, and reminded me of the enormous impact O'Dowd had on our lives both on and off the field," he said.

Meanwhile, a large contingent from the Class of 1981 turned out for the Alumni Beer Garden including **Lisa Magnani Brackett, Pat Flood, Antoinette Gullat-West, Mary Shaddle Lovelace, Cathy Megino, Carmelita Papillon, Leslie Sims Robertson and Diane Mascote McRae**.

"This was the best attended Alumni Beer Garden to date. It's wonderful how the O'Dowd community has embraced this event and how alumni have made it an annual tradition to come back to campus to attend the event and stay to cheer on our football team at the game," Alumni Director LizaDawn Ramirez said.

Alumni NEWS

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Tiffany Fong '04 and **Jamil Muchell '03** wed in Livermore, California, on October 10, 2015. Many people from the Dragon family attended their wedding, including current students, alumni, faculty and staff.

Three of their four bridesmaids - **Stephanie Fong '08**, **Kelly Kearns '04** and **Lauryn Holloway '03**, and two of their four groomsmen, **David Green '03** and **Lance Holloway '03**, are O'Dowd alumni as well.

Tiffany and Jamil met in Spanish 1 and both played varsity basketball for O'Dowd. After dating through college and graduate school, they got engaged in May 2014. They continue to live and work in the East Bay. Tiffany is a real estate attorney and Jamil is a commercial real estate consultant. Contributed photo.



Patrick Hines '05 married **Jersey Neilson** on September 5, 2015, at Preservation Park in Oakland. Patrick's father, **Buzz**, became a deputy marriage commissioner and officiated the ceremony. The Best Man was **Nick Magarian '05**, and other O'Dowd alumni in the wedding party included bridesmaid **Annie Hines '07** and groomsman **Dave Woychik '05**. Contributed photo.



Kelly Shea '96 married **Jordan Drewitt** (sitting) on May 15, 2015, in St. Maarten in the Caribbean. **Eric Rasch '96**, far left, participated in the wedding. Kelly and Jordan are living in Mountain View and both work in the tech industry in Silicon Valley. Contributed photo.

Class NOTES

1956

Sr. Marian Castelluccio was appointed director of mental health at Catholic Charities of the East Bay in October. She will be responsible for developing and leading program services and maintaining program excellence within the Mental Health and Violence Prevention (MHVP) Division. In her new role, she oversees current agency programs, including crisis response and support network, serving victims of violent crime and traumatized youth and families, as well as family preservation services. Read more at www.cceb.org/2015/02/our-angel-sister-marian-appointed-director-of-mental-health



Sr. Marian Castelluccio '56. Photo courtesy of Catholic Charities.

1960

Marcia Haro and Michael McAuliffe met at the end of their junior year at O'Dowd and dated through senior year, going to senior prom together. They remained a couple for several more years after graduating from high school before going their separate

ways. Almost 50 years later, the couple reconnected after Marcia's husband, Al, passed away. Sparks flew when they met for lunch in December 2012, and they immediately started dating again. Marcia and Al were married in February 2014.



Marcia McKeirman Haro and Michael McAuliffe, Class of 1960.

Sr. Mary Keefe, OP, received the 2015 Good Samaritan Award in recognition of her efforts, through Nuns' Build, to organize Catholic Sisters, colleagues and family members to rebuild homes in New Orleans that had been severely damaged by Hurricane Katrina. The award was presented Sept. 15 from the National Catholic Development Conference during their annual gathering. Read more at www.adriandominicans.org/News.aspx.



Sr. Mary Keefe, OP, center. Photo courtesy of Adrian Dominican Sisters.

1970

Interior designer Ben Dhong's work was featured on the cover of the October 2015 issue of House Beautiful. See photos at www.housebeautiful.com/design-inspiration/house-tours/g2639/benjamin-dhong-napa-house

1984

In September, **Mark Tyler** attended Pope Francis' address at Independence Hall in Philadelphia, just four blocks away from the church where he serves as pastor, Mother Bethel AME. Mark was fortunate to be invited on stage during the event and was sitting just two rows behind Pennsylvania Governor Tom Wolf.



Mark Tyler in third row, to the right of the woman in red coat. Photo courtesy of Guardian newspaper.

1994

Mike Schlemmer was selected as a Silicon Valley Business Journal 40 Under 40 2015 winner for his work as an employment lawyer. Read more at www.bizjournals.com/sanjose/news/2015/07/28/silicon-valley-40-under-40-2015-mike-schlemmer

1996

Tovah Skiles and Nicole Martin celebrated their one year anniversary in October. Tovah is currently a Spanish teacher in Palo Alto, where 100 percent of her students passed the AP exam last May.

2002

Congratulations to **Kate Bertko**, who repeated as a bronze medalist in lightweight women's single sculling at the 2015 World Rowing Championships held in France in early September. She adds this accomplishment to her already impressive rowing resume!



Kate Bertko. Photo courtesy of USRowing

2005

Jesse Byrd released his debut novel "Oiseau: The King Catcher," a captivating story intended to take children 12 and up on an imaginary trip to the South Coast of Africa, in August.

2011

Laura Goslee is serving as a member of the Jesuit Volunteer Corps at Casserly House in Roslindale, Massachusetts. She coordinates the after school homework program, which serves neighborhood children, and assists with the morning ESOL (English for Speakers of Other Languages) program for immigrant adults.

2012

Washington State's **Richard "Junior" Longrus** was named to the National Association of Basketball Coaches Honors Court this summer for excelling in academics. Earlier this year he was named to the Pac-12 All-Academic Second Team for a second straight sea-

son. You can read more at www.wsucougars.com/ViewArticle.dbml?DB_OEM_ID=30400&AT-CLID=210241735

2013

Eugene Hamilton III is currently attending UC Berkeley where he is a member of the cross country and track and field teams. He is also a member of the National Society of Leadership and Success. During the 2015 season, Eugene served as a team captain for the track and field team, and was the recipient of both the Al Reagan Award and the Captain's Award for track and field.



Eugene Hamilton III competing at the Pac 12 Track and Field Championships in 2014. Photo courtesy of Regina Hamilton.

