

# SYNERGY TIMES

The Newsletter of Synergy School

Spring 2021



Trustee and Parent Dr. Arash Anoshiravani Helping with COVID Testing



Teacher Tanya Baker with Kindergartener Olive

## Synergy Launches COVID Testing

by *Susanne DeRisi, Synergy Librarian*

Early Monday morning, February 1st, a few students and staff started queueing up on the sunny sidewalk outside the school building. “Have you ever picked your nose?” asked Becky Barmore, school secretary, of the students waiting in line. “This test is kind of like that. They’re going to take a Q-Tip and stick it a little up your nose and collect your snot.” Not surprisingly, a majority of students admitted to being familiar with nose-picking; however, some kids were a little nervous about someone else doing the procedure on them.

After students checked-in at the front, they were called over by a nurse who introduced herself and let them know what to expect and then asked them to lower their mask and look up. A minute later, the job was done, their mask pulled up, and students grabbed a cool eraser or pencil from Kindergarten Teacher and Administrator Tanya Baker as they bounced out the door. Baker said, “For many of our kiddos, this was their first time getting a COVID test. Thank goodness Synergy is a second home and a safe space. Some squirmed and some giggled as they stood bravely for the test. Everyone was a part of ensuring

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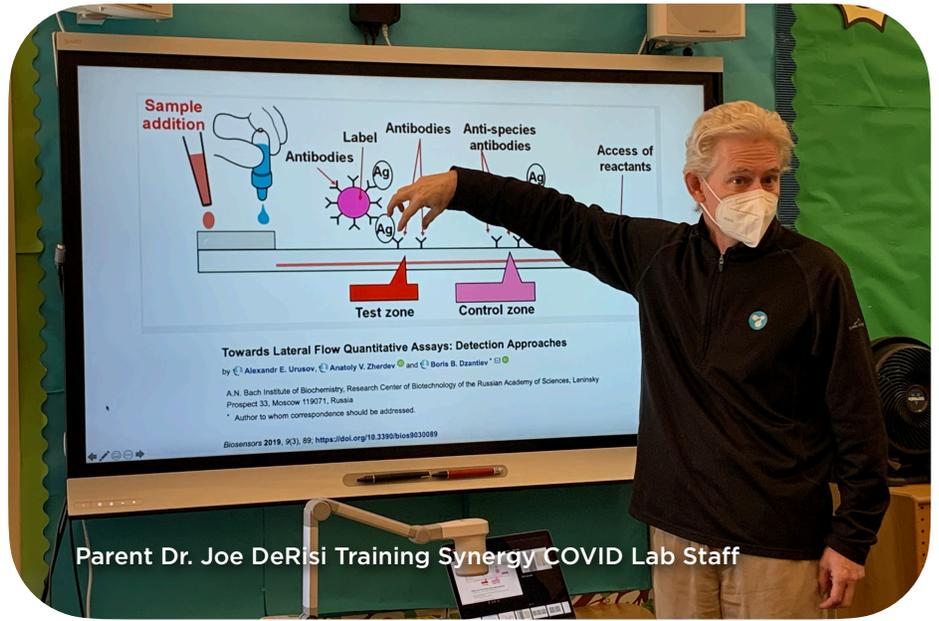
Teacher Kinne Chapin COVID Testing

that our community is as safe as possible as we return to the building.”

“How was it?” asked teacher Jana Barber, who was waiting to walk the kids back out to their parents. Most students offered responses like “it tickled,” “it made my eyes water,” or “it was no big deal.”

Within 30 minutes of getting tested, staff and parents received text messages or emails notifying them of their results. Parent Ruth Kurtz said, “The test was fast and painless. Already received the (negative) results. Thanks for keeping our community safe!”

In two days, Synergy School, partnering with Bay Area PLS testing service, provided testing for 161 students and 24 staff, which was 100% of all the students and staff who were planning to return



Parent Dr. Joe DeRisi Training Synergy COVID Lab Staff

to in-person instruction. Encouragingly, everyone tested negative for COVID-19. This put our school community in a positive frame of mind for coming back to the classroom. Parent Marcin Kowanetz said, “Thank you for organizing COVID testing for students! It’s a fantastic idea to ensure kids and everyone is safe!”

