We Are DMA

118 students served
22,680 healthy meals served
277 families served
12:1 student to teacher ratio
22,680 healthy meals served
347 students have graduated from DMA
203 graduates served by the Graduate Support Program
12:1 student to teacher ratio
93 graduates in high school
137 graduates pursuing a post-secondary milestone
30 community partners
637 individual & institutional donors
125 active volunteers
6 counselors
27 faculty & staff members
3 teaching support volunteers
130 professional development hours
942 hours of 1:1 counseling
Dear Friends,

Still We Rise. This simple phrase holds so much meaning to us at De Marillac Academy as we began the 2020-2021 school year under extraordinary circumstances. Amid a global pandemic, economic uncertainty and civil unrest, our community has come together with resolve and resilience to continue to serve De Marillac Academy’s important mission each day.

As De Marillac Academy enters our 20-year anniversary, our theme for this year “Still We Rise” calls us to celebrate the incredible work of our organization over the past twenty years and look ahead with clear vision and determination as we move into the next chapter of our history. Inspired by the words of Julia C. ’13 poem "Rise Above” in DMA’s first 8th grade poetry anthology, our theme also acknowledges the hope and fortitude that inspires us to play an active role in positive change, especially during difficult times. In a time when our nation is hurting from the pandemic and isolation, we also echo the sentiment laid forward by Dr. Maya Angelou in her celebrated poem, “Still I Rise.”

Leaving behind nights of terror and fear
I rise
Into a daybreak that’s wondrously clear
I rise

Still We Rise. We are thrilled to share this year’s Impact Report with you and highlight some of the extraordinary stories of our students and graduates. We accomplished so much together in the 2019-2020 school year, and we are so grateful for your continued support. At De Marillac, we make a 15-year commitment to our families, knowing that the need for educational, personal, spiritual and financial support doesn’t end at 8th grade graduation. This commitment would not be possible without our sponsors, the Daughters of Charity and De La Salle Christian Brothers, and each of you who have generously invested in providing access to education and opportunities to others. This year, we are pleased to include the name of every single donor who has given to De Marillac Academy, our volunteers and community partners who share countless time and resources to support us.

Thank you for all you do, and we look forward to having you join us at DMA’s very first virtual Annual Scholarship Benefit on Thursday, April 22, 2021!

In gratitude,

Theresa Flynn Houghton,
President
Welcome to the Board!

De Marillac Academy is thrilled to welcome its first alumna, Bianca Rojo-Jaime ’04, to the De Marillac Academy Board of Trustees.

Bianca graduated with De Marillac’s first class in 2004 and attended Saint Mary’s College High School in Berkeley. While in high school, her parents were deported to Mexico, and Bianca spent time in both countries, ultimately returning to the U.S. to finish her high school education. Bianca is a true example of resilience and perseverance as she faced many challenges, including working several jobs to provide for herself and her brother.

In 2008, she graduated from Richmond High School and began classes at San Francisco State University. During college Bianca was an activist working to reform immigration laws. She interned with an attorney to learn about immigration policy and was awarded a prestigious summer internship in the Office of U.S. Representative Nancy Pelosi. Bianca currently works as a Removal Defense Legal Assistant for Catholic Charities East Bay where she helps clients with immigration cases. Bianca joined the De Marillac Board over the summer along with Steve Beverage, Betsy Little and Mike Silvestri. Welcome new board members!
20 Years: Still We Rise

1633 • The Daughters of Charity were founded with the purpose to prepare young women to minister to the poor in Paris.

1680 • The De La Salle Christian Brothers were founded to provide a Christian education to children of poor and working-class families in Reims, France.

1998 • The vision for De Marillac Academy began with the realization that there was not a middle school for the children and families living in the Tenderloin neighborhood. School name chosen in honor of St. Louise de Marillac, co-founder of the Daughters of Charity.

2000 • Construction on the former St. Boniface school building (175 Golden Gate Avenue began.)

2001 • The school opened with its first class of 19 sixth graders at a temporary site, Sacred Heart Cathedral Preparatory.

De Marillac Middle School was founded by the Daughters of Charity, De La Salle Christian Brothers, community-based and faith-based individuals and institutions committed to providing educational opportunities.

2002 • Students began attending classes at the completed school building at 175 Golden Gate Avenue.

2004 • DMA’s first class graduated; support continued as the graduates transitioned to high school.
De Marillac Middle School expanded to the 4th and 5th grades and changed its name to De Marillac Academy.

De Marillac Academy hosted its first fundraiser “A Gift of a Day” with a cocktail reception in the school hall. Over the years, this event evolved to the Annual Scholarship Benefit.

Investment in graduate support and resources led to the formal creation of the Graduate Support Program.

The first 6th grade class attended outdoor camp.

The DMA Select Choir performed for the first time at the Macy’s Holiday Window Unveiling.

The Class of 2013 produced the first 8th grade poetry anthology.

