
Empowering Female Leaders

through

AN ALL GIRLS' EDUCATION

BY SAMANTHA LEAGUE,
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93%
OF GIRLS' SCHOOL
GRADUATES SAY THEY WERE
OFFERED GREATER
LEADERSHIP OPPORTUNITIES
than peers at co-ed schools.
– National Coalition of Girls' Schools

OLP PREPARES GIRLS TO
BECOME “ALL OF WHICH
WOMAN IS CAPABLE” –
*a statement carried forth by our
founders themselves. Having educated young women
for the past 135 years, we know that women are capable
of many things, including the ability to lead effectively.*

Yet, women in the U.S. are not well represented in leadership roles. As of December 2017, only 19.6 percent of seats in Congress are held by women. At the state level, women hold 24.9 percent of available seats. There are only six female governors, and only 22 mayors of the largest 100 cities are women.

Female leaders are poorly represented in top companies, as well. According to the January 2017 S&P 500 list, women hold a meager 5.2 percent of CEO positions in those top 500 companies. According to the May 2017 Fortune 500 list, women hold 6.4 percent of CEO positions in those top 500 companies – which is the highest proportion to date.

At this current rate of change, women will reach parity with men in key leadership roles in 2085. That is 67 years.

This is why we take the responsibility of cultivating leadership skills within our girls so seriously. So far this year, OLP has offered 617 leadership positions through various opportunities. This already ambitious number will rise once spring sports begin in March.

Why is female leadership so important? There is much evidence on how women's leadership – and diversity, in general – is valuable and necessary for positive growth. In politics, women improve the decision-making process because they are more likely to work across party lines to focus on issues of gender-based violence, childcare, pensions, electoral reform and gender-equality laws – which affect all citizens, including the most vulnerable populations.

¹ Center for American Women and Politics, Eagleton Institute of Politics, Rutgers University: <http://www.cawp.rutgers.edu/women-elective-office-2017>.

² “Women CEOs of the S&P 500,” Catalyst: Workplaces that Work for Women, November 22, 2017, <http://www.catalyst.org/knowledge/women-ceos-sp-500>

³ “These are the Women CEOs Leading Fortune 500 Companies,” Fortune, June 7, 2017, <http://fortune.com/2017/06/07/fortune-500-women-ceos/>

⁴ “Women's Leadership Gap,” Center for American Progress, May 21, 2017, <https://www.americanprogress.org/issues/women/reports/2017/05/21/432758/womens-leadership-gap/>

⁵ “Facts and figures: Leadership and political participation,” UN Women, July 2017, <http://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures>

We're also starting to see evidence of positive growth in business corporations. According to a recent global study, the largest gains in company performance were positively correlated with the presence of female executives and female board members.

This means that just having a female CEO is not enough. Significant gains are made only when women occupy leadership positions at various levels, creating a "pipeline effect." A similar study found that at least three female board members are needed for their voices to be heard, and for the "dynamics of the board to change substantially." The more, the merrier.

This is why leadership training at OLP starts before the first day of freshman year, through our Link Crew program. Our curriculum is

structured so that one semester of Speech & Debate is required to graduate for every one of our 750 students. Those who want to hone their skills can do so through student clubs and programs, athletic teams, Spring Sing and ASB – where 100 percent of our government positions are comprised of young women.

In fact, at OLP – the only all girls' high school in San Diego – girls occupy every leadership role.

Our students are empowered to become faith-filled leaders through our unifying mission, dedication to our core values, and enriching learning environment. We invite you to see how we do that over the next few pages.



"BY SUBTRACTING BOYS, AN ALL-GIRLS' EDUCATION ADDS OPPORTUNITIES. Not only does she have a wealth of avenues for self-exploration and development, she has a wealth of peer role models."
– National Coalition of Girls' Schools

⁶"The Best Reason Yet to Increase Women in Business Leadership," *Forbes*, February 23, 2016, <https://www.forbes.com/sites/victorlipman/2016/02/23/the-best-reason-yet-to-increase-women-in-business-leadership/#3f19bcb5506b>
⁷"Companies with women in leadership roles crush competition," June 17, 2016, *Business Insider*, <http://www.businessinsider.com/companies-with-women-in-leadership-roles-perform-better-2016-6>



45%
OF WOMEN WHO GRADUATED FROM INDEPENDENT SINGLE-SEX SCHOOLS RATE THEIR PUBLIC SPEAKING ABILITY "ABOVE AVERAGE" OR IN THE "HIGHEST 10%," compared to 39% of women who graduated from independent coeducational schools.
– National Coalition of Girls' Schools

Speech & Debate

SPEECH & DEBATE I IS A REQUIRED ONE-SEMESTER COURSE FOR EVERY STUDENT. OLP recognized a long time ago that one cannot influence decisions and motivate change without essential communication skills.

