If you ambled by Pod 1 this winter, you probably saw a huge water bottle filled with pennies destined for Malaria No More, a nonprofit organization that works to eradicate malaria in Africa. The Pod 1 penny drive yielded $200—enough to fund 20 mosquito nets that will help prevent African children from being bitten by malaria-infected bugs. The pennies also serve as a symbolic investment Wildwood makes in students by empowering them to make a difference in their communities and the world.

“It makes me feel really good knowing we’re helping a bunch of kids,” said Pod student Olivia S. Added her classmate, Lauren R., “We’re helping to save people’s lives.”

continued on page 5
Dear Wildwood Community,

I’ve been having a lot of conversations lately about the idea of community, and it’s fitting that this issue of Our Wildwood, with its theme of “community,” focuses our attention on one of the core components of our work at school. All of our Life Skills and Habits of Mind and Heart contribute in myriad ways to the strength of our K-12 school community, providing a foundation for all that we do to teach our students how to be a constructive part of something greater than themselves. We see it played out in large and small ways, from Pod classrooms to the Rock the Fund event that recently brought Wildwood families and friends together for a night of camaraderie and celebration.

Our community is indeed a rich one, and Wildwood actively works toward furthering this richness through ongoing efforts to create and sustain a community that includes and honors diverse groups and perspectives—in other words, a true multicultural community. As you may have read in the Head of School’s report that was sent home in November, the school’s Multicultural Leadership Team (MLT) supports and guides this work. The group, made up of faculty and administrators, has led multicultural training and workshops for faculty and staff, is involved in curriculum review, and helps guide practice and policies that help us advance multiculturalism at school.

In December, the MLT helped facilitate student affinity groups at the middle and upper schools. Participation was and will continue to be optional, providing students with a variety of choices during the times when affinity groups take place.

“Affinity group” may sound like jargon outside of the school walls; many of you may be more familiar with the concept than the name. An affinity group is made up of people—students, in this case—who share common experiences related to their race, ethnicity, sexual orientation, or other cultural identifiers. Affinity groups can be found in schools, universities, and many major U.S. corporations. They offer members a place where they can speak confidently about issues related to identity, including issues of bias, racism, and racial privilege.

Some folks may wonder how affinity groups fit into the framework of a school community. It can be a challenging concept for many of us who grew up believing we should be color-blind. But what we’ve learned, and what research bears out, is that by ignoring individual differences, we can actually alienate community members rather than embrace them. Students—and adults—who view themselves by their racial, ethnic, sexual orientation, ability or disability, or other multicultural identifiers need to feel comfortable in their own skin to actively contribute to a larger community.

Our student affinity groups are now meeting monthly, and with each meeting, I know our kids’ self-confidence grows. That is our measure of success, and I’m proud of our students for bravely having conversations that many of us didn’t have until we were much, much older.

In February, we extended the affinity group model to faculty and staff. As we’ve done with students, we have groups for people of color, those who identify as gay, lesbian, bisexual, transgender, or questioning (GLBTQ), and a group we call white ally, which offers a place for white staff and faculty members to consider their own racial identity and their role in challenging overt and subtle forms of oppression.

If this sounds exciting to you, I hope you’ll join us in spring when we facilitate an affinity group evening for Wildwood parents. By extending affinity groups to our families, we come full circle: Students, teachers, administrators, and parents all share in important dialogue that can only strengthen the wonderful community so many of us love at Wildwood.

We ask nothing of our students that we aren’t asking of ourselves: Listen and learn from the wisdom of others, contribute your knowledge and experiences, be fully present, and challenge yourself and others to consider new and different perspectives as you expand your understanding of the topic at hand. Whether our community is a sandbox, a classroom, or a board room, the skills and habits that we are called to use are the same. I look forward to joining with you as we continue this important work.

Landis Green

1. The Funky Hipeez rocked the house with covers of classic tunes by the Bee Gees and Donna Summers. The dance floor was packed as party-goers connected with their inner groove.

2. Mistress of Ceremonies Tracey Ullman McKeown hammed it up with Head of School Landis Green before taking the stage to auction off an enviable list of goodies like private movie screenings and a Hawaii getaway.

