

826
VALENCIA

ANNUAL
REPORT

2014–2015



Dear friends,

One of my favorite memories from this past year is the day we celebrated signing our new lease in the Tenderloin with an on-site announcement in conjunction with Mayor Ed Lee, Supervisor Jane Kim, and about 100 of our new neighbors. The event itself was full of energy, warmth, and so much hope. And while the unveiling of our sign was thrilling, what was even more compelling to me was the conversation I had just moments before the event started.



PHOTO BY DAVID ELLIOTT

I walked into our new space to see two police officers. When I introduced myself, one officer said, “I know you guys. My daughter came to you for help with her personal statement for college. She came home from her tutoring session and went on and on about how the tutor pulled her story out of her. She couldn’t have done it without the help.” I quickly asked her to give my speech for me, as she had so eloquently described the impact we hope to have every day with our kids: pulling stories out of our talented students and, through a deep sense of purpose and lots of support, helping them achieve their dreams. While the officer politely declined to give my speech for me, I took her words to heart and carry them with me every day as we continue our great work in our Mission center, in our schools, and now in the Tenderloin!

We cannot make the difference we aim to make without your support. Please read on to learn about our accomplishments from last year and our expansion plans. Thanks for all that you do for our young writers and scholars.

Warmly,

Bita Nazarian, Executive Director



Mission

826 Valencia is a nonprofit organization dedicated to supporting under-resourced students ages six to eighteen with their creative and expository writing skills and to helping teachers inspire their students to write. Our services are structured around the understanding that great leaps in learning can happen with one-on-one attention and that strong writing skills are fundamental to future success.

History

Named for its street location in the Mission District of San Francisco, 826 Valencia was founded in 2002 by author Dave Eggers and educator Nínive Calegari. 826 Valencia comprises a much-used writing lab, a student-friendly pirate supply store that partially funds our programs, and three satellite writing spaces at nearby schools. Since we opened our doors, more than 7,000 volunteers have dedicated their time to working with tens of thousands of students.

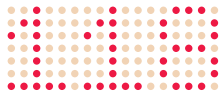
Due to the success of 826 Valencia's model, 826 National was founded in 2008 to help other cities launch their own organizations. We are now one of seven official 826 chapters in the United States, and we've been the inspiration for many other like-minded groups worldwide, all dedicated to supporting strong writing skills in students.

Why Writing Matters

At 826 Valencia we believe that all students deserve to succeed. In San Francisco, one in three fifth-graders is not proficient in reading and writing — a literacy gap that disproportionately affects the low-income students of color who live and learn in the neighborhoods we serve. Meanwhile, current research and national writing standards underscore the importance of writing skills in 21st century careers. We recognize that this gap is not just one of achievement, but of opportunity. All students should experience wonder, creativity, and pride as part of the writing and learning process, and we believe that access to meaningful support and safe, beautiful spaces can transform a young person's relationship with writing.

2014–2015 BY THE NUMBERS

130 TOTAL N^o. of **TEACHERS SUPPORTED**



TOTAL N^o. of
SCHOOLS
SERVED



4 5 2 5

TOTAL N^o. OF PROGRAM HOURS

TOTAL NUMBER
OF ACTIVE
VOLUNTEERS **720**

TOTAL N^o. of
PUBLICATIONS
PRODUCED

TWENTY

SIX

5107 TOTAL NUMBER OF
STUDENTS SERVED



There is empowerment in the act of writing. Writing is agency; it's a tool for making your mark on the world, for processing experiences, and for bringing what lives in the imagination to life. The sharing of stories evokes emotion, builds community, and inspires action. As a skill, an art, and a practice, writing is crucial.

How We Do It

The best way to help students learn is to sit down beside them and give them the individual attention of a caring, skilled adult. So we train and organize hundreds of volunteers to give students this one-on-one attention, helping teachers and schools do their difficult jobs with more support.

We also honor our students' writing by publishing it and sending it out into the world. This encourages students to work hard and feel proud of an authentic end product, and gives them a unique sense of ownership. Through this supportive, rigorous, project-based model, we provide a safe and creative "third space" for students that cultivates wonder as part of the writing process, empowering them to learn, think, and write.



In-Schools

Every school year, 826 Valencia leads teams of volunteers to high-need middle and high schools around the city to support teachers and provide one-on-one assistance to students as they tackle various projects. During the 2014–2015 school year, our volunteers helped students write research papers, letters to Congress, college-entrance essays, oral histories, and articles for newspapers and magazines.