The rapid antigen test kits for COVID-19 were provided free of charge to Synergy School by the San Francisco Department of Public Health as part of its program to pilot community testing. Staff are required to test twice weekly, and the school is aiming to test students on a regular basis, with a frequency to be determined by SFDPH. Librarian Susanne DeRisi, who led the push to implement the rapid antigen testing pilot says,

“Synergy’s strong sense of community, trust, and teamwork was key in getting this program running so quickly and successfully.”

The school is looking forward to phase two, in which members of the Synergy staff will be administering the on-site testing. The California Department of Public Health has accepted Synergy School into its program for COVID-19 Antigen Testing in K-12 Schools. In preparation, a group of staff members has been training under the guidance of parent Dr. Joe DeRisi, UCSF and Chan Zuckerberg Biohub, and parent and school board member Dr. Arash Anoshiravani, Stanford University, to learn about the principles of rapid antigen testing, the recent research data about its usefulness for testing, the protocol for running and reading the tests, and the proper use of PPE. Joe DeRisi said, “By implementing this program, Synergy is a pioneer among San Francisco schools. Rapid testing can help us open our schools and make our communities a safer place.” ∞

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Teacher Sydney in Costume

## Gold Rush Fever

By Sydney McGhie, Synergy Teacher

I have had many teachers in my life, but when asked who my favorite teacher was, I always say Mrs. Obermeyer, my fourth grade teacher. She made every subject fun, but she made Social Studies come to life. My memory is not the best, but I will never forget learning about the Gold Rush by pretending we were miners in 1850's California trying to strike it rich. We kept journals and teamed up to get the most gold, and I looked forward to that class every week. Though decades have passed, I still remember my love for the fourth grade and how much fun you can have while learning Social Studies.

When I came to Synergy three years ago, I was excited to learn that California Gold Rush was a unit we studied. With the fourth and fifth grade team's incredible support, I spent weeks inventing a Gold Rush simulation for the students. The game was a blast, and the Middle Schoolers probably still know every word of, "Oh Suzanna." This year is different than others, but the Gold Rush is still very much on! Even during remote learning, the students

could wear their best virtual mustaches, give themselves a new Gold Rush identity, and add an 1850's background to embark on their Gold Rush journey. The kids each began with a thousand dollars and had to make their way to California. However, every route had some risks, and they got to play the game of fate to see how much money they will still have left after their adventurous travel. Whether they get blown off course by weather or hit some snags on the Oregon Trail is all up to some lucky dice rolls or unlucky cards.

Now that the kids have arrived in California, they get to choose their adventures. Each turn, they get to pick a Fortune card, a Fate card, or purchase supplies. Fortune is mining, and the students must answer trivia questions to get gold. Purchasing supplies allows them to mine for the gold and also stay healthy while they are in California. Finally, the Fate cards are where the fun begins. The students may be confident in their choices, as many were, but striking

it rich in California is left up to fate! Fate cards can range from gambling their money on a dice roll or trivia question, stealing from another player, or even swapping all of their money with a classmate of their choosing. The game includes many other components like keeping an accurate balance sheet, writing journal entries as a miner, staking a claim, and even hunting in the Soft Yard for gold! Through this game, they learn all about life in the Gold Rush and exactly how lawless California was back then. The real question is whether they will choose to risk it all for gold! ∞



## Eighth Grade Writers' Workshop With Yalitz Ferreras

by Kelly White, Synergy Trustee and Parent for the Diversity Committee

On Friday, eighth graders were treated to an unbelievably inspiring creative writing session with author, Yalitz Ferreras. Ferreras is the recipient of a 2020 Rona Jaffe Foundation Writers' Award and a recent Steinbeck Fellow at San Jose State University. Her writing has appeared or is forthcoming in *Best American Short Stories 2016*, *Kenyon Review*, *Bellevue Literary Review*, *Aster(ix)*, *The Southern Review*, *Colorado Review*, and elsewhere. She received an MFA in Creative Writing from the University of Michigan where she won the Thesis Prize and is the recipient of fellowships and awards from Djerassi, Yaddo, Ucross, Barbara Deming Memorial Fund for Women, San Francisco Writers' Grotto, and *Voices of Our Nation*.