3. Event co-chairs Lisa Flashner, Lisa Manheim, and Andrea Sherman take a break for a photo op.

4. The “welcome” sign at Vibiana, the downtown venue that served as our discotheque for the night.
“Dinner for 12 Strangers” Becomes a Feast With Friends

Bread was broken, glasses were raised, and new friendships were forged on a recent January evening that marked Wildwood’s 14th annual Dinner for 12 Strangers. The event, coordinated by the Parent Multicultural Collaborative, brought more than 200 participants to simultaneous dinners hosted by Wildwood families across Los Angeles. The dinners were as varied as the hosts, and menus ranged from potluck and take-out to a grill-your-own meal. One thing was consistent, however: A good time was had by all!

“Studio Wildwood” Fundraiser Becomes a Night to Remember

Wildwood’s rendition of Saturday Night Fever brought out the boogie for the hundreds of party-goers who helped “rock the fund” at Studio Wildwood. The fundraiser earned critical dollars for the Hope E. Boyd Endowment, a fund for financial aid. We’d like to thank the tireless efforts of WWPO Spring Fundraiser event co-chairs and executive committee Lisa Manheim, Lisa Flashner, Andrea Sherman, Tamara Detloff, and Page Rosenberg-Marvin. They had the support of dozens of volunteers, including the Studio Wildwood Committee: Donna Dixon Aykroyd, Nancy Belinsky, Joanna Van Trees Cowitt, Lynne Gordon DeWitt, Michelle Ghaffari, Sarah Gold, Karriann Farrell Hinds, Stefanie Hirsch, Sandra Yadegar Javaheri, Jennie Benjamin Khalsa, Dawn Lee, Melanie Baines Levy, Ed Lin, Jennifer Lucas, Charlene Mayo, Ramsey McDaniel, Anjika McElroy, Desiree Mikaelian, Helen Namkoong, Cecilia Peck, Marc Preiser, Jill Royal, Jen Solomon, Jocelyn Solomon, Lisa Solomon, Leanza Steines, Deb Tudor, Peter Valli, Karuna Venter, and Jolie Whitesell. Many thanks also go to the WWPO leadership team of Andrea Williams-Green, Patti Hall, and Shannon Tweed. Much gratitude goes to Ramsey McDaniel for her work on the theme design, logo, and print materials; Davis Guggenheim, who handled the video montage; and Vince Bucci, our event photographer. We’d like to offer special appreciation for Mistress of Ceremonies Tracey Ullman McKeown, who kept us laughing and bidding during the live auction. It was truly a night to remember!
1. 5th grade students prepare their product, the miraculous Geyser Tube, for sale. The Geyser Tube will launch the soda into three directions.

2. Cameraman Max C. films his group’s commercial.

3. Scarlett S. and Grace K. recheck their calculations and prices before filming their commercial.

4. “And the next item we have is a designer dress made entirely from chocolate! Never go hungry again! The original price was $79.99, but for a limited time only, all items at Chocolate Emporium are a recession-friendly 70 percent off. You’ll save $55.99. The new price is only $24! Act now and you’ll be the envy of all your friends.”

So goes an ad created by 5th grade math students, who were challenged this winter to create not just a commercial, but products and stores—and then advertise discounts in response to an economic downturn. Their goal was to increase business while preventing layoffs of their employees.

It all began as a project to help develop a deeper understanding of how to solve problems involving fractions, decimals, and percentages using sales tax and discounts in everyday situations. Students were given the freedom to create their own stores and products. They priced the items and figured out final totals, including California sales tax.

Students stocked their stores with their inventory. Then they were given a budget to shop and browse the different products at other students’ stores. Products such as the i-Toilet, the Banana Phone Sundae Maker, and Chocolate-Flavored Pencils proved to be must-have items.

Unfortunately, the troubled economy forced the young store owners to liquidate a percentage of their inventory. Flyers were created and sent home offering significant discounts on select items. The students had to figure out which items to showcase and how much of a discount to offer.

Students learned that advertising plays a huge part in helping to build a strong client base. The flyer campaign did not bring as much business as they had hoped. The students decided that if their stores were to survive, they must try a different form of advertising, including TV and the Internet.

Kids worked collaboratively to script commercials. Elaborate sets were designed, and friends and family members were hired as actors and actresses. When the commercials were completed, the students edited them in the tech lab using iMovie and shared them with the class. Will the students’ stores be able to survive in this economy? Only if they survive the product liability lawsuits waiting around the corner!