“Many students greatly benefited from having an adult to listen to their ideas and questions. The one-on-one support led to much better writing with more depth. The podcasts done with 826 tutors were the best of the semester.”

ANNE MARIE GRACE, TEACHER AT DOWNTOWN HIGH SCHOOL

WRITERS’ ROOMS

We have a strong presence at two nearby schools, where we staff two 826 Writers’ Rooms to support teachers and students on site throughout the year. Last year marked the eleventh year of our Writers’ Room at Everett Middle School, and the grand opening of a brand new room at Mission High School. Our staff worked with the administration of each school to serve as many students as possible throughout the year, and particularly focused on supporting English Learners.

IN-SCHOOLS TUTORING BY THE NUMBERS

TOTAL N^o. of INDIVIDUAL VOLUNTEERS **332**

TOTAL N^o. of
IN-SCHOOL
PROJECTS
FORTY
FOUR

2020
TOTAL NUMBER OF
STUDENTS SERVED

TOTAL
N^o. OF
PROGRAM
HOURS

Q: Would you recommend participating in an 826 Valencia program to your students and their families? Why or why not?

A: Absolutely! The program is a highly structured and professionally coordinated workshop that many of our students with the most needs don't have access to.

FRANK LARA, FOURTH GRADE TEACHER AT BVHM

Teachers reported that students developed their ideas more fully and expressed themselves more clearly as a result of the support in the Writers' Rooms.