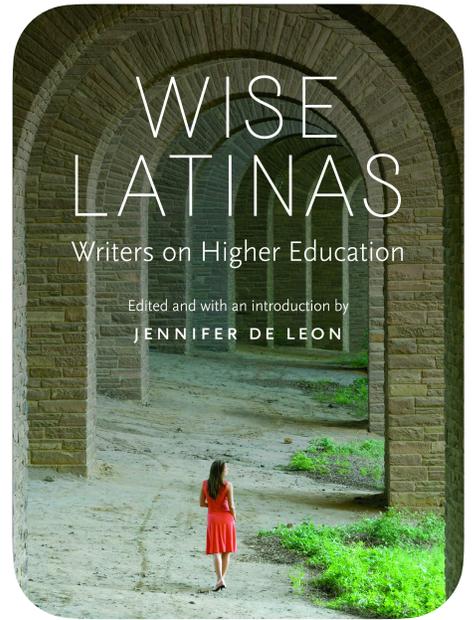
Before the session, students studied Ferreras' essay, "Scrambled Channels," published in the anthology, *Wise Latinas*. This personal essay explores family relationships and self-

realization from a surprising angle: television ownership. During the workshop, Ferreras spoke about her personal background and writing process, answered students' questions, and led everyone in the writing exercise that inspired "Scrambled Channels." Throughout the entire Zoom session, Ferreras' warmth, enthusiasm, and appreciation for writing shone on all of us and created an intimate learning environment.

Ferreras began by explaining that "Scrambled Channels" is a personal essay and shared about herself in the context of the essay. She told the students that she was born in Brooklyn, New York, and when she was three, she moved to the Dominican Republic to live with her grandmother because her parents were working a lot and childcare was challenging. She returned to New York when she was eight, but at that point she didn't speak English. Even though she had been born in the United States, she lived a lot of the

"immigrant experience." Ferreras discussed how cousins in Dominican culture are like siblings, and how most of her family lives within a few blocks of each other. She is the only person who lives in California—most everyone else in her family is in New York or the Dominican Republic. Even though she is emotionally close with her family, she is geographically separated, and this physical distance gives her a different outlook.

Ferreras spoke about her educational journey. She attended high school in Queens, and then went to Hunter College part time but stopped when she was 18 because she had a full-time and a part-time job to help her family out financially, and it was just too hard to also attend school. She became a graphic designer, and moved to California where she attended Mills College on a scholarship. This educational opportunity meant that she could devote time to school without having to worry so much about



earning money. She began studying pre-law and then discovered writing, where she eventually shifted her focus. Her writing professors at Mills College, including Daniel Alarcón, really inspired and encouraged her, and that's how she ended up applying to and attending Michigan for graduate school on a fully funded program. Ferreras was the first person in her family who had ever attended and graduated from college, and also the first person to go to graduate school. As a child, she never knew this path of being a writer was an option for her.

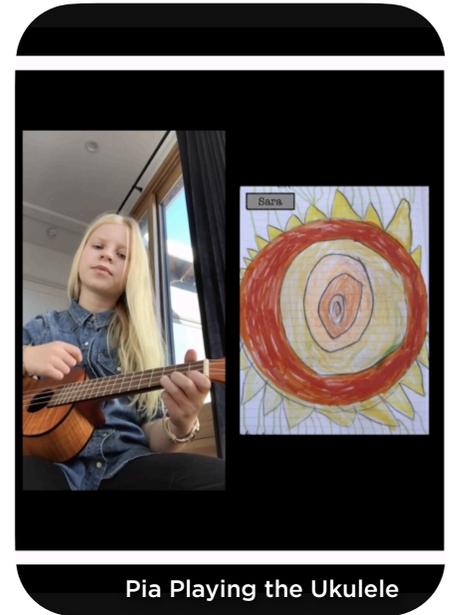
One student asked Ferreras whether she dove right in or hesitated once she fell in love with writing. Ferreras said that she hesitated. She knew she liked it but wasn't sure how to fit it into the rest of her life. She found it hard to throw herself into a passion that requires so much work, where the process isn't always fun, and there are lots of challenges. Once she identified herself as a writer, and once people knew how dedicated she was to it, they got behind her. She expressed gratitude for all the people who have been supportive

on her journey as a writer—her family, teachers, friends, husband, and organizations.