De Marillac Academy completed construction on the library and science lab.

The Class of 2004 graduated from high school.

DMA completed construction including the art studio, counseling rooms, faculty and staff lounge and the De Paul meeting space.

DMA Saints athletics program launched with a girls basketball team.

De Marillac Academy completed construction on the library and science lab.

DMA Saints 7th and 8th grade boys basketball teams won championship games.

Bianca Rojo-Jaime ’04 joins the Board of Trustees as the first alumnus trustee.

De Marillac Academy celebrated its 15-year anniversary.

De Marillac received the “Community Inspiration Award” from the City of San Francisco for its community leadership in the Tenderloin.

Students were featured in a KQED interview through our 826 Valencia partnership.

Western Association of Schools and Colleges Accrediting Commission for Schools reaffirmed De Marillac’s accreditation.

DMA Saints 7th and 8th grade boys basketball teams won championship games.

Bianca Rojo-Jaime ’04 joins the Board of Trustees as the first alumnus trustee.

De Marillac Academy celebrates its 20-year anniversary.
Rethinking School Discipline

At De Marillac Academy, our 15-year commitment to our students, graduates and their families is guided by our belief that every student should have access to a great educational experience and the opportunity to reach their full potential.

Our holistic and formative programming focuses on the wellbeing of the whole student including cognitive, emotional, social, physical and spiritual health. With this approach, our school administrators evaluate our programs to ensure they are providing support and growth experiences for students.

Over the last few years, DMA school administrators have focused on evaluating and enhancing our discipline program to ensure our practices are focused on healing trauma, building relationships and strengthening our school community. One goal of DMA’s discipline program is to teach students to have the skills necessary to develop self-awareness to understand, manage and regulate their own emotions.

We are talking more about alternatives to punitive responses to challenging behaviors, and we have introduced restorative circles to our school community including faculty and staff.
Assistant Principal Adam Vincent is committed to prevention-oriented approaches to school discipline to reduce the number of suspensions, expulsions and their adverse impact on students. Adam is currently enrolled in Loyola University Chicago’s School Discipline Reform Certificate Program and is spearheading efforts to ensure restorative justice practices are in place instead of traditional punitive practices.

“We know that zero-tolerance policies have proven ineffective,” says Adam. “Since I began the Loyola program, we are talking more about alternatives to punitive responses to challenging behaviors, and we have introduced restorative circles to our school community including faculty and staff.”

A major component of DMA’s discipline program is professional development focused on restorative justice practices for faculty and staff. Dr. Joe Gumina, psychologist at the Kalmanovitz Child Development Center, has been instrumental in guiding DMA towards restorative approaches. He has trained faculty in the Collaborative and Proactive Solutions approach, a restorative model created by Dr. Ross Greene with Lives in the Balance.

This model assumes kids do well if they can vs. kids do well if they want to. One of the student “Bill of Rights” under this model is to help educators and others who work with students understand that challenging behavior may be connected to a developmental delay and children should receive the same compassion and approach that are used with cognitive delays.

Key components of this model include an empathy step, involving reflective listening, clarifying questions, and after defining the adult concerns, an invitation to collaborate with students and brainstorm solutions to problems rather than imposing punishments.

Dr. Gumina has emphasized to DMA faculty and staff to “express more curiosity than frustration” when working with students and challenging behavior.

Dr. Alejandro Covarrubias, a social justice and equity consultant, has also led workshops at DMA. In his first session with faculty, “Understanding the Self to Better Serve Others: Exploring Identity and Dynamics of Power, Privilege and Oppression,” teachers were given space to reflect on self, identify and articulate some of the messages they might have learned in their own educational journeys around race, class, gender and how they relate to school discipline.

Dr. Covarrubias’ other workshop was for middle school boys (and male faculty) to candidly discuss toxic masculinity and how it shows up in our school life. Students and teachers participated in exercises to recognize what we are taught about masculinity and manhood and dispelled the myths of the tough guise. This is especially important because male students of color are disproportionately represented in school disciplinary practices.

Conversations around social emotional wellbeing, gender, race and systems of oppression are all important conversations that we must continue to have as an organization and in our classrooms with our students. These conversations, along with the implementation of restorative justice strategies will not only help us better serve our students to build their skills in self-regulation and emotional resilience but will also support our students to grow as caring citizens.
DMA Students Interviewed by KIQI 1010

At De Marillac, we strive to expose our students to new experiences and opportunities to help them grow.

Partnerships with local nonprofits like 826 Valencia, Alonzo King LINES and Cutting Ball Theatre play a critical role in supporting these efforts. Through our partnership with 826 Valencia, three of our eighth-grade students were selected to participate in a radio interview with KIQI 1010, a Spanish-language radio station in San Francisco. According to their website, KIQI reaches over 14 Northern California counties with a reach of over 2 million people.