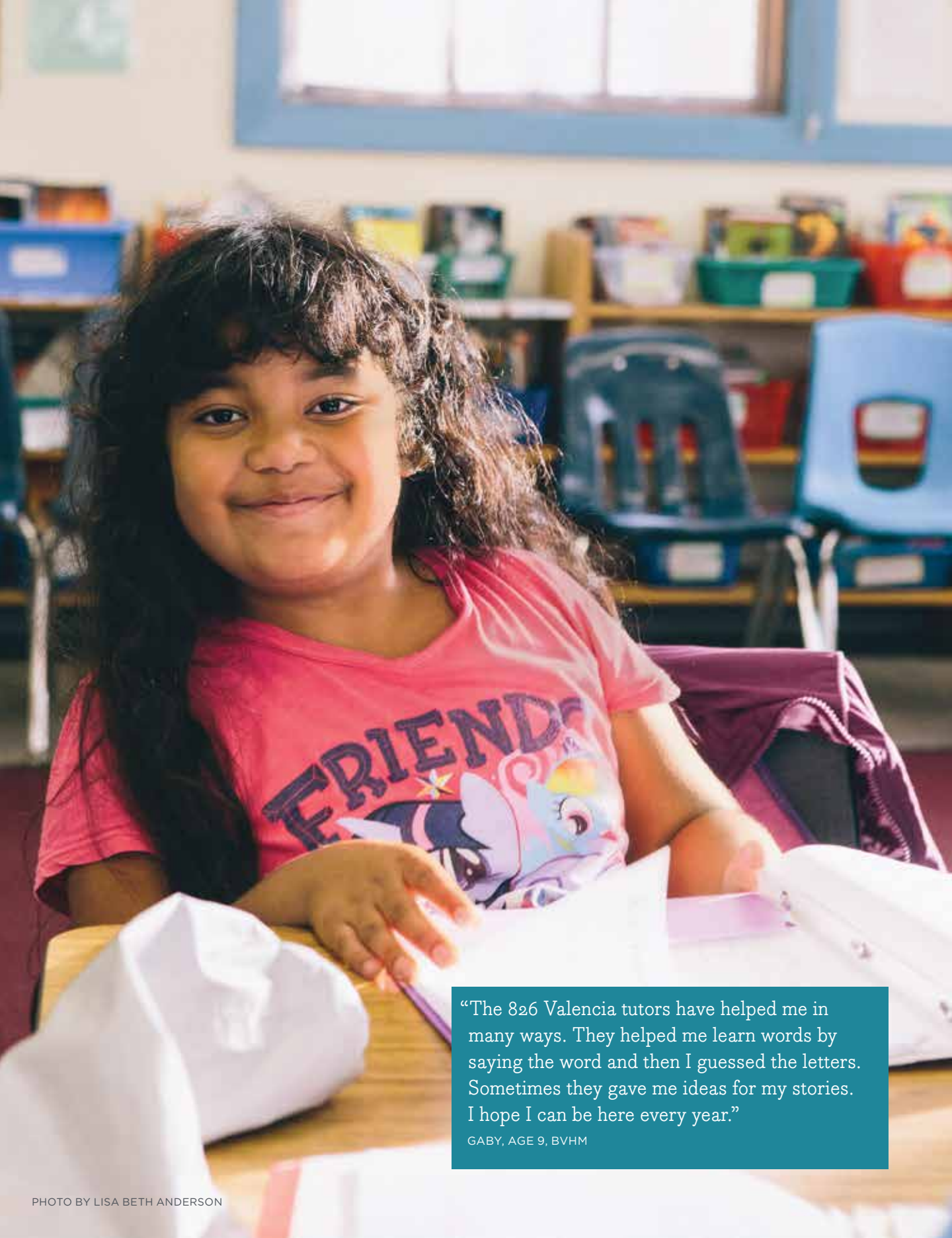
PHOTO BY LISA BETH ANDERSON

AFTER-SCHOOL WRITING AT BUENA VISTA HORACE MANN

In 2013, we launched a new satellite after-school program for forty third- and fourth-grade English Learners at Buena Vista Horace Mann (BVHM), a bilingual K–8 school in the Mission District. Last year, the program grew to support fifth-graders as well, allowing students to access support with their writing four days a week for three crucial years. 826 Valencia staff worked with teachers at BVHM to develop a creative writing curriculum that enhanced academic learning in the classroom. After two years of 826 programming, 78% of students grew six or more reading levels, which puts them on target to reach grade level proficiency.

TEACHER OF THE MONTH

From the beginning, 826 Valencia's goal has been to support teachers in doing their difficult and crucial jobs. For this monthly award, teachers are nominated by students, parents, and others who send in letters, pictures, and videos letting us know how special the teacher is. Every month we hear about so many amazing teachers, and we've been moved to tears more than once. This year we honored teachers from nine schools, and each winner received a check for \$1,500.



“The 826 Valencia tutors have helped me in many ways. They helped me learn words by saying the word and then I guessed the letters. Sometimes they gave me ideas for my stories. I hope I can be here every year.”

GABY, AGE 9, BVHM



After-School Writing at Buena Vista Horace Mann

Meet Gaby, age 9, a third-grader in our after-school writing program at Buena Vista Horace Mann. Gaby came into the school year reading below grade level. As a result of the support she received through working with 826 Valencia tutors on creative writing prompts four days a week, she demonstrated accelerated growth and is now reading above her grade level!

We saw firsthand how Gaby's relationship to reading and writing has been transformed by the creative writing she does after school. This year, when asked to write an ode to something important to her, Gaby chose to write an ode to books:

*Books are awesome
and have a lot of words.
They teach people.*

*Books are awesome,
because teachers read them.
They help the world.*

Gaby's not alone. In the 2014–2015 school year, all of the third-graders who participated in our program came into the school year reading below grade level, and by the end of the year 100 percent of those without special learning needs were reading at or above grade level. This is particularly noteworthy because third-grade reading proficiency is used as an indicator toward life long reading proficiency and a predictor of future college readiness. We are so proud of Gaby and can't wait to see what she writes next.

After-School Tutoring

826 Valencia offers long-term, intensive support to students outside of their regular school day. From August through May, our center was packed four days each week with neighborhood students who came in for one-on-one tutoring in all subject areas. After-School Tutoring supports students' academic success by providing individualized tutoring on homework assignments, daily creative writing practice, and space to discuss what they're reading. Students also have access to drop-in tutoring on Sundays, which is open to all.

SURVEY SAYS...

91% of parents said 826 offers their child help with homework that they cannot provide.

96% said their child is getting better grades in school because of our help.

96% said their child understands his/her homework better with the help of tutors.

96% said their child received the specialized attention he/she needed to complete homework assignments.

PATHWAYS EVENING TUTORING

In 2012, 826 Valencia expanded the After-School Tutoring program with a twice-weekly evening session geared toward the unique needs of middle

PHOTO BY SETH GOLUB



AFTER-SCHOOL TUTORING BY THE NUMBERS

TOTAL N^o. of **ONE HUNDRED FORTY TWO** SESSIONS

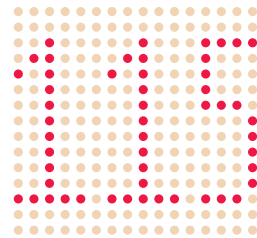
TOTAL N^o. of **102** STUDENTS SERVED



102

AVERAGE N^o. of STUDENTS PER SESSION **THIRTY**

TOTAL N^o. of INDIVIDUAL VOLUNTEERS



and high school students. Tutors come prepared to support more complex homework assignments, and we partner with the nearby organization ScholarMatch for these evening sessions to help students and parents access college application and financial aid support. The program has grown each year.