Reunions

1955



Members of the Class of 1955 gathered at the Embassy Suites in San Rafael on August 13 to celebrate their 60th class reunion. The evening included cocktails, dinner and, most importantly, the camaraderie shared by this first class to graduate from O'Dowd. Though many of the classmates reside in California, some ventured from as far as Georgia and Texas. The following morning, the group gathered once again for breakfast before saying their farewells. Those serving on the reunion committee were **Roberta (Souza) Anderson, James Bill, Marlene (Rugaard) Bingham, Ann (Murray) Halligan, Bev (Mello) Rettus and John Tarabini.**

1960

The Class of 1960 celebrated its 55th reunion with a weekend of festivities held Oct. 23-25.

The celebration started with a meet and greet reception at Faz Restaurant in Pleasanton, attended by 50 classmates. A dinner the following night, held at the adjacent Four Points by Sheraton Pleasanton hotel, was a highlight, as UC Berkeley freshman **Ivan Rabb '15**, who was a recipient of the Class of 1960 Scholarship Fund (begun in 2010), addressed the group. More than 80 classmates and guests attended the dinner.

Prior to Ivan's remarks, the group enjoyed a video segment of the last three minutes of the dramatic 2015 CIF Open Division State Championship basketball game held at Haas Pavilion on March 29, punctuated by Ivan's sinking of a free throw to secure a one-point victory over perennial Southern California powerhouse Mater Dei High with .8 seconds remaining in overtime. Ivan thanked the Class of 1960 for their generosity, and talked about his transition to Cal.



From left to right, Bob Chimienti '60, Carol Russell Dabb '60, Ivan Rabb '15, John Heagerty '60 and Vicki Keller Dorsey '60 gathered for a photo prior to dinner on Saturday, October 24, 2015, at the Four Points by Sheraton Pleasanton hotel. The dinner was the centerpiece of Reunion 55 weekend, enjoyed by more than eighty '60 classmates and guests who renewed friendships celebrating 55 years since graduating from O'Dowd.

President Dr. Steve Phelps said that the Class of 1960 Scholarship Fund has served as a model for other classes to create similar funds. With more than 30 percent of the student body receiving financial assistance, Phelps said such funds are vital and allow O'Dowd to offer students a transformative high school experience to deserving students who would not otherwise be able to attend our school.

A Sunday morning brunch at Faz Restaurant capped the weekend. Reunion committee chair and O'Dowd Board of Regents member **John Heagerty** gets a special shout out for making the weekend so special.

1965

From the packed Chapel for the beautiful memorial Mass to honor our classmates, to the informative tour led by O'Dowd **President Dr. Steve Phelps**, and then the great energy at the gym including dinner and dancing, we couldn't have had more fun or been more elated. As you can tell from some of the remarks, (... and the very best was re-meeting all of you; ... A night to remember; A fun walk down memory lane...; ...share capsules of our lives, careers, families), it was a blast from the past and a toast to the future, finding old friends and making new friends. Thanks to all of the support we received from the Alumni office to make this a reunion that no one will soon forget.

We'd like to thank all of the classmates who have contributed a total of **\$22,405** to our class scholar-



ship fund (as of Nov. 1, 2015): **Richard C. Biscay; Judith Martino Ceccon; Donna M. Chenier; Suzanne Schofield Connolly; Cheryl Delahoussaye; Walter Edwards; George F. Farley; Ellen N. Dutra Garry; Anne MacWhinney Hobbs; Susan E. Jones; Linda Ullo Lynch; Margaret Ryan Murchan; Grace Andrews Nichols; Vickie Barrious Poitevin; Gregory P. Schmidt; Carolyn H. Serrao; Cindy Lund Steidlmayer; and Joan Kelleher Velarde.** When we reach \$25,000 in contributions, there will be a match of \$25,000 from an anonymous donor, which will bring us to a grand total of **\$50,000.**

1975



The Grazzini Dining Hall on the O'Dowd campus was the site of the 40th reunion for the Class of 1975. The evening was spent laughing, reconnecting, reminiscing and catching up with old friends. Congratulations to all the winners of our Life Trivia game!

1980

Members of the Class of 1980 celebrated their 35th reunion on Oct. 24, 2015, at the new Center for Environmental Studies on campus. The view was great, the weather was beautiful and the 60 classmates in attendance were able to tour the new building and school. The Dragon Den was open for purchases, since there were two other class reunions (1965 and 1975) going on the same night, so several classmates stocked up on O'Dowd swag. We took a great class photo and noshed on wonderful food provided by Epicurean Catering. Thanks to all who donated to



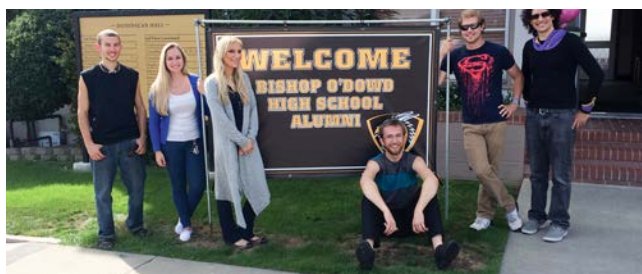
the Silent Auction and to all who made donations towards the Class of 1980 Scholarship Fund! Looking forward to the 40th!

1990



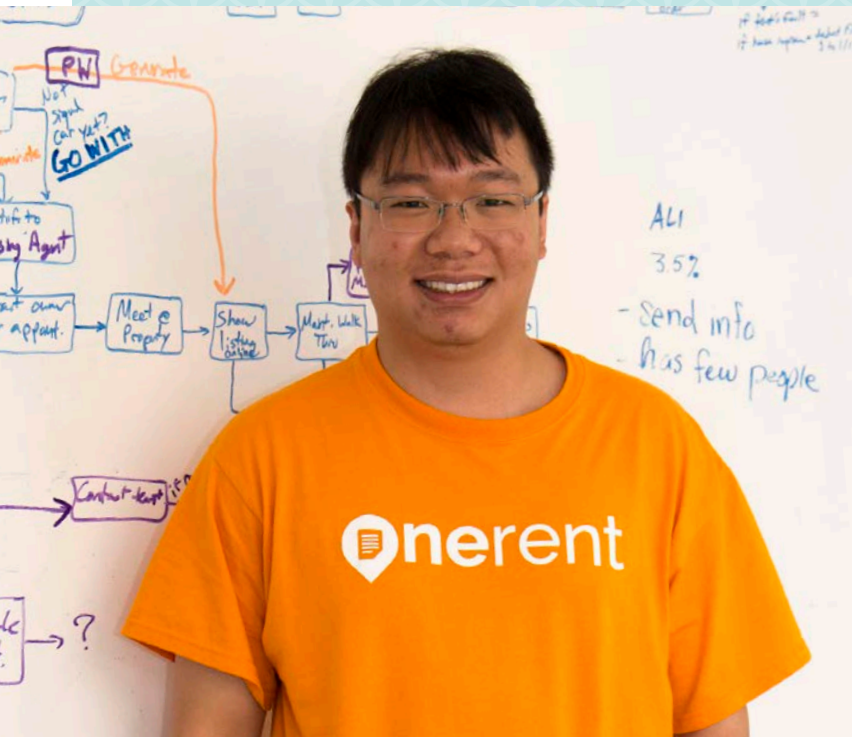
Members of the Class of 1990 celebrated their 25th reunion on Saturday, November 7, 2015, in downtown Oakland at Spice Monkey. Twenty-six classmates enjoyed camaraderie, catching up and taking a fun walk down memory lane. O'Dowd President Steve Phelps joined in the festivities and provided a welcome update on all of the exciting things happening at our alma mater. As a part of the reunion effort, the class members also raised money for the Anna Costa Fund and the Brendan Pedder Fund.