Daniela, Johnny and Katia read their selected writing pieces and talked about their experience with 826 Valencia. Johnny’s piece, about homelessness in our community; Katia's piece, about taking action on climate change; and Daniela’s piece was an ode to San Francisco. We are so proud of our students for sharing their voice on such important topics! And we are incredibly grateful for our community partners who walk shoulder to shoulder with us to provide such wide-ranging opportunities for our students.
A Day In the Life: Distance Learning

In mid-March, students throughout the U.S. were informed that schools would be closed and a new form of learning would start. De Marillac Academy students, families, faculty and staff responded with determination and grace to pivot to distance learning. As the pandemic continues, De Marillac Academy began the 2020-2021 school year with continued distance learning. Here’s what a typical school day might look like for 7th grader Sophie.

7:00 am    Wake up and play with my sister, have breakfast with my sister and mom before she leaves for work.
8:00 am    School-wide assembly via Zoom. Today the 5th graders are leading prayer, followed by student council announcements.
8:30 am    Social studies
10:30 am   P.E. Our teacher leads us in stretches and a yoga class, then our teacher plays music and we dance! As usual, we end class with a meditation.
12:45 pm   Math
2:15 pm    Meet with my Language Arts teacher during her office hours so we can talk about my upcoming essay assignment.
3:00 pm    Enrichment classes offered by our partners like Alonzo King LINES Ballet and Boys and Girls Club. Some classes offered are dance and theater, creative writing and drama club.
4:00 pm    Time to relax and start my homework! My mom will be home soon, and my family will eat dinner together before my dad leaves for work.
Graduate Success

Embracing the Non-Traditional Path: Samuel Rangel Carrizales ’07

Samuel Rangel Carrizales can see his future clearly and is excited for what lies ahead.

Samuel, who graduated from De Marillac Academy in 2007, is preparing to join the Air Force to continue his educational, personal and professional growth. With an interest in cyber security, he plans to serve in the Air Force and grow his knowledge to design, install and support advanced computer and security systems.

Like many DMA graduates, Samuel took a non-traditional path after high school and participated in a certification program through Year Up, a nonprofit that provides training, corporate internships and support for young adults to reach their potential through careers and higher education.

Samuel saw Year Up as an opportunity to begin his career in the field of tech but didn’t realize that the application process would be so challenging and teach him a valuable life lesson.

"After two failed attempts to enter the program, I was a little discouraged," explained Samuel, "but Mr. Vaughan and the Graduate Support Program (GSP) never gave up on me and gave me the support I needed to succeed."

GSP supported Samuel with his entrance essay and by practicing interview scenarios and etiquette. His hard work paid off, and he was admitted to the program. Since then, he has had a successful career working at some of the best tech companies including Google, Airbnb and Salesforce.

More recently, Samuel began to feel stagnant in his work and was introduced to the Air Force as a way to change the course of his career path while gaining work experience in cyber security.

While his post-secondary path has not been straightforward, Samuel has enjoyed every twist and turn. His path and the support from DMA’s Graduate Support Program has taught him how to face life’s many challenges, no matter how hard the challenge may seem, and to continue to strive for growth.

"DMA believed in my potential – even at times when I didn’t – and encouraged me to persevere and make my parents proud, and for that I will always be grateful."
High School Graduation Rate

100%
of the Class of 2020 graduated high school in four years

95%
of all DMA graduates, in our 20 years, have completed high school in four years

College Enrollment Rate

96%
of the Class of 2016 enrolled in college this fall

Kristine D. ’11 at her graduation from Loyola Marymount University with her siblings Kevin ’06, Katherine ’17 and their parents.
Thank You
2019-2020
Board of Trustees

We express our sincerest appreciation and gratitude to De Marillac Academy’s Board of Trustees, who safeguard our mission and ensure the fiscal health and future of our school and its programs.

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Community and partnership have been central to De Marillac Academy since our founding in 2001. We remain grateful to our sponsors, the Daughters of Charity and De La Salle Christian Brothers, and to all our partners who generously support our mission to provide quality education to the children of the Tenderloin, SoMa and surrounding neighborhoods. We are pleased to acknowledge our sponsors, donors, volunteers, families and community partners for their contributions between July 1, 2019 – June 30, 2020.

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DMA believed in my potential – even at times when I didn’t – and encouraged me to persevere and make my parents proud, and for that I will always be grateful.

—Samuel Rangel Carrizales ’07
Financial Overview

Revenue
Total: $3,323,302
- Family Fees: 2%
- Business Organizations: 12%
- Foundations: 23%
- Sponsor Subsidies: 34%
- Individuals: 29%

Expense
Total: $3,269,820
- Fundraising & Events: 19%
- Management & Administration: 12%
- Educational Programs: 69%
At De Marillac Academy, we believe that neighborhood of residence and socioeconomic status should not determine a child’s access to a quality education or ultimate success in life. De Marillac’s holistic program prepares students and graduates to lead lives of choice, meaning and purpose.