EXPLORING WORDS SUMMER CAMP

School may let out for a few months, but 826 Valencia keeps at it with year-round educational programming. In the summer of 2013, we offered our seventh annual Exploring Words Summer Camp to ensure that students continue learning, year round.

In addition to our traditional creative writing curriculum, the five-week camp focused on STEM (Science, Technology, Engineering, Math). Students conducted science experiments that tied into their creative writing assignments, and developed portfolios of their best work with the one-on-one support of tutors.

Q: What makes you excited about coming to 826 Valencia for After-School Tutoring?

A: I'm excited because I want to finish my homework and then I can go to the Writing Table, and when your writing gets better you will have good ideas.

KEILY PONCE, AGE 8, MOSCONE SCHOOL

Workshops

During the 2014–2015 school year, 826 Valencia offered forty-two workshops designed to foster creativity and strengthen writing skills in a wide variety of areas. Workshop topics included writing for sketch comedy, a mock trial workshop, portfolio support for students applying to arts high schools, and journalism for our in-house newspaper, *The Valencia Bay-farer*. All workshops, from the playful to the practical, are project-based and taught by professionals working in their field.

SURVEY SAYS...

95% of students said they learned new things about how to be a good writer.

97% said they had fun.

84% said the workshop increased their confidence about writing.

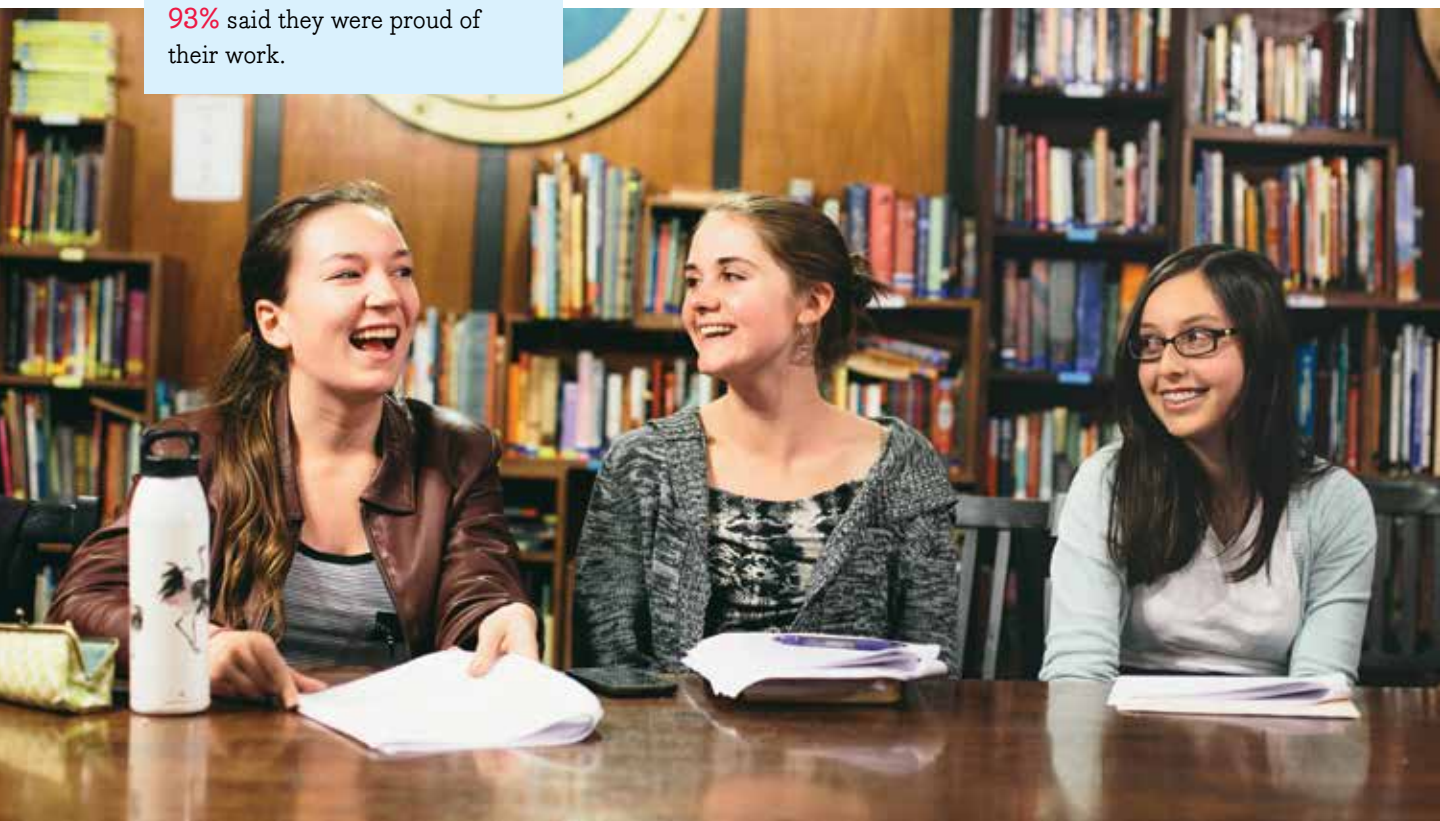
84% said the activities made them think hard about writing.