Speech & Debate I teaches our girls the fundamentals of communication: critical thinking, research, argumentative, composition, interpretation, organization, verbal and nonverbal communication. These are the tools one needs to "inspire and lead others to implement change for the betterment of society," Mrs. Susan (Abawi) Antolin '06 said.

As an alumna, Susan attributes being confident in her ability to communicate effectively to what she learned from Dr. Timothy Sheehan in 2004. "(This course) truly did prepare me for the future," she said. Being able to teach this course herself and contribute to young women's leadership formation is "one of the best gifts (she) has ever received."

"Leadership is so much more than standing in front of a crowd and managing others, and this course helps students understand this," Susan explained. "It teaches students to speak with conviction and credibility while connecting with others through compassion. It encourages them to seek opportunities to be challenged and to take risks in the pursuit of initiating change. It promotes students to listen and work collaboratively with others in order to solve issues through critical thinking and creative solutions. Lastly, it trains students to be confident, authentic young women who embrace their humanity as they work towards leading in whichever career path they choose."

For those who want to continue honing their public speaking skills, we're excited to now offer Speech & Debate II Honors. This new G Block course introduces students to more advanced techniques in speech analysis, speech production (both prepared and impromptu), and formal argumentation. "The class filled up rather quickly, serving as a testament to how dedicated our students are to building their leadership skills," Susan beamed.

Spring Sing



54
STUDENTS HOLD
SPRING SING
LEADERSHIP
POSITIONS

HOW TO BECOME A SPRING SING LEADER:

- 1 Submit an application
- 2 Faculty moderators review application to ensure academic requirement is met (students must have and maintain a minimum 2.5 GPA and cannot have a "D" or lower in any class)
- 3 Seniors, juniors and sophomores elect their leadership teams; faculty moderators select frosh's leadership team

SPRING SING – A MUSICAL PRODUCTION AND CLASS COMPETITION EXCLUSIVELY RUN BY STUDENTS—is a 45-year-old tradition that promotes leadership, creativity and sisterhood. "It is the principle example of 'project-based learning' on campus," Donna Allen '85 says. "At the start of the process stands a clean dry-erase board; months later, (it holds) a single-themed production made up four competing sub-themes."

Spring Sing offers 25 student leadership positions that are often filled by two or more students. This year, 54 students hold leadership positions.

"Each of the leaders comes with a specific set of skills in order to keep the entire production running smoothly," Molly Cunningham says. "They are responsible for writing the script, casting the actors, making staging decisions, choosing the songs, coming up with vocal parts, teaching the music to chorus members, choreographing the dances and teaching dancers, designing all props, researching costume options, designing and purchasing costumes for all performers, scheduling each rehearsal, effectively leading their peers, and that's just to name a few."

Perhaps most impressively, our girls receive no formal leadership training. Instead, they learn as they go. "The skills that they develop from having to learn as they go are irreplaceable and truly parallel to the realities of the challenges anyone faces starting a new career," Molly Cunningham explains.

"Spring Sing is a great opportunity for students to get out of their comfort zone and bring their class together – under their leadership – to create a major performance from beginning to end." - *Brigid Rodriguez '04*

"Spring Sing allows a collective group of students, who will forever be the 'class of...?', to look back and say, 'look what WE did!' I believe this experience is not replicated elsewhere on campus in the same, powerful way." *Donna Allen '85*

