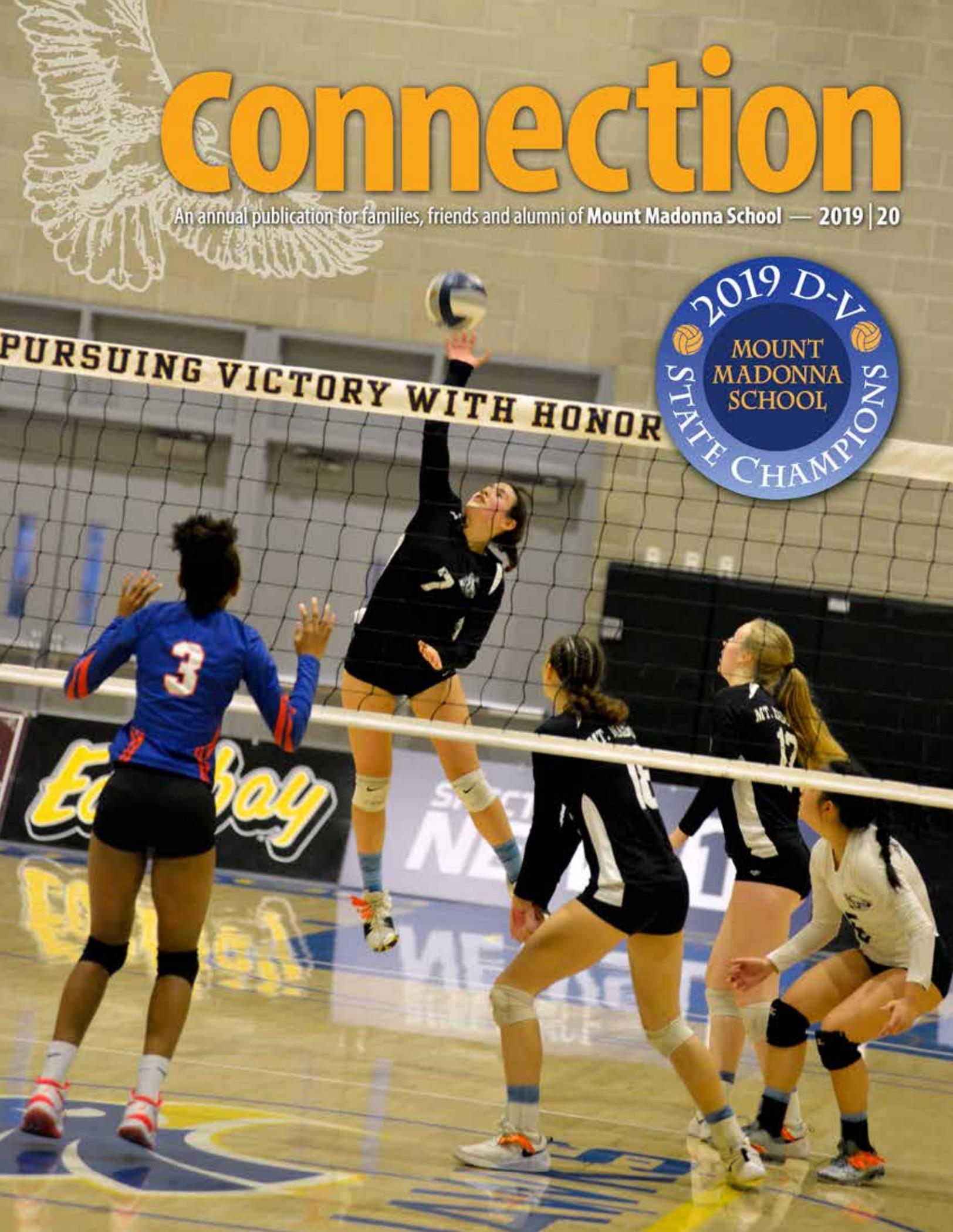


# Connection

An annual publication for families, friends and alumni of Mount Madonna School — 2019 | 20

PURSuing VICTORY WITH HONOR



# OUR MISSION

*We are a community of learners dedicated to creative, intellectual and ethical growth. We support our students to become caring, self-aware, discerning and articulate individuals. We believe a fulfilling life includes personal accomplishments, meaningful relationships and service to society.*

## WE VALUE:

**Our learning community, which includes students, alumni, faculty, administrators, staff and families**

**Intellectual inquiry that fosters a love of learning, self-discipline and perseverance**

**Continual exploration of how our students learn best**

**The development of relationships based on self-acceptance, empathy, honesty, integrity, respectful communication and shared experiences**

**The transformative power of the creative process**

**Experiential outdoor learning that inspires an appreciation for nature, environmental stewardship and a sense of well-being**

COVER PHOTO: 2019 D-V state volleyball championship match by Sadanand Ward Mailliard.

**We gratefully acknowledge and thank the photographers whose work is included in this issue:**

Carmen Virgos, Cassia Laffin, Chris Hudnut, Devin Kumar ('06), Encarna Buendia, Hema Walker, Jessica Cambell, Kevin Yen, Leigh Ann Clifton, Linda Manzur, Lisa Catterall, Marc Caudill, Michele Gunsky Photography, Nanette Hardin, Nicole Silva, Prema Gammons, Sara Sobkoviak, Stevan Manzur, Taunye Sirk, Tiffany Wayne, Ward Mailliard, and other volunteers. Editor: Leigh Ann Clifton; Copy Editor: J. Haley Campbell ('02); Proofreader: Tiffany Wayne; Graphic Design: Marina Michaelian Ward

# WHO AM I, REALLY?

## *Students Participate in Nationwide Essay Contest*

Discovering and expressing identity is a crucial part of the human experience and a particularly pertinent theme of our adolescent years. *YES! Magazine* holds four personal essay contests each year, and a fall 2019 focus on identity offered an interesting prompt. All sophomores, juniors, and seniors wrote an essay, with topics ranging from exploration of ethnicities and language, to sexuality and removing the need for labels, to understanding and learning to celebrate developmental differences, to defining passions, such as dance, food, and spiritual inquiry. Every single essay offered a powerful and inspiring perspective. Contest rules allowed only three essays per class to be submitted, so nine total were chosen based on their vulnerability, voice, and the compelling way they wove together storytelling and essayistic craft.

— J. Haley Campbell ('02)

*Following are excerpts from three of the submitted essays.*

### NEW MEXICO RAIN

*by Braeden Will, 12th grade*

Summer is monsoon season in New Mexico. Every day has torrential downpour and lightning. The next day on the trail was the worst downpour of the trip. It poured so much the trails turned to rivers, and the creek swelled four feet above its usual height. On that trip the role of Chaplain's Aide fell to me. While other leadership positions are concerned with the physical, Chaplain's Aide takes care of the mental. I was to bear the soul of the group on my back, a soul cut open a day before. Our home was holding a candlelight vigil for the victims. At the stroke of seven we honored them. The long day, the incredible rain, and the sincerity on the faces of everyone around me — heavy is too light of a word to describe

the moment. Rain has always felt important to me. Part of me believes the soul interacts with the energy of the universe, that buzz we all feel when we experience the divine. The rain was the release, the culmination of our anguish onto the beauty of the land. Afraid and vulnerable, yet protected, I spoke my truth; I told the circle I believed the rain was God crying for us.

### QUESTIONING MY CULTURAL IDENTITY

*by Octavio Moreno, 11th grade*

I wasn't allowed to go outside by myself at all. I remember going to my grandma's house and playing with my cousins. It seemed normal at the time, just doing whatever I was gestured or shown how to do since I couldn't understand Spanish. I have never had an intimate conversation with my grandma. I don't know what she liked to do when she was my age, or why she crossed the border into America. Somehow I have come into existence through a process I have never talked about or understood. What is a "better" life when you only understand one half of who you are?

### FINDING MY OWN ME

*by Ben Pearson, 10th grade*

Deep down inside each and every individual, there is a purpose, a lust for something. I have tried to find my own passion that brings a little bit of what I have to give into the world, and that's what we should all do. We are only given one life to live, and the best way to spend that life is doing the things you love because love spreads. Do what you love, and you will bring purpose to yourself and happiness to others.

*See excerpts from all nine submitted essays:*



Octavio Moreno



Ben Pearson



Braeden Will



# THE STORIES WE SHARE:

## *A Pathway to Empathy and Understanding*

From beginning to end, the 2019-20 school year was unlike any other. Opening day, we gathered with a Peace Circle reciting Native American, Sufi and Vedic prayers. The children and elders formed two circles, younger in the middle, and embraced feelings of safety and belonging. Little did we know then, to what extent the energy and intentions set by those circles would be called upon in the coming months.

In reviewing our program, I am reminded of the importance storytelling plays in understanding others. With first grade's "Star of the Week" sharing time, listening deeply to others' stories is a pathway to empathy and broadening perspectives. The stitches sewn by a grandmother shared with the young ones, uses the timeless tradition of modeling what is valued and then creating it together. Baba Hari Dass wrote in 1981, that "Children learn by watching what adults do, not what they say."

The stories we share at MMS are filled with moments of group discovery and individual modeling. Teachers go to extraordinary lengths to know their students and craft relevant learning experiences, demonstrating education as a process, not an end product.

The Washington, D.C. blog retells stories students heard from leaders they interviewed. Students' reflections share, through their eyes, what holds meaning for them. Alyse Nelson of Vital Voices advised students to take the "long view." Hearing an elder remind students of the "long view" is comforting. Adults modeling a positive path forward in the face of adversity helps everyone.

The collective spirit was never more evident than during the girls volleyball run to the state championship! The coaches encouraged the effort, determination and belief that the girls could achieve their common goals through teamwork and discipline.

Onstage, our performing arts team worked diligently to build confidence, conquer fear and create a sense of belonging. The winter concert group song, "Swimming to the Other Side," sang as a surprise gift honoring my retirement, will forever bring tears to my eyes. *Seussical* and *Pippin* were stories allowing students to create together. The video depicting "*Ramayana!* Reflections 2020" highlighted the unique value this epic, archetypal story has for our students and broader community.