93% said they were proud of their work.

SUMMER YOUNG AUTHORS' WORKSHOP

In August, 826 Valencia hosted its eleventh annual and longest ever Young Authors' Workshop, an intensive eight-day writing camp for Bay Area students entering grades ten through twelve. Students teamed up with professional writers, poets, and spoken word artists to craft original work that they shared with their peers in a rigorous and supportive learning environment.

PHOTO BY LISA BETH ANDERSON



WORKSHOPS BY THE NUMBERS

AVERAGE N^o. of STUDENTS PER SESSION **TEN**

TOTAL N^o. of
WORKSHOP
SESSIONS

104

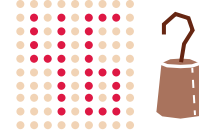
TOTAL NUMBER OF
SCHOOLS SERVED **112**



TOTAL N^o. of
STUDENTS
SERVED

2 2 2

TOTAL N^o. of
INDIVIDUAL
VOLUNTEERS



825 VALENCIA STREET, SAN FRANCISCO, CALIFORNIA

ISSUE 51: OCTOBER, 2014



WRITTEN BY STUDENTS. READ BY ALL.

FREE FOR KIDS AND OCEAN-GOING MARINERS



Photos of severely drying water lines of Lake Oroville, California by Justin Sullivan (Getty Images) courtesy of www.fox.com

DEATH BY DROUGHT

BY BEN FRIEDMAN-HIBBS, AGE 13

Sure, we've all heard about the drought. It is causing a dry spell with very little rain, and it is drying out the landscape. But there is one terrifying fact that most people don't know: the drought is literally MOVING! According to

NASA, "So much groundwater has disappeared — much of it from pumping to farms — that it's causing the state to shrink in mass." Now, you may be thinking, "Why should I care if there is a drought?" There are a few simple

SOCIETY'S NEW VOCABULARY WORD: "SELFIE"

BY CALVIN NICHOLSON, AGE 13

Note to self: add "selfie" to my vocab. The *Oxford English Dictionary* defines the term selfie as "a photograph that one has taken of oneself, typically one taken with a smartphone or webcam and shared through social media." They declared it "The Word of the Year" for 2013 and

it beat out "twerk" and "bitcoin." Obviously, it's a very popular word. Would you ever believe a selfie to be worth one billion dollars? *The Hollywood Reporter* stated that "Publicist CEO Maurice Levy has valued Ellen DeGeneres' Oscar selfie at between \$800 million and \$1 billion." Any takers?

How did selfies become so popular? Twerking didn't become popular in a day — for instance, Lina Mitsuhi was the "original" twerker — and

answers. First, the plants all need water take for granted. We use daily, such as dishes. The final p and not have enough According to

neither did selfies. Put, Stevie Nicks camera and what

INSIDE:
BAY AREA & CALIFORNIA CIVICS
WHAT'S SCIENCE & TECH
LIFESTYLE CULTURE...



REACHING FOR THIS NAME

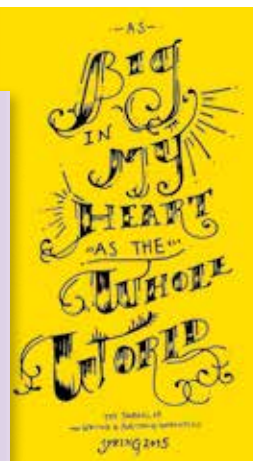
Poems, Stories, and Essays About Being the Protagonist



8th Valencia Young Authors' Workshop Summer 2014

"Both writing myself and hearing other people's writing was a very moving and enriching experience."