2010



Members of the Class of 2010 returned to campus for their 5-year reunion and enjoyed a BBQ picnic on the Quad. Attendees included **Larisa Santic** (reunion organizer), **Zachary Marshall, Juliet Roland, Lili Miranda, Alex Bailey, Jordan John and Scott Lindeman.**

Alumni SPOTLIGHT



Rico Mok '11. Photo by Lisa Coffey Mahoney.

Rico Mok '11 Transforming the Way Business is Done

A week and a half. That's all the time that Rico Mok '11 had to make a significant life decision. Should he take a job offer from an established company that offered a comfortable salary and benefits package or continue with the development of his startup, OneRent, which was generating next to nothing in revenue but held much promise in Mok's eyes? "I didn't want to work at a big corporation. I really wanted to keep doing what I love," he said.

After deciding to seek advice at his university's Career Center, Mok was disappointed to learn that appointments with career counselors were booked solid for two weeks – past his deadline to accept or decline the job offer.

But Mok persisted. He happened to notice a counselor standing nearby and asked him for five minutes of his time. "We started talking and I mentioned that I was working on a startup and he got super excited. He had been an executive with a Silicon Valley startup," he said. "That five-minute meeting turned into a

two-hour lunch session that led to my getting a lead investor in OneRent."

With \$500,000 in hand, Mok was able to grow the business, that he co-founded with three Santa Clara University classmates in March 2014, from four to a dozen employees and move OneRent's headquarters from a garage in Santa Clara to a 12th floor office building in San Jose.

Today, with second round financing of \$1.5 million nearly secured from investors such as Jeff Dean, an early Google engineering executive who co-created MapReduce and other core functions of Google technology, Mok is forging ahead with OneRent – a property management platform that caters to tenants as well as landlords.

Becoming Inspired

Mok credits O'Dowd faculty and staff with fostering his interest in technology and inspiring him to explore the world of startups. As a student he worked closely with associate athletic director Carlos Arriaga to create an athletics live stream platform to broadcast games. "He was a great mentor to me," Mok said of Arriaga. "And that's how my passion for technology started."

Later, as a student at Santa Clara University majoring in Management Information Systems, Mok continually dabbled in the startup world, launching various apps including "Moments," which allows users to reminisce the past with the use of location.

He subsequently started OneRent with Greg Toschi, Arman Dezfuli-Arjomandi and Chuck Hattemer. "The idea started when all of us had a really hard time finding off campus housing," he explained. "So we decided to try to use technology to make a platform that made it easier for students to find housing."

Within about four months after their initial launch, the young entrepreneurs had secured almost 80 percent of all off-campus housing in the vicinity in their system. "We were able to transact about \$1 million in

security deposits and rent,” he said.

Broadening the Scope

While tenants and landlords alike were enthusiastic about OneRent services, Mok said there was a demand from landlords for more comprehensive services. “So we pivoted,” he said.

OneRent now provides a full spectrum of property management services, including an on-demand network of “property concierges” who service properties all over the San Francisco Bay Area.

“We are using a lot of technology to automate and make the process for tenants and landlords more efficient,” Mok said.

Tenants can browse OneRent’s exclusive listings online, as well as pre-qualify for rentals, schedule viewings of properties at their convenience, sign documents, pay rent and submit property repair requests online.

For landlords, OneRent handles property marketing, tenant screening, showings and leasing, move in and move out inspections, rent collection and maintenance. “And we charge about 3.5 times less than traditional property managers,” Mok said.

A dashboard feature offers landlords transparency and convenience, allowing them to monitor things such as how much revenue they are receiving each month to how much maintenance is required to upkeep their properties. “It gives them great peace of mind,” Mok said.

Adds Mok, “This industry has been stagnant for many, many years, and we’re here to push it forward - to make the whole experience better for the tenants and the landlords.”

Mok says that while OneRent’s current direct competitors are traditional property management companies, he’s certain there are others working on a similar concept. “My core belief is that there is no such thing as a very unique idea. There’s always someone working on the exact same thing,” he said.

Serving two different kinds of customers – tenants and landlords – who have very different needs can be challenging, Mok says. “What we’ve learned is we need to be adaptable,” he said.

Challenges and Rewards

One of the most challenging aspects of getting OneRent up and running has been finding capable

employees, particularly proficient engineers.

“It’s harder in Silicon Valley than in other areas because the tech giants like Google and Facebook are sucking up the talent with very high paying positions,” he said.

And startups have lot of ups and downs, Mok said. “In most cases there are more downs than ups. That’s why I believe it’s very important to have a good team. Without that you don’t have the mental support you need to go through the rough times – especially in the early days when you are working 90 hours a week. If you are working on your own, and you don’t see a different perspective, it can be hard.”

Mok says OneRent team members all feel like they are living their dream. “Everyone is working around the clock to ensure this venture is successful and every call they make, every client they secure, has a direct impact on the success of OneRent,” he said. “I’m so glad that every single one of us still has that passion and dedication.”

An international student who moved to the United States when he was a sophomore in high school, Mok says that choosing to attend O’Dowd was the best decision he ever made.