Our "classrooms" went virtual in spring as we viewed others' living rooms and backyards through Zoom windows. For better

stay together  
learn the flowers  
go light

— from "*For the Children*" by Gary Snyder



Mary Supriya McDonald

or worse, we explored new ways of relating and learning together. High school science students studied COVID-19 with a college virologist. Summer preparations were endless, as administrators and staff envisioned a fall reopening with outdoor classrooms, masks, distancing and remote

options. Work began on a new outdoor amphitheater, thanks to faculty member and alumni parent Dayanand Diffenbaugh. Adults can model a positive path forward, helping to turn challenging times into moments of opportunity. Adversity pushes us into new territory, yielding change.

News stories of racial bias, social injustice and death propelled a movement of anti-racist self-reflection, demanding action. "Children learn by watching what adults do, not what they say." How do we embrace and educate for these changes? We can make good educational choices that teach inclusion, celebrate diversity and, most importantly, practice listening to others' stories. In *Becoming*, Michelle Obama tells her life story from South Side Chicago to the White House, shedding light on racism, gender inequality and efforts she makes to model a positive path forward with equal opportunity for all young people.

Our seniors continue to raise funds for Botshabelo as their junior trip to South Africa touched them deeply, and the fifth grade class will long remember shark facts from their "Fintastic" educational project about the consequences of plastic pollution. The stories of "change-makers" will be retold and remembered by lower school students from Cultural Awareness studies and plays.

Learning by doing, meeting others different from ourselves and studying the role models of leadership and change, inspires and equips students for the future.

It was my deep honor to learn and experiment with many gifted educators over 43 years (33 at MMS). I am confident that Mount Madonna's new Head of School, Ann Goewert, and the current generation of educators will continue to prepare students for a lifetime of learning.

I sincerely thank each of you for your support, allowing Mount Madonna's spirit of ingenuity to grow and thrive.

Be well, with love and immense gratitude,

*Mary Supriya McDonald*

Mary Supriya McDonald / Head of School (retired June 30)



# GEOMETRIC PUZZLES and SECOND GRADE STEAM



Second graders flexed their STEAM (science, technology, engineering, art and mathematics) skills and designed their own geometric puzzles, later sharing them with their preschool and kindergarten (Pre/K) buddies.

The students made designs using wooden pattern blocks and then sketched their final designs on paper. Colorful foam “pieces” corresponding to the shapes in their design were then affixed to the designs, creating finished puzzles.

## Second graders flexed their STEAM skills and designed their own geometric puzzles.

“The primary focus of second-grade geometry is developing a deeper understanding of shapes and their attributes from a three-dimensional point of view,” said teacher Prema Gammons. “Students naturally connect to the tactile elements of wooden pattern blocks, so this was our starting point. Having the students create their own puzzles was an extension of that idea, which allowed for greater access to the broader concept of shapes in space.”

Working alongside their Pre/K buddies, the second graders had the opportunity to present their puzzles and be the “teachers,” deepening their understanding through a “teach-to-learn” process.

“When the second graders present special projects that they have been working on, the younger children feel their excitement and pride in learning and are inspired to emulate these positive values,” commented Preschool/Kindergarten Director Hema Walker. “This experience reinforces the lessons that the younger children are learning and gives them helpful models to follow as they engage in their own academic endeavors.”

— Leigh Ann Clifton



## CRIME SOLVERS: *Student Sleuths Study DNA*

Last winter, freshmen students spent time learning about forensic genetics and DNA structure. One project engaged the students as “detectives” collaborating in groups to solve a fictitious crime.

Their “case” began with one vial of DNA collected from the crime scene and five suspects. The students had previously learned that enzymes can be used to cut DNA molecules into fragments that vary for different people. Making the fragments visible and sorted by size creates a “fingerprint,” or a pattern that is specific for individuals.

“It was hard to wrap my head around what was happening with the DNA in the lab,” said student Sam Kaplan. “Although it was a hands-on activity, you can’t see DNA,

and that makes it hard to understand. Each step we did with our hands had a result on a molecular level that was nearly undetectable to the naked eye.”

Next students ran the samples through an electrophoresis chamber on agarose gel. This caused the negatively charged DNA fragments to move across the gel at various rates. At the end, the students compare the bands created on the gel to each other to determine the crime’s perpetrator.

## Last winter, freshmen spent time learning about forensic genetics and DNA structure.

“In my 11 years of offering this lab, I’ve noticed that students really enjoy forensic genetics and gain a better understanding of how DNA can be used to identify people and to determine ancestry,” said teacher Lisa Catterall.

Kaplan said the activity gave students a new perspective on the topic.

“The job of a textbook is to cover all the material you are required to learn in a relatively concise way,” observed Kaplan. “However, these projects allow you to delve into a topic and ask questions about it, they allow you to study the same topic in great detail, but with a different perspective.”

— Leigh Ann Clifton



# AN UNQUENCHABLE PASSION for LEARNING

## *Ann Goewert Selected as Head of School*

In February, following a year-long search process, the MMS trustees and board of directors announced that Ann Goewert, Ph.D., would become the new head of school. Goewert succeeded retiring Head of School Mary Supriya McDonald on July 1.

“Ann is a passionate educator with extensive experience and leadership in K-12 education as well as higher education,” said board president Sarada Diffenbaugh, Ph.D. “Ann’s selection has the unanimous support of our trustees. She brings a love of community, respect for cultural traditions, commitment to learning and a vibrant vision for our future.”

“While on campus I saw that learning at Mount Madonna is joyful, and the student body is articulate, curious, and confident,” commented Goewert. “Mount Madonna students take pride knowing that each student has a purpose and plays an integral role in the school community. Learners at Mount Madonna are not passive; they are drivers of change in the local community, as well as at a broader level.”

Most recently, Goewert was the principal at South Peninsula Hebrew Day School and previously served as principal of Meira Academy. She has taught math and science, led California Association of Independent School (CAIS) accreditation efforts, increased enrollment, designed curriculum, and built community and donor partnerships.

She is enrolled in the Harvard University School Leadership and Administration Program and holds a certificate of completion from the Principal’s Center at Harvard University. She earned a Ph.D. in earth sciences from the University of North Caro-

lina, Chapel Hill, and a master’s degree in ecology, evolution and organismal biology from Iowa State University.

In June 2019, Diffenbaugh announced McDonald’s retirement to the school community.

“On behalf of the trustees and board, I want to express our deep gratitude to Supriya for her years of inspirational leadership, hall-marked by brilliant educational initiatives, caring and ethical problem solving, sustainable financial oversight and unstoppable hard work and grit,” said Diffenbaugh.

“I am truly delighted to welcome Ann,” said McDonald. “She has all the skills and talent needed to lead Mount Madonna School to a bright future.”

McDonald began her career in 1977 as an elementary school teacher in Washington. She joined the MMS faculty in 1987, and since 1998 has worked in the school’s administration, serving as a co-head of school since 2007 and as a solo head for the past five years.

Among the milestones during McDonald’s 33 years with MMS are four full terms of accreditation with CAIS and the Western Association of Schools and Colleges (WASC); numerous awards and recognitions for the school’s academic and performing arts programs; league, section and state athletic championships, and expanded sport offerings. Other achievements include capital campaigns for a new middle-high campus (opened in 2004) and a 10,000-square-foot gymnasium (opened in 2018); increased annual fundraising, and launching an endowment fund to support MMS sustainability.

“I am committed to safeguarding the legacy of excellence with which Mount Madonna



Ann Goewert

was founded,” shared Goewert. “I am dedicated to developing new opportunities to strengthen its academic program, enhance the student experience, and increase enrollment, diversity and equity on campus.

“I am drawn to MMS because it instills an unquenchable passion for learning,” she continued. “The school fosters curiosity in students, challenges them to dig deep and question ideas, and encourages intellectual risk-taking. The mission of great schools demands more than academic excellence; great schools are committed to developing compassionate individuals who strive to improve their communities and the world.”

— Leigh Ann Clifton



See Ann Goewert’s video:

## *Search Committee Appreciation*

On behalf of the school community, I extend a deep appreciation to the MMS head of school search committee — Beth Brennan, Dany Bryan, Forrest Cambell, Robert Culbertson, Sarada Diffenbaugh, Sadanand Mailliard, and Tiffany Wayne — for their extensive volunteer time, and for crafting a thorough head-search process, reviewing applications from many talented professionals nationwide. I am grateful that the MMS program attracts talented teachers, staff and administrators, and feel confident in the school’s future success. — *Supriya McDonald*

# BRIDGES of UNDERSTANDING: 2020 WASHINGTON, D.C. INTERVIEWS

## *Gaining a Global Human Perspective on Today's World*

For three decades, MMS junior and seniors have traveled to Washington, D.C. every other year to interview government and non-government leaders. This rite of passage introduces MMS students directly to those who lead in the larger world. Now for the first time since the trips began in 1989, students were unable to take this transformational journey.

“As teachers, Shannon Kelly and I felt the only option was to try to find a way to move our interview program forward anyway, and redeem something from a disheartening turn of events by setting up virtual interviews,” said Ward Sadanand “SN” Mailliard, founder of the Values in World Thought program. “Would it work? Would people say ‘yes’? Would the students buy in? We can only know the answers by trying.”

**“This year’s journey required us to imagine a new ‘double-distance’ learning effort that took us into the virtual realm.”**

And try, they did. On May 4, junior and senior students embarked on Zoom interviews with Washington, D.C. leaders. On May 8, they concluded an array of interviews with such luminaries as former Secretary of State George Shultz; Senator Joe Manchin; Congressman Jimmy Panetta; Alyse Nelson, president of Vital Voices; and Laura Liswood, secretary general of the Council of Women World Leaders, and the results, chronicled on a student blog, reveal new perspectives, astute observations and unanticipated insights.

