



CONVENT & STUART HALL

2021-22

HIGH SCHOOL PROFILE

OUR FOUNDATIONAL STORY

In 1800, in the wake of the French Revolution, Madeleine Sophie Barat founded the Society of the Religious of the Sacred Heart and articulated her vision for a Sacred Heart education:

... that education within the schools would be profound enough to inspire people to rebuild, renew and transform society, wherever they lived.

In support of this vision, Convent & Stuart Hall develops in students an ethical and global lens within a purpose-fueled educational model that inspires them to be in service of the world.

In response to the unprecedented challenges of the global COVID-19 pandemic, Convent & Stuart Hall safely opened and provided continuous in-person education to our students, as soon as it was approved by the DPH, throughout the 2020–21 school year.

We are deeply committed to educating our students to be knowledgeable, inquiring and compassionate thinkers. Through participation in a globally tested curriculum, including the choice of the International Baccalaureate Diploma Programme in their junior and senior years, Convent & Stuart Hall students are able to put topics and issues into conversation and see them from multiple perspectives and lenses. Students are equipped to ask their own critical questions and to engage in their own research, participating in a rigorously challenging academic environment that is reflective of their intellectual interests and commitment to learning. The academic program offered at Convent & Stuart Hall is optimally challenging in preparation for the most selective college environments and for life beyond.



PRESIDENT: **Dr. Ann Marie Krejcarek**

HEAD OF CONVENT HIGH SCHOOL AND
CHIEF ACADEMIC OFFICER: **Rachel Simpson**

HEAD OF STUART HALL HIGH SCHOOL: **Tony Farrell**

OUR GLOBAL IDENTITY

Sacred Heart education began its international reach when the Society appointed Rose Philippine Duchesne to establish a house in the Americas. By 1818, Philippine had opened the first Sacred Heart school in the United States. Since its foundation, Sacred Heart education has held a deep respect for the capacity of young people, believing that a rigorous education that challenges the intellect and nourishes the spirit would prepare students to be wise and effective leaders in service of their world and its future. The transformational spirit of Madeleine Sophie and Philippine has brought Sacred Heart education to over 150 schools and communities across the globe.



SACRED HEART SAN FRANCISCO

Founded in 1887 as the first Sacred Heart Academy west of the Rockies, Schools of the Sacred Heart San Francisco opened in twin Victorians on Bush Street and moved twice more to accommodate a growing student body. In 1938, the school found a permanent home at 2222 Broadway with a generous gift from Maud Flood to the Religious of the Sacred Heart, declaring her wish that her home be “devoted to some useful and worthy purpose.” Nearly 60 years later in 1999, the school acquired the Morning Star complex at the corner of Pine and Octavia streets. The Morning Star Building holds significant importance in the history and culture of San Francisco’s Japantown. Convent & Stuart Hall continues to embrace the spirit of generosity and remembrance rooted in the origin of our San Francisco campus.

OUR CURRICULAR PROGRAM

The high school curriculum at Convent & Stuart Hall engages and challenges the whole person – in mind, Heart and body. The freshman and sophomore years provide foundational avenues of inquiry, discovery and critical reasoning. In these years, students work on advancing written and presentational communication skills across the humanities, mathematics, sciences, languages and the arts. The ninth and tenth grade preparation sets the foundation for programming in the junior and senior years, which includes the options of the International Baccalaureate Diploma Programme and Advanced Placement offerings, along with a suite of higher level teacher-curated

courses, at regular and honors levels. Each student is encouraged to explore all academic department course requirements to the fullest extent possible. Convent & Stuart Hall follows a block schedule that rotates nine instructional periods over three days. Students generally enroll in six or seven academic classes and one of the scheduled periods is for co-curricular offerings, including time for clubs, advisory and community assemblies.

Convent & Stuart Hall's emphasis on strong communication skills, critical thinking, intellectual growth and a rigorous academic curriculum will benefit these students long after they graduate.

— **Gary Ross**
Vice President for Admission and Financial Aid, Colgate University

As one of the first high schools to reopen in the fall of 2020, Convent & Stuart Hall kept to a rigorous and engaging curriculum, continuing to offer a multitude of options for our students, whether they chose to be in person or continue with remote learning. Despite the pandemic, the Class of 2021 reached the height of success in the IBDP with 94% of students earning their IB Diploma.



SEQUENCE OF COURSE OFFERINGS & GRADUATION REQUIREMENTS

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English	English I / Honors English I: Introduction to Genre & Literary Expression	English II / Honors English II: The Other & the Outsider	English III / Honors English III: American Literature — Dreams: America & Beyond English IB HL	AP English Literature & Composition English IV: World Literature & Composition English IB HL
History & Social Science	AP Human Geography History of the Ancient World: Roots & Connections	AP Art History AP Human Geography AP U.S. History U.S. History: The Unfinished Nation	American Indian History AP Art History AP Economics, Macro & Micro AP Human Geography Clashing Ideologies: The Cold War Global Politics IB SL, HL History IB SL, HL Oral History of the Civil Rights Movement Principles of Economics The Evolution of Protest in the 20th Century The Modern Middle East	American Indian History AP Art History AP Economics, Macro & Micro AP European History AP Human Geography Clashing Ideologies: The Cold War Global Politics IB SL, HL History IB SL, HL Oral History of the Civil Rights Movement Principles of Economics The Modern Middle East
Mathematics	Algebra I Algebra II / Honors Algebra II Geometry / Honors Geometry	Algebra II / Honors Algebra II Geometry / Honors Geometry Precalculus / Honors Precalculus	Algebra II / Honors Algebra II AP Calculus AB, BC Calculus Mathematics Analysis IB SL, HL Mathematics Applications IB SL, HL Precalculus / Honors Precalculus	AP Calculus AB, BC AP Statistics Calculus Mathematics Analysis IB SL, HL Mathematics Applications IB SL, HL Precalculus / Honors Precalculus
Laboratory Science	Physics / Honors Physics	Chemistry / Honors Chemistry	AP Biology AP Chemistry AP Physics C: Mech and E&M Biology Biology IB SL, HL Chemistry IB SL, HL Environmental Systems & Societies IB SL Physics IB SL, HL	AP Biology AP Chemistry AP Physics C: Mech and E&M Astronomy Biology IB SL, HL Chemistry IB SL, HL Environmental Systems & Societies IB SL Human Biology Introduction to Organic Chemistry & Biochemistry Physics IB SL, HL
Modern & Classical Language	French, Spanish, Chinese and Latin are each offered at all levels: I, II, III, IV, IB SL, IB HL, AP			
Religion, Theology & Spirituality	Religious Traditions & Texts	Ethics & Moral Decision Making	Beyond Science & Religion in the Ancient, Medieval and Modern Eras Gender, Power & Ethics Jewish & Christian Apocryphal Gospels Leading the Mind, Body & Spirit through Sport Theory of Knowledge I World Religions IB SL	Beyond Science & Religion in the Ancient, Medieval and Modern Eras Gender, Power & Ethics Jewish & Christian Apocryphal Gospels Leading the Mind, Body & Spirit through Sport Sacred Heart Goals Seminar Theory of Knowledge II World Religions IB SL
Visual & Performing Arts	Art Foundations I: Digital Design Art Foundations I: Studio Art	Art Foundations II: Digital Design Art Foundations II: Studio Art	Advanced Art Portfolio I, II Visual Arts IB SL, HL	Advanced Art Portfolio I, II AP 2D Art & Design AP Drawing Visual Arts IB SL, HL Choir Drama Instrumental Music: Jazz Band Music IB SL, HL Musical Theater
Inter-Departmental Electives		Introduction to Coding	AP Computer Science A Computer Science IB SL, HL Web Development	Advanced Data Structures AP Computer Science A Computer Science IB SL, HL Web Development
Journalism & Media	Introduction to Journalism	Journalism I	Journalism II Newspaper & Yearbook	Newspaper & Yearbook
Independent Study	Design to Action Scholar	Design to Action Scholar	Design to Action Scholar	Design to Action Scholar