Spring Sing Leadership Team

FACULTY CO-MODERATORS
DONNA ALLEN '85 AND MOLLY CUNNINGHAM

STAGE MANAGERS
SOFIA DURON '20 · IZZY KNAPP '20

SENIOR CLASS MODERATOR
Margaret Wiedower '68

STAGE & THEATRICAL DIRECTORS
Roella Delloso '18 · Danielle Magat '18

MUSIC DIRECTORS
Isabella Jacques '18 · Hannah Pingol '18
Veronica Villanueva '18

DIRECTORS OF CHOREOGRAPHY
Nicole Jimenez '18 · Andrea Lopez '18

COSTUME DIRECTORS
Marissa Hernandez '18 · Arianna Martinez '18

PROPS DIRECTORS
Breanna Raines '18 · Penny Cruz '18

PRODUCTION DIRECTORS
Vivian Mateos '18 · Sara Vargas '18

JUNIOR CLASS MODERATOR
Brigid Rodriguez '04

STAGE & THEATRICAL DIRECTORS
Sophia Bacino '19 · Penelope Sanchez '19

MUSIC DIRECTORS
Emma Gronstad '19 · Stella Stewart '19
Jessie Vetuschi '19

DIRECTORS OF CHOREOGRAPHY
Ivanka Yee-Rodriguez '19 · Hayley Mogollon '19

COSTUME DIRECTORS
Sofia Esparza-Chavez '19 · Mariela Lopez-Oviedo '19

PROPS DIRECTORS
Lily Hoang '19 · Maggie Brady '19

PRODUCTION DIRECTORS
Katya Cerny '19 · Gabby Pascua '19

SOPHOMORE CLASS MODERATOR
Laura Rodriguez '07

STAGE & THEATRICAL DIRECTORS
Katelyn Phillips '20 · Lillan Mollo '20

MUSIC DIRECTORS
Liz Prado '20 · Allison Moya '20
Gabrielle Reynosa '20

DIRECTORS OF CHOREOGRAPHY
Julia Macawili '20 · Maria Varriale Gomez '20

COSTUME DIRECTORS
Montse Ventura '20 · Elaina Haisha '20

PROPS DIRECTORS
Claudia Sanchez '20 · Natalie Amigable '20

PRODUCTION DIRECTORS
Kat Greene '20 · Zaynab Alameri '20

FROSH CLASS MODERATOR
Kerry Stanko

STAGE & THEATRICAL DIRECTORS
Halle Wilson '21 · Eliana Oliver '21

MUSIC DIRECTORS
Catherine Tarlov '21 · Anna Pingol '21
Aimee Ramirez '21

DIRECTORS OF CHOREOGRAPHY
Victoria Vizcaino '21 · Miranda Clemesha '21

COSTUME DIRECTORS
Abbie Wauson '21 · Grace McShefferty '21

PROPS DIRECTORS
Emily Bringman '21 · Gracie Bradley '21

PRODUCTION DIRECTORS
Kyla Buss '21 · Isabella Buckley '21



SAVE THE DATE



SPRING SING "Where the Wild Things Are"

FEBRUARY 16-17, 2018 · 7:30 PM · AT THE BALBOA THEATER

Learn more at aolp.org/student-life/vapa/spring-sing

Faith Leaders



OLP EMPOWERS YOUNG WOMEN TO BECOME FAITH-FILLED LEADERS WHO ARE DEDICATED TO THE “LOVE OF GOD AND THE DEAR NEIGHBOR WITHOUT DISTINCTION.” As such, OLP offers unique opportunities through the Religious Studies Department and co-curricular experiences that encourage our girls to pursue leadership within the Church or related entities. While every school has some form of government for students to pursue, the OLP difference is twofold: our councils work in a collaborative, non-hierarchical format, and every position is filled by a girl.

DISCIPLESHIP

One of the many benefits of being a senior includes tailoring your last year of religious studies to what you truly wish to explore. If you are looking to deepen your faith journey by “actively living the call to be a Disciple,” then OLP’s one-semester Discipleship course might be a perfect fit for you.

This course was created two years ago to provide class time and credit for students who were planning retreats and wellness activities for OLP’s community. The course is centered around the value of human interaction, and is designed to strengthen three key areas in a student’s life: spiritual growth and prayer life; personal awareness and values exploration; and leadership development.

“I teach this course because I believe all people – and in particular, women – are most happy and fulfilled when their life

is in balance (spiritually, intellectually, physically and emotionally), and when they have opportunities to truly feel connected, supported and loved by others,” Monique Muther, counselor and Discipleship teacher, said.

Students work on connecting with one another through oral presentations, the sharing of personal stories and small and large group facilitation. They also use class time to plan co-curricular activities for the entire student body. This year has been a particularly exciting one, as they were all Retreat Week Leaders for our first ever Retreat Week on January 8-11, 2018.