“This year’s journey required us to imagine a new ‘double-distance’ learning effort that took us into the virtual realm,” reflected Mailliard, “first from school to home and then onto Washington, D.C., where we heard Alyse Nelson and others speak about finding a wider vision to see beyond the limitations of these times.

“Along the way we discovered that this process is really working,” continued Mailliard. “We are doing something way ahead of the curve for students, and it is really helping them to focus and thrive.”

After completing this unusual interview “journey,” eleventh grader Sarah Vince expressed sincere appreciation for the opportunity to participate.

“Thank you for all of the time and effort you put in for us to have successful interviews,” wrote Vince in an email to Mailliard and Kelly. “I’m not only referring to setting the interviews up, but also staying up late and getting up early as you did to work on our questions, and to help us dig deep within ourselves to ask what we really wanted to know. I can’t imagine how this process would have gone without your efforts and persistence to educate us and help us grow into better people.”

In response to the students’ blog, Laura Liswood shared her appreciation for the opportunity to speak with the MMS students.

“I am so impressed with your students and humbled by their comments,” commented Liswood. “Please send them a warm thank you from me. Each of them has the hallmarks for success.”

One of the students’ conversations was with David Yang, a Chinese American refugee and vice president of applied conflict transformation at the United States Institute of Peace.

“As a peacebuilder you must deal with the creation and support of the institutions that allow participatory government to thrive,” one of the students said to Yang during their interview. “Can you talk about the institutions that are necessary to sustain a democratic society?”

“He told us that democracy, even at its best, is fragile,” said Mailliard. “And that every democracy is susceptible to populism and populist movements born out of righteous grievances about inequities in our society, and susceptible to charlatans who prey on those grievances without any intent to truly address them through economic, social and political empowerment. Mr. Yang observed that it will take a democratic reformation movement in all societies, including ours, to really address the failures of our democracy and, at the same time, in a sincere and action-oriented way, address the inequities that populism preys on.

“His response was the best answer I have heard about the phenomenon of our electoral choices,” continued Mailliard, “and wise words on what we need to attend to if we want a peaceful, sustainable world.”

What follow are excerpts from several student reflections posted on their learning journey blog.

“Not only was Hardin Lang [vice president for programs and policy at Refugees International] able to bring light to many situations that I



did not have complete understanding of, but he also made me look at policy with a new perspective...I was struck by his ability to see the whole picture, or as he calls it, 'being upstream of the problem.' There is an exhilaration that comes from fighting the problem head on, but sometimes real change must be made from the top down. It is not about being the savior, it is about changing the situation so that people have more choice. I hope that I can learn from his passion and mirror it in my life, seeing the bigger picture, seeing where I can truly make the most change."  
 — *Tabitha Hardin-Zollo, 12th grade*

"I found Senator Joe Manchin to be a man with integrity and honor...Something I would say is very prominent within our nation is the belief that there is a definite right and a definite wrong answer to most issues. The nation is split in two, and there is no side that one can blame. We as humans are often closed off to opinions we deem as wrong. We have this pack mentality, where you are either with us or against us. Yet Senator Manchin is out there, voting for what he believes is right. I found that truly honorable and inspiring."  
 — *Ronan Lee, 11th grade*

"In response to a question on bi-partisanship, Senator Joe Manchin said, 'Washington has become tribal.' He commented on how you're forced to pick a side, red or blue, and that his only answer to that can be that he is red, white, and blue: an American citizen...His beliefs and ability to ask for compromise and advice was something that greatly inspired me and caused me to question how I've been living my life. I may not be making the large, life-changing decisions that senators make on a regular basis, but I'd still like to go about my life with even half of the confidence in my decisions that Senator Joe Manchin displayed to us today."  
 — *Rowan Davenport-Smith, 12th grade*

"On the third day of our virtual trip, we had two interviews, one with Laura Liswood and the other with Hardin Lang... One point that particularly struck me was a story Lang told about interviewing soldiers in Guatemala who had destroyed a village filled with innocent people because their families were threatened if they did not. He made the point that we need to understand the circumstances before we cast judgement. This question reminded me of something Laura Liswood said about morality. She said, 'You don't know your morals

until they've been tested.' You don't know how you will react in a situation until you have really lived through that situation. I found this idea to be true. We can all say we will follow our moral compass, but when the time comes to truly test those moral ideas it takes a lot of

courage to decide if they are truly worth sticking to." — *Violet Forbes, 11th grade*

"This morning we had the chance to interview Laura Liswood who is, among many things, an accomplished lawyer, author, and the secretary general of the Council of Women World Leaders...Something that struck me was when she began discussing the relativity of happiness. She described to us an image she saw of Michael Phelps winning a gold medal at the Olympics, and how he appeared to be thrilled to have won. Next to him were both the silver and bronze medal winners. The person in second place looked disappointed, as if they were upset that they did not get first place, but the swimmer who won the bronze medal was by far the happiest of the three, joyful that they placed in the top three. This idea that happiness is relative is extremely true, and I appreciated that she emphasized its importance."  
 — *Aaron Saavedra, 12th grade*

"In a time of so much loss, we had to think beyond what wasn't working, to what could work," commented Mailliard. "We did not know when we began if this would work, and discovered not only that it exceeded our expectations, but brought new creative possibilities for the next school year and opened up the wider world for our students."

Perhaps this is the lesson for these times. "This week-long, double-distance learning created a community for the students," Mailliard continued, "built bridges of understanding to the larger world, and let the students learn from people who have made their lives part of the solution."  
 — *Leigh Ann Clifton*



[DC.MountMadonnaSchool.org](https://DC.MountMadonnaSchool.org)

Photos from top: Talking with Senator Joe Manchin; Congressman Jimmy Panetta; Vital Voices President Alyse Nelson; Interviewing Laura Liswood

2020  
 Laura  
 Liswood  
 interview: 

2020  
 Melanne  
 Verveer  
 interview: 

Washington  
 D.C. Values  
 blog: 

# BUDDY CLASSES EXPLORE SLOUGH SCIENCE

In February, fifth and ninth grade students visited the Elkhorn Slough National Estuarine Research Reserve in Watsonville to conduct plankton and benthic labs as part of in-depth projects focusing on great white sharks (fifth grade) and marine biology (ninth grade).

“This fits into the fifth grade environmental curriculum because pollutants and other run-off, such as plastics, enter from the watershed, affect slough life and in turn, affect the health of sharks in the bay,” commented teacher Jessica Cambell. “I want students to gain a greater understanding of how our watershed works and about the interrelated pieces influencing the health of the Monterey Bay and oceans.”

“We are working to protect an apex predator, the great white shark, because of its vital role at the top of the food chain in maintaining balance in the oceans,” said fifth grader Leith McWilliams. “The threats faced by sharks are caused by humans, and include ocean acidification, climate change, over-fishing, villainizing, coastal development,

trophy hunting, plastic pollution and bycatch. Because humans are responsible, we can also bring positive change.”

Ninth grade students take a year-long course in marine biology taught by teacher Nicole Silva.

**“The older students get to be teachers and share all that they have been studying in class so far.”**

As part of their hands-on lessons, students gathered data on water temperature, turbidity, pH, salinity and speed, wind speed, direction, and air temperature.

“Ninth graders are studying marine ecosystems and biotic and abiotic factors of their local ocean and watersheds,” commented Silva. “Being able to visit Elkhorn Slough and use their microscopes to look at the phytoplankton and zooplankton and conduct water quality lab testing gives students real hands-on knowledge.



“It is also fun to do with our fifth grade buddies,” Silva continued, “the older students get to be teachers and share all that they have been studying in class so far. It is another excellent learning experience.”

“By taking this trip together,” added Cambell, “the high school buddies allow the fifth grade students to explore concepts and experiments that otherwise would be too complex to manage alone.”

— *Leigh Ann Clifton*

## A FINTASTIC JOURNEY

During their year-long, cross-curricular study, “SOS: Save Our Sharks — A Fintastic Tale,” fifth graders partnered with a local organization for a public forum, visited the Monterey Bay Marine Sanctuary Center, did pollution research from the Santa Cruz Wharf, picked up debris along Cowell Beach, created an original educational movie, and shared their learning via some high-profile, environmentally focused events.

“People always say that the plastic we use goes into the ocean, and when you clean up, you see that there really is a lot of plastic on the beach,” observed fifth grader Kenzie Culbertson. “During our wharf activity it was interesting to see how much life — and microplastics — were in one drop of water. It made me wonder, how much microplastic is in the whole ocean?”

The students’ great white sharks project won \$200 from Santa Cruz Earth Day event, and students were invited to a virtual WE Day event, where they were awarded \$250 from Allstate

Insurance to support their environmental protection efforts.

“We also wrote letters to local, state and federal representatives and President Trump asking them to support the shark fin ban in Florida, the hub of shark fin trade,” shared student Solomon Coleman. “I wrote about ghost nets and how fishermen should be responsible for their lost nets. I think that this helped by reaching people with more influence and Congressional power.”

In mid-June, the students presented and answered questions on a Save Our Shores Facebook live event for World Ocean Week.

“They were so well spoken, so passionate and so full of hope,” said teacher Jessica Cambell. “It was inspiring to listen to them become empowered, find their voice and use it to create change in the world!”

— *Leigh Ann Clifton*



*Fifth grade’s shark project portfolio:*



*Students’ original shark movie:*



# INSIGHTFUL CONVERSATIONS

## *Interconnectedness and the Storyteller Tradition*

As John Webb tells it, his southern granny was a talented storyteller who made an important distinction between “telling stories” (“they can get you switched”) and “storytelling” (“they can get you claps”).

This spring Webb’s seventh grade son Asher recorded a video interview with his dad, who did some storytelling of his own and recounted his experiences of living through Hurricane Hugo in 1989.

Webb’s interview was part of a StoryCorps History Project created by teacher Chrislaine Miller. The project provided sixth to eighth grade students an opportunity to gain understanding about how individuals — and families — cope with challenges, form and nurture relationships, persevere during tough times, and manage the huge life disruption of the pandemic.