“The supportive culture at O’Dowd was extraordinary. I don’t think you get that kind of opportunity in other schools. I think my future would look very different if I hadn’t gone to O’Dowd,” he said. “A lot of what I learned at O’Dowd is directly helping me now.”

His advice for young entrepreneurs hoping to launch a startup? Don’t be afraid to take chances. “You need to be somewhat naïve. If you are too critical you’ll never get anything done, and you’ll find 10,000 different ways to shoot down an idea,” he said.

“OneRent was nearly a victim of that. We had a problem that we couldn’t figure out and actually scrapped the idea and crumbled up our notes and threw them in the garbage,” he said.

After attending an entrepreneurial workshop that encouraged acknowledging and embracing risk, Mok and his fellow OneRent co-founders went back to the drawing board. “We accepted that we had a problem, but just kept going,” he said. “After a few months, we realized that problem really wasn’t a problem.”

Get more information about OneRent at www.onerent.com



Regina Evans '79. Photo by Sheri Shuster.

Regina Evans '79 - A Modern Day Abolitionist

“Every day, people in our community are bought and sold for profit. Human beings are not products and must not be exploited. Help us stop this national epidemic,” Nancy E. O’Malley, District Attorney Alameda County.

Nancy O’Malley has an ally in Regina Evans ’79.

A poet, playwright, actor, entrepreneur and modern-day abolitionist, Evans is one of Oakland’s most committed leaders in the fight against underage sex trafficking in a town considered the number one hotspot in America for such trafficking.

Partnering with Love Never Fails, a Bay Area anti-trafficking organization committed to compassionately serving sex trafficking victims and survivors, and as Founder/CEO of Regina’s Door, a social enterprise vintage boutique located in Oakland, Evans hires, mentors and trains young survivors of sex trafficking. “Survivors need jobs and they need them with safe people.” she said.

Her steadfast efforts in the fight were acknowledged last June when Regina’s Door received the 2015 Oakland Indie Award for Social Changemaker. This particular award recognizes a socially responsible business or individual that incorporates positive social change into their mission, operations, and/or measures of success, and who use creative approaches to give back to the community and address economic and environmental issues.

“The award came at a time when I really needed something to put the wind under my wings. This work is not only a struggle financially. It’s tough emotionally because you see the survivors go up, down and sideways, and you have to go that way with them,” she said.

Evans is a fierce advocate for victims of sex trafficking, as she has experienced some of the same challenges as the young people she mentors. She says everyone should be very concerned about the issue.

“When someone sees a kid out on the street it’s easy to look past her and say ‘that’s not my kid.’ But people have to understand that we’re not disconnected. This affects everybody,” Evans said. “If you don’t make yourself aware and educate yourself, you’re putting your own kids at risk. Everyone is susceptible.”

In addition to her work with Love Never Fails and Regina’s Door, Evans holds a Performing Artist Residency at the Flight Deck, where she has performed her original poetic stage play, *52 Letters*, to bring awareness to the issue of sex trafficking in the United States. A Best of 2013 San Francisco Fringe Festival Award winner, the play was also a part of the DIVAS Tell All series and DIVAfest in San Francisco that same year.

Evans staged the play in October as part of The Marsh San Francisco-Marsh Rising program, which presents works that may be ready for an extended run. She’s hopeful that her play will be offered an extended run, as all income generated from play performances are used to finance operations at Regina’s Door.

Evans also wrote *Echo: A Poetic Journey into Justice*, another stage play focusing on the issue of trafficking, which played to sold out performances in Berkeley in 2010. The play also caught the notice of President Barack Obama who confirmed his support of the effort through an inspiring personal White House phone call in 2011.

Getting Started in the Vintage Clothing Business

After earning a degree in International Relations and Economics, with a minor in French, at UC Davis, Evans worked as a legislative assistant on Capitol Hill for several years. She later traveled extensively throughout the world and resided in Sydney, Australia, for 15 years where she operated and owned The Diva’s Closet Vintage Clothing Boutique which catered to a celebrity clientele including Beyoncé and Cate Blanchett. The boutique was also a costume and red carpet styling resource for the Australian theater, music, television and movie industries. Her dresses were seen at Cannes Film Festival, MTV, Aria, Logie and AFI awards.

Located on 17th Street in downtown Oakland, Regina’s Door specializes in runway worthy one-of-a-kind vintage dresses and gowns from the Victorian Era to the 1980s. Operating by the motto “Compassion is Always in Fashion,” the business celebrated its one-

year anniversary on Sept. 20, 2015.

Evans is proud that she’s less than \$5,000 in debt, especially since the business hasn’t exactly followed a traditional business plan. “Besides helping the girls who have been trafficked, I have a gaggle of homeless girls that I feed and clothe,” she said. “They come in and shop and I give them a \$0 receipt. None of that was in my business plan because I didn’t anticipate doing that. I regularly obliterate my finances helping people.”

Fortunately, the community has rallied behind the cause and helps cover some of these costs. “When you rescue a girl they are starting at ground zero. So they need lots of support until they are able to stand on their own,” Evans said.

Evans currently employs four sex trafficking survivors, and from time to time has to set business tasks aside and be a sounding board. “I’ll just close the store down and say ‘Let’s go on a walk around Lake Merritt.’ or ‘Let’s go for ice cream.’ They just need people to listen to them and love them,” she said.

She has also launched a One Step program that gradually and gently introduces survivors back into mainstream life by having them commit to completing various routine activities such as visiting the museum, ordering food off the menu in a restaurant, shadowing a professional, visiting local colleges, and writing a resume. “So many of them don’t know what they can do or what they want to do,” she said.

Evans can often be found out on the “track” – International Boulevard – on weekend evenings assisting in search and rescue missions with Love Never Fails. “Most of the abolitionists are women rescuing the female victims. We don’t have enough men to mentor the male exploiters and traffickers. But they all need to learn life skills,” she said.

Throughout her many personal and professional tribulations, including being homeless and broke, prayer has never failed Evans. “God has always provided for me, and I do things as I’m guided,” she said. “Everything powerful that I’ve created has been with nothing in my hand, but everything in my spirit, soul and heart.”

Get more information about Regina’s Door at www.reginasdoor.com

Josh Srago '99 a Visionary in the Audiovisual Industry

You'd be hard pressed to find someone who has a better pulse on the state of the audio visual (AV) industry than Josh Srago '99.