“Retreat Week was planned, led and facilitated by Discipleship students,” Katie Wilson, Director of Service Learning & Retreats and Discipleship teacher, said. This means that our Retreat Week Leaders took charge and facilitated each experience while our faculty and staff took

a supportive, “back-seat” role. (Anticipating that their duties might not allow them to fully experience Retreat Week themselves, our Discipleship students went on their own retreat in November.)

You can read more about Retreat Week in our Spring 2018 magazine. Discipleship students will also plan our BeYOUtiful Conference for 6th and 7th grade girls in April 2018, and are involved with other assemblies and activities throughout the year.

“I believe our students love this course as their religion elective,” Monique said. “Course evaluations are always filled with gratitude for the endless opportunities it provides them to grow spiritually, interpersonally, as young women preparing to face the larger world in college, and as leaders.”



“Learning how to work with others has been a great learning experience for me. It has taught me to be more open-minded when it comes to meeting others and embracing their differences.”
- Diane Arce '18, pictured here (left) on the retreat for Retreat Week Leaders in November.



LITURGICAL PLANNING

Another way to cultivate skills as a faith leader is to enroll in our one-semester Liturgical Planning course, which is open to juniors and seniors. This course empowers our students to take “an active role in planning, preparing, and participating in liturgies in service to the OLP community, while (they) grow in their relationships with God,” said Mr. Ryan Martin-Spencer, our liturgical planning coordinator.

In class, students delve into each component of the Catholic Mass: scripture, historical roots, symbols, sacred vessels, and the sacramental theology of the Eucharist. They learn how to select readings and songs, how to set the altar, and how to foster an environment that relates to the theme of each Mass. Many of them also serve an active role during Mass.

“The Liturgical Planning course encourages students to identify, develop, and use their voices in a variety of appropriate and respectful ways that relate to their passions,” Ryan explained.

The course also explores the stories and voices of women in Scripture, in the early Church and in the Church today, which gives our girls a chance to explore the many ways they can continue sharing their gifts and talents after OLP.

“Students seem to appreciate the opportunity to have a voice and a direct role in contributing to the liturgies that we experience and share as a school,” Martin-Spencer said. “The sense of community and bonding that naturally develops in the class creates a sense of joyfully coming together for a greater good.”

“Whenever I have an opportunity as a Religious Studies teacher to also be a member of a wonderful Campus Ministry team, I dive in! A strong relationship between Religious Studies and Campus Ministry fosters a vibrant and creative environment that can allow the Holy Spirit to flow in uplifting and sometimes surprising ways.”
- Ryan Martin-Spencer, teacher and liturgical planning coordinator

CO-CURRICULAR ACTIVITIES

The CSJ Leadership Conference is an annual opportunity for nine students from each of the four California CSJ schools to learn the CSJ model of leading through faith. Students learn from CSJ Sisters, leaders of nonprofit organizations serving the community, and from each other. They come back eager to share their new knowledge with the greater OLP community. The conference takes place at Mount St. Mary’s University in Los Angeles every summer.

Our Travel Program provides opportunities for our girls to begin cultivating global leadership skills through Christian service in other communities, often abroad. By embarking on a journey in a foreign place, students are pushed out of their comfort zones as they interact with the new people and communities they are serving. These humbling experiences build confidence, collaboration, tolerance and resilience while the girls deepen their spirituality and connection with “the dear neighbor without distinction.”



How Can I Pursue a Leadership Position?

FROSH:

- Student Clubs
- Sports
- Frosh Class Council
- Spring Sing

SOPHOMORES:

- Student Clubs
- Sports
- Sophomore Class Council
- Spring Sing

Program:

Carondelet Circle Student Ambassadors

JUNIORS:

- Student Clubs
- Sports
- Junior Class Council or Council of 10
- Spring Sing

Program:

Carondelet Circle Student Ambassadors, Junior Ambassadors, Link Crew

Class:

Liturgical Planning

SENIORS:

- Student Clubs
- Sports
- Senior Class Council or Council of 10
- Spring Sing

Program:

Carondelet Circle Student Ambassador, Junior Ambassadors, Link Crew

Class:

Liturgical Planning, Discipleship

Student Government



WHEN STUDENTS THINK OF LEADERSHIP, THEY OFTEN THINK OF STUDENT GOVERNMENT. While every school has some form of government for students to pursue, the OLP difference is twofold: our councils work in a collaborative, non-hierarchical format, and **every position is filled by a girl.**

OLP's student leadership was restructured several years ago to model the original Sisters of St. Joseph's form of governance in Le Puy, France. In lieu of specific roles or hierarchies, the Sisters worked as a group so each member could bring their gifts to the table.