Ferreras also spoke about her writing routine. While it has changed with COVID, she does her best to keep a schedule. For her, she likes writing first thing in the morning while her inner critic is still a little sleepy. That way, she can write freely and revise later in the day. She tries to write at least three to four hours a day, at a minimum. She advised students to try different things to see what works for them, and then to continue on that path. She recommended documenting the schedule in some way so that it's easier to stick to a plan.

For the writing exercise, Ferreras asked the students to choose an object and then write about it, asking questions such as the following: Where did the object come from? Was it purchased, and if so, from where? Was it handed down to you? Who gave it to you? Did you buy it? If you bought it, did you work for the money? Was it from dog walking or babysitting? What about the family you worked for?

Is the object yours or someone else's? What does it look like? What is it made of? Where has it been with you? How does it smell? How does it feel? She encouraged the students to make a list, drawing, mind map, or any combination of approaches to get started. Following the exercise, some students shared about what they wrote, and Ferreras then spoke briefly about her revision process, which is a huge component of writing. Most times, revision takes far more time than the original writing of a piece. She suggested that students could approach revision similar to the questions in the writing prompt. When working on a revision, focus on one thing at a time--maybe how you describe the object, or the setting, or dialogue (if there is dialogue). Breaking revision down into little tasks can make it easier and far more productive. ∞



## Holiday Choir Concert

By Kelly White, Synergy Trustee and Parent

On Wednesday evening, the Synergy community enjoyed a beautiful hour of connection, full of music, art, and laughter. We had over 70 participants join the party! Some of the Community Sing-Along was live, some of it was pre-recorded, and all of it was full of love. The fact that Kim and her colleagues were able to deliver such a joyful experience this holiday season is its own kind of miracle, one no doubt powered by tons of hard work and buckets of hope.

Leading up to the event, in mid-November, students learned about Diwali in music classes, and some students and families joined Zoom classes to share how they celebrate. These conversations opened opportunities for everyone to share about winter holidays their families celebrate. Students learned about why, at this time of year, there are so many light-related holidays. Beginning in early December, students started requesting to perform holiday songs at Community Sing and classes celebrated the start of Hanukkah. Thanks to this fun build-up to the holidays, students were really

excited to bring their energy and voices to the sing-along.

After reviewing the norms for how this Zoom-based Community Sing-Along would go, Kim led us off with the greeting songs, "It's a Beautiful Day" and "It's a Beautiful Night." We next enjoyed pre-recorded messages from community members talking about how they celebrate the holidays. Food, family, friends, and fun are the kinds of things that bring everyone the most joy! In the chat, we shared the names of people we love to spend time with over the holidays, regardless of whether we will get to see them this year, and what kinds of activities we enjoy doing.

Children and their grown-ups had pre-recorded their singing to Kim's piano accompaniment, and it was wonderful to see familiar faces in the grid belting out "Rudolph the Red-Nosed Reindeer" and "Zol Zain Sholem." Next, we enjoyed Kim and Pam's "This Little Light of Mine," a beautiful video featuring over 50 pieces of art and over 50 musical submissions from students. We

then sang a sad song to honor any sad feelings we might be having, recognizing that sometimes, singing can help us move through sadness.

Kim also led us in a simple candle ceremony to honor and celebrate the various holidays in our community. Some community members had pre-recorded videos where they shared their traditions and some poetry for holidays. Featured holidays included: Diwali, Rohatsu, Hanukkah, Winter Solstice, Shabe Yalda, Christmas, Kwanzaa, New Year's Day, and Holi.

As the sing-along came to a close, all the kids were eager to sing "Auld Lang Syne," and to close with "We're Gonna Shine." These songs were the perfect bow on this package of holiday happiness. ∞



Darya Mead, Nikolai, Sasha and Doug Crawford on a Family Hike



Doug, Nikolai and Sasha Exploring a Stairwalk

## COVID Coping and Magical Hikes

by Darya Mead, Synergy Trustee and Alum Parent

Covid Coping is a real thing, and there is only so much Zoom, baking and Netflix one can stomach. Our family loves to hike and I would venture to say some of our happiest and most copacetic moments together are hiking on a trail with a yummy picnic. It gives us time to decompress, reconnect and discuss important topics.