Allan Yu
5th Grade Teacher
Understanding the impact each individual can have is a key lesson Wildwood students learn from their first year in the Pods to their last days in Senior Institute. It is very a deliberate lesson, one that is woven into the curriculum in age-appropriate ways to ensure that students aren’t simply going through the motions of community service, but understand their own power to make the community a better place.

“When students discover a need, they problem-solve to make a difference,” explained Melissa Marsh, director of curriculum for the elementary school. For example, students worked at the Los Angeles Food Bank as part of a lesson on hunger and government funding. Fifth graders recently initiated a knitting project to make caps for children undergoing cancer treatment.

In middle school, 6th graders spend two Fridays per month working at the Westside Children’s Center, which provides services to low-income families. This year, Division One is planting a garden at the Center. Division Two students work with the elderly at local nursing homes. Students from Division Three spend one day a week at the Westside Children’s Center or St. Joseph Center, an organization that provides meals, job training, and other services to homeless and low-income families.

Before they go to any of the work sites, middle and upper school students study about the social issues they’ll encounter and get training in the skills they’ll need to do the service work. That classroom time is a critical—and unique—component of Wildwood’s community service program. Kids aren’t just accumulating service hours, but are tasked with learning about and reflecting upon the work they do outside of the classroom.

“Wildwood’s program is absolutely unique,” said Regina Santos, spokeswoman for St. Joseph Center. “I’m impressed by how much involvement is encouraged. Students are exposed to people who have less, and they begin to understand they have the capacity to help. That’s a powerful thing.”

For junior Freddy A., the experience has taught him valuable people skills. He was spending a recent morning at the Westside Children’s Center playing with 4-year-olds who clearly loved his companionship. “I’ve learned a lot about patience,” Freddy said. “You can’t get angry, because they’re just little kids. You have to be calm.”

1: 10th grader Emilie P. helps serve coffee at St. Joseph Center.

2: Pod 1 students organize a penny collection to buy mosquito nets for Malaria No More.

3: Division Three students Nick P. and Maya W. help with a craft project at the Westside Children’s Center.
Live From the Presidential Inauguration

A handful of Wildwood students and their families watched history in the making when they attended the inauguration of President Barack Obama. Jordan F., Class of 2013, and Mariana B., Class of 2012, shared excerpts from journals they kept while visiting our country’s capital.

From Jordan:

**Jan. 17**
We landed this morning at 5 a.m. When we went outside the airport it was 1° outside. We got our rental car and drove to our hotel. My family and I took naps. Later in the day, we met up with another Wildwood family. We took the subway down to the Smithsonian Natural History Museum. At the museum, we looked at the Hope Diamond and other jewels. We also looked at insects, sea life, and dinosaurs. We went back to the hotel and watched Obama arrive at Union Station.

**Jan. 18**
Today my aunt, uncle, and grandma came into town. After breakfast, a car came and picked us up. The car dropped us off as close as he could to the Lincoln Memorial. We ended up having to walk a good six blocks because they had the streets blocked off. This was all for the free concert at the Lincoln Memorial. We stood in line for an hour and a half to get past security. Once inside the grounds, we met friends and got seats. The concert was two hours. My parents left with my grandma, my sister, and brother because they got cold. I stayed to the end with my aunt and uncle. After the concert we walked back to our hotel in Georgetown. It was over 20 blocks. I went to sleep about 2:30 a.m. D.C. time.

**Jan. 19**
We stayed in the hotel most of the day. Also today is Martin Luther King Day.

**Jan. 20**
Today was amazing. It was the inauguration, and my family and I watched from a law firm office that overlooked Washington, including the National Mall. Obama’s speech was great. It was such a great experience for my siblings and me to be there. After the inauguration, we went back to our hotel to watch the parade. My parents went to the Home State Ball and California Ball. My grandma, my siblings, and I watched them on TV. Today was just a very special day.

**Jan. 21**
Today was our last day in Washington, D.C. We went to the airport and flew home. This was a great trip and experience for me. I’m glad I was able to be a part of history.

From Mariana:

“Yesterday, as I stood on the frozen ground in the freezing cold with tears dripping down my face, I realized something. All of the people there, all 2 million of us, were about to witness something that only came once in a lifetime. We were all there because we wanted to be, or because we had fought to be, and everyone had their own reasons. But we were all there, and history was about to be made.”