At OLP, there are 26 ASB positions on five councils. The Council of 10 is the executive governing body and each class has a Class Council comprised of four students. There is only one title, "president-designate," for each council. This person often acts as the spokeswoman when addressing the student body or OLP administration, and must be willing to assume a manager-type role when necessary.

"As the president-designate, I am usually the person that other members go to with questions and ideas," Lauren Anastas '18, president-designate of this year's Council of 10, explained. **"(But) I never try to be higher than the other Council of 10 members or dictate what needs to be done; nothing seems to ever end up well with that style of leadership. Instead, I try to guide and motivate the other members into successfully completing our tasks."**

The Council of 10's main priority is to enhance our students' experiences. They plan and organize activities, such as the Back to School Social, Miss OLP Ball, Pep Rallies and Wacky Wednesdays. They update bulletin boards and posters around campus. They also started doing the morning prayer and announcements through PTV, which you can find at livestream.com/olp.

Similarly, the Class Councils work to enhance the experiences of their fellow classmates by promoting class spirit throughout the year. They also have grade-specific responsibilities. Frosh pick a mascot and work with the juniors on the Miss OLP Assembly. Sophomores plan the Fall Fling and coordinate decorations for the Miss OLP Ball. Juniors organize the Junior Boat Dance and Miss OLP Assembly. Seniors design and order sweatshirts for their class, and plan the Senior Slumber Party, Grad Night at Magic Mountain and the Senior Farewell Assembly.

How do they accomplish all of these things while maintaining good grades and co-curricular activities? The new G Block Leadership class helps by giving ASB officials class time to plan and

"(ASB) students get to use their gifts to benefit their school. It is a form of service to their community." - Ms. Kathleen Guerin, senior class moderator



collaborate while learning leadership strategies. Every elected student is in the class, with the exception of the Frosh Council, who are elected after the school year begins. Two Link Crew members are in the class to represent the freshmen.

Being on ASB is an excellent opportunity that provides hands-on leadership experience in some challenging areas. They must learn how to be resilient as they deal with complaints and unforeseen issues while planning events. They must learn how to take initiative, even if it's fulfilling a job function they might not want to do. They also have to remember that they are role models, whether or not they are in their OLP uniform, and that power is something that should never be taken advantage of.

"The best leaders never forget where they started," Lauren Anastas '18 said. **"I started at the bottom of the leadership totem pole on freshman class council and worked my way up to where I am today. It's important to treat everyone like I would have wanted to be treated, because I was exactly in their shoes a few years ago."**

"A good leader never pretends to have all of the answers and is not afraid to ask for help and advice. With all the responsibilities of the Council of 10, there is no way any of us could go through it alone." - Lauren Anastas '18, Council of 10 president-designate

Co-Curricular



OVER HALF OF OUR LEADERSHIP POSITIONS CAN BE FOUND WITHIN STUDENT CLUBS AND PROGRAMS. There are 208 leadership positions within the 58 student clubs we offer, and 157 positions within our three

leadership programs: Carondelet Circle Student Ambassadors, Junior Ambassadors and Link Crew.

Student clubs offer the most variety and flexibility when it comes to leadership positions. Every club creates their own leadership positions to meet their unique needs – which means some clubs don't have traditional leadership positions at all, as they consider all of their members leaders.

Joining a club is one of the best ways to test your leadership skills while doing something you love!

