

Live to Grow: Students Engage in Marine Science Research

Yoli Cueponi, or “live to grow” in the language of the Pimungan people, Catalina Island’s original human inhabitants, is a sentiment dear to the minds and hearts of the freshmen class of 2011-12. It is also the name the class gave to their marine science learning journey to the popular island located off the southern California coast.

“It reflects the students’ desire to seek learning and personal growth outside a traditional classroom setting,” comments Lisa Catterall, MMS’ high school science teacher. Lisa, along with teachers Matt Meachen and Nate Rockhold, accompanied the students on a five-day trip to Catalina in May. “Our preparation process for the trip included elements from the *Values in World Thought* Program,” says Lisa, “including the Learning Journey Rubric developed by Ward ‘SN’ Mailliard.”

As a foundation for work they engaged in on Catalina, students spent months working on two projects, “Death by Plastic: A Study of the Laysan Albatross” and “How the Runoff Runs: Nitrates and Phosphates in our Watershed.” Their projects were entered into the QuikScience Challenge, a competition run by Quiksilver, Inc. and the Wrigley Institute for Environmental Studies (WIES). WIES is affiliated with the University of Southern California (USC), which maintains



MMS students explore Catalina Island’s shore

a marine science center on Catalina Island.

Although not chosen as a competition finalist, the students’ project portfolio earned them the chance to participate in ongoing USC-sponsored research during their trip. Under the guidance of two university scientists, students spent a day assisting in a field study, first by kayaks, and then on a larger research vessel.

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Giving A Hoot: Owl Project Wins National Acclaim

Hoots and hollers echoed throughout the gymnasium one May afternoon, following fifth grade teacher Jessica Cambell’s announcement to her students that their environmental project was a national winner. “Give A Hoot: It’s

Foul to Hurt the Burrowing Owl” had won the elementary school Grand Prize in the 2012 Siemens We Can Change the World Challenge!

“I couldn’t believe it,” says eleven-year-old Sage Turner. “With more than 27,000 entries, I didn’t really think we were going to win!”

“I think it’s because we actually did something, and not just talk about doing it,” states fifth grader Ella Connor.

“Yes,” agrees fifth grader Sophia Simo. “We replanted native grass lands and educated people about the threat to the burrowing owl.”

“Seeing an owl in the wild at the Fitz Wetlands

Resource Center and planting native grasslands really helped me understand their connection and the importance of preserving the grasslands,” explains fifth grader Eleanor Harrington.

Give A Hoot is a student-driven, integrated curriculum project based on environmental threats to the Western Burrowing Owl. Students chose the owl after researching and presenting arguments on several environmental topics. During the project, students participated in habitat restoration, environmental cleanup, created self-docent signage for the Santa Clara Valley Audubon Society, contributed to the Santa Clara Valley Habitat Conservation Plan, and produced an educational film that was shown in numerous venues, dramatically illustrating what could happen if this owl isn’t protected.

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Fifth graders dressed as owls for filming



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Our Mission

We are a community of learners. We support our students to become caring, self-aware and articulate critical thinkers, who are prepared to meet challenges with perseverance, creativity and integrity. We believe that a meaningful life is characterized by personal achievement and the ability to work effectively with others in service to society.

We Value:

- *Academic achievement*
- *Environmental stewardship*
- *Meaningful relationships*
- *Integrated learning*
- *Creative process*

Sri's Gift

Remembering Sri Gyan James McCaughan

By Sampad Martin Kachuck

Hair patches on the sides, bald pate on view, battle vest open over tee shirt, head in iPhone, blogging rebellious thoughts on social networks where his predominantly leftist views collided with those not so enlightened, Sri Gyan was friend, colleague, and fantastic combination of mystic, conspiracy theorist, societal visionary and practical joker.

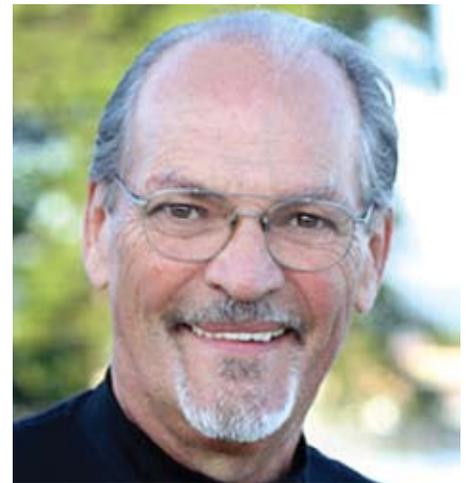
Sri possessed the gift of being a great teacher. From his 30 years of dedicated service, he made impressive impact on reams of fifth grade students in the wonder years, somewhat free of inhibiting social sophistication, an age where the journey of learning is often embraced with wide eyes and open minds. Sri had the magical ability to bundle that natural exuberance on adventures a bit off the beaten track.

There was also toughness under the gentle smile that he'd unleash on his throng when they drifted or violated a sacrosanct value. His voice would cut through the space with sudden trajectory. No one wanted to displease him. Sri played with the balance beam of allowance and directive.

With adults, he was much as with his students. He often spoke with the joy of an idea, even if convoluted; he radiated excitement about universal threads or radical paradigms. He loved adventuring forward in conversation. He was an avid reader and thinker.

I visited him a week before his death. I held his hand, told him I loved him. He laughed. Prior to his diagnosis he had been feeling sorry for himself that no one appreciated how hard he worked as a teacher. Then came the prognosis. And since, streams of visitors, postings on social media, all sharing gratitude and love for him. I apologized it took this circumstance. Sri counseled to not wait to express our appreciation for one another.

Death is the great teacher. It stops all in our tracks and demands reflection — it is a selfless and selfish combination that can create a new dynamic about life's mission, our capacity to care and feel, when adult and child stand together and mourn and love and remember.



Sri Gyan James McCaughan

A Letter from our Heads of School

Each year Mount Madonna School evolves, carrying with it the strengths and traditions that are vehicles for self-development, learning and relationship. The roots of our program were envisioned by caring educators, parents and artists, who created a meaningful education for young people. As we build for the future, we look to the past to see what holds value and can serve as guideposts for the next generation. "Building on our foundation" is a reality as we forge ahead with the construction of a multipurpose gymnasium. We learn and experience that everything we do matters, and this guiding principle infuses our program with new life, keeping it relevant and connected to the larger world.

Lower School Spotlight

Preschool and Kindergarten continue celebrating the magic of Fairy Day, which had its beginnings with 2012 senior, Blythe Collier. Many 2012 seniors began their schooling in our lower school program.

Our Cultural Awareness focus on Japan shined with our students' acting, singing and dancing, even creating a poignant music video using vivid black and white photos set to the hip-hop song, *Kenji*. A student Japanese art sale raised \$1,700 for tsunami relief.

We bid farewell to beloved fifth grade teacher Sri Gyan James McCaughan, with lakeside tributes of rose petals and songs on the morning of his death, April 27. His presence and gifts to our program will continue to live on in our hearts and minds.

The fifth grade integrated curriculum science project, Give A Hoot, about protecting the burrowing owl, won local, state and national acclaim.

The Children's Garden blossomed with the addition of a gazebo, root view boxes, rain catchment system, outdoor kitchen and tool sheds, made possible through the generous support of the Michael Lee Environmental Foundation and many hours of labor by dedicated volunteers.

Outdoor Learning and Ecoliteracy flourished with numerous day trips, including agriculture visits and birding with big buddies, an overnight excursion to Sierra Outdoor School, and a five-day Merced River backpacking trip.

Upper School Highlights

Middle school began outdoors with a trip to Big Sur. During the year, sixth graders cleaned up the greenhouse, grew and sold native plants, and donated the proceeds to an alumnus' son for leukemia treatments. Eighth grade developed and tested model-size solar cars for Summit for the Planet; and their year-end Rite of Passage was a successful, reflective experience.

Students helped write their own script this year for the original production, *Voices in the Middle*, expressing their hopes, dreams and challenges through poetry, prose, song and dance.

High school students began the year rafting together on the American River. Later, seniors assisted biologists at Elkhorn Slough with an annual migratory bird count, while others continued working on curriculum for the STORE project, developed by Stanford Research Institute in conjunction with MMS, under a grant from the National Science Foundation.

Students performed the musical, *13*, bringing laughter, angst and tears to many through familiar themes and characters. They presented original works at the Creative Writing Reading; and several had poetry included in a Santa Cruz County anthology. Senior Palak Bhatnagar developed a student newspaper, the *Mount Madramma Times*, as a capstone project.

Our seniors ('12) journeyed to South Africa in June 2011, and in May 2012, together with the juniors, traveled to Washington, D.C. Ninth graders spent four days on Catalina Island engaged in marine studies, helping with tsunami debris clean-up and research.

We say *Hasta Luego* to Colin Cole, Spanish instructor, as he departs for graduate studies; and *Dbanyavad* to Asha Pandya, for 16 years of service to MMS as she resumes her own education.

If dreams are created from desires, memory and imagination, let us continue to dream together of all that Mount Madonna School can be. The seeds of the past have established a strong foundation of values, mission and philosophy. The tree's strong roots support branches and limbs growing outwards with many dynamic programs in place and more budding. Let us continue to vision a healthy tree inspiring a community of learners, a life of meaning and a dedication to giving back.