In introducing the project to her world history class, Miller asked students to consider how distant regions of the world became more interconnected through medieval and early modern times.

“During this time away from school, the importance of interconnectedness rings true for us as well,” commented Miller. “It is important to think about our interconnectedness, especially with the people we are sheltering with right now.”

The students were able to have conversations on any subject that could elicit some depth and reflection, and the resulting interviews spanned a wide range of topics, including one grandparent’s experience in New York City during the terrorist attacks of September 11, 2001; to a son asking his dad about “his favorite memory of me;” to a grandmother’s difficulties in immigrating to the United States.

One classmate interviewed her older sister, a college student on the East Coast, who is home during the quarantine. The student asked her sister to tell her about her “happiest memories” as a way to bolster the mood of a sister who is deeply missing her friends and college life.

Eighth grader Josali Moran interviewed her sister, who is a competitive gymnast.

“I asked her how she felt during her first training camp away from home,” shared Moran. “I remember when I was younger, Jacquie would leave for about two weeks. My parents weren’t allowed to go with her, and I remember thinking she was so brave going somewhere by her-

self. The story she told me was not exactly what I expected.”

Beyond the content, this was also a technically challenging project. Each student recorded a two to five minute interview and uploaded the audio to a Google Slide presentation to share with their classmates. Miller acknowledged her own technology learning curve and thanked Director of Technology Nicole Tervalon for her support.

“Outside of my position at MMS I’ve taught online for 10 years,” shared Miller. “For the past five years I’ve taught online summer courses for Santa Clara University.

I know how to teach remotely, yet my other experiences have been using different management systems. For MMS remote learning, I’ve had to learn how to use Google Classroom!

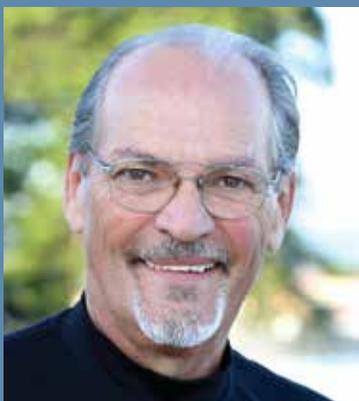
“When I started this project, I asked myself, ‘How can I make this a valuable lesson that covers the curriculum and that the students also appreciate, using the tools we have available to us?’”

The outcome, she said, went far beyond her expectations. “I want to acknowledge and applaud the whole middle school student body for taking this risk, being open, and persevering through the technical challenges.”

“I think that what I learned through working on this project with my dad,” said Asher Webb, “is that we will grow from this [pandemic] and we will survive.”

— Leigh Ann Clifton

*Asher Webb’s StoryCorps interview with his dad:*



## THE IMPLICIT CURRICULUM:

### *Fifth Grade's Capstone Project*

In fall 2012, co-teachers Sri Gyan James McCaughan and Jessica Cambell were interviewed about the annual, cross-curricular environmental focus that has become a capstone project for MMS fifth grade students. McCaughan first initiated the project as a solo teacher with his 2007 class.

The interview was conducted by Denise Gallant, McCaughan’s video/film class teacher at Cabrillo College. Gallant intended it to air on “In the Loop: Art and Technology,” a series she created for Santa Cruz Community TV. Following McCaughan’s death in 2013, Gallant shelved the footage until recently, when she edited and released this revealing video.

*Denise Gallant's video:*



# SPORTSMANSHIP, TEAMWORK and EXCEPTIONAL ACHIEVEMENTS

In 2019-20 several Hawks teams and athletes were recognized with significant honors, including Mount Madonna's second-ever state championship! Three teams were lauded as scholar-athletes, one senior was chosen as a player of the year; and 84 athletes competed on 14 Hawks teams, with the majority participating in multiple sports.

"An integral part of each student's holistic education is their physical development," commented Middle School Athletic Director Stevan Manzur. "We strongly encourage all eligible student-athletes to participate in multiple sports throughout the year. Our goal is to provide each student-athlete with a diverse and robust set of skills, and an enjoyment of sports and play to use for a lifetime of health and well-being."

## GIRLS VOLLEYBALL —

*Middle School (MS):* The Blue team had a robust season of play in the Silicon Valley Athletic League. Coaches Pedro Aguirre ('15) and Mark Mattern acknowledged the girls' ability to build confidence while competing.

"Team camaraderie was stellar and good sportsmanship was always on display," noted Mattern.

*High School (HS):* On November 22 at Santiago Canyon College in Orange, the varsity team defeated University High School Charter of Los Angeles in the California Interscholastic Federation (CIF) D-V state volleyball championship match, 25-15, 20-25, 25-22, 25-8.

"This has been a season of amazing accomplishments by a team of really strong athletes," observed High School Athletic Director PK McDonald ('04). "They are Central Coast Section (CCS) champions, NorCal champions and now state champions! The determination they demonstrated throughout the season is the result of years of dedication. Coach Erin Mitchell ('10) brought her own experience as a Hawks player to this mix and she deserves huge credit for teaching these athletes what it takes to achieve this level of success. We are especially thankful to our many devoted Hawks fans who came together and rallied to support this team every step of the way."

These athletes were champions in the classroom as well, and received CIF's scholastic team award for having one of the top five GPAs — a 3.881 average — among all fall 2019 CCS volleyball teams.

The JV team, coached by McDonald, finished its season on October 24 at home, with a win over Soquel in two games and an overall record of 17-9.

## CROSS COUNTRY —

*MS:* These athletes ran their final league meet on October 23 at Pinto Lake. The boys team took first place, and the girls team placed second.

"It's always a lot of fun to run with the kids before school and watch them at meets," said Coach Nicole Silva. "These young athletes have shown amazing improvement and serious competitive spirit!"

*HS:* Both the boys and girls cross country teams were recognized with the CIF's scholastic team award.

"We find the hard work and discipline it takes to excel in athletics also carries over into the classroom," commented then-Head of School Supriya McDonald in November. "We are so proud of each of these scholar-athletes!"

The girls had the highest average among CCS girls cross country teams, 3.944. The boys team had one of the top five averages at 3.805.

"This is very exciting news," commented Coach Nicholas Cabassa. "I've always believed that a strong mind is the common thread that binds all great athletes."

## BASKETBALL —

The winter season of sports brought excitement to MMS: a few Hawks participated in a wrestling competition and the school hosted its second-ever basketball game in the Hawks' Nest gym.

*MS:* Coach Jameelah Johnson was able to connect with students and bring new energy to the basketball program. We are hoping for a bigger team next year to be able to compete against other local schools.

*HS:* Coach Nicholas Cabassa continues to develop this program. Senior Maverick Bettencourt, who began playing as a freshman, was captain this year and devoted time to encouraging others to join the team. While Hawks basketball is not currently part of a league, the team competed in scrimmage games, including a home game against Anzar High School.

"Although we lost, our team played really well," noted Cabassa. "The boys came in sporting new uniforms and real determination. They displayed sportsmanship and played with heart, and as a result, we finished with 52 points, making it the highest-scoring game ever for an MMS basketball team in recent years."

"The fact that our team was able to go out, play a few games, and get a new best score, was a great experience," said junior Oliver Mensinger. "I am glad to have shared that with my teammates."

"I felt like we, as a team, just wanted to progress and move forward," commented junior Octavio Moreno. "This positive momentum moved me and all the other players toward getting better, without any negative behavior. I felt supported throughout the entire process."

## WRESTLING —

*MS and HS:* Students participated in coed wrestling, promoting both individuality and teamwork. Students used their strengths to make each other stronger while discovering their own wrestling style. They developed skills they can use for life, like self-defense and unrivaled perseverance. Coach Stevan Manzur offered wrestlers who felt they were ready the option to compete in a few novice tournaments through the Santa Clara Valley Wrestling Association. Two wrestlers competed and put their skills to the test.

## SOCCER —

*MS:* Coached by Nicole Silva and Juan Gonzalez, this hefty team, comprised of 22 fifth through eighth graders — and one third grader — shared an active, albeit brief season. On March 12, the Hawks played and won their final match with Twin Lakes School at Cabrillo College, 3-0. Izaak Ocampo-Sobkoviak, Tej D'Costa-Hemp and Destiny Alvarez each made a goal.

"We have a very strong team and finished our shortened season with a 3-1 record," noted Silva.

## TRACK and FIELD —

*HS:* On March 6, the Hawks, led by Coach Sara Sobkoviak, had a robust showing in their first (and only) meet of the shortened season.

"These athletes trained hard, often five days a week and some Saturdays, in preparation for the season we were anticipating," commented Sobkoviak. "The team competed in an invitational meet at Watsonville High School, with several of our athletes placing on the league leaderboard!"

Octavio Moreno was a strong winner, placing third in both varsity shot put (40'-06") and varsity discus (99'-02"). Eight teams participated in the meet, and the MMS freshmen/sophomore women's team placed third overall, with a score of 56.6 points.

Among this team's achievements, Eve Willis took first place (14.50) and Liana Kitchel second (14.67) in the 100-meter dash. Mariah Cohen took first in shot put, with a throw of 28'-01," a throw which would also have earned her first place in varsity! Cohen is currently ranked first overall in the Santa Cruz Coast Athletic League (SCCAL) for women's shot put! Zoey Ocampo-Sobkoviak took second in high jump at 4'-02" and third in long jump, with a distance of 13'-10.5".

## BOYS VOLLEYBALL —

**MS:** The Black team, 14 athletes fifth through eighth grades, began practicing in February and ended March 13, without participating in any games.

"This was a predominantly seventh grade team and overall very talented," commented Coach Sidd McDonald. "They will be very competitive next spring."

**HS:** Coached by PK McDonald and Pedro Aguirre, the team started 5-1 in the season and were looking very promising in SCCAL competition.