As the founder of SoundReason and editor-in-chief at AVNation, the certified technology specialist (CTS) dishes out the latest on best practices, tips and tricks and constructive advice on AV, music and marketing.

"At AVNation we take the 'what' that many other media groups share and help to provide context through podcasts, webcasts and blogs," he said.

The goal, said Srago, is to provide content that gives each reader enough information and the ability to decide what their opinion should be for themselves.

Srago regularly serves as a guest speaker, most recently at the Bay Area Producers Conference and the Annual Music Business Seminar put on by the California Lawyers for the Arts.

Oh, and he holds down a full-time job as manager of audio visual engineering at ICS Integrated Communications Systems in San Jose.

"I tend to have pretty full days, running from one thing to the next. Many people ask me if I sleep," he said.

Srago's expertise in the industry hasn't gone unnoticed. He was selected as one of the 40 Most Influential Under 40 members of the AV industry by Commercial Integrator magazine in 2014, received the National Systems Contractors Association (NSCA) Randy Vaughan Founder's Award in 2015, is an InfoComm International University Adjunct Faculty, and currently serves one of the CTS representatives on the InfoComm Certification Steering Committee.



Josh Srago '99. Contributed photo.

Finding his Niche

At O'Dowd, Srago pursued his love of music, participating in the rally, concert, jazz and symphonic bands. He subsequently attended San Francisco State where he initially declared music as a major. He eventually specialized in audio production and music recording in the school's BECA (Broadcast and Electronic Communication Arts) department.

Srago worked for several production companies, and served as an assistant audio and lighting director for a 1,500 person night club in San Diego, before settling in at TOA Electronics Inc., where he was a senior consultant liaison and national training manager. While there, he developed a suite of application based product trainings to present real world scenarios for the equipment to educate the attendees of his live sessions or webinars. He then moved on to ICS.

It's a Fine Balance

Srago says that one of the most challenging aspects of his work is managing the convergence of AV and information technology. "AV is a unifying factor among all the other technologies," he said. "We have to pay attention to advances in IT as well as areas like heating and cooling systems because we communicate with all of them to a certain degree when we are working on a project."

In addition, AV is a very subjective thing, Srago says. "How one person hears a sound isn't how everybody hears a sound. You're constantly dealing with peoples' opinions of how things should be, and you need to make sure the user experience is what they want," he said. "Nobody talks about the quality of AV unless it's bad. They don't come out of a meeting or a production raving about how clean and crystal clear the voices were. So, helping people better understand how all of this stuff works improves the quality of AV because they can have better communication with their AV professionals as to what they want to accomplish."

Net Neutrality a Hot Topic in the Industry

The FCC's Open Internet Rules that went into effect in June and the resulting impact on the AV industry is a hot topic, Srago said. And the rules have the potential to alter the way people use technology to communicate personally and professionally.

Every device that is connected to a network is attempting to communicate with services or other devices on the network. The Open Internet Rules were designed to govern how Internet Service Providers (ISPs) would be required to treat that data as it passes from one point to another. The majority of data that travels across the Internet is consumer driven - Netflix, YouTube, shopping, etc. But those aren't the only services that use the Internet to communicate. The AV industry uses the pathways provided by ISPs to communicate between devices for business communications and control, he explained.

The Open Internet Rules were not a blanket coverage for all data that travels across a network. There were specific exceptions listed in the rules.

"Effectively, if your service can have a regulated bandwidth, doesn't reach large parts of the Internet, and is a specific platform (not for general use), then it is not a protected service according the FCC. This

is exceptionally short sighted on their part given the evolution of video conferencing, which won't be protected based on these definitions, and neither will things like content for digital signage services, Dante/AVB transmissions (digital AV protocols), really any streaming content that the AV industry uses for its clientele," he said.

A Viable Career Option

Srago says most people don't see AV as an available career option. "That's something the industry is constantly battling, and we try to reach out to high schools and colleges to tell students if they like technology, video and sound they should explore AV," he said.

As the technology people uses becomes more complex, AV has to keep up. "Fifty years ago, AV was very analog - signal to signal, connection to connection. Over the last decade we have moved heavily into networking and IT space in terms of how we transmit signals and how we communicate between devices," he said. "People want to walk into their homes and have the lights come on, the curtains close and their music turn on to a specific channel. All of this control and automation is a really big part of the things we get involved with in the AV space today," he said.

Srago is pleased to see an influx of women entering the AV industry. "There is still a sexist bias in some of the other technology industries. AV seems to be moving faster," he said.

He noted there is a Women in AV (WAVE) group in the Bay Area that, among other things, educates women about opportunities for advancement within the industry and offers mentoring.

Technology has become an integral part of our lives, Srago said. "Having an understanding of how all this stuff impacts us - both from a personal and broader perspective - is important," he said.

Srago isn't the only member in his family to attend O'Dowd. His mom, Victoria Bramsman Srago, is a member of the Class of 1962, and his sister, Moira Srago Kolasinski, graduated in 1995.



Sarah Tunik. Photo by Briana Loewinsohn.

7 things ABOUT Sarah Tunik

What inspired you to do this kind of work?

Teaching is definitely a calling for me. I have always known I wanted to teach. Other professions I considered all had a teaching element in them as well. One year out of college, I knew that it wasn't just teaching, but high school that pulled me. I started teaching full-time in public school at the age of 22.

What is your position here and how long have you worked at O'Dowd?

2015-16 is my 7th year at O'Dowd. I am an English teacher, working mostly with juniors and seniors.

What is the best piece of advice you ever received (*generally—it doesn't have to be related to O'Dowd*)?

When I was 10, I read this advice from the back of a packet of sugar: Never argue with a fool; bystanders won't know who the fool is.

When I was a teenager, from my dad: If you give your best, nobody else can ask for more. (If your best is a C, that's OK.)

As an adult, I learned from my husband: Assume that people act with the best of intentions. What might be taken as a personal slight will instead be assumed an error. The more generous assumption is usually closer to accurate and, if not, it will in any case ameliorate a good deal of heartache.

What is your favorite thing about your job?