Supriya McDonald and Jivanti Rutansky imagining the future at our new gym site

Jivanti Rutansky
Head of Upper School

Supriya McDonald
Head of Lower School

Athletic Achievements and Program Expansion

Middle school athletics flourished this year, with PK McDonald and Sidd McDonald coaching boys and girls volleyball teams; Jessica Cambell and Premdas Rohan overseeing fifth

Both of MMS' girls teams finished their seasons tied for 4th place in the Silicon Valley Athletic League. "The [seventh-eighth grade] Blue Hawks developed a passion for the game and a

really strong sense of team camaraderie, says Coach PK. "These players have the talent to contribute immediately to the high school program and achieve great things in the future." For the first time in a decade, MMS boys team joined a league – the competitive Central Coast Athletic League (CCAL) – great preparation for SCCAL in high school!



Varsity boys volleyball team

and sixth graders at the county-wide International Games track competition; and for the second year, volunteer parent Carson Kelly coaching a co-ed soccer team, inspiring his players to stay focused, play hard and have fun!

"I like being able to provide MMS with an additional sport for the kids to participate in," Carson explains. "It is important for kids to wear a jersey with their school's name on it, and go out and participate on a school-based team. Our team this year has great athletic spirit, coupled with a positive attitude and strong desire to learn!"

The high school cross country team, again led by parent John Nink, competed with talent and heart. Junior Daniel Fust had a Top Ten finish during the season, and the team ended in 7th place overall, up from last year! Meanwhile the JV boys basketball team, under the guidance of Coach Nate Rockhold, showed much dedication and improvement during an inaugural season comprised of practice sessions but no games. Look for this team on the court this winter!

Our varsity girls team placed 5th in league and competed in the CCS D-V semi-finals; and



Remembering Trevor Krieg *By Gabrielle Houston-Neville*

Trevor Krieg served as assistant coach of MMS' girls varsity volleyball team in 2009-2010. In 2010 he took over as head coach of the team, where he remained until his passing on May 26.

I met Trevor Krieg in 2009 shortly after he arrived in Santa Cruz, an enthusiastic 19-year-old looking for a coaching job. A diamond in the rough and treasure to the local volleyball community, Trevor became my friend and assistant coach at Main Beach and later MMS and Cabrillo College. One of the hardest working people I've ever known, Trevor believed no mountain was too high, no challenge too great, and no opponent too intimidating. He positively impacted so many young players and was able to impart to those who knew him a sense of their true potential. He told us: "You can do anything you want if you put your mind to it – no matter who you are or how old or where you came from. Believe in yourself, give 110% in all that you do and never, never, never give up." Trevor, you will live in our hearts forever.



the jv girls persevered through a hard-fought season! Great coaching from the late Trevor Krieg, varsity girls head coach; and Jake Dietrick, jv girls head coach.

Our varsity boys again played an outstanding season too: undefeated in league play and commanding as Santa Cruz Coast Athletic League (SCCAL) Champions! The boys went on to compete in the Central Coast Section (CCS)

D-II playoffs, finishing in 2nd place. Our junior varsity boys also shined, finishing the season undefeated in league play! Kudos and appreciations to PK McDonald, varsity boys head coach; and Nate Rockhold, jv boys head coach and varsity boys assistant coach.



The high school cross country team competes

Middle school Blue Hawks team



Volleyball: Banners and Champions

- **SCCAL Champions, 2012**, varsity boys
- **CCS Second Place, 2012**, varsity boys
- **SCCAL High School Varsity Volleyball — All-League Girls and Boys**

First Team — *Allison Ota*

Second Team — *Palak Bhatnagar*

Honorable Mentions — *Aimee Hopkins, Talia Speaker*

MVP — *Ryan Alfaro*

Co-Junior of the Year — *Willy Bryan*

First Team — *Jake Getz*

Second Team — *Daniel Fust, Kabir Abluwalia*

Coach of the Year — *Trevor Krieg, Scotts Valley (awarded posthumously)*

The Spirit of Service: Honoring Volunteerism

Mount Madonna School strives to cultivate the spirit of philanthropy in our students, so that they may go out into the world and make their contributions and create a life of meaning for themselves. We all learn by example.

We honor and thank two shining examples of individuals who embody the spirit of giving back through volunteering their time at MMS.



Jeevani Vince, parent of Nicole and Nate (7th) and Sarah (3rd), is an always-smiling, dedicated, energetic, and physically strong parent volunteer who has given generously of her time for three years. She and her family will be in Vienna, Austria for a year, and will be missed. In addition to teaching P.E. part-time, Jeevani assists with performing arts productions (including coordinating *Ramayana!* playbill advertising) and many school events. She takes on each task – big or small – with enthusiasm, and a positive, ‘can-do’ attitude.

Letty Bess, parent of Chelsea (‘11), Courtney (‘12), and Cameron (8th) is an enthusiastic, dedicated and knowledgeable parent volunteer who gives of her time –

two days per week, and during busy event times even more often – in support of the Advancement Office. She sits on the Development Committee, has served as class liaison for many years, helps with the golf tournament, supports the *Ramayana!*, and, together with her husband, Lane, co-chairs the Major Gifts Committee of the Capital Campaign. Within the school community, she is known for her love and care of our students and her commitment to making a difference in so many ways.



'Golden' Lesson Combines Math, Art and Literature

By Hema Walker

“Once upon a time . . .” may be an uncommon way to begin a mathematics lesson, yet in MMS’ PreK that is just how I present our “Golden Number Book” lessons. During the kindergarten



Kindergarten students practice shaping numbers out of bread dough

year, each student creates their own “Golden Number” counting journal.

Let me back up just a little, though, and share what happens before students write or draw in their books. Each child works one-on-one with a teacher to practice the formation of the specific number we are learning that week: they trace a sandpaper version of the number; and then write it with their finger in a sand tray. Afterwards they use a pencil to complete a paper ‘number strip.’

Young children learn best when they are active and moving. The physical aspects of this lesson support this need and make the activity “playful.” Children this age are very kinesthetic learners, and when they enjoy what they are doing, they remain positively engaged. The more practice they have in number formation, the stronger their motor memory of it becomes. For this reason MMS kindergartners practice numbers in several tactile ways.

Once individual study is complete, we gather together and I present the ‘number of the week’ in a simple story, such as “One Magic Cooking Pot” or “Two Frog Princes.” This helps bring the number to life in the child’s imagination.

“I like hearing it when the teacher tells the story,” comments Anya, a kindergartner. “It’s very fun hearing new stories.”

In my years of experience working with children, I’ve come to understand that young children learn more easily in the context of “play.” They naturally spend their time engaged in fantasy play helping them to make sense of their world and process their experiences. Teaching academic concepts in a story form appeals to kindergartners; and presents great opportunities to support positive values such as choosing the right action, forgiveness, courage, positive self-concept and conflict resolution.

After the story, the children practice clapping their hands, stomping their feet, nodding their heads and shaking their friend’s hand the same number

of times as the number they are learning. This brings a concrete experience of the number into their body. Next they raise a ‘magic pencil’ above their heads and following my lead, writing the number in the air with their finger, and then trace it on their neighbor’s back.

One of the newer “additions” to this lesson is a baking activity, where the children form the number of the week in bread dough we make together, then we bake their bread numbers and the children eat them for snack!

The children look forward to this lesson. It’s fun and the importance of that cannot be overstated! When children develop a positive attitude about school early on, they draw on these feelings throughout their school career.

When the children begin working in their books, they’re ready to demonstrate their mastery. Each child copies the number and its spelling from the chalkboard, onto two “color ribbons” drawn with crayons.

On these ‘ribbons’, the children use a pencil



Getting a feel for number formation

to practice writing the number several times, as they become more familiar and comfortable with forming it correctly.

“My favorite part about Golden Number Books is when you get to write the number and spell the word,” says kindergartner Ethan, “because I like how they look.”

Next I draw a picture from the story on the chalkboard depicting the appropriate number of objects. Then each kindergartner draws a story picture. The lesson concludes with the child dictating a story about their picture to a teacher who writes it in their book.

“I like writing the story, because you get to write about exciting adventures,” explains kindergartner Adrian.

The holistic nature of this lesson appeals to the children on many levels. The end result is a precious rendition of their

very own counting book, a solid understanding of the basic numbers, a creative integration of art, literature and mathematics in a single lesson, and delight in the learning process.

Working on “Golden Number” books



Outdoor Learning: Growing Our Ecoliteracy Program

By Supriya McDonald

Grinding sandstone rocks at recess, hiking with big buddies to the newt and duck ponds or simply watching the various migratory birds that visit our lake-area bus stop, is an essential part of an MMS education. Nature's teachings and classroom lessons help us achieve important ecoliteracy goals.

Our 'outdoor classroom' provides students with opportunities for exploration, observation, imagination and reflection, inspired by the natural environment of the redwood forests, oak trees, Life Lab gardens, ponds, meadows and rocks.

The primary goals of the Ecoliteracy and Outdoor Learning Program include the development of:

- Environmental stewardship and creating sustainable communities
- A personal relationship with nature
- Character-building qualities such as perseverance, creativity, teambuilding, and integrity
- Physical health to increase stamina, provide stress reduction and fitness
- Knowledge of life and earth sciences, including the ecology of local plants and animals
- Nature-inspired creative expression
- Life skills and wilderness safety
- Agricultural awareness of food sources, farming issues and local and global economies

Our program is activity-based and centered around real experiences on and off the mountain.