"Though we were extremely disappointed by the opportunities missed with spring athletics ending so abruptly, I am personally very proud of our athletes' strength in handling this sacrifice," commented McDonald. "We look forward to when we are able to safely begin working with our athletes again."

— Linda Manzur and Leigh Ann Clifton



## SPECIAL HONORS

**CIF California  
D-V State Champions**

*Girls Volleyball*

**CCS Scholastic Champions**

*Girls Volleyball  
Girls Cross Country  
Boys Cross Country*

**CalHiSports.com**

**All-State Girls Volleyball**

**State Small Schools  
Player of the Year:**

*Paola Jacobs*

**First Team:**

*Paola Jacobs, Savannah Cambell*

**Register-Pajaronian  
Athlete of the Week 10/18/2019**

*Paola Jacobs, volleyball*

**Athlete of the Week 10/7/2019**

*Savannah Cambell, volleyball*

**All-SCCAL High School Volleyball**

**Second Team:**

*Paola Jacobs, Savannah Cambell*

**Honorable Mentions:**

*AnMei-Dasbach Prisk, Liana Kitchel*



# TEACHING TENACITY and FINDING FULFILLMENT:

*Sidd McDonald*

*Sidd McDonald, math teacher, volleyball coach and former athletic director, joined MMS in 2003 and retired at the end of June. Alumna Alexis Julien ('15) spoke with McDonald in December 2019; what follows is an excerpt from their insightful conversation.*

“There’s nothing like seeing a student overcome their fear,” said Sidd. “That is the most fulfilling part of teaching — reaching students who are bringing fear of failure into the classroom, and helping them to overcome. That’s what makes this profession rewarding — seeing persistence become success.”

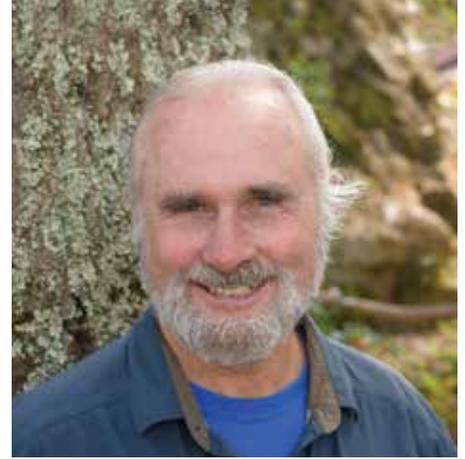
This idea of persistence is one that emerges throughout our conversation. It came up when we talked about his days in Silicon Valley, where he saw visionaries persistently chase after their dreams of new technologies. It arose when we discussed the success of Mount Madonna’s volleyball teams, with Sidd pointing to the program’s humble beginnings

and the hard work that led to those many banners hanging on the gym walls. It is a common theme in the anecdotes he shared about his time in the classroom.

What goes unspoken in all of these stories, however, is that this same tenacity that Sidd admires in leaders, athletes, and students

**“Be dogged. Don’t quit. Keep at it. That is how we find success.”**

is reflected in his own self. It is seen in his commitment to a two-plus hour commute to Silicon Valley for over a decade. It is displayed in his journey to get a college degree, not giving up despite the years it took for him to receive a diploma. It is ramified in his work for Mount Madonna, where for nearly twenty years he committed to helping students find success. That persistence that Sidd speaks to is not just something he admires — it is a quality he embodies in every part of his life.



“The mountain, this mountain, wants to have kids here. And for kids who resonate with the mountain, those who are able to reach in and touch its magic, there is an energy and joy to be found here that makes the school and the education it offers so special. That’s how I know the school is going to last for a very long time. It’s going to be hard work, but we have the doggedness in us, as does the mountain, to make it last.”

“Be dogged,” continued Sidd, giving the table a resounding knock with his knuckles. “Don’t quit. Keep at it. That is how we find success.”



*Read the full profile*



AnMei Dasbach-Prisk

Ona Musoll-Buendia

## THE JIVANTI RUTANSKY

*Memorial Award*

To honor the memory of the late Jivanti Rutansky, the MMS faculty give one high school student and one middle school student an award in her name each year. These awards are presented to students who embody the qualities that made Jivanti such an important ambassador of the MMS mission. These students are dedicated members of the school community, empathetic and compassionate classmates, engaged and curious learners, honest and self-reflective individuals, and protectors of the environment. The awardees demonstrate support of their classmates in their endeavors, and dedicate themselves to service. The 2019-20 recipients are senior AnMei Dasbach-Prisk and eighth grader Ona Musoll-Buendia.

## THE POWER of JIV

*Scholarship*

Our dear friend, mentor and colleague, Jivanti Rutansky, was honored and remembered during the year-end upper school award assembly through the presentation of a scholarship gifted on behalf of one of her lifelong friends. This friend, who wishes to remain anonymous, wrote of the scholarship, “Over many years we all experienced the Power of Jiv, the woman who handled pressure with ease, who tackled and overcame all obstacles.

“Jivanti never let a problem slow her down; her perseverance was inspiring and her work ethic legendary. This scholarship is awarded to the student who best exemplifies Jivanti’s work ethic, positivity and eagerness to help in any way possible. My only request is you nurture these qualities throughout your life and pass them on to others just as Jivanti did.” The recipients are juniors Sara Bautista and Violet Forbes.



Sara Bautista



Violet Forbes



In just over a year since launching, MMS has raised over \$840,000 in donations for the endowment, including \$66,500 during the 2019-20 fiscal year. This fund is intended to improve employee compensation, helping to ensure that Mount Madonna can attract and retain talented faculty and staff. Funds may also assist with student scholarships.

Our goal is to raise \$1 million by March 1, 2021, and \$5 million over the next few years.

Please join us in continuing the MMS legacy for years to come with an endowment gift.

Pledges may be paid over several years. We can also work with families and individuals to plan legacy and tribute giving, honoring friends and family members.

You may donate online at <https://www.mountmadonnaschool.org/support/endowment/>. For more information, contact Linda Manzur at [linda.manzur@mountmadonnaschool.org](mailto:linda.manzur@mountmadonnaschool.org) or 408-846-4032.

*We acknowledge our 2019-20 endowment fund donors who gave their gift by June 30. We thank them for their vision and leadership.*

**OCEAN VIEW (\$250,000+)**

No donors for the 2019-20 fiscal year

**HAWKS NEST (\$100,000-\$249,000)**

No donors for the 2019-20 fiscal year

**REDWOOD CIRCLE (\$50,000-\$99,999)**

No donors for the 2019-20 fiscal year

**LIVE OAK (\$25,000-\$49,999)**

Beth Brennan, in honor of Marilyn and Patrick Brennan  
Ross Bryan

**TANOAK (\$10,000-\$24,999)**

Ann Marie and Kevin McCauley

**MADRONE (\$5,000-\$9,999)**

Jeff Timan

**AZALEA GROVE (\$2,500-\$4,999)**

Lisa and Robert Moreno

**LOTUS LAKE (\$1,000-\$2,499)**

Daniela Bryan, in memory of Jivanti Rutansky  
Laurie Getz, in honor of Mara and Jake Getz  
Sahana and Sadanand Lakka  
Lynda and Mike Will

**MANZANITA GROVE (\$249-\$999)**

Murphy Family, in honor of the Senior Class of 2020

**CAMELIA (up to \$249)**

Julia and John Bettencourt, in honor of the Senior Class of 2020

Dasbach-Prisk Family, in honor of the Senior Class of 2020

Kaye and Joe Feskanin, in memory of Richard Timan  
Kendra Froshman ('99), in memory of Jivanti Rutansky  
Mary and Miller Hughes, in memory of Richard Timan  
Yareli and Don Jacobs, in memory of Baba Hari Dass  
Kerr Family, in honor of the Senior Class of 2020  
Hema and Umesh Walker  
Sharon and Ed Wandzell  
Sharon Willis

## APPRECIATING SERVICE:

### *Trustee Leadership Changes*

Trustees play a significant role in school leadership. They approve nominated board members, hire the head of school and provide guidance on issues related to the school's mission. The MMS trustee group includes Head of School Ann Goewert, Board of Directors President Sarada Diffenbaugh, and the Mount Madonna Center (MMC) Council of Elders: Sadanand Mailliard, Brajesh Friedberg, Vishwamitra Prisk, Janardan Farley, Prabha Pacey ('86) and Soma Goresky.

We express our gratitude to departing trustee Iris Kalpana Kachuck, Ph.D., for her years of service, including serving as the school's founding principal. She holds a doctorate in mathematics and was a professor at Evergreen Community College for several decades before retiring. Kalpana led an introductory course for new MMS teachers and advised our upper school math program. Thank you, Kalpana, for your vision, wise counsel and dedication to MMS!

With the departure of Kalpana and trustee Richard Atma Timan (deceased), the Council of Elders selected two new members, Prabha Pacey and Soma Goresky. Both have served MMC and the Hanuman Fellowship (HFS) for years.

After moving to MMC with her parents in 1980, Prabha was in the second MMS graduating class. Prabha currently serves as the HFS board president, and since 1996 has worked for Starbucks in



Soma Goresky



Prabha Pacey ('86)



Iris Kalpana Kachuck

a variety of roles, from licensed district manager to opening the market for Starbucks in India. She is currently working on a degree in organizational leadership. For years, Prabha was a valued chaperone on the high school Washington, D.C. trips, and, as a talented vocalist, shared her gift of song with many graduating classes.

Soma came to MMC in 1981 to join a vibrant community practicing yoga. She has a master's in civil engineering from San Jose State University and is a geotechnical engineer with a Watsonville firm. Soma supported the design and construction of the infrastructure systems and all of the major buildings on the MMC/MMS property. She looks forward to connecting with MMS to encourage positive growth, self-awareness and intellectual and social learning skills for students. — *Supriya McDonald*

# AN EXTRAORDINARY VOLUNTEER

*Beth Brennan*



Dr. Beth Brennan began volunteering at MMS 11 years ago when her children, Noah ('19), and high school students Kira and Sam, were

in elementary school. Beth joined the overnight field trips to the Sierras with grades three to five, serving students with her calm nature, love of hiking and medical expertise. She served as a class liaison for many years, welcoming new parents, assisting teachers and advising the school on health protocols and best practices. In 2010, Beth expanded her service, and joined the board of directors; and more recently served on the head search and transition subcommittees.