Summer Forward Credit Including Algebra, Biology, Coding, Geometry, History, Modern & Classical Language Level I, Physics, Theology, et al. as appropriate
SL=Standard Level, **HL**=Higher Level

AP ADVANCED PLACEMENT COURSES

Advanced Placement offerings are rigorous, discipline-specific courses, each with a prescribed curriculum and examination designed by the College Board. Convent & Stuart Hall students select AP courses based on a desire to establish a strong academic profile and curate a course of study that reflects their interest for deeper content knowledge in particular subjects.



AP Course Student Enrollment:

86 in Class of '21 (graduated)
23 in Class of '22
46 in Class of '23*
39 in Class of '24

*In addition to these numbers, all juniors take the AP English Language & Composition test.

AP Course Offerings:

2D Art & Design

Art History

Biology

Calculus AB

Calculus BC

Chemistry

Chinese Language & Culture

Computer Science A

Drawing

English Literature & Composition

European History

French Language & Culture

Human Geography

Latin

Macroeconomics

Microeconomics

Physics C: Electricity & Magnetism

Physics C: Mechanics

Spanish Language & Culture

Statistics

United States History

IBDP THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

As a reflection of the strong match between the International Baccalaureate Diploma Programme's mission "to develop inquiring, knowledgeable and caring young people" and Convent & Stuart Hall's commitment to challenge and educate students in "mind, Heart and body," the school implemented the IBDP as a curricular offering in the 2016–17 school year. The IBDP is a two-year elective course of study for juniors and seniors. Students enrolled in the IBDP take IB courses exclusively. The Class of 2018 was the first to sit for IB Diploma examinations and earn the IB Diploma. In the Class of 2021, 63% of the IBDP graduates received acceptances into highly selective colleges.



IBDP Student Enrollment:

71 in Class of '21 (graduated)
77 in Class of '22
102 in Class of '23

The Extended Essay is a signature component of the IBDP. Selecting their essay topic, crafting research questions, performing research appropriate to the field of the topic and writing their essays per the programme's subject area requirements, students are challenged to think globally and learn how to revise and refine their writing as they pursue their research. Examples of these wide-ranging Extended Essay topics are sampled here:

Clementine Mohun '22

Subject Area: Global Politics

Essay Title: To what extent has technological advancement in the 20th Century fostered the revival of hostile Russo-American relations and birthed a "New Cold War" fueled by cyber warfare?

Beza Geberesilassie '22

Subject Area: Philosophy

Essay Title: To what extent do societal gender norms determine who reaps the benefits and who bears the consequences of colorism in the Black community?

Jay Dinsmore '22

Subject Area: Philosophy

Essay Title: To what extent are cultural differences responsible for the varying perceptions of humor in diverse parts of the world?

Asher Thomson '22

Subject Area: Environmental Systems & Societies

Essay Title: What can we expect to become of the North Pacific ecosystem in the next couple decades if plastic pollution continues at the current rate and what new technology is being tested to deal with this increasingly urgent problem?

FACULTY EXPERTISE

Our faculty are experts in their field of study and creative practitioners in the classroom. Every employee is charged to excel professionally and uphold the Goals and Criteria of the Sacred Heart. Our faculty know their students and how to challenge each one; students reflect that the quality of the student-teacher relationship has a unique and inspirational impact on their educational experience. Among the faculty, 88% hold advanced degrees, and our teachers are educational thought leaders and graduates from universities across the globe.

ACADEMIC ADVISING AND COLLEGE COUNSELING

Throughout the four years of high school, a system of academic guidance informs each student's academic experience and co-curricular engagement. Each student benefits from a designated Grade Chair who supports individualized academic journeys and equips the students to be robust self advocates in their educational environment. The Chief Academic Officer and the Director of Academic Guidance and College Counseling oversee this four-year system of academic guidance, ensuring that each student is appropriately challenged, championed and supported by the faculty.

Grades 9–10 Academic Guidance

In the ninth and tenth grades, this established student-to-Grade Chair relationship helps students navigate the foundational years of their high school program. The partnership with their Grade Chair enables them to design and continually evaluate a plan of study that supports their intellectual and personal development.