Getting to know the students is the best part. I meet about 200 new students a year, and each one is interesting in a totally different way. I learn a lot from my students, and every day at my job is different and challenging in a wonderful way. I'm energized by all these connections, experiences and different approaches they bring. Though my curriculum might be the same from year to year, my students show me something new in

the books every year and that is thrilling. The feedback I get from students is they learn something from me, too. Sometimes a student, or a parent, will tell me I made a difference. That's a huge reward, and it confirms for me that I'm in the right profession. I don't know anything that could top that for job satisfaction.

What about your field or position do you think would surprise people the most?

When people learn I am a high school teacher, they are surprised that I like the job, and that I like teenagers. Both teachers and teens get a bad rap.

What is the most interesting or surprising thing about you?

People are usually surprised that I like insects, and that I have a dead hummingbird in my desk drawer. I am also an expert in Jewish burial customs.

If you could rescue only one thing from your burning office, what would it be?

Nothing in my classroom is irreplaceable, except my students.

Bonus questions:

What is your favorite kind of music? What are your favorite bands?

My favorite singers/bands include: They Might Be Giants; Erasure; Pink Martini; Patti LuPone singing the score from Anything Goes; Ewan McGregor; Hank Williams Jr.; Alabina, a Moroccan singer; Barry Manilow; Michael Jackson up to the Thriller album, but not beyond; and most 80s popular rock.

What is your favorite sports team or who is your favorite individual athlete?

Anything O'Dowd, and you know I don't play favorites.

This is an installment in a series of profiles called *7 Things* about O'Dowd's terrific faculty and staff that is regularly featured on our website. Visit www.bishopodowd.org/7things to see more.

ATHLETICS News

O'Dowd Alums/Formers NFL Players Participate in Golden Football Ceremony



Eric Bjornson '90 has a knack for being in the right place at the right time.

After leading the O'Dowd football team to a 10-0 record and an East Shore Athletic League championship in 1989, Bjornson went on to play football at University of Washington where he was part of the Huskies' National Championship team in 1991.

Drafted in 1995, Bjornson was a rookie on the Super Bowl XXX Champion Dallas Cowboys team that defeated the Pitts-

burgh Steelers, 27-17, on Jan. 28, 1996.

On Nov. 5, Bjornson was in the right place at the right time again.

Along with Tarik Glenn '93 and Langston Walker '97, Bjornson was honored on the O'Dowd campus as part of the NFL's nationwide kickoff to the Super Bowl 50 celebration. Glenn was not able to attend the event due to illness.

Students, faculty and staff gathered on the plaza in front of the small gymnasium to celebrate with the alumni, who made brief remarks and then chatted with those gathered. See video from the event on our YouTube Channel: <https://www.youtube.com/watch?v=7f8qDBQ3gz8>

"I consider myself a very, very lucky individual," Bjornson said. "If you've followed my career you would know that I was in the right place at the right time a lot of times. I was afforded tremendous opportunities. But I was always prepared to capitalize and take advantage of those opportunities and make the most of them."

Bjornson encouraged students to do the same. "Whether you are athletes, musicians or actors, work hard and prepare yourself to take advantage of opportunities - because they can be few and far in between," he said.

Nearly 2,000 high schools from across the country received Golden Footballs for every player or head coach who graduated from the high school and was on an active Super Bowl roster. The footballs feature the school's name and location, honoree's name and the Super Bowl(s) the honoree appeared in. Players and coaches honored are from both teams that competed in the Super Bowl.

Additionally, the high schools are being honored on the Super Bowl High School Honor Roll and have the opportunity to apply for a grant from the NFL Foundation to help support and grow the Dragon football program.

Glenn was a starting left tackle on the Super Bowl XLI Champion Indianapolis Colts team that defeated the Chicago Bears, 29-17, on Feb. 4, 2007. Today, Glenn is the Assistant Director of the Athletic Study Center at UC Berkeley, his alma mater. In 2001, he and his wife, Maya, established the non-profit DREAM Alive Foundation, which assists underserved youth in Indianapolis.

Walker was a rookie on the Super Bowl XXXVII Oakland Raiders team that lost to the Tampa Bay Buccaneers, 48-21, on Jan. 26, 2003. Also a Cal graduate, Walker is a member of the 100 Black Men of the Bay Area organization, which empowers youth through education and greater exposure to career and social opportunity. He is pursuing an MBA.

Walker said it was great to be back on campus. "While some things have changed, many things have stayed the same," he said. "The athletic prowess and pride of this school will always be evident. Now you guys are carrying the torch."

Bjornson, Glenn and Walker are all in the O'Dowd Hall of Fame.



Photos by Briana Loewinsohn.



Bianca Ortiz-Pallen '16 Reflects on her USA Rugby High School All-American Game Experience

Rugby player Bianca Ortiz-Pallen '16 hadn't played the position of hooker since freshman year of high school – and even then it was only a few times in practice.

Last summer, Ortiz-Pallen played the pivotal position in the USA Rugby Girls High School All-American (GHSAA) game, helping lead the team to two resounding victories, 58-0 and 45-17, over the British Columbia High School All Stars on Aug. 21 and 23.

Front and center in all scrums, Ortiz-Pallen was charged with hooking the ball backwards, between the legs of the props to the 8 man. She typically plays the 8 man position, tackling, rucking for the backs, or powering through the line.

"It was a really big difference because I've never been in the front row before. It was cool that they had that much faith in me," she said. "I tried to catch on as quickly as I could, because I knew that was what was expected of me, and I put in extra time practicing my throws and doing hooking exercises."

Ortiz-Pallen said the All-American experience was incredible. "All the girls on the team were so talented. It was great to play with girls who love the game as much as I do and have the same aspirations as me," she said.

Ten of her fellow All-Americans were from California, with two hailing from the Sacramento Amazons – one of the Dragons' top rivals on the pitch. "It was nice to get a chance to bond with them," she said.

Looking ahead, Ortiz-Pallen is hoping to play rugby in college. She's looking at schools that have top business and Spanish programs as well as established rugby teams.

Ortiz-Pallen has long participated in martial arts - her grandfather and father are both grand masters in martial arts – and she believes this activity provided her a good foundation for rugby. "Martial arts taught me discipline, responsibility and respect," she said. "And martial arts takedowns are similar to tackling."



Photo by Lisa Coffey Mahoney '76.