Over the years our treks have evolved from toting a toddler in a backpack to us all walking together. Earlier, we found our boys were highly motivated by treats or treasure; today, it is the kids who lobby for family hikes. These outings have taken on profound significance with so much else on hold during our “Lives in the Time of Corona.” We adore the Sierra, having done a number of day hikes and 3-4 day backpacking trips in the mountains. Wherever we travel, we always look for hiking options. It’s mostly free, healthy and great exercise. Closer to home, we are

lucky to have Pt. Reyes, Mount Diablo, Mt. Tamalpais and many local regional and state parks to choose from. The joys are seasonal; in late fall often we go ‘mushroom hiking’ as my youngest called it. Winter can be best, because it is not so hot and trails are less busy. Spring brings a riot of wildflowers and summer has its pluses; often getting out of the foggy city and maybe having a swim.

In our city, walking offers a wonderland of activity ideas if you are prepared for some steep inclines. San Francisco is known worldwide for stunning views and hilly terrain. Some streets are so steep that more than 300 stairways exist throughout the city, providing access and shortcuts to areas difficult to reach otherwise. There are the famous routes to Coit Tower where one can catch a glimpse of the Wild Parrots of Telegraph Hill and the now-famous Mosaic Stairs

in Golden Gate Heights. Although not as crowded as say, Lombard Street (the crookedest in The West), these top stairwalks can be bustling with climbers.

Instead, grab Adah Bakalinsky’s stairwalk bible, and explore some of the more quirky areas. The book offers up the popular routes, but many of the stairways highlighted are tranquil spots, used only by locals and known only to a handful of people. Most walks take no more than an hour and string a number of staircases in a neighborhood together, with informative descriptions of the history, architecture and flora and fauna of the area.

Together, families can explore the nooks and crannies of this great city. My family often decides on a route and picks a restaurant or café in the area to make our ultimate destination. Some days we just can’t get out of



Doug, Nikolai, and Sasha on a Mountain Hike

town but want an outdoor activity that feels like a hike. Then we reach for our stairwalk book and pack a few snacks and layers of clothing. One time it was dumping rain so we each grabbed an umbrella and geared ourselves up for the urban adventure. With each stairwalk, we discover unique and unusual surprises, including hummingbirds, caterpillars, those red and white spotted mushrooms, blackberries, glorious flowers in bloom, secret cottages with magical gardens, never-before-seen views, maniacal exercisers, and even a friendly kitty who followed us for blocks.

Most of these walks can be accessed by public transport on MUNI or BART and all can be great activities for out-of-town guests and spry grandparents. Many walks include benches or vista spots where one can catch one's breath. These stairwalks are particularly great options when kids are portable, either in backpacks or frontal carrier.

We live relatively close to Skyline Blvd., and now with our older son at UCSC, we often venture to the Santa Cruz Mountains. A big draw are the colorful banana slugs. Many find them gross, but I find them charming, and when the kids were little we would count them as a way to inspire longer walks.

If I can find banana slugs and amanita muscaria toadstools on a walk, maybe some wild strawberries, I feel like I've hit the motherload of forest enchantments. With 2020's wildfires, it might be a while for those redwood forests to return to their green splendor but they'll be back sooner than we think – and we'll be there to greet them. ∞

## **Congratulations! Class of 2020**

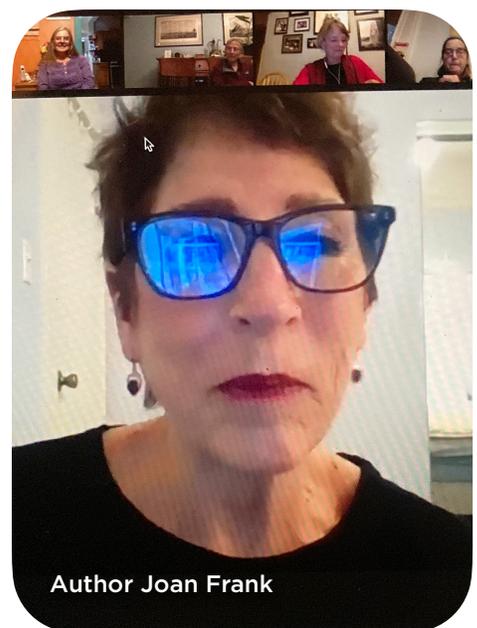
Last year's eighth grade class was accepted to a wide range of public, parochial, charter and independent high schools:

Drew School  
 El Camino High School  
 Gateway High School  
 Immaculate Conception  
 Academy  
 International High School  
 Jewish Community High  
 School  
 Lick-Wilmerding High School  
 Lincoln High School  
 Lowell High School  
 Ruth Asawa San Francisco  
 School of the Arts  
 Sacred Heart Cathedral  
 Preparatory  
 St. Ignatius College  
 Preparatory  
 The Bay School of San  
 Francisco

## **Class of 2016**

Our 2016 alumni matriculated to the following schools:

Baylor University  
 City College of San Francisco  
 Regis University  
 Humboldt State University  
 Loyola Marymount University  
 College of San Mateo  
 University of California  
 Merced  
 Boston University  
 University of Colorado  
 Boulder  
 University of California Los  
 Angeles



## Women's Literary Evening

*By Connie Matthiessen, Synergy Alum Parent*

This year the Women's Literary Evening was held, pandemic style, over Zoom. It wasn't the same as past events, of course: we couldn't exchange hugs with old friends and beloved Synergy teachers or chat with the guest writer and ask her to sign her books.

Still, once we got used to the virtual venue, it was wonderful to see each other and hear author Joan Frank read her work. In normal times, the Women's Literary Dinner is a festive evening of wine, many dishes, and a splashy dessert. But Synergy alumni parent Kathy Angus, this year's host, didn't let her guests down. Every participant received a bottle of wine and a bag full of appetizers, delivered right to our doorsteps on the day the event.

The Women's Literary Dinner was conceived in 2005 out of necessity—and a bit of desperation. I wanted to help the Synergy auction effort, but I didn't like soliciting gift certificates from merchants or asking friends to donate services. That year, an essay I wrote was included in an

anthology, and I was asked to participate in a reading to benefit an East Bay school attended by one of the other writers' children. The event wasn't just a reading, it was a fun night out with other women who loved books and welcomed the chance to talk about them in the company of other grown-ups.

So I borrowed the idea. I asked author and fellow Synergy parent, Janis Cooke Newman, if she'd help me organize a literary dinner for Synergy, and she enthusiastically signed on, and even offered to host. I was afraid, that very first time, that no one would sign up, but tickets sold out that year and virtually every year since. The Women's Literary Dinner became a yearly event, and after Janis's son and my children graduated from Synergy, other parents on the Library Committee stepped in to continue the tradition.

Kathy Angus, who headed the Library Committee for many years, organized the event this year and last. "The Women's

Literary Night has been one of my favorite events of the year," Kathy said recently. "I met so many wonderful moms working on the Synergy Library Committee, this is our annual opportunity to catch up with each other, find out how our kids are doing, share our love of books, and meet new Synergy families."

Over the years, many wonderful writers have come to the Literary Dinner to share their writing, including Ayelet Waldman, Peggy Orenstein, Mary Roach, Elizabeth Weil, and many others. Joan Frank, this year's guest, read from two of her books, answered our questions, and asked some of her own. "The author was so accessible and illuminating on her writing process!" said Polly Marshall, whose son and daughter both attended Synergy. "At the end, she asked the group what books we were reading, and the response was fabulous—I came away with a long list of books I want to read, and people to borrow them from, too!"

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Alum Parent Kathy Angus at the Women's Literary Evening

This year, current and alumni parents, as well as Sandy Barra and longtime Synergy teachers and administrators, Tammy Damon and Elena Dillon, all attended the Literary Dinner. As Karen Klein, an alumni parent who was another Library Committee chair put it, "What I love about these literary evenings—besides the living room introductions to women authors and their works—are the festive and delicious gatherings with a great group of women. It has become like a wonderful annual reunion, with some new women always joining in. It says a lot about Synergy and the kind of community that it creates, that so many of us adults are still good friends and always so happy to see one another—even on Zoom!"