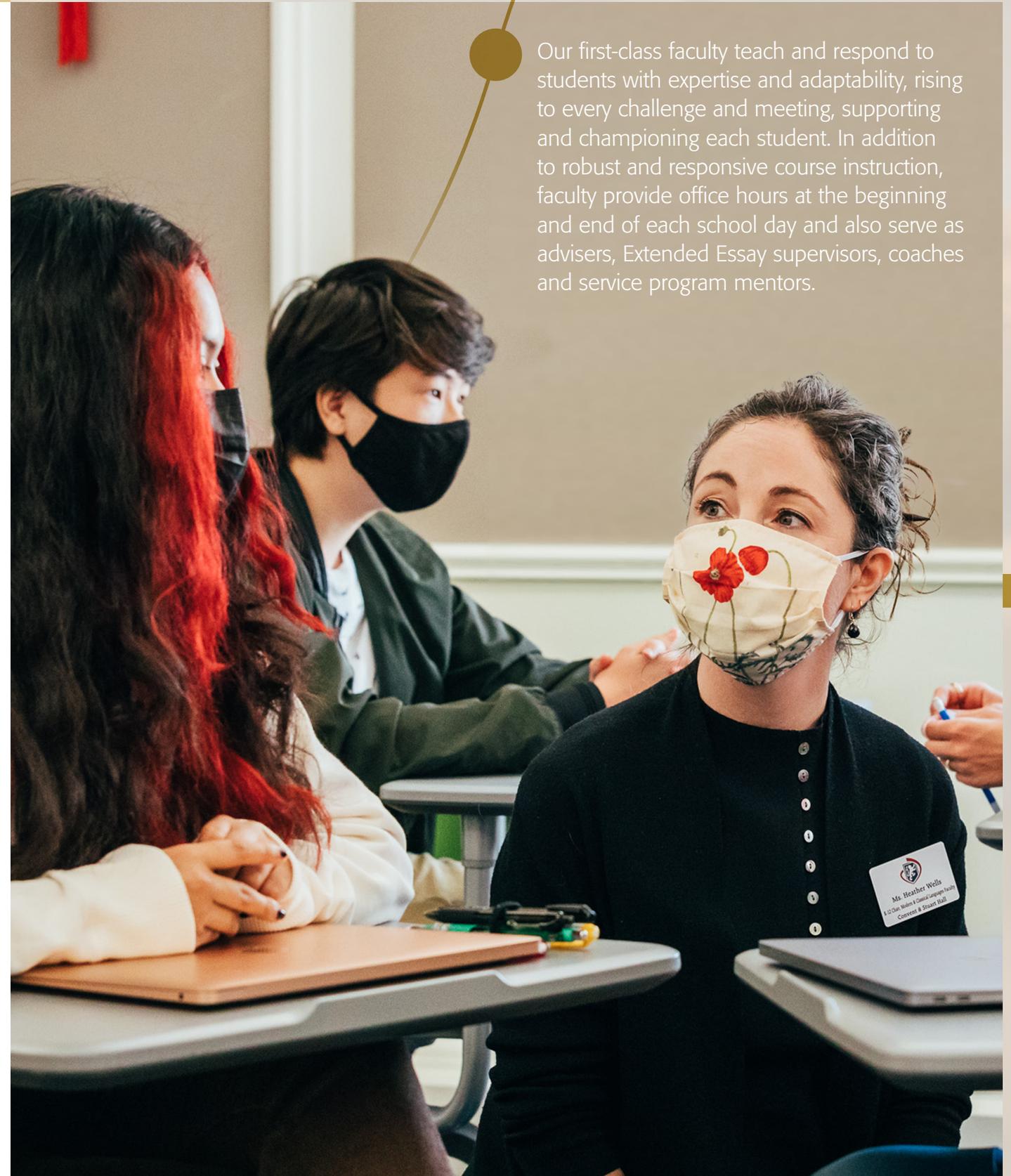
Grades 11–12 Academic Guidance and College Counseling

In the eleventh and twelfth grades, students are fully engaged with their formal college counseling program. In the fall of junior year, division heads act as the students' primary academic adviser, helping them chart a path towards academic success in their program of study, standardized testing and meaningful extracurricular engagement. From the spring of their junior year and throughout their senior year, students engage in the college counseling program, and classes and workshops support the college search and college application process. Each student is matched with one of the College Counseling Department's three full-time college counselors, and their designated counselor serves as a guide through the college application process toward college admission.

ASSESSMENT AND GRADING PHILOSOPHY

Students receive grades in academic courses which represent an assessment of their performance. Assessments are varied, reflecting high expectations and standards of content mastery and communication skills in written and presentational form, as appropriate for each field of study. The school calculates both a weighted and unweighted GPA with IBDP, AP and honors courses receiving an extra grade point. The unweighted GPA is the official grade of record. Given the rigorous curriculum taken by all students, the school does not rank its students.

Our first-class faculty teach and respond to students with expertise and adaptability, rising to every challenge and meeting, supporting and championing each student. In addition to robust and responsive course instruction, faculty provide office hours at the beginning and end of each school day and also serve as advisers, Extended Essay supervisors, coaches and service program mentors.



2018-21 CONVENT COLLEGE MATRICULATION

American University
Barnard College
Bates College
Belmont University
Boston College
Boston University
Brown University
California Polytechnic State University,
San Luis Obispo
California State University, Long Beach
Carnegie Mellon University



Chapman University
City College of San Francisco
Colby College
Colgate University
College of the Holy Cross
Colorado College
Colorado School of Mines
Cornell University

DePaul University
Duke University
Elon University
Fairfield University
Fordham University
George Washington University
Georgetown University
Gonzaga University
Harvard University
Harvey Mudd College
Hofstra University
James Madison University
Johns Hopkins University
Johnson & Wales University - Providence
Kenyon College
Lehigh University
Loyola Marymount University
Loyola University Chicago
Loyola University New Orleans
Marist College
Middlebury College
Mount Holyoke College
New York University
Northeastern University
Northwestern University
Pepperdine University
Pratt Institute
Providence College
Purdue University
Reed College
Saint Mary's College of California
San Francisco State University
Santa Barbara City College
Santa Clara University
Sarah Lawrence College
School of Visual Arts
Scripps College
Seattle University
Skidmore College
Southern Methodist University
St. Olaf College
Stanford University
Stevens Institute of Technology
Syracuse University

Amherst College
Barnard College
Bates College
Boston University
Brown University
Carleton College
Carnegie Mellon University
Claremont McKenna College

Texas Christian University
The American University of Paris
The New School - All Divisions
Tufts University
Tulane University
University of British Columbia
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Santa Barbara
University of Chicago
University of Colorado Boulder
University of Denver
University of Hawai'i at Mānoa
University of Miami
University of Michigan
University of Nevada, Reno
University of Notre Dame
University of Oregon
University of Pennsylvania
University of Portland
University of Puget Sound
University of San Diego
University of San Francisco
University of Southern California
University of Vermont
University of Virginia
University of Washington
Wake Forest University
Washington and Lee University
Washington University in St. Louis
Wellesley College
Whittier College
Xavier University
Xavier University of Louisiana

Colby College
Colorado College
Cornell University
Duke University
Georgetown University
Georgia Institute of Technology-
Main Campus
Harvard University