Beth is a key volunteer in the parent-led Career Forum for high school students,

where her talent for organization and planning shine. She has volunteered weekly in the snack bar since her eldest son Noah was in middle school, picking up food from Corralitos every Friday. At each *Ramayana!* Beth can be seen in the pavilion helping to organize children and costumes.

We express our sincere gratitude to Beth for the warm care she shows students, her extraordinary willingness to step forward to help, and her dedication to the long-term success and mission of MMS.

— *Supriya McDonald*



## FIRST GRADE “STARS”



Each week throughout the fall, first graders take turns being honored by their classmates as the Star of the Week.

Students gather in a circle to listen to the “star” share, with a different focus each day. These include the chosen student bringing in a poster made at home filled with photos of significance to them, sharing it and answering classmates’ questions; sharing a collection of their choice; sharing an art project or something they’ve made; and lastly, with a parent’s help, the star student chooses what to do for their special share day.

Most often, students choose to have the class meet a special pet. First grader Sterling had his mom come and bring his pet rat, Diamond! Another student brought his mom,

dad and younger brother, and fresh berries to taste test with classmates. One weekly “star,” Jasper, invited his Grandma Elaine to come share her love — and his love — of quilting and sewing. She showed examples of quilts she had made, taught students about her sewing machine and how it functions, and answered questions. After her demonstration, each child selected a stitch of their choice, and assisted in sewing the stitch down a bookmark that they got to take home.

At the end of each child’s special week, they receive a handmade book collectively made by their classmates and teacher.

“Being the star makes students feel valued among their peers, develops self-esteem and provides opportunities to practice public



speaking skills,” said teacher Cassia Laffin. “It’s my hope that each child feels affirmed of the qualities that make them unique,” explained Laffin, “and their first-grade friendships.” — *Leigh Ann Clifton*



## PASSAGES: *Richard Atma Timan*

Richard Atma Timan passed away at home on April 9 at the age of 79. Richard served as the school’s legal counsel and a trustee for many years. Born in New York, Richard graduated from Cornell University and earned his J.D. from Stanford University. He served as a public defender in Santa Clara County and was in private practice in Marin and Watsonville. In 1971, Richard became a student of master yogi Baba Hari Dass, or “Babaji,” and was instrumental in helping Babaji obtain permanent resident status, and in establishing the legal foundation of the Hanuman Fellowship, Sri Rama Foundation, and Sri Ram Orphanage in India. He also became a yoga teacher, using the name Babaji gave him, Atma Swarup. He first taught yoga as a volunteer at San Quentin State Prison and later at Mount Madonna Center (MMC). In 1984 Richard moved to Watsonville to be closer to MMC, of which he was a founding member. He opened the Timan Law Firm, later Timan and Walsh, and served the local community for 30 years.

Richard was married three times and had five children, enjoyed travel and writing, and was a talented teacher, storyteller and photographer. He is survived by his wife, Juvy; children Nicole O’Rourke (Mark), Phoebe Pantages (Bob), Noah Timan, James Timan, and Grace Timan; four grandchildren; sisters Margo Hackett (Bob Yagura) and Melissa (Daniel) Egan; and brothers Jeff Timan (Robyn) and Joseph Reeves.

Richard gave steady, calm and wise advice, and was an extraordinary man who will be remembered for his deep dedication to spiritual practice, his love of family and his tenacious desire to defend what he believed was true. — *Sarada Diffenbaugh*

# INTEGRITY, DEDICATION and LEADERSHIP:

*Mary Supriya McDonald*

*Over the past year, our community has shared countless appreciations and well wishes for longtime head of school Mary Supriya McDonald, who retired June 30. Among these expressions of gratitude were a special song at the elementary winter concert in December, presentations and a video tribute shared at the lower and upper school June ceremonies and award events, and a surprise recognition by faculty members dedicating the lower campus bus stop to Supriya, who enjoyed her daily morning visits to the bus stop for many years. A beautiful artwork, designed by teacher Angela Willets, will be printed on a sign and mounted on the bus shelter. Following are remarks from one of Supriya's dear friends and former colleague, Sarojani Roban.*

For more than three decades Mary Supriya McDonald taught in classrooms and along MMS trails, while navigating the struggles and victories in a child's school journey with integrity, grace, humor, brilliance and warmth.

As a hands-on educator, Supriya planned creative and rigorous curriculum for her students and was there to offer the support needed for their success. Like her work backstage with *Ramayana!* props and monkey masks, she gave of her service tirelessly.

Through the years her students have, of course, learned their academics well. Just as importantly, however, they have been imprinted with Supriya's positive and energetic attitude toward life and learning, her playfulness, sense of fairness, and love and respect for all humans and the natural world.



Photos from top: Four generations; With her family; At an MMS graduation with Sarada Diffenbaugh, Sarojani Rohan and Jivanti Rutansky; High school valedictorian (inset)

Supriya is my friend. We raised our boys together and walked the teacher path side by side. I know the dedication, positive values and intelligence she brings to all she loves and believes in.

**She is like a stone cast in the MMS lake, with all her good works continuing to ripple outward for the greater good.**

Supriya's devotion to her educational and spiritual practices shined through her time at MMS, whether as a teacher, board member, lower school director, co-head of school, and ultimately, head of school, where she continued to inspire excellence in her colleagues.

MMS was fortunate to have had Supriya's gifts and dedication for so long.

She is like a stone cast in the MMS lake, with all her good works continuing to ripple outward for the greater good.

May she continue to walk the beauty path in peace.

With respect, love and gratitude,

*Sarojani Roban*

Co-founder and former director of the MMS preschool and kindergarten program



*A tribute to Supriya McDonald:*



# SUSTAINING OUR PROGRAM:

## *Annual Giving*

**Annual Giving (AG)** is an essential campaign that aims to ensure each MMS student receives a quality education. Tuition revenue covers about 85% of program expenses. AG helps to “close the gap.” Our generous and committed donors understand the value of an MMS education, and through their gifts help sustain the school. Tax-deductible contributions also offset the rising costs of wages and benefits, without significantly raising tuition.

In 2019-20, a net of \$142,990 was raised, and includes \$17,100 from the Drive for Schools fundraiser. AG received \$127,350 in donations and surpassed our \$120,000 goal. Annual Giving began on November 1, 2019 and ended January 31, 2020, with pledges due by May 15, 2020.

Our donors continue to support MMS and share in our belief that educating the whole child will change the world.

*Thank you to the following donors for their support:*

### **LEADER (\$10,000-\$24,999)**

Apple Matching Gifts Program  
Kathleen Laughlin-Pizlo and Filip Pizlo

### **CHAMPION (\$5,000-\$9,999)**

Bess Family Charitable Fund  
Barbara and Morty Cohen  
Google Matching Gifts Program  
Christine and Anthony Smith

### **MENTOR (\$2,500-\$4,999)**

Beth Brennan and Craig Kaplan  
Constance and Thomas Broz  
Jessica and Forrest Cambell  
Nicole Chiala and Abbie Zands  
Wayne Yashwant Lockwood  
Sandy Mailliard  
Bonnye and Michael Sirk  
Carmen Virgos and Pere Monclus  
VMWare Foundation  
Matching Gifts Program

### **PATRON (\$1,000-\$2,499)**

Molly and Kenny Baker  
Linda Blum and Paul Connor  
Sarada and Dayanand Diffenbaugh  
Kelly and Michael Don Carlos  
E & J Gallo Winery  
Matching Gifts Program  
Bernice Ferguson  
Jewish Community Foundation  
of Southern Arizona  
Lara Kilpatrick ('85) and Douglas Leon  
Ann Marie and Kevin McCauley

Martha and Raymond Meador  
Peggy Moore and Duane Mensinger  
Michelle and William Murphy  
Ann and Nico Peruzzi  
Tiffany and David Powers  
Harjit Punj  
Charlotte Scherman  
ServiceNow Matching Gifts Program  
Heather Sirk and Kevict Yen  
Taunye Sirk and Adam Traugh  
Adelle Tomash  
Michelle Van Ooy  
Deana and Harry Woodrow

### **ADVOCATE (\$500-\$999)**

Anonymous  
Ariel Benson and John Dias  
Encarna Buendia and Enrique Musoll  
Ilga Celmins and Kent Kitchel  
Mary Ellen Citrino  
Denise Davenport  
Debbie Dutra-Lord  
Arpita Ezell and Rajendra Bingham  
Getz Family  
Masinafanaa'e and Erik Hunnicutt  
Shannon ('92) and Carson Kelly  
Jennifer Klein and James Kavitsky  
Sahana and Sadanand Lakka  
McKenzie Mangus and Kenny Graham  
Angus McDonald  
Moran Family  
Eve and Raoul Ortiz  
Margaret and Warren Pearson  
Robyn and Ralph Pearson

Lisa and Jeff Rosendale  
Michele and David Schwartz  
Heather Todd-Morris and David Todd  
Sharon and Ed Wandzell  
Tiffany and David Wayne  
Kristin and John Webb  
Lynda and Michael Will  
Judith Kamala Wood

### **GUARDIAN (Up to \$499)**

Susy and Sean Adams  
Laura and Mark Alderdice  
Antonina and Aleksandr Alexander  
Hilary and Fabian Alvarado  
Analilia and Jacob Alvarez  
ANB Insurance Services  
Phoenix Aron and Thomas May  
Jennifer Astone and Marty Vaden  
Gary Banner and DJ Rassech  
Danielle and Craig Barr  
Lora Bartlett and James Burgess  
Catherine and Bulmaro Bautista  
Janette and Jason Bell  
Julia and John Bettencourt  
Claudine and Vaduvur Bharghavan  
Patricia Borrego  
Judith and Lee Brock  
Katie and Chris Buich  
Pam Byrnes and Jim Curland  
J. Haley Campbell ('02)  
Bob Caplan  
Eva and Paul Casucci  
Lisa Catterall and Tina Pendleton  
Leigh Ann and Chris Clifton