I wrote that on the plane home from Washington on Jan. 21, the day after the inauguration. I was with a group of 600 high school students from around the country and the world, gathered together through the Lead America program to witness history.

The day of the inauguration, we woke up at 3 a.m. to get there by 4:30 a.m., securing our spot right behind the first JumboTron on the mall. We sat on the ground in darkness. The energy that was beginning to buzz was almost making the ground shake. My friends and I sat in the freezing cold, huddled together, watching the sun rise over the Capitol building. It felt so incredibly surreal, like it was just a dream. The thing I had lived with my entire life—no faith in the government, disappointing leadership—it was all about to go away. It was around 8:30 a.m., and people started to talk. The entire Mall was bursting with excited chatter and talk of revolution and new beginnings. It was like the hope was infectious.

The screens lit up, and the crowd began to cheer. It was a simple image that read, “The Inauguration of the 44th President of the United States: Barack Obama.” It was officially real. The image depicted a waving flag in the background, and all of a sudden I felt a tap on my shoulder. A woman carrying a giant satchel of mini American flags handed me one. I took it, raising my arm as high as I could, and waved with the rest of the crowd. I felt like a part of something. Finally, something I could believe in, something this country could believe in.

When Obama came up to the podium to take his oath, I started sobbing. It was like a collective sob, considering most of the people on the mall were crying too. As soon as the oath was over and he began to speak, it was like it wasn’t cold outside anymore. I know that sounds clichéd, but really, his voice was the only thing anyone was paying attention to. Not the 30º weather or our numb fingers and toes, but our new president.

Afterwards, as we sat on our bus waiting for the crowds to clear, I found it hard to breathe. It was crazy. Barely anyone was talking. We were all basking in the afterglow. I was told it had that effect on other people too.
From Pod Student to Grades Teacher: A Wildwood Alum Finds Herself Back in the Classroom

This is my first year as a Wildwood 3rd grade associate teacher. Over the past few months, people have asked me, “Does it feel weird to be back at Wildwood?” I respond by saying, “Is it weird that it doesn’t feel weird? Wildwood is my home.”

I grew up the biracial only child of two parents with demanding careers, and the Wildwood community of teachers, classmates, and parents created a nurturing environment of familiar faces and support that has continued beyond the seven years I was a student here.

I attended Wildwood at the original Olympic campus with the pond and makeshift temporary buildings. I was in Pod 1 with Sherry Varon! She visited my house before school started. I remember as if it were yesterday: We played with my favorite stuffed animal, “Bunny,” in my very pink room. It was her warmth that day that made me less afraid and ready to start my first day of school. I loved the Pods! We had fun while we learned and developed the social skills to make friends. I still have fond memories of playing dress-up.

Although Pod 1 was a blast, I was excited to get homework and have a “big kid” desk in 3rd grade. I still remember the energy and big smile of my 3rd grade teacher Lisa Glassman, which filled our colorful classroom every day. She taught me multiplication facts with “Math Mountain,” which I use to teach my students today.

Joey Kanengiser, ’04: There are so many challenges our country faces, it’s easy to feel pessimistic about our prospects. However, I believe it is our undying urge to work for a better life for those who follow us that will bring us together and help break down the obstacles that prevent real progress. Nearly every young person I meet is passionate about some national or global issue, and many of them have spent immense amounts of time and energy to serve the greater good. As a musician, I always thought that my own contribution would be to create art and help influence a new generation of thoughtful scholars and musicians. However, I have decided to broaden my goals. Although I try to make a conscious effort to live my life with respect both to my fellow human beings and the
earth, I know I can do more. Most importantly, I want to try to instill in others the same passion for learning, progressive thought, and community that I have developed.

Marie Eddison, ’05: I am thrilled with our new president! I am excited for a new chapter of personal responsibility and positive change.

Gabby Hadlock-Piltz, ’05: In the next four years, I hope to see change in our environment. For my part, I will help all I can by recycling, conserving water, and making sure that I work hard at whatever the future holds for me. I believe that change is happening, although I think the effects of change are not going to be visible immediately. However, the country is well on its way to a better future, and I am glad that I will graduate from college and be a part of it.