Kathy is already planning next year's Women's Literary Evening — the sixteenth anniversary of our first evening. ∞

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Our families can learn more about our work by joining the Board of Trustees Group in ParentSquare.

Information can also be found on the school website: [www.synergyschool.org/board-trustees](http://www.synergyschool.org/board-trustees).

All Board meetings are open to our community. If you have any questions, email [trustees@synergyschool.org](mailto:trustees@synergyschool.org)



Middle School Students Leo and Zara in Science



Kindergartener Lucas in the Soft Yard

## Science Fund-A-Need

By Liz McDonald, Director of Development

Last spring, our Fund-A-Need for TK-8 Science Education raised over \$45,000 with our community’s generous support. Synergy purchased the FOSS (Full Option Science System) Next Generation curriculum and supporting materials for transitional kindergarten through middle school. The program builds scientific learning and critical thinking over time.

### What is FOSS?

FOSS is a research-based, inquiry-driven curriculum in which students investigate everyday, concrete scientific phenomena. The curriculum emphasizes hands-on, collaborative learning that supports the three dimensions of the Next Generation Science Standards. FOSS is developed at the Lawrence Hall of Science, University of California, Berkeley which has guided active-learning and

progressive science education for more than 40 years.

Jesse Kitses, Sun Room teacher, taught Rock Cycles and student favorite, Crayfish unit using the FOSS kits. He says, “Foss kits have been great teaching second and third-grade students. Great hands-on, experiential learning opportunities for both life and earth science.”

We have also begun supplementing or replacing our aging science equipment, such as microscopes, to support students’ continued scientific exploration.

In addition to the Foss kits, the fourth/fifth grades have purchased supply kits for our electricity and magnetism unit. Students will learn how electricity works and will make series and parallel circuits.

### Language Arts Fund-A-Need

This year’s Fund-A-Need is for our Language Arts curriculum. The

funding will provide new language arts materials throughout the school, in the classroom and library, for new books that provide windows and mirrors for our students, with the goal to incorporate texts from “own voices” authors whenever possible. Watch our Fund-a-Need video: <https://vimeo.com/519247339>.

Donate online at <https://donatenow.networkforgood.org/synergyschool> ∞



Ella in her Mask

## History Project: East Asia Plays

By Ella Schumer, Synergy 8th Grade Student

Creating a play based on East Asia is hard enough but doing so during a world-wide pandemic while staying six feet apart and wearing masks made it that much harder.

Our task for our eighth-grade class was to create a two to five-minute skit focused on the people and places we had been studying: The Empires of East Asia. China, Korea, Genghis Khan, Marco Polo. We covered it all!

Middle School History Teacher Dominic Altieri divided our class into five groups with around five people in each one. Each group had to create their play based on what we had been learning and decorate a mask to add to the play's story element.

In my group, we decided to each play a country we learned about (Japan, Korea, Malaysia, China, and Vietnam) and show the history behind each of them, how they conquered each other, and what they are like now, in the

present day. For our masks, we created flags of the country we were playing. Another group showed how the Mongols used tactics and weapons and told about their culture and origins. Some of their masks included Genghis Khan and townspeople killed in wars.