Georgina and Craig Cockrum  
 Shira Coleman  
 Blythe Collier ('12)  
 Betty Cowart  
 Nicole and Robert Culbertson  
 Amita Dasbach and David "VM" Prisk  
 Danielle Davenport and Steven Smith  
 Gitanjali D'Costa-Hemp and Sky Hemp  
 Jennifer Del Bono and Chris Hudnut  
 Yolanda Sangita Diaz-Houston ('99)  
 and Brandon Houston  
 Benna and Scott Dimig  
 Driscoll Matching Gift Program  
 Sarah Drobshoff and Juan Gonzalez  
 England Family  
 Sita and Janardan Farley  
 Rebecca Farrar  
 Therese and Stephen Felder  
 Kaye and Joseph Feskanin  
 Lisa Fink Cabassa and Nick Cabassa  
 Galen Fisher  
 Michelle Fisher  
 Shannon and David Fisher  
 Erin Fitzgerald  
 Brajesh Friedberg  
 Jennifer Frost  
 Prema Gammons  
 Vera Savita Geuther  
 Jennifer and Dan Goldstein  
 Julia Gratton ('16)  
 Jenny Greenburg-Binnings  
 and Peter Binnings  
 Amanda Gullings  
 Susan and Howard Halla  
 Diane and Conrad Hamako  
 Doris Hames  
 Alyssa Hanover  
 Kathy and Paul Hansen  
 Nanette Hardin and Dave Zollo  
 Mike Harris  
 Viva Harris  
 Hamsa and Greg Heinrich  
 Anya Hobleby  
 Ginger Hooven  
 Roberta and Robert Houston  
 Demetria and Joseph Iacocca  
 Kenneth Iwagaki  
 Yareli and Don Jacobs  
 Kalpana and Sampad Kachuck

Gina and Jason Kasznar  
 Jill and Josh Kayne  
 Marina Kazarian  
 Zoe Kelly ('15)  
 Dana and Jeffrey Kerr  
 Rebecca Kershner and Marcus Watson  
 Adrienne Krawetz  
 Cassia Laffin and Jay Sullens  
 Briahna Lanzarotta  
 Stephanie Lieggi and Marcel Bregman  
 Roberta Lima and Jon Teachout  
 Shawndy and Peter Linquist  
 Kranti and Ward "SN" Mailliard  
 Linda and Stevan Manzur  
 Naomi Marquez-Toulemonde  
 and Nuupure Toulemonde  
 Kristen and Mark Mattern  
 Jaya Maxon  
 Gail McCredie and Eugene Massion  
 PK McDonald ('04)  
 Supriya and Sidd McDonald  
 Victoria and Jared McWilliams  
 Anna Medvedeva and Victor Medvedev  
 Michelle Meszaros and Sven Sjoberg  
 Cherie and Jason Miller  
 Chrislaine and David Miller  
 Britt and Nishan Moutafian  
 Kayo Okohira and Peter Wu  
 Christie Orozco  
 Kami Pacheco  
 Amy and John Padilla  
 Sarah Petersen  
 Nellie Pizano and Donnie Copeland  
 Jen and Art Rand  
 Francis Carolina Gonzalez Riano  
 Karen Robey and Mehrdad Reyhani  
 Janine Roeth and Henry Hooker  
 Alexa Rosendale ('08)  
 Julie Rothman and Ron Salado  
 Mercer Rowe  
 Alice and Brian Saavedra

Amanda Schader  
 and Zachary Wilson  
 Sandra and Austin Shaw  
 Nikhil Shetty  
 Bhavani Siegel  
 Bruce Smith  
 Monique Smith Lee and Samuel Lee  
 Sara Sobkoviak and Jose Ocampo  
 Edwin Solorzano  
 Isa Stead and Eric Forbes  
 Stellar Solutions Foundation,  
 on behalf of Carl Rising  
 Diana and Michael Sworakowski  
 Nicole Tervalon  
 Dominique and Kurt Thams  
 Juvy Timan  
 Aumao To'alepaalii  
 Giselle Tsering and Ngima Shiring  
 Diane and Doug Turk  
 Aimee Van and Paul Davies  
 Alena Van Drielen  
 Rami Vissell ('95)  
 Hema Shireen and Umesh Scott Walker  
 Elizabeth and Timothy Walsh,  
 in memory of Richard Timan  
 Dona Warner  
 Alison Watson  
 Shanthi and Randy Wensmann  
 Cat and Leonard Willis  
 Alia Wolfe and Justin Dandurand  
 Kristin Wood-Hegner  
 Berra Yazar-Klosinski  
 and Clinton Klosinski  
 Jessica Zovar and Tobias Aguirre ('94)

*Every effort has been made to avoid errors, misspellings or omissions. If, however, your name has been incorrectly listed or omitted, please accept our sincere apology. For corrections contact Head of School Ann Goewert at 408-847-2717.*



# CORONAVIRUS:

## *Changing the Face of Senior Portraits*

On a sunny afternoon in mid-March, prior to the implementation of the statewide shelter-in-place order, and in observance of social distancing protocols, twelfth graders Fiona Burgess, Rachel Burgess, and Tabitha Hardin-Zollo posed in masks and mortarboards on the day they'd been scheduled to have their senior portraits taken.

"This is a big time in our lives as we are trying to decide where we are going to spend the next few years," commented Hardin-Zollo. "I want to think out loud and talk this out with my friends because I care about their thoughts and input, and it isn't the same over Facetime or Zoom, as much as we would like to think it is. I miss them, but at the same time it is all about perspective. By staying home and not being with each other, we are doing something for the greater good. And, this isn't the end. We may have lost a few traditions and experiences we were all looking forward to, but we are still a close senior class, and I can't imagine my life without them."



Fiona Burgess, Tabitha Herdin-Zollo and Rachel Burgess

Classmate Rachel Burgess reflected on her own feelings at the time.

"As seniors, we want to celebrate the end of high school and hug our friends just out of reach," said Burgess. "Six feet out of reach to be precise. We mourn the loss of all the end-of-school rituals, and we yearn to be going out into the world. And yet we choose to isolate because we want to help keep people safe. I think maybe our isolation is a way of coming together." — *Leigh Ann Clifton*



Grace Timan

## MY QUARANTINE LEARNING JOURNEY

Quarantine, a time when an uncertain future fills our minds with worries and my own mind is focused only on school assignments. Although my generation was raised with technology, I never thought I would have to rely on a laptop for my attendance. Within a week

of our campus closing, our school swiftly adjusted to the online requirement. Although grateful for the timely changes, it came with setbacks. I had never heard of Zoom before and only some teachers used Google Classroom, and of course there was the ever-present question:

*Am I even going back?*

The hardest parts about transitioning to online school were technology and motivation. Moving an entire school online was no easy task, and relying on Google Classroom, email and dependable Wi-Fi meant lots of miscommunications.

"So, what are you doing with all this free time?" people asked. Well, we were trying to learn from home while doing assignments meant to fill our time.

I was urged to learn a new language, paint, draw, go outside! Yet, our workload had gone from hard to impossible. Teachers didn't realize that our "free time" was filled with extra assignments intended to compensate for a lack of in-person class time!

Homework cannot make up for human interaction. Staring at friends through a computer screen is lonely, and a sense of community is hard to maintain when you aren't face to face.

**Moving an entire school online was no easy task, and relying on Google Classroom, email and dependable Wi-Fi meant lots of miscommunications.**

In the beginning finding motivation was easier. Then, about three weeks into quarantine, I suffered the loss of my father. While my school gave me some time off from classes, my motivation plunged and it took time before I was able to refocus on schoolwork.

While not everyone is going through the same thing, I know every student is struggling with something right now. Mental health and stress are hard to manage; so many of us don't know what is to come in our near future. Maybe they're a graduating senior, whose year was taken from them, or maybe they are just a kid who is sad to miss the eighth grade pizza party. Maybe it's neither, but no matter what we are worried about, I speak for all students when I say, we have a lot on our minds.

Adults have new struggles they haven't adjusted to yet, too, and, as children and young adults, our struggles and problems are just as valid. All we want to know is that the adults in our lives understand that. Transitioning to online school is hard, but feeling heard by our teachers and families can make life a little bit easier.

— *Grace Timan, 10th grade*

# PIECES of HISTORY

Last fall, third and fourth grade students and their teachers traveled to Sacramento for a hands-on history immersion. In January, the group visited New Almaden, the site of California's first and most productive mercury mine, to "dig deeper" into their social studies curriculum.

Their Sacramento destinations included the California State Railroad Museum where they saw huge locomotives, panned for gold and colorful gems, Sutter's Fort, the California State Capitol and California State Indian Museum.

"We saw real cannons and a man dressed in old-fashioned clothes," recalled student Deja Orozco. "He showed us how they made fire. He used a metal horseshoe and flint to make a spark on some charcoal cloth. It burst into flame in his hand and he threw it in a bucket to put it out!"

"Students had genuinely inquisitive attitudes toward the pieces of history they were experiencing," commented parent chaperone Kevict Yen. "They engaged in a way that made me realize they had a greater interest in the world around them; past, present, and future."

At New Almaden, students toured a mining museum and heard from docents about life during the 19th century. New Almaden was the site of cinnabar mining and mercury (also known as quicksilver) extraction, and the former home to 1,800 miners and their families.

"One of our closest sites for gold rush history is the Almaden Quicksilver County Park," said teacher Nick Cabassa. "It's an incredible resource; usually students have to travel to the Sierras to have direct contact with historically significant sites from that era."