Council of 10
 *Lauren Anastas '18 · Daniela Velarde '18 · Luam Mesghenna '18
 Nicole Valdivia '18 · Gabrielle Dixon '19 · Molly Schroeder '19
 Crystal Butcher '18 · Ashley Northrup '18 · Bailey Morales '19

Council of 10 Moderator
 Mrs. Susan (Abawi) Antolin '06

Senior Class Council
 Lily Lucero '18 · Isabella Orendain '18 · Aida Ramirez '18
 Kiana Yazdani '18*

Senior Class Moderator
 Ms. Kathleen Guerin

Junior Class Council
 Nicole Bruno '19 · Kara Cato '19 · Katya Cerny '19
 Diana Valenzuela '19*

Junior Class Moderators
 Ms. Kristen Artz · Ms. Stefni Ma'ake '98

Sophomore Class Officers
 Greta Drachenberg '20 · Amy Hickman '20
 Alex Pacheco '20* · Emma Rens '20

Sophomore Class Moderators
 Mrs. Mary Cullina · Mrs. Jamie Flannery

Freshman Class Officers
 Crysanthé Frangos '21 · Fiorella Hunter '21 · Kamila Kaloyan '21
 Isabela Arnaiz Valladolid '21

Freshmen Class Moderators
 Ms. Ilene Nagem '70 · Ms. Kerry Stanko

*Notes president-designate

Student Clubs:

African American Alliance	Medical Career Club
Data Analytics Club	National Art Honor Society
Fashion Design Club	OLP Thirst Project
Film Club	Women in Business

To see the full list of 2017-18 club offerings, visit aolp.org/student-life/clubs.

Athletics

OLP'S GROWING ATHLETICS PROGRAM CONTINUES TO ADD OPPORTUNITIES FOR STUDENT LEADERSHIP.

Between the fall, winter and year-round sports that have already begun, the Athletics Department has 50 student-athletes in 51 team captain positions (with one student holding two of those positions).

Team captains hold the particular responsibility of being able to lead while they are physically and mentally pushed to their limits. **"To be a team captain is to be a leader in good times and bad,"** Jenna Chandler '18, who was the Varsity Volleyball co-captain and is now the Varsity Soccer co-captain, said. **"It's really easy to be a good example when you're winning and everything is going your way, but when you've had a tough loss and the team is down, you have to be the one to step up."**

Being able to step up, reflect on mistakes and take responsibility for not only yourself but your team is a difficult skill that even the best adult leaders struggle with. It's especially difficult when your adrenaline and emotions are high after a game. Yet, team captains must always strive to facilitate the philosophy of the Athletics Department, which is to foster mutual respect among participants, instill a "commitment to excellence" within each athlete, and promote team unity, cooperation and self-discipline.



"I love having that sense of responsibility, and I think it helps me perform better on the court and field," Jenna explained. **"I have learned that having a responsibility and sense of purpose, such as leading a team, has improved my mental state and has helped me to be a happier person in general."**

Since many of our coaches prefer a co-captain dynamic, the responsibilities – and sometimes burdens – of leading others are shared by at least two students. This dynamic also teaches our team captains how collaborate in a leadership position and learn from each other's strengths.

"I also think being a leader means trying to not lead alone," Jenna said. **"I have been blessed with amazing co-captains for both soccer and volleyball, and we absolutely lean on each other to make each other the best leaders possible."**

Most importantly, being a leader for girls you care about makes it all worth it. **"I think being a team captain means being someone that everyone on the team can look up to and ask for help with anything,"** Rachel Amaral '18, co-captain of Varsity Water Polo, said. **"I enjoy helping underclassmen and it is always fun seeing girls learn how to play water polo."**

Jenna agrees. **"I think that my love for my teammates has made my job so much easier,"** she said. **"As long as you treat your teammates with respect and never overuse the role you've been given, or act like you're better than your teammates, it can be a very positive relationship."**

"Being a captain has taught me so much about being a leader. I've learned that being good at whatever sport you're playing is nowhere near enough when it comes to being a captain. You have to be a servant leader, which is something that serving as a captain has taught me how to do."

- Jenna Chandler '18, Varsity Volleyball & Varsity Soccer Co-Captain

Team Captains 2017-18

FALL

JV Cross Country
Olivia Justice '18 · Jessica Lindgren '18

Varsity Cross Country
Sophia Dent '19 · Gillian Folk '19
Megan Gronstad '18 · Lauren Handy '19