Classes regularly visit farms, Life Labs and experiment in their own school gardens starting in preschool and kindergarten. The overnight outdoor field trips are built in as rite of passage rituals developing independence, self-awareness and confidence as early as third grade. Multidisciplinary learning combines science, arts, writing and math-



Top: Second graders enjoy the garden
Bottom: Students help with sand crab monitoring



Senior McKenzie Caborn kayaks with third grade buddy Kahlan Tervalon

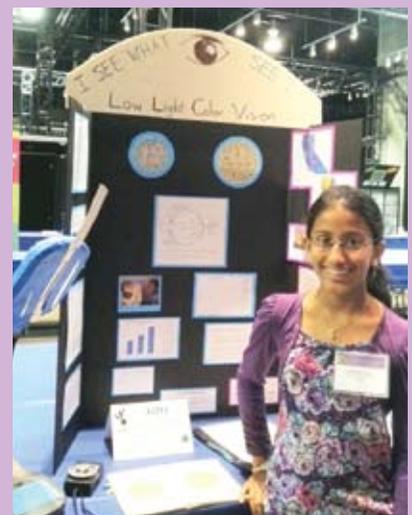
ematics as students express their learning and share with others. From our early years, when the whole school went camping together, to the new trips of big buddy kayaking and Catalina Island, Mount Madonna values true discovery and adventure that renews and rekindles the spirit of learning and relationship with one another and the world.

Illuminating Science: Sixth Grader Wins State Award

Congratulations to sixth grader Lekha Duvvoori for her Second Place award in Mammalian Biology, Junior Division, at the 2012 California State Science Fair. Lekha earned the chance compete at State after her project, "I See What Eye See, Low Light Color Vision," won kudos and multiple awards at the Santa Cruz County Science Fair in March.

"My idea for this project started with my school science class' module on electricity," she explains. "I felt excited to learn about electricity and conduct experiments using simple household materials, and thought it was great that I could use tin foil and paper clips to create electrical circuits. I was making a dimmer switch in class, and decided to make another one at home. I'd heard my mother say she was having trouble with night time driving, but not day time driving, and I started to think I could combine those things, and study how people saw color in dim light.

If we know about this then we can think about designing web links to have different colors and different fonts," she adds. "I made maps showing that colors with more contrast are better than close-contrast color choices."



Sixth grader Lekha Duvvoori at the science fair

Talking Story and Teaching Language

By Leigh Ann Clifton

Standing in front of the class, the sandy-haired boy shuffles his feet, avoiding eye contact with the middle school students seated before him. He looks up, shyly meets his classmates' gaze, and takes a deep breath. Exhaling, he begins telling a story in Spanish. The words come haltingly at first, then, as his confidence improves, he relaxes and expands his vocabulary, exploring different sentence structures and verb conjugations.

"*Hay un chico que se llama Pablo,*" says the boy. "*Pablo quiere ocho gatos. Pablo va a Australia para hablar con el presidente de los gatos. Pablo recibe los gatos.*"



Top: Teacher Jen Block engages with students
Bottom: Sienna Clifton and Zach Wagner have fun telling stories in Spanish

"*¿Pablo quiere gatos?*," asks elementary and middle school Spanish teacher Jen Block to the listening students. "*¿Pablo está feliz o está triste? ¿Cuántos gatos recibe Pablo?*"

The other students respond with a "sí" or "no," or, depending on what is asked, with longer answers to open-ended questions.

While at first impression this seems more like informal conversation than structured, academic lesson, these students are engaged in an innovative approach to second-language

acquisition. Known as Teaching Proficiency and Reading through Storytelling (TPRS), this method integrates physical actions, vocabulary and storytelling.

It's kinesthetic, so for students who learn best by "doing," the combination of physical activity and speaking out loud help increase language comprehension.

TPRS is a modified version of the Total Physical Response (TPR) method, which involves physical actions connecting students' bodies with vocabulary. Block has utilized TPR with good result for years. In summer 2011 she completed a TPRS training and then began using it in her classroom. TPRS still uses physical actions to relate to vocabulary, while adding the repetition of questions and creation of stories to aid in students' fluency and proficiency of language development.

Block creates gestures which students perform to represent Spanish words. For example, students make a smiley face and point to their cheeks demonstrating "*está feliz,*" or point to the ground and tap their feet to show "right now" or "*ahora.*" Block develops a skeletal story outline by asking questions to elicit students' input, helping to facilitate the lesson. Building on this, students create an imaginative story together incorporating their current vocabulary words.

"Stories are fun for kids, and the method of using stories to learn a second language is familiar to so many children because of its use in their first language development," she says.

Later, students read a story similar to what they created, and Block asks questions to gauge their understanding. To further reinforce comprehension, students take turns retelling the story they've read.

"Getting up in front of the class and retelling a story isn't too scary," comments sixth grader Carl Ward. "I think it goes pretty well."

Classmate Lekha Duvvooori says combining the actions with spoken stories improves her comprehension: "I like watching for the hand gestures. They are helpful and make the

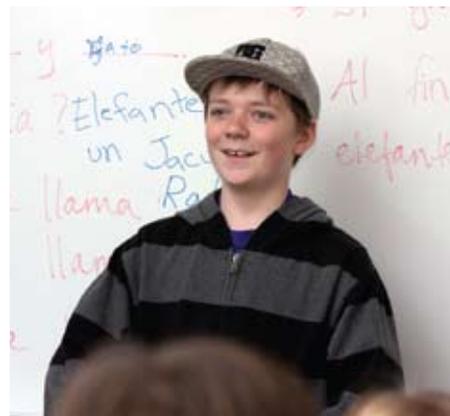


Sixth graders Faith Viglizzo and Gracie Howley practice gestures relating to their vocabulary words

questions easier to understand."

Block explains that with TPRS, "students new to Spanish don't feel like they're missing out on something that was previously covered; while their more experienced peers can do more than practice vocabulary in rote fashion. For third and fourth grades Block incorporates some TPRS elements into lessons, and fifth graders work with TPRS-type stories.

"Students feel good about being able to understand what I'm saying since it's supported with gestures and there is a lot of repetition," she notes. "They are also much more willing and comfortable in terms of speaking in front of the class when they retell stories. The ability to adapt the type of question that I ask students is very helpful since I have various levels of students



Carl Ward tells a story in Spanish

in my class. I can reinforce vocabulary for one student and then ask an open-ended question to encourage more conversation with another student, and everyone gets to participate at their own level."

Our *Play It Forward!* Capital Campaign Makes Great Progress!

By Lara Kilpatrick, Director of Advancement

We are thrilled with the Capital Campaign progress made this year! Activities included the **Drive for Schools** car/cash drawing, sponsored by Santa Cruz Beach Boardwalk and Toyota and Subaru of Santa Cruz, which raised \$8,330 and our **4th Annual Play it Forward! Golf Open** in May, which generated \$9,488. Total capital funds pledged and received to date: \$760,000!

With the assistance of fundraising consultants Netzel Grigsby Associates, committees comprised of parent volunteers made significant progress. The Marketing and Communications team created beautiful campaign collateral pieces, which we are using in meeting with potential donors. With great professionalism and spirit, the Major Gifts Committee has conducted a number of meetings with donors. Sandy and Austin Shaw hosted at their beautiful home a “**gym soiree**” to which we invited members of our school community in order to generate buzz for the campaign (this was the first in a series of events to come). **As co-chairs**

of the Major Gifts Committee, Lane and Letty Bess pledged \$50,000, which they will increase to a total of \$100,000 if one donor will match their challenge! We are still looking for a donor who will step up to meet this challenge by December 2012. The gymnasium construction is also moving ahead. Site work was completed and the foundation was poured in December. Students, faculty, and some parents and board members celebrated this accomplishment with activities on the giant cement slab. In July, after a long and involved process, we received our building permit and **the metal building was erected in early August. We are now working to raise the additional funds to complete the building project.**

To everyone who contributed this year, we extend our deep gratitude:

Visionaries

(Gifts of \$50,000 to \$99,999)

Bess Family

Ambassadors (\$25,000 to \$49,999)

Ross Bryan Family

Barbara and Morty Cohen

Kerr Family

Shaw Family

Juvy and Richard Timan,

in memory of Ethel Timan

Vince Family

Wagner Family

Leaders (\$10,000 to \$24,999)

Constance and Thomas Broz

Sarada and Dayanand Diffenbaugh

Jack O'Neill

Tomash Family Foundation

Champions (\$5,000 to \$9,999)

888-TRY-KONA, Bart and Jennifer Meltzer

Mary Kay and Richard Alfaro

Anonymous (1)

Emerson Electric,

Employee Matching Gifts Program

Kaplan Family

Neal Martin-Zeavy

Tricia McCurdy-Slater and John Slater

Mary Supriya and Sidd McDonald

Karina and David Shelton

Ralph Wolff

Mentors (\$2,500 to \$4,999)

Anonymous (8)

Daniela Bryan

Kelly and Rod Caborn

Arpita Ezell and Rajendra Bingham

Robin and William Hopkins

Kalpna and Sampad Kachuck

Kelly Family, in honor of Sri Gyan McCaughan

Ward Sadanand Mailliard

Jivanti Rutansky

Patrons (\$1,000 to \$2,499)

BlackRock

Emerson Network Power, Nate Vince

Pasatiempo, Scott Hoyt

Bruce Reuser

Sarojani and Premdas Rohan,

in honor of Dov Rohan

Charlotte Scherman

Advocates (\$500 to \$999)

A&P Amusement and Music LLC, Paul Thatcher

Sanjay Bhatnagar

Lisa Catterall

Connor Plumbing, Kate and Lindsay Connor

Corralitos Wine Company, Jerry Starr

Sita and Janardan Farley

John Fust

Randy Getz

Hernandez Hideaway, Rick Stevens

John J. Jimenez, DDS - Endodontics,

Maria Ashcraft and John Jimenez

Kona Brewing Company/ Craft Brew Alliance

Bhairab James Lazar

Merrill Lynch

Brightstar Ohlson and Jason Wallace

Prabha Pacey

Diamond D Company, David Pettigrew

Luke Rockhold

Santa Cruz County Bank, David Heald

Starbucks Coffee

(employee matching gift program)

Lowell Staveland

Summit Volleyball Club, Sidd McDonald

Summit Volleyball Club, Lisa Rosendale

Watsonville Coast Produce, Gary Manfre



Guardians (Up to \$499)

Alfaro Family Vineyards, Richard & Mary Kay Alfaro

Lee Brock

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Working the Steps: Perspectives from the Learning Journey to Washington, D.C.