Dragons to Compete at the Collegiate Level

The Bishop O'Dowd High School Athletic Department celebrated and honored five student-athletes from the Class of 2016 who signed National Letters of Intent on Nov. 11, 2015

From left to right:

Leo Nierenberg
Baseball
University of Washington

Jack Ditzler
Lacrosse
University of Vermont

Samantha McGrath
Volleyball
San Diego State University

Otis Statum
Baseball
University of Nevada, Reno

Eleanor Daum
Rowing
University of Notre Dame

Team Records and ALL-LEAGUE HONORS

A host of Dragons were recognized as All-League players by the West Alameda County Conference (Foothill League). The All-League selections are listed below by sport:

Men's Cross Country, 9-2, 2nd in WACC

ALL-LEAGUE

Nick Downs (first team); Aaron Gonzalez and Thomas Murphy (second team). **Runner of the Year: Nick Downs.**

Women's Cross Country, 10-1, 1st in WACC

ALL-LEAGUE

Jourdan Amen and Grace Taylor (first team); Linnea Gullikson and Emma Wawrzynek (second team). **Runner of the Year: Grace Taylor.**

Football, 3-2, 3rd in WACC

ALL-LEAGUE

Je'quari Baggett, Avery Bilensky, Ethan Baker-Green, Camilo Eifler, Alijah Tucker (first team); Chris Flood, Jevon Holland, Austin Jones and Richard Rogers (second team); Nate Allen and Quinn Brinnon (honorable mention).

Women's Golf, 10-2, 2nd in WACC

ALL-LEAGUE

Nitya Bhupatiraju, Kylie Chang and Molly McDaniel (first team); Milan Champion and Courtney O'Callaghan (second team).

Women's Tennis, 13-2, 2nd in WACC

ALL-LEAGUE

Jenna DeTurk (singles); Samaria Berry and Sarah Craney (doubles); Haley Bunkers and Haili Senegal (honorable mention).

Volleyball, 8-0, 1st in WACC

ALL-LEAGUE

Carina Brackett, Sam McGrath, Katie Orbeta and Kate Walker (first team); Lizzy Counts and Ariann Harris (second team); Emily Mattoon and Ashby Russell (honorable mention). **Player of the Year: Carina Brackett.**

Men's Water Polo, 4-1, 2nd in WACC

ALL-LEAGUE

Joey Isola and Tyler LeBoa (first team); Chris Wong (second team); Nick Entrekinn and Spencer Steidtmann (honorable mention).

Women's Water Polo, 2-2, 4th in WACC

ALL-LEAGUE

Caitlin Moser and Miranda Sinsheimer (first team); Katie Smith (second team); Avery Collard and Natalie Scott (honorable mention).

ALUMNI

Basketball Game

Alumni hoopsters returned to the Bishop O'Dowd High School campus on Friday, Nov. 27, to participate in the annual alumni basketball game, with the alumni racking up a victory.

Those participating in the alumni game included: **Jelani Baines '14, Jordan Barton '10, John Bowler '07, Hasani Burns '09, Jesse Byrd '05, Nick Capati '10, Bryce Grandison '15, Tim Kees '05, T.J. King '11, Franklin Longrus '15, Greg Rattray '10, Donrick Sanderson '07, Emmett Seymour '05, James (JT) Thomas, Jr. '10, Austin Walker '15, and Marcus Williams '12.**

Alumni attending the game included: **Justin Brue '09, Mike DeGrazia '98, Ivan Dodic '92, Jim Frei '77 and Michael Perri '13, Rod Roche '81 and Brian Shaw '83, as well as coaches Gerald Bennett '93 and Lou Richie '89.**

"It was great seeing all the passionate alumnus back in the gym. They definitely left an impression on our young team - they will probably be the best team we play this year," Richie said. "The good thing is we know we get to play them next year on November 25, 2016, and I am sure the alumni turnout will even be greater!"



Photo by Lisa Coffey Mahoney '76.



Remembering **MICHAEL A. PETRINI**

Michael was born on June 13, 1945, in San Francisco, California, to Italian immigrants Amulio and Paolina Petrini of Lucca, Italy. He only spoke Italian when he began his education as a child at Saints Peter and Paul Grammar School, but by immersing himself into his studies he quickly learned the English language. Michael went on to attend San Francisco's Sacred Heart High School, after which he began his undergraduate education at Saint Mary's College in Moraga, California, receiving a Bachelor's Degree in English in 1967.

As a fresh graduate from Saint Mary's, Michael

eagerly began his career as an English teacher at O'Dowd in 1968. His great love for literature was evident in his classes, especially when it came to Shakespeare. Countless O'Dowd alumni over the years have described Michael as their favorite teacher of all time.

Over the course of the next 17 years, he held various academic positions at O'Dowd including Director of Student Activities, Assistant Principal, Dean of Supervision and Instruction, and Assistant Principal for Development. He also spent many long weekends and summers teaching a field study on the California Gold Rush. While working at O'Dowd, he returned to school at Holy Names College in Oakland and obtained his Master's Degree in English in 1977. Then in 1980, Michael launched O'Dowd's comprehensive development program, enabling the school to fulfill its mission of offering an excellent Catholic college preparatory education to students who would not otherwise have had the opportunity to attend O'Dowd.

In 1985, Michael left O'Dowd. Over the next 22 years, he pursued new ventures in fundraising as the Vice President for Institutional Advancement at Holy Names College (now University), President and CEO of Children's Hospital & Research Center Foundation and Vice President of the East Bay Community Foundation, and successfully ran a number of multi-million dollar fundraising campaigns. Some of the fruits of his labor include the Valley Center for Performing Arts at Holy Names University and the Remember Them: Champions for Humanity Monument.

In 2007, Michael returned to O'Dowd, the place he loved so much, to finish off his career back where it had started as Vice President for Advancement. Michael proceeded to lead O'Dowd's successful Renaissance Campaign, which raised \$9.2 million for the renovation and modernization of the school's academic facilities, and directed the fundraising for the recently completed LEED-Platinum certified Center for Environmental Studies. His steadfast dedication to ensuring that deserving students have the opportunity for an O'Dowd education was recognized in 2013 with the establishment of the Michael A. Petrini *Transforming Lives* Scholarship Endowment Fund. He retired in October 2013.

In 2014, Michael was honored with the school's highest honor – the *Cor Unum* Award, given to those whose lives and work embody the core values of leadership, service, social justice and intellectual competence expressed in the school's mission.

Michael passed away on October 24, 2015. He was 70 years old.