EMILY, AGE 17, ON THE YOUNG AUTHORS' WORKSHOP



College and Career Readiness

Last year, we offered a series of programs designed to prepare students for college. We provided eight \$15,000 scholarships to college-bound seniors. We served 160 high school seniors at the Great San Francisco Personal Statement Weekend, where students received undivided attention on their college-entrance essays. We also partnered with ScholarMatch to offer college access workshops for our seventh- to twelfth-graders during evening tutoring. ScholarMatch also provides ongoing support to our scholarship winners while enrolled in college and helps them transition successfully into college life.

2015 SCHOLARSHIP WINNERS



Weiqi Liang
THE FLORENCE & IRVING
HOCHMAN MEMORIAL
SCHOLARSHIP



Akram Alakel
THE TAYLOR RENFREW
INGHAM MEMORIAL
SCHOLARSHIP



Yuling Wu
THE ART BERLINER &
MARIAN LEVER
SCHOLARSHIP



Elilita Geletu
THE TOM SAVIGNANO
SCHOLARSHIP



Khalil Meftah
THE NATHAN JILLSON
MEMORIAL SCHOLARSHIP



Emily Guo
THE YOUNG AUTHORS'
SCHOLARSHIP



Giselle Guzman
THE 826 VALENCIA
SCHOLARSHIP



Maria Soto
THE TOM SAVIGNANO
SCHOLARSHIP

PHOTOS BY EROL AHMED



PHOTO BY SETH GOLUB

“I really enjoyed the one-on-one time with my tutor. I’ve shown my essay to teachers, but because they have to read thirty other essays, they can’t devote that one-on-one time. I felt my tutor really cared about helping me improve my essay.”

STUDENT AT PERSONAL STATEMENT WEEKEND, 2014

PERSONAL STATEMENT WEEKEND 2014

99% of students reported feeling more confident about their personal statements after working with a tutor.

97% reported making significant progress on their essay.

97% got accepted into four-year universities.

93% reported that they received help during Personal Statement Weekend they would not have received otherwise.



Alumni Internships

Meet Alexandra Cotrim, former 826 student and an intern in the Alumni Internship Program that grew in 2014–2015. As a high school student at June Jordan School for Equity, Alexandra was introduced to 826 Valencia when her English class participated in the Young Authors’ Book Project. In addition to working with 826 tutors in her classroom, Alexandra served as part of the collection’s editorial board, and started to see writing, publishing, and education in a whole new way.

Alexandra went on to study English at Wesleyan University, and returned to 826 in the summer as an Educational Programs Intern. She played a crucial role in our Exploring Words Summer Camp, and created curriculum in which students were co-learners and educators of their peers. At the end of her internship, Alexandra wrote, *“The internship reminded me of the power that education can have in children’s lives. Growing up in the Excelsior and Mission Districts, I saw a lot of kids who didn’t enjoy school and learning, but at 826 I saw kids who did. I was reminded that with the right programs, learning can be interesting and reach kids in the right way. It made me want to work to help education always be like this.”*

Alexandra is currently a graduate student in International and Multicultural Education at the University of San Francisco, and hopes to eventually work in educational programs that “help under-served communities and show kids that education is important (like 826!) both inside and outside of school settings.”

We look forward to cheering her on as she continues to make a positive impact on her community through her career in education.



PHOTO BY ANNELISE HAGAR

Field Trips

Up to four times every week, 826 Valencia welcomes an entire elementary school class for a morning of high-energy learning. Our Storytelling and Bookmaking field trips lead students to collaboratively write an original story,

SURVEY SAYS...

100% of teachers said the field trip program was a unique and valuable learning opportunity.

99% said their students were engaged in the program.

100% said their students learned new things about writing.

100% said the program met curriculum standards.

100% said their students were challenged during the program.

99% said their students will take a new excitement for writing back to the classroom.

end the story with a cliffhanger, and then individually write their own conclusions with the help of trained tutors. Meanwhile, a professional artist illustrates the story, and volunteers bind a book for each student to take home with them that day. Students are motivated to perform at their highest levels through the urging of a cranky editor whom they never see. Priority in scheduling these field trips is given to schools with the greatest needs.