By Ward Mailliard

It is a Friday in May. We stand under a perfectly blue sky and wait for the votes to be over. Soon the Members of Congress come down the steps. I spot our representative, Sam Farr and go to greet him. This is one of my favorite moments of the Washington, D.C. journey. We are “working the steps.” It is a deceptively simple process. When votes are called in the House of Representatives, we wait at the bottom of the Capitol steps. When the votes are over, a majority of the members walk down the steps right past us as they return to their offices. The students, with a bit of prompting, walk up to any of them and introduce themselves. Most members will usually take a few minutes to chat. They seem genuinely interested in young people and respond well to those who approach respectfully.

Because of these Congressional votes our interviews were somewhat disrupted this trip. We missed our scheduled visit with the iconic civil rights hero, Congressman John Lewis. As I stand with Sam Farr, I notice Congressman Lewis come down the steps. The students quickly surround him, and Sam and I join in. Congressman Lewis in his soft Georgia accent, says, “I am so sorry I missed all of you this year.” Sam seizes the moment. Clearly he and John Lewis know and care for each other. Sam gently begins to incite a few stories from John.

Standing there on the steps with John and Sam telling stories is one of those moments when nothing else is needed. It is just perfect. These are good men, kind men, men who care about people, who care about

those who are in need. They want to level the playing field, create opportunity for those who



Juniors and seniors standing on the Capitol steps

have not been blessed in the way we have. They are willing to make time for us in their incredibly busy lives, and treat us as if we matter.

Students in the *Values in World Thought* program went to Washington, D.C. this year. This journey is organized around interviews with leading figures in our nation’s capital. Our first trip to D.C. in 1989 was the beginning of many learning journeys that have taken us around the world to places such as India and South Africa. I should note here that Prabha Pacey, also covered in this issue, has been with me as a key staff member and partner on every D.C. trip for the past 23 years.

Even after two decades, the *Values* program continues to be an evolving process – these journeys are powerful opportunities of often unpredictable experiential learning. This doesn’t refute the importance of preparation, content, discipline, and measurable outcomes. Rather it adds an extra dimension to the schooling process reflecting the way in which we learn new things throughout our lives. I have the joy of seeing the students discover their

own deep lessons, ones that I could not have imagined. Following are some examples from our

recent learning journey illustrating this principle and showing some of the depth of the students’ learning.

“If you’re listening, you’re communicating.” As I look back on my experience in Washington, D.C., Under Secretary of State, Tara Sonenshine’s words continue to resonate with me. I entered the journey with a specific goals and expectations. “This is how I will ask that question. These are the people who will inspire me. This is when I will discover my passion.” Caught up in my anticipation of the outcome, I had been neglecting the process. But Sonenshine’s words obliterated this tunnel vision and awoke me to the surrounding opportunities. Each person poses a unique set of stories, experiences, and discoveries waiting to be relayed. However, it was not until I let go of my longing for control and embraced my curiosity that I was able to fully appreciate these unique perspectives.”

— McKenzie Caborn, 12th grade

“Prepping for the interviews was much more complicated than I had anticipated...Working with my fellow classmates, bouncing our ideas off each other and offering opinions to help improve each other’s questions was an extremely enlightening experience. I learned not to be attached to the work I had done because, with the help of my classmates, it changed into something better than I had even dreamed of. Working closely with individuals I



Students with Congressmen John Lewis and Sam Farr

consider to be my intellectual superiors taught me that my opinions are not always correct, and that by listening to other people I can learn more than I thought possible.”

— *Karina Fox, 11th grade*

“The D.C. trip is a group trip and you have to work together to succeed. I learned how my classmates work. Through their blog writings and the feedback they gave during interviews, I learned how they make sense to themselves. I now have a deeper understanding of some of my classmates. One of the main values of this new knowledge is that there are aspects of the way people do things that I can take in and make part of who I am. This is part of the idea of *Ubuntu*. This trip was about learning something about me, through other people. I learned that if I choose to, I can personally make a difference and I feel that I have the moral imperative to do so; this goes back to *Values* class and my whole life. Values are something you develop throughout your life. . . The D.C. trip was an opportunity to really think about my own value system and the implications it has on the course of my life.”

— *Bryson Smith, 11th grade*



Making connections with representatives of Vital Voices

“I truly loved the moments on this trip where a true connection was made and I understood, even for a single sentence, what that person meant and what the words meant to the speaker. I loved the moment where I would think ‘yes!’ or ‘oh!’ because it meant that I was seeing what they were seeing. Those moments are so exceptional in our everyday life, not because no one else is thinking these new thoughts, but because only rarely do we talk about them. One of these moments

came when Congressman Kucinich was speaking. Everything can be said truthfully, as long as it is said lovingly. Yes. In the moment I understood that he was not simply saying that we should not lie; we know that. He was saying that everything we say should be told with the purpose of being truthful. We should not hide our ideas and aims in diplomatic words. If we say everything lovingly and respectfully the need for white lies and dancing around the issues goes out the door. I know how to say things in a way to get what I want, but I am starting to realize that is a skill that is not desirable.

Another moment came while listening to Layli Miller-Muro of the Tahirih Justice Center. She said, “You are a symbol first.” She is right. Though our school and our culture prides itself on individualism, when a person first meets you, all you are is a representative of the influences that led you to meet that person, in that way. Your race, your dress, your associations are all that is seen, until the relationship deepens and the person can distinguish what really makes you, you. And that is okay. I had never thought of that. It is okay to be a symbol, it is natural, and, furthermore, if you are a symbol you have the ability to represent those associations that helped to create you. As she said, it is a powerful and healing tool. There are so many more of these moments that I could speak about; these are only a precious two.”

— *Brooke Staveland, 11th grade*

“A majority of the passionate, high-ranking people we interviewed had no idea when they were seniors in high school where they would end up. They became successful by taking every opportunity, keeping an open mind, and not being afraid to step



Top: In Washington D.C.

Bottom: Engaged in an interview with Tara Sonenshine, Under Secretary of State

out of their comfort zone. For years I’ve had the same plan, go to college and get a business degree, then go to dental school. I’ve never really thought about anything else, partly because I’m afraid of changing my mind and not having a plan at all. These people have taught me to not be afraid of the unknown, and that in the end I’ll end up where I belong.”

— *Nicole Nascimento, 12th grade*

“Washington D.C. opened my eyes to positivity, but it also forced me to analyze the complexity of our world. How light and darkness can exist side by side, sometimes creating each other. How accepting both are key to healing our world. From my Washington, D.C. journey I learned there are some great leaders in our nation’s capital. My hope is that my generation will follow in their footsteps. My hope is that others can somehow discover this optimism and be energized by its pulsing magnitude, ready to make a difference. My hope is that my generation can stop complaining about the fact that we have to save the world, and instead go out there and do it.”

— *Blythe Collier, 12th grade*

Congressman John Lewis once told us how nonviolence is not a tactic. He said, “You don’t

Continued on Page 19

Report from the 2011-12 Annual Giving Campaign

By Lara Kilpatrick, Director of Advancement

We are very thankful that for a second consecutive year, our Annual Giving Campaign (AG) surpassed the \$100,000 goal. Together, we brought in \$106,333 and achieved 95% family participation! We extend our sincere appreciation and thanks to the faculty, staff, parents, guardians, families, alumni, and businesses who contributed. We offer a special note of gratitude to those who participated in matching gifts programs through their employers. We also want to acknowledge the contributions made by our class liaisons and the class AG volunteers, whose attention to this campaign helps to make it a whole-community endeavor.

Thank You to Our Generous Annual Giving Donors!

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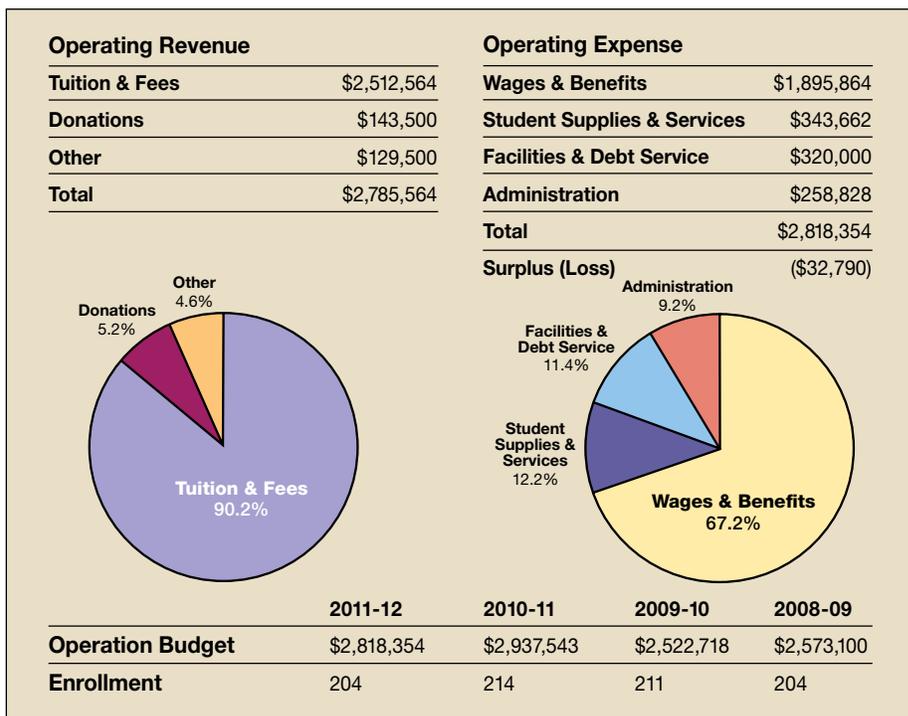
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2011-12 Financial Report

By Eric Forbes, Business Manager

Mount Madonna School completed its 33rd fiscal year on June 30, 2012. The School continues to prosper under the committed stewardship and oversight by our Trustees, Board of Directors and Finance Committee. The tuition generated by enrollment remains the primary source of operating income while salaries and benefits comprise the majority of operating expense. Though we began the year with 199 students, we received tuition revenue for 204 students, and ended with 203 students for the 2011-12 school year. Our Annual Giving Campaign ended the year at \$106,333. We look forward to a future of increasing financial strength and sustainability, through increasing enrollment, generous donations to our Annual Giving and Capital campaigns, and directed donations to the excellent programs at MMS.