Caroline Barry, ’06: Change can sometimes seem difficult to implement, but things can get to a state where change is no longer an option but inevitable. We as a nation and as a planet are at this point. My role in these upcoming changes will be with environmental sustainability. My interest in the environment has taken precedence over many other matters close to my heart. What are human rights and animal rights if there is no planet to live on or enjoy? I hope to be involved in promoting ways for industries to transition into more natural or sustainable modes of production. We must stand together to make important sustainable choices that will ensure the future of this country and the rest of the world. These necessary changes are happening, although I think the effects of change are not going to be visible immediately. However, the country is well on its way to a better future, and I am glad that I will graduate from college and be a part of it.

Alumni Winter Party

Wildwood rolled out the red carpet in January for a Hollywood-themed Alumni Winter Party. Upper school alumni joined faculty and staff for an evening of catching up with former classmates, chatting about college life, and snacking on appetizers and mini cupcakes. Hosted by the Alumni Relations Department and STAR (Student Alumni Relations), the event drew about 40 partygoers. Kristen Dorsey, ’04, came decked out in jewelry from her own line. She was on break from Tufts, where she’s finishing the last semester of her five-year program. Wilson Schlamm, ’06, took time out from making short films at USC to visit with buddies Ben Thaler, ’06, and Sam Nozik, ’06. Allison Martin, ’05, and Marston Hefner, ’08, came for the party and then came back to campus the same week to participate on the Alumni College Panel.
changes are within our grasp. If we each do as much as we possibly can, change will be achieved.

Leila Shauk, ’06: I think about others, my impact on the planet and on those around me, and I always think in terms of love and peace.

Lauren Mueller, ’07: What I find most interesting about the word “change” is that it is neither conservative nor reformist. It speaks to all people, no matter what their personal hopes for the future are. In a way, this word is a unifier. It speaks to the inherent human desire for change, which is universal. The word’s ambiguity therefore allows for a common link to be drawn among different minds: It is all-inclusive. It is not nothing but rather everything at the same time. Such paradoxical words of the English language are the ones that seem to speak most to us as humans: They are both high and low, good and bad. They are words that condense a universe of meaning and sentiment into simple means of communication.

Brian Porter, ’07: I believe we as a country have the power to shape the world in a positive way. However, we might need to give up some luxuries. It is a hard thing to tell people to sacrifice now for the good of the future, especially when that future may not include this generation. I believe we will make sufficient progress but the desired progress can not be reached unless our individual egos are restrained and replaced with a little more concern for the common good.

Matt Emonson, ’08: I believe my role in shaping the country’s future involves using my status as a... continued on page 10
big square hats, and funny buckled shoes, we giggled and played while drinking non-alcoholic ale (of course we all found it to taste gross)!

Although I was sad to leave the Wildwood community that had been home to me for so many years, I left 6th grade strong, excited, and prepared to move onto junior high school (Wildwood’s middle and upper school did not exist).

Wildwood not only inspired my love for learning but it also gave me a sense of confidence that has guided me to where I am today. I’ve tackled the Midwest winters at the University of Michigan, where I pursued psychology and art and experienced big school life as an anonymous student. I’ve traveled to Florence, Italy, to study language and art and embrace the cultural diversity and opportunities of Europe. I returned to my native city, Los Angeles, where I received my bachelor’s degree in painting and art education at Otis College of Art and Design.

My love for teaching crystallized after taking several part-time teaching positions in Santa Monica and Culver City schools. At Otis, I completed the ACT Program (Artist, Community, Teaching), which exposed me to various pedagogical and child development theories, in addition to the different art educator roles in the Los Angeles area. Although I loved combining my passion for art with my passion for teaching, I wanted a more diverse teaching experience.

Last spring, I had the opportunity to substitute in the afterschool program at Wildwood. I immediately knew in my heart that I wanted to come back to “my” Wildwood full-time.

I have never felt more excited than the day I was offered the 3rd grade associate teacher position. Every now and then during the All School Meeting, I am delighted when songs like “What A Lee A Cha” and “California Grey” come flooding back so easily to my mind. It is an amazing privilege to be back at Wildwood as a teacher.

Kendra Elstad
Class of 1995
Two days after the fourth annual Multicultural Symposium, I observed a group of students huddled around the “I Pledge” wall, where people could write commitments to making change in themselves and the world. “I pledge to do right for myself so you can do right for yourself,” one student read. Another exclaimed, “I pledge to be a vocal ally in difficult situations, not a silent one.”