Michael was beloved by his O'Dowd colleagues and many of them attended his Memorial Funeral Liturgy



on November 5, 2015. A host of his former students were also on hand to pay their respects to a man who impacted their lives so positively.

Current O'Dowd counselor Janet Vax, who Michael hired as a teacher in 1977, recalled her mentor fondly. "The spontaneous standing of ovation for Mike delivered at his retirement announcement to faculty and staff is a testament to the years of dedication of a true educator. Mike's memory lives on as the gold standard for professionalism, commitment to Catholic education, exemplary service to the community all accomplished with style and class. We truly miss him," she said.

Michael is survived by his wife Julie '70; his daughter Jessica '93, her husband Christopher and their two children Sofia, 11, and Anthony, 8, Lamiero; his daughter Lori Petrini '95; sisters Margaret (Frank) Venturini and Linda Petrini; and siblings-in-law Carla '71 and Maurice Himy and Lori '74 and Paul Perenon.

Memorial donations may be made to the Michael A. Petrini *Transforming Lives* Scholarship Endowment Fund c/o Bishop O'Dowd High School, 9500 Stearns Ave., Oakland, CA 94605.

In Memoriam

Johnnie Benford

Mother of Jennifer Benford Seibert '80 and Jeffrey Benford '83, and grandmother of Adrienne '13, Andrew '14 and Valerie '15 Seibert

Michael P. Aguiar '57

Former husband of Susan Shepler Aguiar '61, father of Debra Romero, Lisa Aguiar-Cromer, Steven and Kathleen Aguiar, and brother of James Aguiar '62 and Dorothy Aguiar Fuller '57

Robert Battle Jr.

Husband of Yvonne and father of Rod '76, Anita '78 and Michael Battle

John Bozzone Jr.

Husband of Joan, father of David '82, Karen (Dan) Bozzone Raven '86 and Kathy (Axel) Olmos '89, and grandfather of Sarah '11, Michelle '13 and Amanda '15 Raven, Luke and Diana Olmos, and Ava Bozzone

Saverio "Reno" Cappello

Husband of Cherrie Nanninga '66

Kari Dorothy Eells

Wife of Margie Bartelt, and mother of Nina Bartelt-Eells '17 and Jennifer Hark

Milton Greenberg

Grandfather of Samuel Bookin '02 and Sarah Bookin '06

Ignacio (Nat) Guevara

Husband of Kathleen and father of Elisa Guevara Pouncey '77, Carla '97 and Alexander '04 Guevara

Mary King '64

Mother of Kimberly '84 and Victoria King, and sister of Cecelia King Jensen '61

William Labadie

Husband of Cynthia Labadie, father of Lisa Labadie, Michelle Hawkins (Joe), Suzanne Vanden Bosch (Randal), Christopher Labadie and Bill (Kelli) Labadie Jr., and grandfather of Katie '07, Emily '11 and Anna '15 Hawkins

Stephanie Linda Lazdowski '67

Sister of Gary (Prudy) Lazdowski '68

Josephine Raphael

Wife of the late Ed Raphael and mother of Veronica Raphael Haussner '66 (Bob), Joe '70 (Sue), Mike '74 (Rhonda) and John (Carol) Raphael

Ruth O'Sullivan Ripsom '56

Mother of Liz Tennant (Dave), Cathy McIntosh (Ron) and Nancy Orlando, step-mother of Wayne (Deborah) and Chris (Becci) Ripsom, and sister of Jeanette O'Sullivan Souza '57 and Bill and Jim O'Sullivan

Deborah Waters

Wife of Timothy Waters and mother of KC Waters '13



Janet Huff, Counselor

Counseling has definitely changed over the decades, especially here at Bishop O'Dowd High School. We have many more partners working as a team in support of our students: classroom

teachers, tutors, Campus Ministry staff and parents, as well as the assigned counselor, all encouraging self-advocacy as a core developmental skill. In this age of increased communication, technology also plays a role by providing easy access to career, college, mental health and academic support resources.

I view counseling as a process in the form of conversations that take place over several years, focusing on mind, body and spirit. Counselors begin their partnership with the students and parents at the start of freshman year and progress through developmentally appropriate milestones as the years go by. I envision a balance between the impacts of the information age with a personal approach that sends a strong message that face-to-face time is key to genuine, supportive relationships.



Meredith Parry, Counselor

My primary goal as a counselor is to create a relationship with each of my kids so that they trust me to help them work out their questions and issues, identify their goals and move in a positive direction

toward those goals. Kids have so many pressures today and voices telling them, both internally and externally, what they should be doing. Navigating those pressures during the teenage years can be daunting. If I can provide the student with a non-judgmental, adult voice that they actually listen to and can use as a sounding board, my hope is that it will help create a sense of strength within the student as well as a place they know they can always come to for support.

The role of the school counselor continues to evolve as our teenagers' worlds continue to change. With college becoming increasingly competitive and expensive, I too often see kids forcing themselves to specialize early on—in academic and career pursuits as well as extracurricular ones. For a handful of students this makes sense, but for the majority, it doesn't because they are still young and finding out who they are and what drives them - and they haven't even been exposed yet to the amazing and broad resources that college has to offer! As counselors we want to encourage kids to keep their eyes and minds open so they can explore and develop into capable adults. Even more important, they need to expect and learn to navigate the inevitable detours and bumps in the road they encounter in high school, so that they can acquire and practice coping skills that they will undoubtedly need in college and in life.

We Would Love to **HEAR FROM YOU!**

Your fellow alumni are interested in reading about what you are doing. Please use this form to keep your classmates and other O'Dowd friends up-to-date on the activities in your life. Send us news about career moves, publications, additions to your family, awards, etc.

We especially welcome wedding, baby and group gathering photos! By policy, we do not print non-legal unions, engagements, or pregnancies, and we reserve the right to edit submissions.

Full Name: _____

Maiden Name: _____

Class Year: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____

E-Mail: _____

News (*please print or type*): _____

Occupation: _____

Employer: _____

Business Address: _____

City: _____ State: _____ Zip: _____

Business Phone: _____

Colleges Attended/Degrees: _____

Children: _____

Spouse's Name: _____

Detach this form and mail to:

Alumni Relations Office
Bishop O'Dowd High School
9500 Stearns Ave.
Oakland, CA 94605-4799

You can also e-mail your news to

iramirez@bishopodowd.org



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