Note: The School's annual financial review will be conducted by the Harrington Group in October. That report will be available in December for anyone wishing to view it.

Directed and In-Kind Donations

Thank you to donors who gave cash gifts directly to athletic, academic, scholarship and other vital school programs! This year we were also fortunate to receive a wide array of in-kind gifts, ranging from strawberries, iTunes giftcards, and costumes to full-color photo prints, books, computers – and a piano! We want to offer a special note of appreciation for those who gave to the new scholarship fund, the “Sri Gyan McCaughan Scholarship of Excellence and Creativity,” created per the wish of our beloved teacher and friend.

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Summit for the Planet A Great Success!

Our 6th Annual Summit for the Planet Walk-a-thon and Celebration on Saturday, April 28 was a great success! We are thankful that the weather was beautiful, allowing us to welcome more than 350 attendees of all ages. We raised over \$20,000 – more than any year so far. This was due to the wonderful participation and support of our students, families, class liaisons, friends, faculty, and staff. This year our focus was to bring together people and organizations for the Summit for the Planet Walk-a-thon, in order to raise funds for MMS and for other nonprofit organizations. We were thrilled to have had six nonprofit groups participate this year. Participants walked or ran 5, 10 or 15 kilometers in support of the Bat Conservancy of Coastal California, Ceiba College Preparatory Academy, Silicon Valley Flex Academy, Morgan Hill Community Garden, Sulphur Creek Nature Center, Watsonville Wetlands Watch, and Mount Madonna School.

A heartfelt thank you to all the nonprofit organizations mentioned above, and to our sponsors, vendors and other supporters for making this event possible. A special shout-out to Pamela Blunden (JonJon, '12), who took on coordinating this event for the first time, and to Robyn Pearson (Ben, 2nd grade), who monitored the walk-a-thon database and helped keep our pledges on track.

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Students' Poetry Selected for Anthology

The poetry of six MMS students was selected for inclusion in the 19th annual Santa Cruz

County High School Poetry Competition and Anthology. Renata Massion, 9th, received a Second Prize award for her sestina, *Insane*.

and well-crafted results," comments Melissa Sanders-Self, MMS high school English teacher. Sanders-Self also lectures in the Literature and Creative Writing departments at UCSC.

"Lulu's piece is a concrete poem, a form where words are arranged on the page to show a literal image of the content. In her poem, the 'suitcase' made of words represented her thoughts on leaving home. Kabir's poem is short and an example of imagist poetry where the goal is to create a clear image and an emotion using just a few short descriptive lines.

Kavi and Rami's works are both experiments in free verse, allowing them to rhyme or not rhyme, and to use enjambment to break the lines according to the accent and stress they wanted on a certain word. Sophie's poem began as a sestina which has a complicated, strict pattern of repeating words in a specific order, but as she reworked it, the repetition changed and she decided to create a prose poem in six stanzas that suited what she wanted to say more accurately."

Also accepted into the anthology are: *The Suitcase Life* by Arianna Morell-Haltom, 12th; *A Cry for Love* by Kabir Ahluwalia, 12th; *Projections on Walls and Windows* and *Figures We Will Make the Air Into* by Kavi Duvvoori, 11th; *Smell My Hair* by Rami Walker, 9th; and *The Meadow* by Sophie Kamkar, 10th.

"I find Renata's poem, *Insane* to be playful, self-probing, and courageous," comments Len Anderson of Poetry Santa Cruz.

"Our high school students work hard in our creative writing classes to learn and master many different forms of poetry and I am always impressed by the moving

INSANE

She is going insane.

I can see it in the way she plays the piano.

There must be something about that flower,

Her eyes keep darting to it. But still, she continues playing.

The melancholy song she plays drifts into my ears
sounding peculiarly sweet.

The lights in my head are flickering.

Or was that just the dusty lamp in the corner flickering?

Am I going insane?

What is that taste of lemon hitting my tongue so sweet?

Where am I? I no longer hear the piano.

I hear children playing.

I am in an old park and I smell a single flower.

The sweet lemon hitting my tongue is the smell of the flower.

The children are flickering.

They are not playing.

Children can not flicker. I am, without doubt, going insane.

I am shooting like a cannonball back to the piano.

I am alone. There is no song, peculiarly sweet.

I miss that song, so peculiarly sweet.

Sweet like that flower. That flower.

I am back again, but it is different now, there is still a piano.

Instead of the children flickering.

Maybe this is a dream. Maybe I am not insane.

My mind is playing.

Tricks are what my mind is playing.

It is slipping from my tongue, that sweet.

The piano has gone insane.

Now it is only piano. No flower.

No flickering.

Only a vast whiteness, and piano.

But it is different now. No one is playing the piano.

The woman was comforting, I miss her playing.

I miss the children flickering.

They were both, sort of, sweet.

I even miss the strange flower.

All this white makes me feel like I am insane.

The piano has become sweet.

No playing. No flower.

No flickering. The first step to recovery is
admitting you have a problem. I. Am.

Insane

— Renata Massion, 9th grade

Students Recognized in County Math Contest

Congratulations to MMS fifth graders Camden Diskowski, Eleanor Harrington, Jules Barivan, Nico Panzardi and Noah Kaplan, for receiving a 3rd Place team award in the 45th annual Santa Cruz County Math Contest, held



Fifth grade math contest awardees with Supriya McDonald (left) and Jo-Ann Panzardi (right)

in May. In addition, a sixth grade team – Carl Ward, Indigo Kelly, Lekha Duvvoori, and William Murphy – also participated. These students competed with more than 300 fifth through eighth grade students from 21 schools county-wide, and were coached by parent Jo-Ann Panzardi, an instructor and chair of the engineering department at Cabrillo College.

"I was impressed that in the midst of taking the math test, the fifth grade team decided to approach the test in a different way than they had agreed upon during their practice sessions," comments Panzardi. "This showed real teamwork and a great ability to adjust their strategy under pressure."

Changes and Challenges: Middle School ‘Voices’

“Okay, let’s be honest. We’re in middle school, so we’re not adults and we’re not little kids either. By term, we’re somewhere in between. That can be annoying.”

“I’m in no hurry to grow up. Seeing adults all stressed out is no big temptation to join your team. I’m fine to skateboard around...play video games, hang out with friends, and stay out of trouble.”

“At the same time, it is not like we kids don’t see that things nowadays are a bit messed up. World hunger and war, our economy, nobody having jobs, I have no idea how to figure out answers to all that stuff. That’s what you adults get paid to do. I mean, I’m twelve, it’s not like I’m going to head some committee to solve the world’s problems.”

— From “Voices in the Middle,”
Mount Madonna School’s original musical revue.



Theater directors working with young adolescents face some quandary in finding material relatable to their students in theme and content. Most plays, with the exception of a few, feature characters much older, so there is a leap in terms of life experience for a middle school-aged performer to play an adult, says Sampad Martin Kachuck, MMS’ longtime performing arts director. At one level, acting enables performers to ‘walk in the shoes’ of characters very different than themselves, not only in mindset and personality, priorities and conflicts, family upbringing and relationships, but also in terms of time period and age.

In 2011-12, seeking material closer in experience to its performers, the performing arts team decided to create an original musical revue (something it had done successfully in the early 1990s). This production, *Voices in the Middle*, premiered in January 2012.

Show directors began the creative process by examining some of the issues compelling and

confronting their students in school and life. *Voices* themes examined challenges of growing up, relationships with family, friends, school, and peers, and students’ quickly-changing identities, bodies, appearances, and priorities.

“Although adolescence is judged as a time of awkward turmoil, the beauty of youth is the capacity to dream and hope, to be idealistic and adaptable,” comments Sampad. “Young people have an uncanny ability to change their definition of self literally minute to minute, emotionally inhabiting each moment without thought of the next one until it happens. We wanted this within our revue.”

Every middle school student wrote an original piece – poem, scene, narrative or personal experience, as well as found an established work or song lyrics relating to the play’s themes. *Voices* blended written pieces generated by the students themselves (as well as from the directors), with vibrantly-choreographed dance compositions. A recognizable mix of contemporary music and classic Broadway show tunes and monologues from existing works were also incorporated.