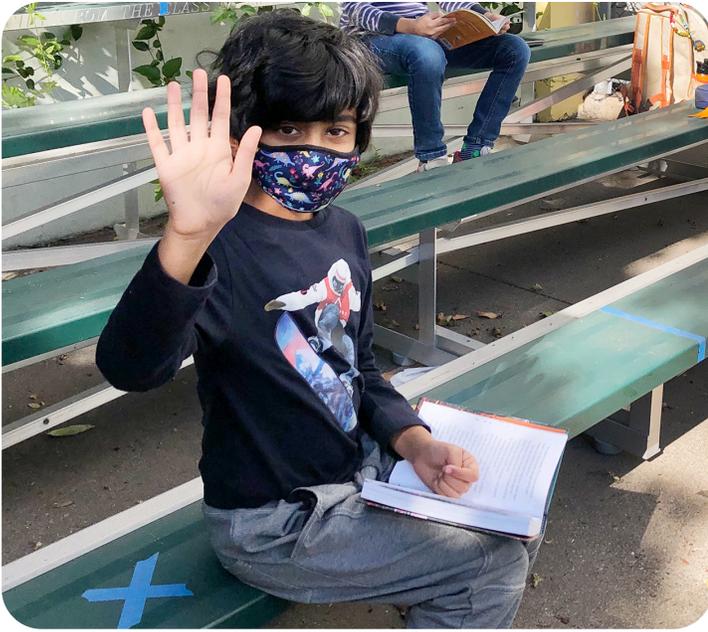
Each group put on a performance that taught the entire class more about what we had been learning. At first, we thought we would find a way to perform this on Zoom, but then our school opened up, and we were able to share together in the classroom!

Going back to school in-person was a very eventful day. I finally got to see my friends, teachers, and classmates I hadn't seen since last year. Even though there were many things we couldn't do, we felt like we were getting closer to the top of the mountain. The History play project felt like

things were getting back to normal. I got to work with a team, in person, have a back and forth conversation without forgetting I'm muted, and come up with something that ended with us having fun, all of which we hadn't been able to do online, alone in our rooms.

Overall, the project taught us so much more about what we were learning in a creative, fun way. Dominic added something for me to look forward to at such a difficult time. ∞

## Synergy School 2019-2020 Annual Report



### Gifts to the Synergy Annual Fund

Thank you for your support.

We are grateful for the generosity of our donors who helped to raise \$357,600 for the Synergy Annual Fund in 2019-20. Our Board participation in the Annual Fund was 100%, and Synergy families' participation was 95%.

### Ways to Give to Synergy School

Synergy School is a 501(c)(3) nonprofit organization and gifts are tax deductible to the extent allowed by the law. Donations are accepted in the following ways:

Mail your donation to:  
Development Office  
Synergy School  
1387 Valencia St  
San Francisco, CA 94110

Donate online or download a pledge card at [www.synergyschool.org/giving](http://www.synergyschool.org/giving)

Gifts of appreciated securities are gladly accepted. For more information, please contact Liz McDonald at 415 567-6177 or [liz@synergyschool.org](mailto:liz@synergyschool.org)

Many employers have a matching gift program that allows an employee's gift to be matched by 1:1. Ask your employer about their matching gift guidelines.

For more information about including Synergy School in your estate plans, please contact Liz McDonald.

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We are grateful for the generosity of our donors who helped to raise almost \$45,000 for the Science Fund- A- Need.

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Donors who made gifts to the school between September 1, 2019 and August 31, 2020 are listed in this annual report. We have tried to provide accurate and complete information for this report. Our apologies for any names omitted or listed incorrectly. Please contact the Director of Development, Liz McDonald, to correct any records.

**Thank you for your generous support!**

Return Service Requested

## Mission Statement

Synergy Times is published twice a year by the Development Office of Synergy School. Feedback and story ideas are welcome.

Editors: Cynthia Louie, Liz McDonald, and Talia Uribe  
Photography: Russ Curtis, Liz McDonald

Our mission is to nurture the intellectual, creative, and emotional potential of every child in a community dedicated to diversity, inclusion, and social justice.

Synergy School was founded in 1973 and is a non-profit educational cooperative, wherein students, parents, staff, and teachers cooperate together to further a rewarding education for each child. We are a vibrant, diverse community with 190 students in transitional kindergarten through eighth grade located in San Francisco's Mission District.

## Synergy Annual Fund



The Annual Fund helps to bridge the gap between tuition and the actual cost of educating a student at Synergy School for a full year.

The support we receive from our community of parents, friends, alumni and grandparents helps Synergy to maintain the strength of our program while keeping our tuition affordable and offering financial aid to at least a third of our community.

Every gift counts. Donate online at [www.synergyschool.org/giving](http://www.synergyschool.org/giving)

## Every Gift Counts

If you have any questions about donations, please contact Liz McDonald, Director of Development, at [liz@synergyschool.org](mailto:liz@synergyschool.org).

**Thank you for your support!**