2018-21 STUART HALL COLLEGE MATRICULATION

American University
Amherst College
Austin Community College District
Boston College
Boston University
Bucknell University
California Lutheran University
California Polytechnic State University,
San Luis Obispo
California State Polytechnic University,
Pomona
California State University, Bakersfield
California State University, Long Beach
California State University, Monterey Bay
California State University, Northridge
Carleton College
Chapman University
City College of San Francisco
Claremont McKenna College
Colgate University
College of San Mateo
Colorado State University
Connecticut College
Cornell University
Cuesta College
DePaul University
Drexel University
Elon University
Embry-Riddle Aeronautical University
Fordham University
Franklin & Marshall College
George Washington University
Georgetown University
Gonzaga University
Hartwick College
Harvey Mudd College
Kenyon College
Lehigh University

Harvey Mudd College
Johns Hopkins University
Lehigh University
Massachusetts Institute of Technology
Middlebury College
Northwestern University
Pomona College
Rice University

Lewis & Clark College
Linfield University
Loyola Marymount University
Loyola University New Orleans
Macalester College
Massachusetts Institute of Technology
McGill University
Morehouse College
New Mexico Institute of Mining
and Technology
New York University
Northeastern University
Northern Arizona University
Northwestern University
Pennsylvania State University
Pomona College
Reed College
Rice University
Saint Mary's College of California
San Diego State University
San Francisco State University
San Jose State University
Santa Clara University
Seattle University
Sierra College
Southern Methodist University
St. John's University, New York
Stanford University
Syracuse University
Texas A&M University
Tufts University
Tulane University
University of Arizona
University of British Columbia
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Merced
University of California, San Diego
University of California, Santa Cruz
University of Colorado Boulder
University of Denver
University of Georgia

Stanford University
Tufts University
Tulane University
University of California, Berkeley
University of California, Los Angeles
University of Chicago
University of Notre Dame
University of Pennsylvania

University of Illinois at Urbana-Champaign
University of La Verne
University of Miami
University of Michigan
University of Oregon
University of Pennsylvania
University of Portland
University of Puget Sound
University of Richmond
University of San Diego
University of San Francisco
University of Southern California
University of Vermont
University of Washington
University of Wisconsin-Madison
Villanova University



Wake Forest University
Washington and Lee University
Washington State University
Westminster College
Wheaton College
Whitman College
Yale University

University of Southern California
University of St. Andrews
Vanderbilt University
Washington and Lee University
Washington University in St. Louis
Wellesley College
Yale University

CONVENT & STUART HALL MOST SELECTIVE ACCEPTANCES

ATHLETICS

Participation in Convent & Stuart Hall's athletics program has a positive impact on individual growth and development, not only through physical skills development and competition, but also through understanding the underlying values that sports offer. Lessons learned through athletic participation and physical education teach skills and values that go far beyond a game or competition. A core goal of the Athletic Department is to assist students in character development by teaching the values of humility, accountability, teamwork, work ethic, commitment, competition and fair play. Students develop lifelong leadership skills, build respect for themselves and others, and learn how to overcome adversity through robust competition. We offer multiple sports in every season of the school year, and there are opportunities to represent the school at the Varsity, Junior Varsity and Frosh-Soph levels.



THE CONVENT & STUART HALL ATHLETIC DEPARTMENT

SPORTS OFFERED:

- | | |
|------------------|---------------|
| Badminton | Lacrosse |
| Baseball | Sailing |
| Basketball | Soccer |
| Beach Volleyball | Swimming |
| Cross Country | Tennis |
| Fencing | Track & Field |
| Field Hockey | Volleyball |
| Football | Wrestling |
| Golf | |

Dr. Dana Kuwahara

Head of Athletics & Physical Education

Elena De Santis

Assistant Athletic Director

Michael Beleson

Assistant Athletic Director

Paul Harvey

Assistant Athletic Director

Cody Fusco

Assistant Athletic Director (not pictured)

Yair Lazar

Athletic Trainer (not pictured)

Cam Lu

Athletic Trainer (not pictured)

Barclay Spring

Strength & Conditioning Coach



GET TO KNOW SOME OF OUR COACHES

KURTIS WONG

Convent High School Head Varsity Volleyball Coach

Years at school: 12

Coaching accolades: 2018 NCS Championship, 2018–19 NCS girls volleyball Coach of the Year.

Favorite coaching moment: My favorite memory here is our NCS championship. The seniors and juniors on that team worked extremely hard, and to finally put a whole season together, culminating in a sectional title, was really special to me.

Coaching inspiration: It is my goal to inspire my players to show character not only in the sports world but in all aspects of their lives.



Everything that we do as a team can and should translate to our everyday lives. Competition, teamwork, sacrifice, hard work, executing plans, learning from failure, supporting your teammates, whether you are the superstar or the last person on the bench — the list can go on forever, but hopefully my players leave not only as better volleyball players, but as better people too.

MIKE BUCKLEY

Convent & Stuart Hall Head Cross Country and Track & Field Coach



Years at school: 22

Coaching accolades: Cross country: 13 California State Championship appearances, placing as high as fifth in the team competition (2013).

Track & field: 2019–20 California and West Section Boys Track & Field Coach of the Year Awards, seven BCL West championships and four NCS Class A championships. Since 2006, student-athletes have earned 165 all-league honors.

Favorite coaching moment: At the 2015 California State Track & Field Championships, Drew Xandrine-Anderson '15 placed second in the triple jump with a mighty leap of nearly 49 feet. Drew was among the top ten triple jumpers in the United States that year and went on to compete on scholarship at the University of California, Davis.

Coaching inspiration: Much of our success comes down to the culture of mutual support, determination and personal growth that is central to the Convent & Stuart Hall experience. Building this culture for each new class of athletes is central to my mission as a coach; it's my way of paying forward the kindness and compassion that my own coaches showed to me when I was a teenager in need of direction, commitment and meaning.

CHARLEY JOHNSON

Stuart Hall High School Head Varsity Basketball Coach

Years at school: 22

Coaching accolades: One CIF State Finals appearance, one NorCal Regional Championship, two North Coast Section Championships, five BCL West league titles and four league tournament titles.

Favorite coaching moment: When a former player told me that he had never heard a coach (prior to me) tell his team that he loved them. That will always be my favorite memory.