“The idea to produce [an original] piece again was a leap of faith,” Sampad explains, “in that our current group of students had no experience with taking this form to a more developed performance piece, on sets, with lights and staging. Often, for students, what is new is initially and understandably approached with a

certain level of doubt. Most of the early rehearsal time for the play was spent in establishing trust in the credibility and opportunities of the endeavor.”

Although it took time for students’ full ‘buy-in’ to the endeavor, once engaged, they jumped in with full energy and commitment. Many



commented that they appreciated the relatable songs, words and subject material. Audience members shared how the students’ performances struck an emotional chord.

“With this format there are tremendous inherent freedoms in structure and content,” observes Sampad. “One of the main attractions is the ability to create an experience specially crafted to the talents of our student body.”

Time spent snorkeling one afternoon became a trip highlight. Students were permitted a rare opportunity to enter the ocean in a reserve area protected by the Wrigley center. They swam in an uncorrupted kelp forest with 30-foot visibility, and were 'greeted' by more than a dozen five-foot-long adult leopard sharks. Students enjoyed a 'playful' interaction with the sharks and didn't want to get out of the water!

"It is one thing to learn about all of these amazing creatures in a classroom, but to swim directly beside a leopard shark and literally swim into a garibaldi's nest is unreal," comments ninth grader Cassie Caborn. "Getting to experience and witness these animals in their natural habitats is a learning experience that is unforgettable, and would have never happened if we did not have the opportunity to venture outside of the classroom."

Other highlights included kayaking, a lab tour and touch-tank lesson at Wrigley. The group participated in a core sampling study on California's most pristine mudflat with Wrigley researchers,

two of whom are studying how mudflats process greenhouse gases. Every sample turned up a new creature to study. Students worked on quadrat sampling at low tide; and helped the Catalina Conservancy and Americorps cleanup tsunami debris from Japan, which continues to blow in to Catalina Harbor on the island's windward side.

"I used this trip as a test to see whether I want to have a career in field and marine biology," says ninth grader Rami Walker, as she worked to prepare her field journal. "After my experience in Catalina I am even more eager than before to pursue a marine biology career and hope that the knowledge I gained there will aid me along the way."

MMS' ninth grade science program, Diversity and History of Life on Earth, focuses heavily on evolution, structure and function, ecosystems, and animal diversity. The Catalina trip presents a rare opportunity for high school students to come in close contact with all the animal phyla studied in the classroom.



Students work on quadrat sampling at low tide

"There is no film, lab, textbook, or handout," comments Lisa, "that can make the topic of 'Life' come to life as well as seeing California's most intact marine ecosystem close-up."

Giving A Hoot Continued from Page 1

"It was important to get the message out to the public about saving this species," comments fifth grader John Anthony Dias. "People are interested and want more information on how they can help."

MMS' fifth grade ecoliteracy projects have earned these accolades before. This is the second time in the past three years that MMS has won the Siemens challenge, concurrently realizing top finishes in local Earth Day events and statewide in Disney's Planet Challenge (past five years). While it's not about the "winning" per se, it is validating to see the project rise to the top of elementary

school science efforts around the country.

"The educational benefits of this project are both strongly academic and practical," shared Jessica and the late Sri Gyan James McCaughan in a written project reflection earlier this year. "Students used explicit curricular instruction as a foundation for enacting change. As teachers, we gave the students tools, such as learning to calculate percentages, identifying solid research sources, writing formal letters, using statistics, creating a learning spreadsheet, word processing, email, Internet, LAN, photo, audio and video software to construct and tell a story and make

a compelling case that protecting the burrowing owl benefits the whole ecosystem."

Donations to the project will be invested with conservation groups working to protect owl habitat, and with micro-financier Kiva.org. As Siemens Grand Prize elementary winners, prizes include \$5,000 for MMS; a Discovery Education school assembly (fall 2012); and a 'green prize' for each 2011-12 fifth grader.

"It isn't only about the owl," comments Jessica. "It is about helping students find power in being citizens of our country. My personal goal for the kids is for them to see the world for real – the good and bad and in-between – and change what they feel needs to be changed. So often children and adults feel powerless in a society with councils, senates, and big companies, and they wonder what they can do if they are just one child – or even a group of children. I want them to realize that as a group, we are smarter, and with a unified goal we can change anything for the better. In this case, the owl was their unified goal, and once they collaborated, magic started to happen. In the end, the Siemens win is testament to this. As a group they did change the world for the better – not to mention the major environmental benefit of their work for the little burrowing owl."

Students reseed native grasslands



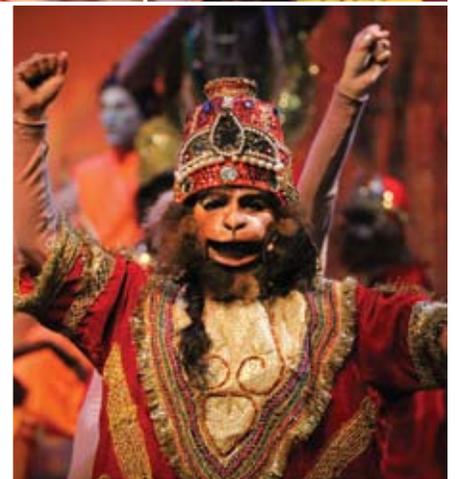
First Place at Santa Cruz Earth Day!





Ramayana! Gratitude

The dragon is packed away for another year and the reviews from our 34th annual *Ramayana!* are excellent! The cast, crew and volunteers did a spectacular job of cooperating and supporting this shared venture to audiences who left smiling and full of praise. Growth in attendance and increased playbill ad revenue resulted in a modest profit of approximately \$5,000, to be used in offsetting the costs of our winter productions. We humbly thank all who gave of their time and talents to create this larger-than-life show.



Working the Steps Continued from Page 11

turn it on and off.” It is a commitment to a way of life. For Sam Farr and John Lewis, friendship is not a tactic either. It is a commitment that they have made to a way of being in the world. Over the years Lewis has spoken with my groups on many occasions. We are not in his district, but he knows that we care about what he stands for. Apparently that is enough. Sam does not have to help us nor does his wonderful assistant Tom Tucker, but they

do. No matter how busy, they are they find that extra bit of time. They care about the future, not just as some abstract idea, but in the practical reality of these earnest young men and women who stand with them on this beautiful day on the Capitol steps for a unique and timeless moment of mentoring. Sam and John are who I hope my students will become. I don’t mean a Member of Congress, although that would be nice. I mean

someone who cares about others, who is kind, who serves their community, and who mentors the future.

The Learning Journeys work because we all get to learn together. This goes back to the foundational concept of our mission statement as a school. “We are a community of learners.” This includes students, parents, teachers, administrators. This shared learning experience is the essence of Mount Madonna School.

Giving Back and ‘Doing Good’

Interview with Prabha Pacey ('86) by Lara Kilpatrick ('85)

Recently, I had a great conversation with my dear friend and MMS alumna, Prabha Pacey ('86), over a delicious meal at her home in Soquel. Prabha is known to MMS alumni and families for her presence on the Washington, D.C. trips, and for her wonderful voice at senior graduation and the Prabha & Friends alumni concerts benefiting MMS (2009, 2011).

Employed by Starbucks, Prabha is a district manager (DM) for Licensed Starbucks within the Safeway and Target stores in San Jose and Morgan Hill and at San Jose Airport. She ensures that these businesses represent the Starbucks brand according to corporate standards. She first started with Starbucks' corporate stores, and earned many accolades and awards within the company. Looking back on her career trajectory, she shares some highlights:

“I was store manager of the first Santa Cruz Starbucks when it opened in 1996, and was promoted to DM in 1998. I oversaw the opening of all the stores in the Santa Cruz area, as well as many stores in San Jose, Salinas, and Monterey. I grew with Starbucks as it grew. When I was hired, the Starbucks mantra was ‘2,000 stores by 2000’ – now we’re at nearly 20,000 stores all over the world! I was very fortunate to get in early and really help grow this area.”

As DM for 13 years, Prabha became very familiar and comfortable with the business, processes, people, and management. In her last two years in that role she took on projects in Seattle and San Francisco, and then just one year ago, while still working in SF, she began her job change to Licensed stores. This career change came at a welcome time, bringing new perspectives, ways of

doing business, and completely new people.

Many MMS alumni, like Prabha, express a desire to go out into the world to ‘make a difference’. She says she her work with Starbucks provides opportunities for “doing good” in ways that are meaningful.

“I believe that Starbucks’ CEO Howard Schultz uses his power for good. He takes care of the people first, on the front line, and then trusts that the rest will happen,” says Prabha, explaining her reasons for remaining with the company. “He’s been criticized for that – for how he’s chosen to spend the money and take the direction of the company. We’re very healthy right now and we do good work all over the world. We create a value for people. And that works for me.

Starbucks likes it when we sit on Boards and have community influence – when we participate. Since October, I’ve volunteered more than 277 hours, and the majority of my work is with MMS and with Mount Madonna Center as Board Vice-President. I love all of it! It’s good experience and keeps me connected; and it adds to my skill set.

We do a lot of volunteer work in the company, in teams and in our own geographic areas. I worked with the Sacred Heart Thanksgiving food drive in San Jose, and then on their toy giveaway, helping families choose toys. It is intense and gratifying – the stories are unbelievable. We walk away so much more enriched than those we helped.”

Prabha’s talents, skills and personality traits have helped her to build a successful career. She’s often been called upon to roll out new products, and in her current role, deals one-on-one with many different levels of Safeway and Target executives. She is comfortable with people, a good writer and presenter, and is known for her sense of humor. At the same time, she can hold people accountable. “I graduated high school with no fear of getting in front of people, and with an ability to think, process, and problem solve,” she explains. “I didn’t know then that I was a good communicator; but I learned very quickly that this was something I did well.”