JV Blue Golf
Angelica Ramirez Lee '18

JV White Golf
Lake Ransom '19 · Mia Soto '20

Varsity Golf
Crystal Butcher '18

JV Tennis

Camila Figueroa '19 · Kate Latham '20
Alejandra Ramos '19

Varsity Tennis

Deniz Guzeldere '18 · Olivia Lewis '18
Diana Renteria '18

Freshman Volleyball

Daniela Andrade '21 · Cianna Kelly '21

JV Volleyball

Emma Ferguson '19 · Elaina Patterson '19

Varsity Volleyball

Jenna Chandler '18 · Gioella Falcone '18

WINTER

Novice Basketball
Lillian Chambers '21 · Melanie Morrison '21

JV Basketball
Daniela Mireles '19 · Sarah Talia '19

Varsity Basketball
Gabby Dixon '19 · Bailey Gehler '19

Frosh Soccer
Kera Reinig '21 · Lauren Williams '21

JV Soccer

Jenna Beck '20 · Gianna Calipari '20
Lily Strack '21

Varsity Soccer

Jenna Chandler '18 · Ashlin Healy '18

JV Water Polo

Libby Macie '21 · Cindy Tran '21

Varsity Water Polo

Lauren Amaral '18 · Rachel Amaral '18
Emilia Perez-Rocha '18

YEAR-ROUND

JV Cheer
Maddie Beadle '20 · Madeline Evenson '20
Olivia Senoff '20

Varsity Cheer
Bella Agpaoa '18 · Adelaide McGargill '18
Julia Smyth '18

Equestrian

Co-Captains: Romina Fimbres '18 · Jocelyn Moore '21
Assistant Captain: Veronica Bustamante '18

Surf

Chloe Faucher '19 · Grace Kotnik '19

50 TEAM CAPTAINS

51 TEAM CAPTAIN POSITIONS
OFFERED

1 STUDENT-ATHLETE IS CAPTAIN
OF TWO TEAMS

7 NEW TEAM CAPTAIN POSITIONS
THIS YEAR

TEAM CAPTAINS BY GRADE LEVEL:

19 SENIORS

14 JUNIORS

7 SOPHOMORES

10 FROSH

Link Crew

SOMETIMES, THE BEST OPPORTUNITIES FOR CULTIVATING LEADERSHIP SKILLS are found within programs that emphasize peer-to-peer connections and mentoring. This is the case with our Link Crew program, which cultivates leadership skills in all participants, whether you are a mentor or mentee.

Link Crew is a student-led group of juniors and seniors who make a year-long commitment to mentor the freshman class as they navigate their first year of high school. Every freshman is assigned two Link Leaders and is placed into a "crew" of 8-10 fellow freshmen.

"Freshman year is daunting, especially if you have been in a smaller parochial school," Mrs. Shawn Hanley, Link Crew co-moderator, says. **"OLP seems gigantic at first, and Link Crew can ease some of that fear and anxiety."**

The ultimate purpose is to help each and every student form a connection – or "link" – with our school community. Link Crew Leaders host social and academic activities throughout the year, starting with our three-day Frosh Orientation, to help ensure frosh become part of OLP's sisterhood.

Link Crew is built on the belief that students can help other students succeed. This model provides unique opportunities that instill leadership qualities in both frosh and Link Leaders. Utilizing small Link groups allows all freshmen to voice their opinions in safe spaces, which in turn builds the confidence they need to speak up in educational and social settings. Further, Link Leaders act as models of positive behavior, values and academic goals for incoming frosh.

"The feedback from former freshmen that are now Link Leaders has been resoundingly positive," Mrs. Hanley and Mrs. Siobhan MacManus '01, the other co-moderator, agreed. **"We witness this when we receive an overwhelming amount of applications from juniors and seniors who want to be Link Crew Leaders because their experience (as frosh) had been so positive."**

"I think it's easy to forget how intimidating high school is for an incoming freshman. As an alumna who came to OLP her freshman year not knowing a soul, I relate to that anxious feeling most freshmen have, and like being a part of the welcoming, inclusive and supportive program for those students." – Siobhan MacManus '01, Link Crew co-moderator



LINK CREW WAS FOUNDED
4 YEARS AGO
57 LINK CREW LEADERS
IN 2017-18

HOW TO BECOME A LINK CREW LEADER:

- 1 Apply in the spring before your junior or senior year
- 2 Participate in a Link Crew Orientation simulation
- 3 Link Crew Moderators make a decision based on your application and simulation performance

Carondelet Circle

"Carondelet Circle cultivates independence, confidence, and responsibility. These three skills are applicable in all aspects of life and have helped me grow as a young woman." – Vivian Mateos Zuniga '18

WEARING BLUE BLAZERS AND PRESSED SCARVES, Carondelet Circle members act as ambassadors for visitors, ushers at school events, and speakers who are eager to share the history of OLP and their personal experiences of campus life with guests. For many prospective families and guests, Carondelet Circle Student Ambassadors are the first OLP students they meet.