Coaching inspiration: Initially, competition and team success inspired me to coach. Now I coach for the connection with the student-athletes. I have an amazing relationship with so many young men and their families. There is no greater honor than seeing a former player succeed at the college level and in life. Helping shape kids is a job I don't take lightly.

ALLISON LOVEJOY

Convent High School Head Field Hockey Coach

Years at school: 2

Personal athletic history: While coaching at her alma mater in Villa Maria Academy in Malvern, Pennsylvania, Allison's team won league and district titles three times in four years and claimed the Pennsylvania Interscholastic Athletic Association state title twice. As a coach at the Tatnall School in Delaware, Allison won a conference title in 2019.



Favorite coaching moment: In our second game in the 2021 pandemic season (my first time coaching these girls), they held a highly competitive peer school to 0–0 at halftime! It was amazing to see how much they had improved since we had played the same team the week before. We did not win the game, but seeing how much they had grown in one week made the coaches really proud.

Coaching inspiration: I strive to see the girls grow as field hockey players, athletes and young adults. Coaching is about more than teaching how to play field hockey; I'm also inspired to coach these young women to become stronger and more tenacious with each practice. I love to see our student-athletes make progress and become stronger players as they learn the skills they need to succeed. Seeing the girls having fun while making so many improvements makes it all worth it.



KRISTEN MANSON

Convent High School Assistant
Field Hockey Coach

Years at school: 4

Personal athletic history: Played Division I field hockey at James Madison University where her team won the All-Colonial Athletic Association championship and finished as NCAA semifinalists. Kristen was named regional All-American. Served as the assistant coach at James Madison University and Central Michigan University, where her team won the Mid-Western Athletic Conference championship.



Coaching accolades: Started the field hockey program at Convent High School for its 2019 inaugural season.

Coaching inspiration: I am motivated in knowing that as a coach, I am able to inspire student-athletes to push themselves beyond what they think is possible and ultimately become better versions of themselves. My favorite thing about coaching is having the opportunity to show my players the prized connection between sports and life, and instill the essential characteristics that will help guide their success and happiness in all facets of their lives.



RICH ROBINSON

Stuart Hall High School Head Varsity
Football Coach

Years at school: 11

Personal athletic history: High school varsity football captain and varsity track captain. Upon graduating, had several college options including the opportunity to play football at the University of California, San Diego, but chose to pursue his academic scholarship at the University of California, Berkeley.

Coaching accolades: Three-time league champions in 2015, 2016 and 2018. Winner of the Homecoming Rivalry Trophy in 2011, 2013, 2015 and 2017–19. Received league Coach of the Year award in 2015 and 2018.

Coaching inspiration: I am inspired to teach life skills through sports. You can relate sports to your everyday life whether you are talking about work ethics, being a team player, having a never-give-up attitude, among many other skills. The younger generation is our future, and we must help guide them, teach them and show them that hard work pays off and that most importantly, you must be a good person.

RACHEL YARNOLD

Convent High School Head Varsity
Basketball Coach

Years at school: 2



Personal athletic history: After serving as captain of her high school basketball team at San Ramon Valley High School, Rachel continued her basketball career at the University of Rochester. She has been coaching competitive AAU travel basketball since 2016.

Favorite coaching moment: Winning my first game as the head coach at Convent was easily one of the best moments in recent years. Very few people thought we would win the tough road game; there is nothing like a great underdog victory!

Coaching inspiration: I never had a female coach while growing up and playing basketball. I love being a role model for young women and being an example they can relate to. I love the game of basketball and all the lessons it teaches; it's less about the wins and losses, but more about the intangible positive outcomes gained from playing a team sport. We work hard every day, overcoming obstacles, learning new skills and growing together as a unit. Seeing the outcome of that hard work is incredibly rewarding.