Prabha came to Mount Madonna School in 1982 for 8th grade, and this evening as we talk, she smiles, remem-



Prabha with Admiral Rochon, former White House chief executive usher

bering some of the experiences and people who shaped her. “We did some crazy things! There were many ways of learning that didn’t have a lot to do with rote memorization. I remember performing plays in Latin. I remember photography class with Sukhdev Pettengill (parent of Mallika Pettengill Bush ‘99). We’d go for a drive to a creek and study spider webs... I left with a curiosity about the world.

Absolutely Sampad was significant – no question. And Jayanti Peterson’s geography and world studies – loved that class! I also got a lot of support from [former MMS Principal] Brajesh Friedberg, who read my college essays. Sadhana Kilpatrick, for sure! She played marching music and put pennies on our hands, and today I can type faster than anyone I know! There is no way you can tell a middle school kid that typing is of value... but she made it fun! Those are the people that stand out for me.”

After graduation Prabha briefly attended the University of California, Santa Barbara (UCSB), and found the transition very challenging.

“On a campus of 20,000 students, there were just 300 African Americans. We were such a minority. I marked the African American checkbox on the housing application, and so was housed with a girl from Compton, who was lovely – but then I was in that community, and that was it. It was the first time in my life where we would walk down the street and be called ‘tar baby’ or be told to ‘Go back to Africa.’ It was so bad that the University interviewed me for a movie called *To Be Black at UC Santa Barbara*, which they began showing to incoming freshmen.”

In hindsight, Prabha says she should have

Prabha with students at Millie Mailliard’s home in the Blue Ridge Mountains



paid better attention to her college choice. “I didn’t want to go to UC Santa Cruz, so I threw out my acceptance letter before my parents could see it. I was accepted to other schools, but we settled on UCSB. In the end, this wasn’t a good choice for me, although I met great people.” Prabha left UCSB during her second year, choosing instead to begin working.

“I have an irrational fear about not being able to take care of myself. I did not at all enjoy racking up debt, and really wanted to make money and be self-sufficient. If I had to do it again, I would make more of an effort to stay in college.”

Prabha doesn’t anticipate leaving Starbucks for another company, but if she were to make a career change, it would be to pursue music – a passion of hers since she was very young.

“Next year I’m taking a six-month sabbatical from work. I’m going to visit India and then record a CD. I love doing gospel and kirtan [Indian devotional music]. The CD will be all kirtan, with Barry and Shelley Phillips, and Shantam Galuten with whom I’ve done many previous events and concerts. Devin (Bhattacharya) Kumar (’06) will be my recording engineer. I am so excited to work with him! He is so talented.” Devin has traveled together with Prabha on several of the Washington, D.C. *Values in World Thought* trips.

This brings our discussion around to Prabha’s long history of going on MMS’ Washington, D.C. trips as meals in-charge and chaperone.

“Prabha has been a key player in the D.C. trip since its inception,” comments trip leader Ward “SN” Mailliard. “If it’s too hot or you are tired or hungry, Prabha with great humor, has educated two generations of students that complaining does not improve anything; tough love in abundance!

One can always take Prabha’s ‘I have it covered’ to the bank. Logistics, food, midnight hospital runs, schedules, transportation, early morning coffee, student discipline – covered!

We have had two wisdom tooth extractions, and on the most recent trip, after I finally fell into a much-needed sleep, my phone rings and it is Prabha: ‘just thought I should let you know that I am at the emergency room with a sick child. Don’t worry, I have it covered. Go back to sleep.’ I always wondered how she could do all that and at the end have the students adore her. She is a natural leader who also played a masterful supporting role that made the rest of us look good.”

The May 2012 D.C. trip was her last. Prabha has been a part of the biennial program since the inaugural journey in 1989 and never missed a trip. In fact, one year MMS went two years in a row to accommodate the rising numbers of juniors and seniors that began with the 1999 class.

“Back then we felt 12 students were too many!” Prabha shares. “Those were the days! We thought we couldn’t take 20 kids – we needed to split them.” (Compare this to 2012, when 30 students attended the D.C. trip!)

“What an extraordinary program! It’s amazing to see people at the top of their game, and basically, running the world. What a gift to be in the same room, rub shoulders and get some of that energy – to see what a single individual or group of people are capable of accomplishing. Put this together with traveling with these young minds, and seeing how they grow and learn and experience amazing moments of impact. The power of that human connection, putting young people who are at the beginning of their lives in

front of people who are doing it, and showing them their power is extraordinary. It is also good for me to stay connected with that age group! It’s healthy, to be around people of different ages, in different times of their lives; it builds a healthier community.”

After participating in 13 trips, Prabha decided to create space for pursuing other activities.

“I have really enjoyed my time on the trips, getting to know each student before they graduate. I want to stay connected and contribute. I just need to figure out a different way. It feels like 23



Prabha chaperones during the first MMS D.C. trip in 1989

years has been a decent amount of time to dedicate to a particular program, and now feels like a good time to step out and let go. I am planning to do another benefit concert for MMS.”

As our conversation winds down, Prabha offers a few parting words for fellow MMS alumni and students, gathered from her experiences: “Bring your personal best, every day. And, do what you say you’re going to do. It seems ridiculously simple, but so many people don’t, and they wonder why they’re not successful.”



Passages: Tim Dodson (’96)

Tim Dodson passed away unexpectedly on May 4 at his home in Arlington, Texas. He is survived by his wife Wendy and four daughters, Tatiana, Xiomara, Luciana and Lilliana.

“A devoted father and husband, Tim was also a valued member of the MMS alumni community,” comments Sarada Diffenbaugh, MMS board president and former head of school. “We loved his smile, tenacity, spirit and attitude of gratitude. We send our sympathy to his family, friends and fellow alums.” Tim blossomed at MMS: active in performing arts, and beginning several life-long friendships. His childhood love of video games and computers later grew into a career, and in 2011 he began working with Children’s Medical Center in Dallas.

“Tim possessed a fantastic sense of humor, excellent work ethics, and accepted people as they were,” says wife Wendy. “No one could make you laugh like Tim. His beautiful smile and blue eyes would light up a room. He is forever in our hearts and dearly missed.”

Alumni Notes

From the Class of...

... '88 **Melissa C. Lowell*** graduated *magna cum laude* in 2011 with a B.S. in Technical Management, concentration in Marketing from DeVry University. She is living in Manteca and working on her Master's degree in Business Administration/Marketing.

... '89 In Kealahou, HI, **Usha Kilpatrick Kotner** received a \$3 million federal loan to purchase the property and improve facilities at Kona Pacific Public Charter School, where she is the founding principal.

... '90 **Lilith Ohlson**, together with her students, completed a beautiful Diversity Club Mural at Soquel High School, where she teaches art.

Dr. A. Marm Kilpatrick's article in *Science* (October 2011), outlines research providing "a framework for predicting and preventing the emergence" of human illnesses transmitted by insects or arachnids. He also co-authored "Social Bats Pay a Price with New Fungal Disease: Study Determines Which Bats Are Headed for Extinction" (*ScienceDaily*, July 2011). Marm is an Assistant Professor in the Ecology & Evolutionary Biology Department at UC Santa Cruz.

... '92 **Dr. Noah Diffenbaugh** weighed in for a *USA Today* story (October 7-9, 2011) on how climate change may effect wine growing regions. Noah is an Assistant Professor and Center Fellow, Woods Institute for the Environment, Department of Environmental Earth System Science at Stanford University. On December 31, 2011, **Carbys Zimmerman's** son, Max, age 4, was diagnosed with ALL Leukemia. However, Max is now doing much better and his body is reacting well to treatment.

... '93 **Dr. Rio Lion** is an osteopath in Reedsport, OR. He and wife Lolita have two sons, Luke, 6, and Bodhi, 2. **Laxmi (Stebbins) Wordham**,

chief digital officer at the Michael J. Fox Foundation, ran the 2012 New York City Half Marathon for a Team Fox fundraiser to benefit the Foundation's Parkinson's research.

... '94 **Tobias Gaurav Aguirre** was honored by the Monterey Bay Aquarium as a SeafoodWatch Hero at their May 'Cooking for Solutions' event, for his work in advancing leadership in sustainable seafood with companies including New Leaf Community Markets, Safeway, and Target.

... '95 **Sarah Joy Davis** lives in Oakland and is Research and Development Chef at Revolution Foods, a company offering organic, vegan and kosher lunch snacks through markets such as Whole Foods, in addition to running a school lunch program providing more than 120,000 meals daily to students nationwide. **PK Diffenbaugh** is in the final year of his Harvard Educational Leadership Doctorate, and is completing an internship at the Massachusetts State Department of Education.

... '96 **Matt 'Vijay' Prisk** and wife Jessica welcomed their first child, Mateo, on March 3. **Jennifer (Waite) Guerrero** and husband Raul welcomed new baby, Nico Riel Guerrero, born April 17. **Satish Lion** and wife Jaime Waid Eib welcomed baby London McKay Lion on March 1. **Tim Dodson**, senior analyst with Children's Medical Center (TX), passed away on May 4 (see story, page 21).

... '97 **Laura (Johnston) Ramsay** gave birth to her third child, daughter Susannah Fairchild Ramsay on July 22. She and husband Mike also have two boys, Simon, 9, and Elliot, 6. Laura works in Human Resources for New Leaf



Pat Barber '04 marries Tamaryn Venter



Ana Saroj Harris '98 and son Julian

Community Markets in Santa Cruz. **Dr. Jenny Turek**, has a pediatric dental practice in Wilmington, NC. She currently participates in clinics offering free dental cleanings for children of low income families.