It's therefore no surprise that the Carondelet Circle Student Ambassador Program (CCSAP) transforms young girls into confident leaders.

"When I first became an ambassador, I was nervous every time I put my blue blazer on, especially when it meant I was giving tours," Vivian Mateos Zuniga '18, one of five CCSAP Captains, said. **"Now, the nerves have transformed into genuine excitement. I think my ability to lead and communicate have grown the most."**

Carondelet Circle teaches through modeling and by providing opportunities for ambassadors to polish their skills in a real-world setting. Ambassadors learn about verbal and nonverbal communication, attitude and frames of mind, the importance of appearance and uniforms, and how to put the needs of guests first before they work their first event. They also learn scripts and OLP facts that come in handy during conversations with guests.

"Throughout my years of being an ambassador, I have learned how to be more outgoing and aware of how others are feeling," Lauren Amaral '18, another CCSAP Captain, said. **"Carondelet Circle has also taught me the importance of taking initiative."**

Perhaps most importantly, ambassadors must possess a sincere desire to help others. **"Ambassadors see service not as a chore, but as a privilege,"** faculty co-moderators Emily Devereaux '00 and Erica Huebner said. **"They are the leaders who always see others' needs and go out of (their) way to meet those needs."**

It doesn't take long for students to realize how rewarding it is to step into their leadership roles. **"One of the most rewarding things about being an ambassador is being able to recognize the girls as freshmen here, because it is so cool to know that you helped them on their journey,"** Lauren Amaral '18 said.



72 CARONDELET CIRCLE STUDENT
AMBASSADORS FOR 2017-18

5 CARONDELET CIRCLE CAPTAINS
FOR 2017-18

Carondelet Circle was founded June 1996 by
Sr. Joyce Hampel, CSJ, OLP's Assistant Principal
for 31 years.

HOW TO BECOME A CARONDELET CIRCLE STUDENT AMBASSADOR:

- 1 Apply to Carondelet Circle in the spring of your freshman, sophomore or junior year
- 2 Complete a survey and in-person interview
- 3 After reviewing all answers and feedback, including faculty feedback, a committee makes a final decision

Junior Ambassadors

JUNIOR AMBASSADORS (JAS) SERVE AS OLP STUDENT REPRESENTATIVES TO THE 80-100 COLLEGE ADMISSIONS OFFICERS who visit our campus every year. The program is designed to increase student awareness and knowledge of a broad scope of universities so they can then share that knowledge with the rest of OLP's community.

"We wanted to offer a program to students where they not only have the ability to learn about hidden treasure colleges, but also pass on that knowledge to their peers," Mrs. Nicholle Wyatt, counselor and founder of the program, said.

JAs pass on that knowledge through a variety of events. They help facilitate information to parents through information nights on colleges and financial aid, the Fall College Fair and OLP's Open House. They also host college application workshops, an "Eating Up Colleges" lunch program, and "College Corner" segments on PTV for students.

"There are a lot of great student leaders who are enthusiastic about taking charge and helping fellow students in all aspects of the college process," Kaiya Alvarez '18 and Ariel Bartolome '18, the two Head Junior Ambassadors, said. They help coordinate the rest of the JAs, who are all juniors and seniors. JAs begin the program as juniors, who are trained by and shadow their Senior Mentors throughout the year.

The Junior Ambassador program cultivates various skills, such as effective communication in both writing and speech, technological literacy and research skills, and working with others. It also cultivates a sense of individual accountability, which is a critical skill for good leadership that is often difficult to learn.

"(This program) will also help students become more savvy of the college admissions process and what colleges look for in an applicant," Mrs. Wyatt said, which is an added bonus for any high school student.



28 JUNIOR AMBASSADORS FOR 2017-18

2 HEAD JUNIOR AMBASSADORS

Junior Ambassadors was founded fall 2008
by Mrs. Nicholle Wyatt, counselor.

Students can apply to become Junior Ambassadors
at the end of their sophomore year.