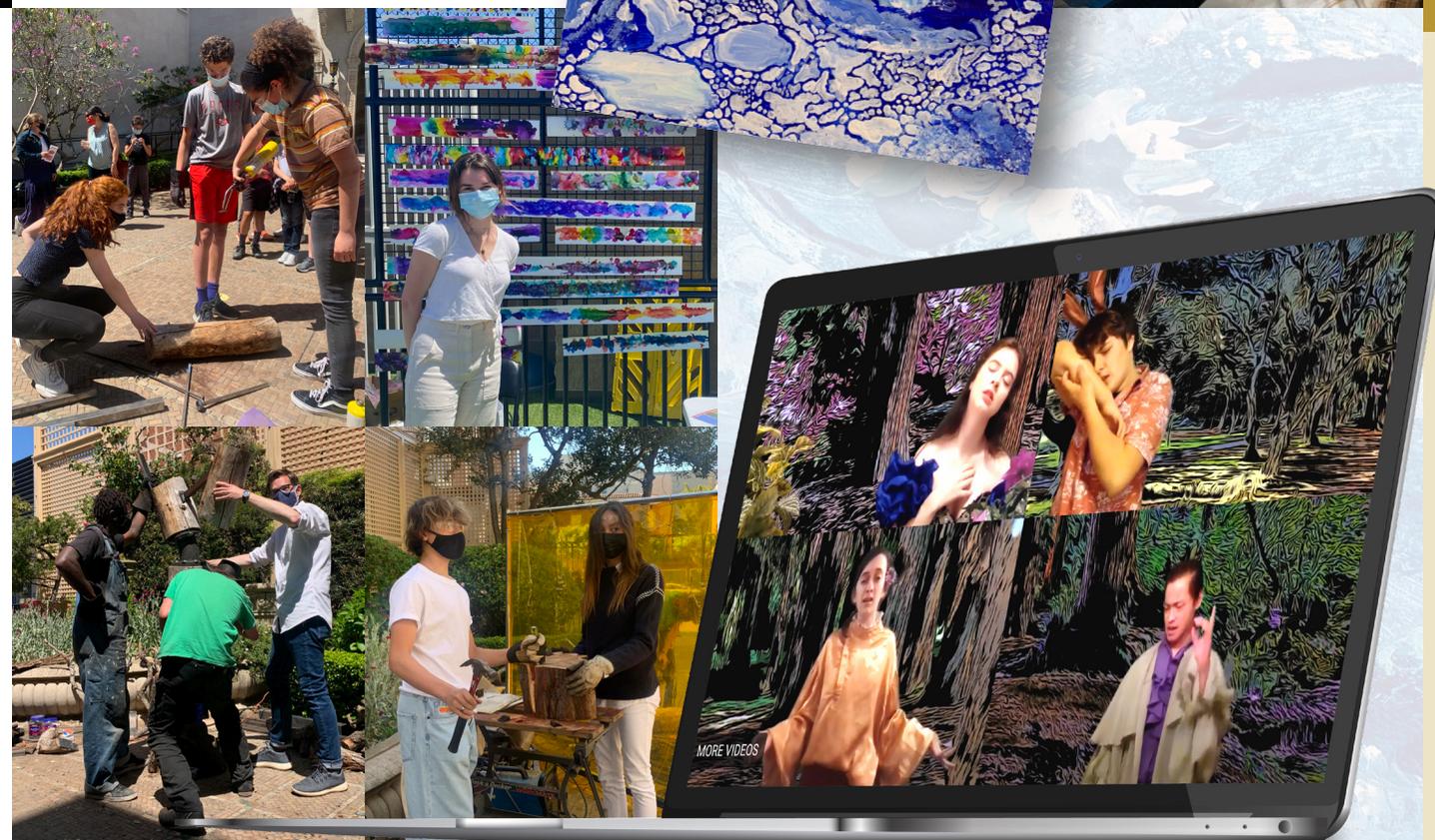


VISUAL & PERFORMING ARTS

Arts students engage in the creation and critical evaluation of the world, and the program implements both formative and performative standards for assessing student creative capacity and production. In Performing Arts, students develop proficiency and eventual mastery in a chosen instrument or field: instrumental, vocal or theatrical. Through performance, students learn empathy for others and develop and stretch beyond what they think they can do themselves. In both performance and analysis of performed works of art, students develop an appreciation and capacity for composition and artistry.



An education in the arts is a core requirement for all students in their freshman and sophomore years, and is an additional core feature of our elective programming in the junior and senior years, including IB DP and college preparatory options in Drama, Music (vocal and instrumental) and the Visual Arts. The Visual Arts Department encourages and assesses student learning and creative development through art-making processes and practices in diverse media. Students engage in studio practice, collaborative and cross disciplinary thinking, process portfolio, critique and analysis of artwork, curatorial practice and exhibitions, and installations. Visual



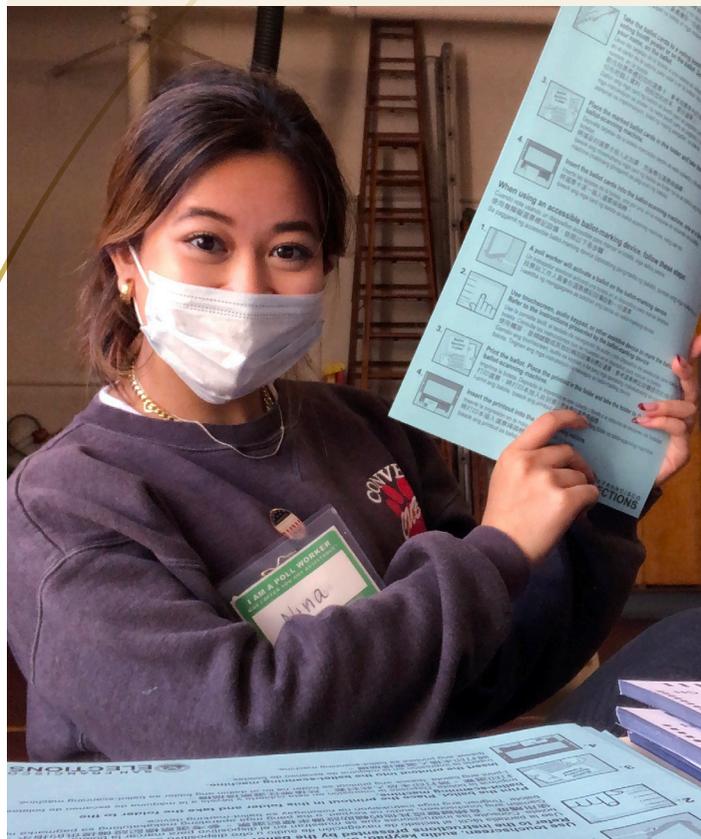
SERVICE

A commitment to service is an essential component of the Convent & Stuart Hall experience. Students engage in service throughout their four years of high school and are encouraged to develop a service focus or project that reflects their interests and their commitment to serve others, locally, nationally or globally. For some, service may take the form of social action, such as working on voting rights for young people; for others, it may involve connecting a love of sport to coaching and affording other young people access to that sport, or demonstrating a commitment to education through tutoring in reading or mathematics. Within the IBDP, "CAS" (Creativity, Activity, Service) requires each student to engage in and reflect on co-curricular experiences and service activities. The CAS project is a signature element of the IBDP and a collaborative product that resonates with the school's goal of educating to social awareness in action.

As traditional service opportunities and needs have changed during the pandemic, students at Convent & Stuart Hall have found ways to make a difference.



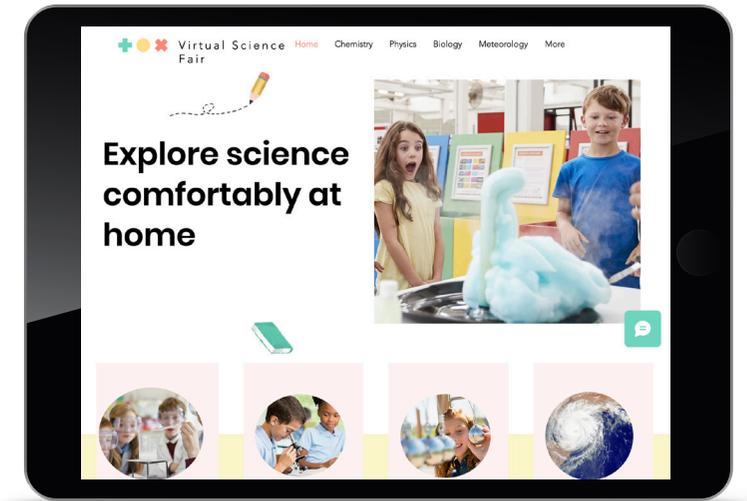
Created by a current high school student, this poster was distributed to neighbors and businesses in the area, promoting our on-campus testing and vaccination center for the community and beyond.



EXAMPLES OF CAS PROJECTS

Students must document CAS activities and provide evidence they have:

- Increased their awareness of their strengths and areas for growth;
- Undertaken new challenges;
- Planned and initiated activities;
- Worked collaboratively with others;
- Shown perseverance and commitment in their activities;
- Engaged with issues of global importance;
- Considered the ethical implications of their actions;
- Developed new skills



Virtual Science Fair

By **Kate Baker '21'17** and **Gabi Guido '21'17**

Kate and Gabi were inspired to help spark a STEM interest with the younger students in the community. With their virtual science fair demonstrations and experiments in chemistry, physics, psychology and biology, they showed how science permeates every aspect of our lives and encouraged girls to continue seeking what science exploration has to offer.