... '98 **Ana Saroj Harris** and Juan Pablo Arenas welcomed baby Julian Adrian Santino Arenas, born September 29, 2011. Ana is a project manager with SocioFabrica, an interactive marketing and technology company, and also teaches Zumba and dance in the San Francisco bay area.

... '99 **Megan (Waite) Ivanoff** and son, Julian, stopped by MMS during their California visit in June. Julian Peter Ivanoff was born to Megan and her husband on August 16, 2011 in Lima, Peru, where the family currently lives. **Molly (Donoghue) Harrar** is enjoying working for the Philadelphia Department of Public Health as an analyst for the Division of Disease Control.

... '00 **Jennifer Grace Johnston** graduated with an M.S. in Accounting from San Jose State University and will finish the CPA exam this fall. In August she started with KPMG as an audit accountant. Jennifer blogs for *curvygirlguide.com*, consults on social media, and does contract writing for Nintendo and other companies. She and her son, Gabriel, 6, live in Santa Cruz.

... '01 **Josh Lewis** and wife Lauren recently relocated to Santa Cruz. On May 11 they welcomed

daughter Joanna Shaw Lewis. Josh is completing his post doctorate at UC San Diego, in the Cognitive Sciences and is developing a tool, Divvy, for exploratory data analysis, with a grant from the National Science Foundation. **Alison Alderdice** is a doctoral student in Clinical Psychology at the PGSP-Stanford Psy. D Consortium. **Alicia Weston-Miles** married Samuel

Soquel HS mural by Lilith Ohlson '90



Matt Prisk '96 and son Mateo



Brittany Lovato '10 and fiancé Adam Lint



Carlson on October 1 in San Francisco. Alicia serves as alumni representative to the MMS Board.

...**'02 J. Haley Campbell** graduated with an M.F.A. in Creative Writing from the University of San Francisco. **Nick Manov**, a senior mechanical engineer with Tesla Motors, won a California Beach Volleyball Association's men's double-A tournament in Santa Cruz on May 26 with teammate Jeff Nielson.

...**'03 Aaron Sale** graduated with a B.S. in Environmental Studies from UC Santa Cruz. **Shruti Swamy** graduated with an M.F.A. in Creative Writing from San Francisco State University. Shruti was also awarded the WK Rose Fellowship from Vassar College where she received her English degree in '07. Her short story *Black Dog* was nominated for a Pushcart Prize (see shrutiswamy.com). **Kevin Quinn** became engaged to Chanel Byron on August 9. He is currently working at his parents' business, Legacy Transportation, and was a huge support to MMS in this year's production of the *Ramayana!*

...**'04 Dylan Sanders-Self** graduated with an M.A. in English from San Francisco State University. **Patrick 'Manimal' Barber** married Tamaryn Venter on July 20, and they are expecting their first child in September. Patrick also opened a Crossfit gym in San Jose. He was featured in a Reebok Crossfit Games 2012 story (see <http://games.crossfit.com/video/manimal-back>). **Ryan Schmitt** received a B.S./M.S. in computer science from CalPoly, San Luis Obispo in December 2011. His thesis explored the feasibility of GPU-acceleration for the algorithm used to compute indirect illumination in computer-generated images. In January, he joined Microsoft as a software development engineer on the Direct3D team. Ryan lives in Issaquah, WA. In addition to teaching math and coaching at MMS, **Elliot 'PK' McDonald**, along with teammate Ric Cervantes, won a California Beach Volleyball Association's men's double-A tournament in Santa Cruz on June 9. **Lauren Mitchell** is doing marketing and recovery coaching for The Lotus Collaborative, an eating disorder treatment center in Santa Cruz. She has been competing in powerlifting with USAPL, has gone to nationals and competed at the Arnold Sports Festival 2012, and was featured in the March/April 2012 issue of *Power Magazine*.

...**'05 Madeline Meade** is engaged to Bill Montague. They plan to be married in Boca Grande, Florida this November. **Gaia Dempsey*** is product manager and director of PR/marketing at daqri in Santa Monica. She is

working on a creative summit in Long Beach. The September event will focus on the future of visual communication and augmented reality as a communication tool for artists.

...**'06 Devin (Bhattacharya) Kumar** graduated with a B.A. in Music from the Berklee School of Music with an emphasis on Music Production/Engineering and Film Scoring. He continues to travel and shoot MMS activities, including the May trip to Washington, D.C., and Chautauqua in July. **Casey Lightner** is living in San Francisco and is a mechanical engineer at Thermal Conductive Bonding. **Megan Mitchell** works for Crossfit as a writer and content manager for Games.CrossFit.com. **Ian Rusconi** and wife **Amita Kuttner ('08)** performed in July with the Cabrillo Symphonic Chorus at St. Mary of the Assumption Cathedral in San Francisco. Ian was lead organizer of this concert. Amita sang in the soprano section, next to Deb Bronstein, MMS musical director for many years and parent of alums **Lara Whitaker ('05)** and **Andrew Whitaker ('08)**.

...**'07 John G. "Jonji" Barber** graduated with a B.S. in Biology from UC Davis; and Mark Hansen with a B.S. in Commerce from Santa Clara University. **Emily Crubaugh** and **Luke Sanders-Self** were special guests at a May screening of the Project Happiness film in Santa Cruz. Emily works full time with the Project Happiness organization as volunteer coordinator. **Madeline Westson-Miles** is living in San Francisco and works for Tesla Motors.

...**'08 Aaron Colton** graduated with a B.A. in English and a minor in Analytic Philosophy from Vassar College. In August, he entered the University of Virginia's Ph.D. program in English Language, Literature and Research. **Andrew Whitaker** graduated Phi Beta Kappa with a B.A. in Integrated Studies from the University of Redlands. His areas of emphases were Math, Economics and Philosophy. **Ashley England** graduated with a B.A. in English and minors in Business and German from Loyola University, New Orleans. **Christopher Fust** graduated with a B.S. in Biology from UC Santa Cruz. Classmate **Hannah Meade** graduated with a B.A. in Global Studies with an emphasis in South Asia, Southeast Asia and the Pacific, from UC Santa Barbara. In December 2010 **Tessa Fischer** was part of the Fresno Pacific University (FPU) team that won the National Association of Intercollegiate Athletics national women's volleyball championship. In May, she graduated *summa cum laude* with a B.S. in Biology from FPU, and



Top: Laxmi Wordham '93 runs NYC Half Marathon
Middle: Jenny Turek '97 giving dental care
Bottom: Dani Quinn '11 receives RSN Open Ranch Sorting award

this fall begins graduate studies at the University of Illinois College of Veterinary Medicine in Urbana.

...**'09 Trevor Forry** traveled to the Sri Rama Ashram this year and also served for the third year as Assistant to the Director for MMS' *Ramayana!*

...**'10 Jack Massion**, a student at Kalamazoo College, was named as a 2011-2012 Civic Engagement Scholar. Jack is involved with a program called Helping Youth Through Personal Empowerment (HYPE), where he works with kids from a local juvenile youth home. **Brittany Lovato** is engaged to Adam Lint of Watsonville. The couple will be married on September 2.

...**'11 Lily Connor** participated in a UC Los Angeles dance marathon to raise money for Pediatric Aids Groups, including the Elizabeth Glaser Pediatric AIDS Foundation, UC Los Angeles AIDS Institute and two summer camps for HIV-affected children. **Dani Quinn** is engaged to Zephyr Oyarzun; the couple is planning a 2015 wedding. Dani continues with her studies at CalPoly, San Luis Obispo. In June, she won the RSN Open Ranch Sorting Division at the Reno Rodeo.

*Alumni non-MMS graduates



Mount Madonna School

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Dear Alumni Parents, if your graduate is no longer receiving mail at this address, please forward this to him/her and notify us of his/her new address.

Congratulations and Best Wishes to our 2012 Graduates!



Front row, left to right: McKenzie Caborn, Co-Valedictorian; Courtney Bess; Palak Bhatnagar. *Middle row, left to right:* Allison Ota; Ryan Alfaro; Blythe Collier; Arianna Morell-Haltom; Alida Lettunich; Nicole Nascimento; and Kellyn Cardinal. *Back row, left to right:* Aaron Storrs; Quincy Mitchell; Kabir Ahluwalia, Co-Valedictorian; JonJon Blunden; David Broz; and Alex Hooven, Salutatorian.

Class of 2012 College Acceptances:

American University*
Barry University
Berklee College of Music
Boston University
Bryant University
California Institute of the Arts*
California State University, Channel Islands
California State University, Chico
California State University, Fresno
California State University, Humboldt
California State University, San Diego
California State University, Sonoma
Case Western Reserve University
Champlain College
Chapman University

Cornell University*
Denver University
Dominican University
Drexel University
Eckerd College
Emerson College
Evergreen State College
Georgia Institute of Technology*
Hampshire College
High Point University
Loyola Marymount University
Naropa University*
Northeastern University
Pennsylvania State University
Regis University

Rensselaer Polytechnic Institute
Rhodes College*
San Diego State University
San Francisco State University
San Jose State University
Santa Clara University*
Suffolk University
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles*
University of California, Merced
University of California, San Diego
University of California Santa Barbara
University of California, Santa Cruz*

University of Colorado, Boulder
University of Colorado, Colorado Springs
University of Denver
University of Hawaii, Manoa
University of Illinois, Urbana-Champaign
University of Miami*
University of Oregon
University of the Pacific
University of Redlands*
University of San Diego
University of San Francisco
University of Washington
Willamette University*

*denotes school selected by graduate to attend