The bell rang and everyone walked into advisory, yet I was taken back to March 4, the day of the Multicultural Symposium. I was reminded of Rodney Glasgow’s engaging keynote address, in which he shared his story about experiencing homophobia and racism in high school. I recalled the way he captivated the audience, which included a diverse mix of students from Wildwood and the Civitas School of Leadership, a progressive public school mentored through Wildwood’s Outreach Center.

In a day packed with examples of diversity, those students—and the parent volunteers, faculty, and staff who joined them—helped to generate a palpable sense of excitement and open-mindedness. After Rodney’s address, everyone participated in workshops that ranged from discussions of gang life, ageism and sexism in Hollywood, and white privilege in standardized testing to a hands-on salsa session that presented dance as cultural exploration.

After the morning program, Civitas and Wildwood students shared conversation and exchanged ideas in a unique Mix-It-Up lunch. A pair of students enthusiastically endorsed the message of the day: “We realized we have so much more in common than we thought.”

The afternoon included an inspiring musical performance by a special ensemble of students and faculty, a keynote address by religious scholar and author Reza Aslan, and a culminating interactive session of drumming led by The Drum Café, at which the audience literally created rhythms of change. But that wasn’t all. For the first time, the symposium offered an evening event for our community. Parents and students listened to social activist and author Max Kennedy, enjoyed a reprise of the musical ensemble, and found their rhythm while drumming as a group.

I thought about all these activities, conversations, and shared moments as I walked to advisory, and I also considered the goal of the day: To recognize the strength in diversity, understand the value of open-mindedness, and in some small way, build a stronger community and make the world a better place. I am convinced that the symposium left everyone both changed and inspired to make change.

Chad Wemischner
Class of 2009

Multicultural Symposium: Rhythms of Change
Wildwood Outreach Center Inspires Student Action

It's no secret: All schools are not created equal. That's especially true in Los Angeles, where one in every three students drops out of public school. Last semester, junior Nina S. learned about the state of Los Angeles schools through her internship with Wildwood's Outreach Center.

In the fall, Nina attended the Coalition of Essential Schools (CES) Fall Forum in North Carolina, where she had an opportunity to work with Civitas School of Leadership. Civitas is one of the two public schools mentored by Wildwood through the Outreach Center. Motivated by her experience, Nina is now doing what Wildwood encourages all students to do: She is putting her learning into action.

Twice a week, Nina goes to downtown Los Angeles to the Roybal Learning Complex, which is the home of Civitas and the site of her internship this semester. Nina works with faculty and students on their Gateway process, which begins this year. For Nina, the experience has been what she calls her “community awakening.”

“Driving to downtown every week and experiencing a completely different environment that is so close but so separate from the Westside awakens my curiosity; I am eager to discover all the things I’ve been missing about my community,” she says.

Nina is one of many students who have been inspired by the work of CES and the Wildwood Outreach Center. Each year, four juniors attend nationwide meetings hosted by CES, where the Outreach Center’s mentoring work takes place. Last year, Chad W., Melanie C., Chanel A., and Max L. participated in the program. Chad was so inspired by the work that he and Melanie started a new student club at the middle and upper campus. LEAD, or Leadership for Equitable Action and Democracy, provides students with a forum to discuss and advocate for change within the Wildwood community. “I believe a school is a place for student leadership, and I hope the LEAD Club can empower, promote, and sustain student voice,” says Chad.

Melanie says the relationships with other CES schools spurred her to co-create LEAD. “The relationships I have built with people both inside and outside of the Wildwood community have been ones that have shaped my high school experience,” she says. “Working with the mentor schools was a rewarding experience because I felt like I was making a difference for their schools and learning a lot about my school at the same time.”

This year, Nina, Tatiana R., Timmy G., and Gabe K. have been involved with Wildwood Outreach Center’s mentoring work. Nina and Timmy traveled to Oakland to visit Arise Academy in March. They also had leadership roles in hosting Civitas’ 10th grade Multicultural Symposium.

Brooke Merryfield Outreach Coordinator

Winter Sports Wrap-up

Wildwood’s athletes proved the truth in the adage, “You win some, you lose some” during the winter season, demonstrating remarkable talent in some areas and proving their determination to grow in others.

Leading the Wolf pack in victories was the upper school boys’ soccer team, which claimed the league title to qualify for the playoffs. Their loss to a tough but worthy opponent hardly dampened school spirit—a league title is truly something to howl about!