Sacred Heart Agamograph

By **Mattheus Tellini '21'17**

An agamograph is a series of images that change at different angles, creating an optical illusion. Mattheus explored and creatively showcased the different, rich histories and unique identities of the Pine-Octavia and Broadway campuses by layering complex digital illustrations on canvas.



Lakeside Landing

By **Izzy Ritchie '21**

Wanting to leave a lasting physical and community-building contribution to her neighborhood, Izzy transformed a parking lot on her street into a park where adults and children can play, eat lunch and enjoy the space. With her artistic

skills and interest in climate change, Izzy painted murals and added decorative touches emphasizing the ecological effects of pollution on sea life and the ocean.

GLOBAL EDUCATION

The global education program at Convent & Stuart Hall prepares students to be responsible and educated global citizens by providing students with opportunities to develop the mindset and skills they need to engage actively and ethically in a global community.

Throughout the curriculum, including the IBDP, faculty educate students to understand their shared humanity while they explore the world and recognize their own and others' perspectives. We challenge our students to communicate with open dialogue, bridging linguistic, geographical, ideological and cultural differences.

As an internationally connected school, experiential learning is an essential component



of the curriculum, and students are invited to participate in international and U.S. exchange programs ranging from two to six weeks. Through global exchange opportunities, students step out of their comfort zone and discover what it means to be a high school student in other parts of the world.

In addition to the annual sophomore class Costa Rica immersion experience, our students have made exchanges in over 10 countries across five continents, gaining a cultural competency and linguistic understanding of various countries around the world. The majority of student exchanges have taken place in France, Spain, Mexico, Germany, Japan, Australia and Argentina. We continue to design trips aligned with our philosophy of internationality and global mindedness, and for the 2021–22 school year have multiple immersion trips planned such as *Discovering Latin in Rome*, *Serving One Heart in the Philippines* and *Expanding your Mandarin Knowledge in Beijing*.



SPIRITUAL GROWTH

Convent & Stuart Hall is an expansive and inclusive educational community – an independent Catholic school for people of all faiths. With an education in mind and Heart, students learn to engage and navigate the world within them and the world around them. Developing a sense of reflective interiority is a hallmark of a Sacred Heart education, and each student is invested in the development of their core person and purpose. Through weekly reflections and chapels or assemblies, as well as within their Religion, Spirituality & Theology courses, students learn to ask and respond to life's "big questions" and know how to navigate their world's most pressing issues reflectively, ethically and purposefully.

Rooted in the Catholic tradition and the charism of the Society of the Sacred Heart, the school's program seeks to cultivate in each student an ongoing relationship with something greater than oneself. In addition to our foundation as a Sacred Heart school and in recognition of the lived experience of our students, Convent & Stuart Hall was invited to be a leadership school and partner with the Collaborative for Spirituality in Education based at Columbia University.

STUDENT BODY PROFILE

Being a robust community is an essential part of who we are as a Sacred Heart school. Each community member is invited to live fully into their gifts, intellectually, spiritually, physically and personally within an inclusive and welcoming culture.