PHOTO BY SETH GOLUB



Joey the Destroyer Takes Over the Volcano in the Sky

Once upon a time in Lava-Landia, Ty-yelica, a human who held no superpowers, nervously walked along a trail with Chase v.2, a bionic dog who wanted nothing more than to be known as a hero.



MS. GARCIA'S FOURTH AND FIFTH GRADE CLASS,
SAN FRANCISCO COMMUNITY SCHOOL

Q. What do you think your students learned during their field trip to 826?

A. They learned how to come up with ideas and put them into writing, and saw the process of writing: brainstorming, note taking, editing, publishing, and illustration.

TEACHER AT GORDON J. LAU
ELEMENTARY

FIELD TRIPS BY THE NUMBERS

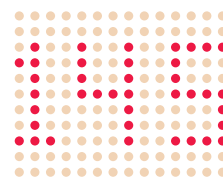
TOTAL N^o. of
STUDENTS
SERVED **2409**

TOTAL NUMBER OF
FIELD TRIPS **+**
ONE HUNDRED AND NINE

AVERAGE N^o.
OF STUDENTS
PER
SESSION

22

TOTAL N^o. OF
INDIVIDUAL
VOLUNTEERS



Publishing

In all of 826 Valencia's programs, students have the ability to experience, appreciate, and create great writing in part because of our professional-quality publishing. Last year we published literary quarterlies, magazines, newspapers, books, and chapbooks, all written by students. Editors, designers, and illustrators volunteer their time for these projects, giving students the experience of seeing their work in a professionally printed publication. Our student books are publicized through our website, community events, and the local media, and are sold nationwide. Publishing student work is an essential component of our project-based approach; when students have the opportunity to share their writing with a broad audience, their motivation to do their best climbs.

"I thought the tutors would tell me that my essay was a bad essay, but I was surprised when they told me that my ideas were great and that I just needed to work hard improving my grammar... I feel excited to make this book because I will share my history with others who don't know me."

ANNA CHAVEZ, PUBLISHED IN THE 2014 CHAPBOOK, *IT'S NOT A SECRET*

PUBLISHING BY THE NUMBERS



TOTAL N^o. of TITLES PUBLISHED **TWENTY SIX**



TOTAL NUMBER OF PROFESSIONALLY PRINTED PUBLICATIONS 

TOTAL NUMBER OF CHAPBOOK COPIES PRINTED IN-HOUSE

2130

TOTAL N^o. of PUBLISHING VOLUNTEERS **25**



TOTAL N^o. OF PUBLISHING VOLUNTEER HOURS 



PHOTO BY ANNELISE HAGAR

Pirate Supply Store

San Francisco's only independent Pirate Supply Store opened its doors at 826 Valencia in 2002. Since then, the retail space has served as a creative gateway for our students, families, and volunteers as well as an invitation to the wider community to let their imaginations run wild. The store provides a unique space for the general public to learn about and interact with the programming happening at 826 Valencia on a daily basis. We sell student publications alongside beautiful, surprising, and bizarre products designed by local volunteer artists to provide a source of revenue for programming and a sense of wonder for visitors from around the world and just down the street.





“The consistent attention and authentic end product created an environment of engagement and seriousness that helped students complete their best work of the year. I also saw a great deal of pride in my students throughout the process, which is a true testament to the respect which was given to them as writers.”

MAX ANDERS, PARTNER TEACHER FOR THE 2015 YOUNG AUTHORS' BOOK PROJECT



The 2015 Young Authors' Book Project

If The World Only Knew: What Sixty-Six Young Authors Believe
Essays by Freshmen at Mission High School

We launched our new Writers' Room at Mission High School with our biggest publishing endeavor — our Young Authors' Book Project, in which students become the authors and editors of a nationally-distributed book. This year the students were asked to write about something they believe and why, when that belief has been tested and when it has helped them triumph. The resulting collection of essays is honest and thoughtful, heartbreaking, and uplifting. Most important, it introduces the voices of sixty-six high school students from diverse backgrounds and primarily under-served communities to the world.

Each student was paired with a consistent 826 tutor, who supported them from brainstorming to editing. A student editorial board edited each of the essays and wrote a beautiful introduction to the book, which includes this powerful reflection on the transformative power of writing: *"Our beliefs started as simple ideas on pieces of paper. But through the writing process, they became a much deeper conviction. What we learned was that the process embodied the theme. The act of writing was like the act of believing. We had to commit to accomplishing the task and trust in ourselves."*

Tenderloin Expansion

In last year's report we broke the exciting news that we are opening a second location in San Francisco's Tenderloin District. Today, almost exactly a year later, we are gearing up to open our doors at 180 Golden Gate Avenue, a former liquor store that we are transforming into a writing and tutoring center. The space will be fronted by King Carl's Emporium, where the original puffer fish from our Pirate Store's fish theater will sell the wares he's collected on his worldly, fantastic travels (think pirate supplies alongside grooming supplies for ogres).