Upper school boys’ basketball also qualified for the playoffs, and traveled to Rialto, where they played admirably but lost to Bloomington Christian.

Upper school girls’ soccer and basketball were in growth mode this season. “We really stepped it up to be a more competitive team and still have fun,” said girls’ soccer coach Andrea Alfiler, who is also the discipline coordinator for physical education.

In middle school, the boys’ basketball team (white) made it to the finals, where they lost to Westchester Lutheran. Both the girls’ and boys’ soccer teams celebrated their march to the semifinals. Boys’ basketball team (blue) made it to the quarterfinals, where they scored a surprise win against Calvary Christian.

The middle school girls’ basketball team knew they were in for a challenging season; last year they went undefeated and, as a result, moved up to the A division—facing a far tougher bunch of teams. The lady Wolves didn’t flinch, though, and proved their good sportsmanship in every game.

The spring season is now underway, and Wildwood is fielding teams in tennis, baseball, track and field, and golf. Check www.wildwood.org for sports schedules, and go out and support our Wolves!
Updates from Wildwood’s Board of Trustees

Strategic plan update
After 10 months of work that included gathering input from all corners of the community, Wildwood’s strategic plan has been drafted by the steering committee and is with the Board of Trustees for review. The Board is slated to approve the final plan in March and present it to the community at the State of the School event on April 23.

New board members

The Board welcomed new trustees Nina Houghton and Daron Watts in January.

Nina is a researcher and consultant with Inverness Research Inc., an educational research and consulting firm based in northern California that focuses on the effectiveness of educational reform initiatives. She currently serves on the boards of the First School Financial Aid Trust, The World Is Just a Book Away, and The Triangle Fund. Nina is also active in the high school speakers’ program at Planned Parenthood Los Angeles. A former elementary school teacher, she holds a bachelor’s degree from Stanford University and a master’s of education from Lesley University. Nina and her husband, Kent George, have a son in 4th grade and a daughter in Pod 5.

Daron is a partner at Sidley Austin LLP, where he heads the West Coast Food and Drug Practice Group. Named one of the Daily Journal’s 2008 “Top 20 Under 40,” which recognizes California’s top attorneys under the age of 40, Daron’s work includes litigation, regulatory, and public policy matters in California and Washington, D.C. He has been published in major food and drug industry trade papers and is a frequent speaker on health and nutritional issues. He received his bachelor’s degree at the University of San Diego and his law degree at University of Southern California. He and his wife, Monique, are parents to a 5th grade daughter and a daughter in Pod 4.

Annual Fund 2008-2009

We are grateful to the Wildwood parents, grandparents, alumni, alumni parents, faculty, staff, and Board members who’ve demonstrated their support for the school by contributing so generously to this year’s Annual Fund. Driven by more than 80 committed parent volunteers, the 2008-2009 Annual Fund has so far seen 92 percent of our community participate, including 100 percent participation from our faculty, staff, and Board of Trustees. As of March 9, 2009, the campaign total reached nearly $1.2 million. These crucial funds help ensure and sustain the outstanding programs that make a difference for every child, teacher, and family. We extend heartfelt thanks to the Wildwood community for its support of the Annual Fund and welcome hearing from those who have yet to participate.

The list below reflects gifts and pledges received through March 9, 2009. Every effort has been made to list donors accurately. If an error has been made, please accept our apologies and notify the Development Office at (310) 806-4517.

ANNUAL FUND 2008-2009 GIFTS AND PLEDGES

Redwood Circle
Kitty Stoneburner and Ken Abdalla
Kathleen McGrath and J. J. Abrams
Cynthia and Alan Berkshire
Nina Jacobson and Jennifer Bleakley
Kristina Deutsch and Joel Brand
Fiona and Stewart Copeland
Traci and Joseph Ferguson
Cynthia and Glenn Frey
Patricia and Lewis Halpert
Janet and Selwyn Joffe
Ricki Lake
Kathleen Kennedy and Frank Marshall
Lee and Ronald Miller
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Lona Williams and David O’Connor
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April 23
State of School

April 26
Elementary Spring Social

May 6
Parents Affinity Group Event

May 7
Senior Institute Jazz Concert

May 20
Upper School Sports Recognition Night

June 4
5th grade Culmination and 12th Grade Graduation