The **2021-22** enrollment at the high school is

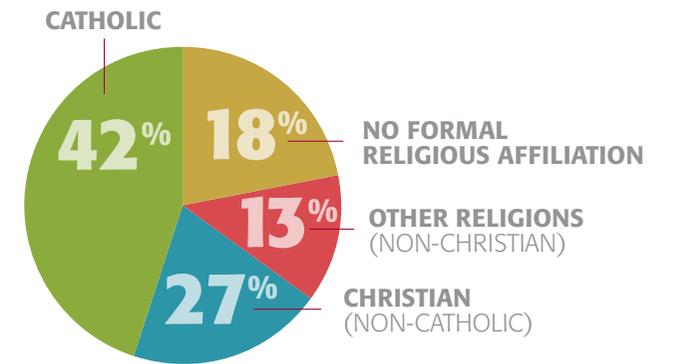
427 students

222 at Convent High School

& 205 at Stuart Hall High School



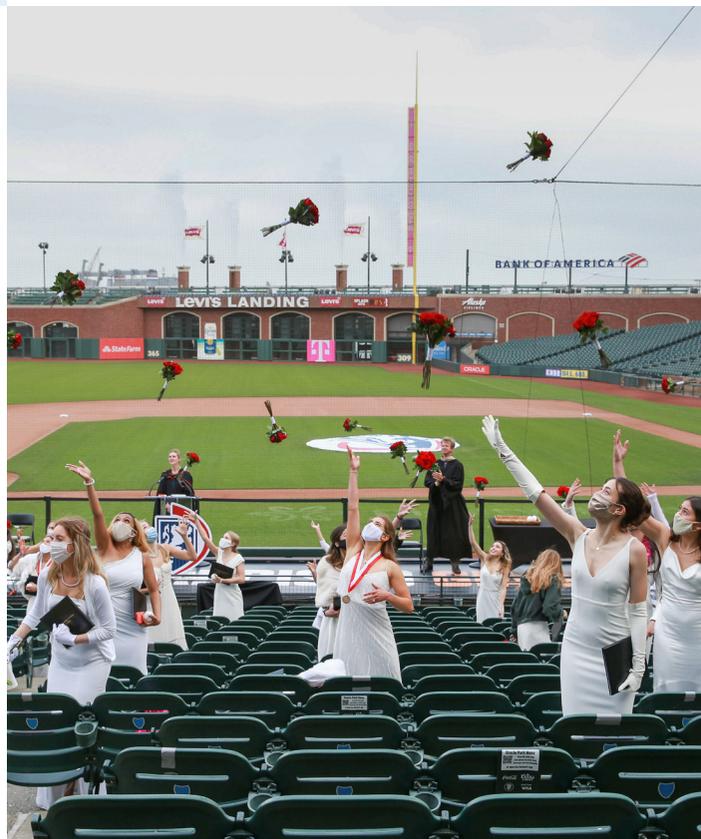
RELIGION OF STUDENT BODY



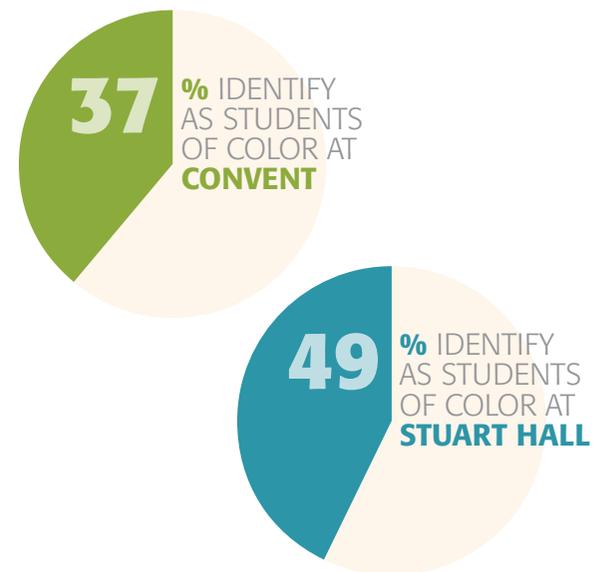
45%
OF STUDENTS

receive need-based financial assistance with grants ranging from

\$2,500–\$49,400



ETHNICITY OF STUDENT BODY



DIVERSITY, INCLUSION AND JUSTICE

COR UNUM

Rooted in the Society of the Religious of the Sacred Heart's foundational precept of "cor unum et anima una" (one heart, one mind), and grounded in 200 years of membership in a global network, the school promotes an inclusive culture of conversation and relationship founded on courage, openness and mutual respect. We understand that a diverse community provides essential opportunities for personal transformation, intellectual encounter and collective engagement. Through interaction inspired by deep intellectual sympathy, curiosity and shared humanity, we create an environment where innately human differences are recognized, honored and celebrated. We invite each member of the community to embrace and live into the core belief that there is a world within us and a world outside of us, and we must be able to engage and encounter both.

"Cor Unum" draws all of us to the center of the heart of God. It is at that center that we believe all people are and must be held as equal, unconditionally loved and valued. Our statement of equity, named Cor Unum to honor this foundational principle, speaks to our philosophy and engagement with diversity, inclusion and justice.

To read more about our Cor Unum philosophy and engagement, please visit sacredsf.org/about/cor-unum-statement.



2020–21 Guest Speakers:

Annette Gordon-Reed: Pulitzer Prize and National Book Award-winning author and historian Annette Gordon-Reed, who is also a Professor of History at Harvard, engaged Grade 7–12 students in a talk about "*Most Blessed of the Patriarchs*": *Thomas Jefferson and the Empire of the Imagination*, her book written with Peter S. Onuf. In her talk, Professor Gordon-Reed referred to Jefferson — someone who enslaved over 600 people throughout his life yet who was opposed to the institution of slavery — as a complex embodiment of contradiction.

Arshay Cooper: Arshay Cooper's memoir, *A Most Beautiful Thing*, is the subject of a documentary of the same title about the first all African American high school rowing team in the country. Mr. Cooper shared with Grade 7–12 students and the adult community how and why he uses his story to help create social change and bring more racial diversity to the sport of crew.

Teju Cole: A photographer, art historian, critic, essayist, curator and author of five books, Teju Cole engaged Grade 7–12 students, faculty, parents and alumni in a webinar and led a small class session with high school students. His visit was the highlight of Cor Unum Week, a time dedicated to having our K–12 community seek deeper understanding among people through dialogue.

First Speaker in Our 2021–22 Cor Unum Speaker Series:

Tommy Orange: Author Tommy Orange is also an enrolled member of the Cheyenne and Arapaho Tribes of Oklahoma. *There, There*, his multi-generational novel about the lives of urban Native Americans, debuted in 2018 and received critical acclaim. As a national bestseller, it won the PEN/Hemingway Award, the National Book Critics Circle John Leonard Prize, the Center for Fiction First Novel Prize and the American Book Award.



As a member of the Network of Sacred Heart schools, we are called to renew and strengthen our commitment to diversity, inclusion and justice. We are called to fight institutional racism as we address our own implicit bias. We have a mandate to build a fair and just community that honors the innate dignity of every human being.

In our commitment to sustaining an inclusive learning community, Convent & Stuart Hall admits students of any race, color, national/ethnic origin or ancestry, religion, sex, sexual orientation, gender identity or disability. The school does not discriminate on the basis of race, color, national/ethnic origin or ancestry, religion, sex, sexual orientation, gender identity, disability, age, marital status or any other consideration protected by federal, state or local laws in the administration of its educational, admissions, financial assistance and employment policies, or any other programs administered by the school.

Convent & Stuart Hall's K–12 continuum engages a relevant foundational mission and embraces our five unifying Goals and Criteria, while looking ahead to ask what skills will be needed in the future.

MISSION

Convent & Stuart Hall educates mind, Heart and body, animating a zeal for discovery, inspiring a passion for justice and nurturing the strength to transform.

SACRED HEART GOALS

*a personal and active faith in God
a deep respect for intellectual values
a social awareness that impels to action
the building of community as a Christian value
personal growth in an atmosphere of wise freedom*

From its foundation in 1801, Sacred Heart education has focused on adaptation and innovation through epochs of transition. Our commitment to meet the moment and to provide a highly relevant and inspiring education makes us a transformational learning environment for young people. Through the challenges of the pandemic, we have tested and strengthened our commitment to providing for young people in their most formative years.

STRATEGIC VISION

An education of mind, Heart and body that realizes the best in students so each may live with grace and intellect, preparing them to shape their present and future and to be a positive force, locally and globally, in their rapidly changing world.

The school's strategic thinking and planning centers on aiming at the best for each student — academically, personally and in community. We have devised an immersive environment — inspired by compassionate, talented adults and kind, intelligent peers — where learning is inspired through a pedagogy of space, where curriculum transcends textbooks and the use of technology augments intelligence.

OUR THREE AREAS OF IMPACT ARE:

STUDENTS:

Educating to stretch human capacity — now and for the future

PLACE & EXPERIENCE:

Amplifying each aspect of the learning community experience to engage and stretch human capacity

SCHOOL:

Optimizing organizational structures and systems that demonstrate strategic agility, scaffolding student growth and inspiring effective community engagement

Epochs of transition must keep us on the alert. They ask us to keep our eyes open upon the distant horizons, our minds listening to seize every indication that can enlighten us; reading, reflection, searching, must never stop; the mind must keep flexible in order to lose nothing ... so let us not rest on our beautiful past.

— Janet Erskine Stuart, RSCJ



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