"I am truly stunned by the generosity and creativity of 826 volunteers, the talent and force of the staff, and the dogged determination of today's board (who are also volunteers!). As we expand and grow, this inspiring level of devotion and engagement is even more critical and I am deeply grateful that this excellent team keeps our writing factory thriving."

NÍNIVE CALEGARI, CO-FOUNDER, 826 VALENCIA

It has been reaffirmed again and again that we made the right choice in selecting the Tenderloin neighborhood for our second center. The neighborhood has a clear need made evident by the density of the youth population, the lack of programs that support writing, and the potential to have a deep and meaningful impact on the neighborhood and its residents. It also has a lot to offer — its mayoral designation as an arts stabilization and community development zone, its accessibility via public transportation (essential for our volunteer force), a proliferation of businesses eager to make a difference in the community, and a warm, welcoming spirit.

Our plans have been met with great enthusiasm from everyone from the Tenderloin police captain to the city supervisors, from neighborhood public and parochial schools to human service agencies. A team of leading architectural design and building firms have come forward to help, donating their services and materials to help us transform the site into a place of wonder, community, and learning.

We have spent the last year selecting a site, planning our facility, building partnerships in the neighborhood, and piloting programs. Every interaction reminds us how right this next step is, and how fortunate we are to be expanding in this way.

And still, the best is yet to come. If you'd like to join us in this exciting adventure, contact Allyson Halpern at allyson@826valencia.org.



By the Numbers

The 2014–2015 fiscal year was the most successful fundraising year in our history. So many individuals came forward to support our Mission and Tenderloin-based programming. We are inspired by their generosity and eager to deliver on the promise of the coming year!

	2014 – 2015
INCOME	
Contributions from individuals	\$ 1,105,027
Contributions from organizations	\$ 1,776,554
Special events	\$ 320,395
Other (includes store)	\$ 272,251
TOTAL	\$ 3,474,227
EXPENSES	
Programming	\$ 1,226,260
Fundraising	\$ 237,247
Administrative	\$ 230,234
Pirate Supply Store	\$ 131,153
TOTAL	\$ 1,824,894
TOTAL ASSETS	\$ 4,069,991



Supporters

826 Valencia would like to thank the following members of the Shipmates Society for their generous investment in our students during the 2014–2015 fiscal year.

“826 Valencia is more than a nonprofit attempting to close the achievement gap. It’s fun, wacky, creative, and it changes the lives of under-resourced students across the city. Now 826 is expanding to the Tenderloin to another creative, supportive (and yes, a little wacky) environment. This expansion will have a positive effect on children, families and the surrounding community. It’s a privilege to help make this successful.” —LEE FLYNN, DONOR

CAPTAIN

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 Art Berliner & Marian Lever
 Daniel Handler & Lisa Brown
 Lee & Russ Flynn
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 Frances Hellman & Warren Breslau
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 Michael Moritz & Harriet Heyman
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 Michael & Shauna Stark
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 Colleen Quinn Amster & John Amster
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Nicole & Rick Wolfgram

BOATSWAIN

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Jennifer & Nick Bartle
Ethan Beard & Wayee Chu
Josephine Berler
Dominique Bischoff-Brown in honor of
Different Fur Studios & Patrick Brown
Scott & Jacqueline Botterman
Adriene Bowles
Matthew Bye & Ellen Laguerta Uy
Nínive & Jean Claude Calegari
Emily & Jason Cheng
Chris Clark
Patrick Connolly & Family
Breanna DeGeere
Mark Dempster
Caroline & Warren Dowd
Kelly Dubisar
Isabel Duffy-Pinner & Dickon Pinner
Dave Eggers & Vendela Vida
John Eidinger
Caterina Fake
Girts Folkmanis
Francis-Chapman Charitable Fund
Jon Gans
Michael Glaser & Kristine Hernandez
Green Bicycle Fund
Joe & Barbara Gurkoff Philanthropic Fund
Paul Haahr & Susan Karp
John & Marsha Hall in memory of
Brian Hall

Shepard & Melissa Harris
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