"At the museum, they had stuff on the walls and around the different rooms that you wouldn't find in books or classrooms," said fourth grader Nicolas Rising. "Seeing history up close really brings it alive!"

"Anytime you can go beyond your usual routine and expand on the classroom learning, it can benefit students' depth of knowledge," commented teacher Kristin Webb. "Seeing the sites and buildings where the history actually happened enhances learning, and in the 'inventory of experiences,' it's these unusual excursions that students remember."

— Leigh Ann Clifton



# GREEN LEADERS

In 2019, MMS received its Santa Cruz County Green Business recertification, completing 80 measures in the categories of energy, pollution prevention, solid waste, transportation, wastewater, water, and community.

"From the work done in the fifth grade and the amazing number of awards to recognize students' achievements, to the way our school operates within an environmental framework and reduced impact, Mount Madonna School continues to demonstrate the environmental leadership that is necessary for today," commented board member Carson Kelly. Kelly represented MMS at a county reception honoring green businesses. — Leigh Ann Clifton



## INSPIRING INCLUSIVITY:

*Shannon Kelly Nominated for Ally Award*

Teacher and Director of Upper School Shannon Kelly ('92) is one of six people nominated for the 2020 Ally to Queer Youth Award, a program of the Queer Youth Task Force of Santa Cruz County. This non-monetary recognition honors an ally who has made significant contributions to improving the lives of lesbian, gay, bisexual, transgender, intersexed or queer (LGBTIQ) youth, and youth who have LGBTIQ family members.

In 2019, Kelly and other supportive faculty revived the MMS Gay Straight Alliance (GSA) after a period of inactivity. The club identified student leaders and sponsored events such as Ally Week, which included sharing inspiring videos featuring LGBTIQ individuals, and Rainbow Spirit Days. Kelly also collaborated to bring the Triangle Speakers to MMS and organized discussion groups with the presenters to further educate students, as part of a broader effort to build a safe, inclusive school environment. — Leigh Ann Clifton

# A HOPEFUL FUTURE

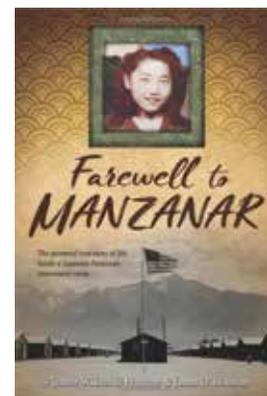
## Students Interview Farewell to Manzanar Author

In May, sophomore students interviewed author Jeanne Wakatsuki Houston as part of their study of the internment of Japanese American citizens during World War II.

The students prepared thoughtful, deep questions about what it was like for the people who lived at Manzanar.

Teacher Tiffany Wayne's class read Houston's 1973 memoir, *Farewell to Manzanar*, about the experience of forcible relocation to the Manzanar government internment camp in California when Houston was a young child. The students prepared thoughtful, deep questions about what it was like for the people who lived at Manzanar, how the experience shaped Houston's own family life and identity, and what larger lessons all of us can learn from this chapter in America's history.

Houston shared that, as a young child of about seven, she was attune to the changes in her immediate family and their routines, but did not understand the larger impact of the events until writing the memoir.



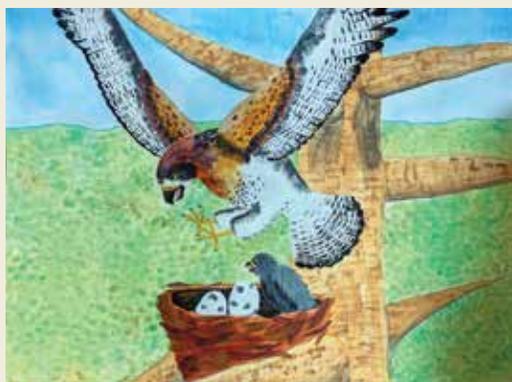
"I thought it was interesting that it took decades after her time at Manzanar for her to process it, that it had a very long impact, and was connected to the rest of history," reflected student Blythe Wilson.

"I liked hearing her first-hand experience," said classmate Amirah Alexander, "and how she was able to convert this into something that made her grow as a person."

"The opportunity for students to read about something that took place a long time ago in U.S. history, and then speak with someone

who experienced that time period, is invaluable in showing the relevance of history to today," observed Wayne. "At the end of our interview Jeanne Houston told the students that she had hope in the future because of them. It meant a lot to me that someone whose memoir has been read in high schools and colleges for several decades — whose story has become a defining first-person account of the Japanese American experience — took the time to talk to our small group of students." — *Leigh Ann Clifton*

## VISUAL STORIES



*Left:* "I made this art piece for my graduation, and played with the idea of what our school hawk mascot means and how it relates to MMS. Hawks often symbolize fierce freedom and independence, but people sometimes forget that they go to extreme measures to protect their young and help them grow. The school reminds me of a hawk protecting its chicks. The nest represents the safe walls of the school, the hawk protecting it can be our teachers and other loved ones, and the chicks are the students being nurtured and prepared for their next stage in life. Growing up isn't easy, but in accepting it, we can find its beauty." — *Emma Monclus, 8th grade*



*Middle:* "The prompt 'What does *Ramayana!* mean to you?' offered an opportunity to discover new parts of ourselves by exploring the characters we play." — *Sara Bautista, 11th grade*

*Right:* "My artwork represents the past school year for me. The moon covering the sun represents how the end of my eighth grade year was cut short, and the roses symbolize the beauty that came from quarantine. The colors that surround the sun and moon depict the emotions that I experienced: green and yellow being happiness, red and orange being anger, and blue and purple being sadness."

— *Josie Moran, 8th grade*

# NURTURING EMPATHY and COMPASSION

Acts of kindness, large and small, spontaneous and planned, were a special focus in May. The “May We Be Kind” project, envisioned by second grade teacher Prema Gammons and celebrating the MMS pillar of positive character development, permeated lessons for lower school students.

“Nurturing empathy and compassion for others is essential to children’s development,” said Gammons. “In asking students to help their families, by making a meal or doing a chore they don’t usually do, or remembering a relative or friend who lives alone or just might appreciate hearing from another person, these things may seem ‘small,’ and yet can be hugely impactful acts of kindness.

“Many people are working away from their homes, performing essential jobs such as hospital and other medical workers, postal carriers, grocery store clerks and more. Asking a child to take time to recognize and share their gratitude for this service, can help to bring people together.”

— Leigh Ann Clifton



## MORE or LESS: *Fractions and the Great Recipe Scaling Challenge*



Math lessons are integral to the curriculum, including — with a generous dash of creativity — during the remote learning environment. For one such lesson, sixth and seventh grade students donned aprons and swapped calculators for measuring cups, and entered their kitchens for the Great Recipe Scaling Challenge.

“Students often need practice manipulating fractions, and I thought that using fractions to scale recipes up or down would be a fun, real-world way of getting them more comfortable with multiplying and reducing fractions,” said teacher Hilary Alvarado. “Recipes often include fractions, and sometimes we need to make more or less of

something based on the ingredients on hand, or how many people we are cooking for.”

Students reflected on this “tasty” way to learn:

“Scaling, especially scaling fractions, doesn’t always work perfectly,” commented student Lucy Yen. “I made dog treats and multiplied the recipe by two and a half. Although I multiplied all the ingredients by the same number, it ended up being too dry.”

“This project was fun” said classmate Eden Fisher. “I did it remotely with my grandma

and we baked orange oatmeal cookies. Scaling is difficult because it’s hard to be exact. For example, if the recipe calls for one-quarter cup of flour and you scale it down, finding one-sixteenth is hard.”

In this new moment of remote learning, with most of the curriculum online, it was an added bonus that this project took students away from computer screens to practice hands-on cooking and math skills.

“One student told me that she had never cooked before,” said Alvarado. “She was so proud of herself after successfully making a recipe!” — Leigh Ann Clifton

# PREPARING for ADULTHOOD

Adulting 101 focuses on preparing students to function independently and successfully as adults by gaining knowledge to make informed life decisions about their well-being, relationships and future endeavors. The course is an extension of the culinary studies class that I began in 2018.

Guest presenter and second grade teacher Prema Gammons helped guide students to build a basic understanding of the stages of child development described by Jean Piaget and Erik Erickson. The seniors were challenged to create games, age-level books, and make observations to help deepen their learning through applied activities with the second grade students. The seniors, preschool, kindergarten and second grade classes enjoyed a morning of harvesting fresh fruits and vegetables, making flower arrangements and playing games with their little buddies at Lonely Mountain Farm in Watsonville.

The farm visit was a great bridge to connect the seniors with their own work in restoring a greenhouse and starting an educational garden program at the upper campus. Students cleaned, organized and repurposed items for the new space, and they presented projects showcasing their research and site plan drawings to their classmates and teachers Nicole Silva and Hilary Alvarado.

Seniors and Eagle Scouts Connor Murphy and Braeden Will worked with their Boy Scouts of America troops to build raised-bed garden boxes and a three-compartment composting system to help support the educational garden program.

MMS parent and financial advisor Kent Kitchel, led the group through a two-part money management course helping students to understand the complexities of student loans, credit scores, savings and investments and more. Students noted that the course really helped them to understand the function of the FAFSA, used in applying for college financial aid, and the pitfalls of credit cards.

Isa Stead, MMS parent and costume coordinator, taught students how to sew and

mend their own costumes for the high school production of *Pippin!*

MMS parent and San Jose Fire Battalion Chief Robert Culberston taught basic first aid and CPR, leading the students through different scenarios and tasking them with walking through each step and responding appropriately, with time constraints for each emergency simulation.

Teacher Nicole Silva did a sex education review at students' request, which then led to discussions focused on healthy, respectful relationships. Students participated in role play activities to help with conflict resolution and healthy communication in situations that might occur when living with a roommate.

Lessons on construction, car maintenance and repair were also planned for the curriculum, but due to remote learning, the students were challenged to work on certain projects at home.

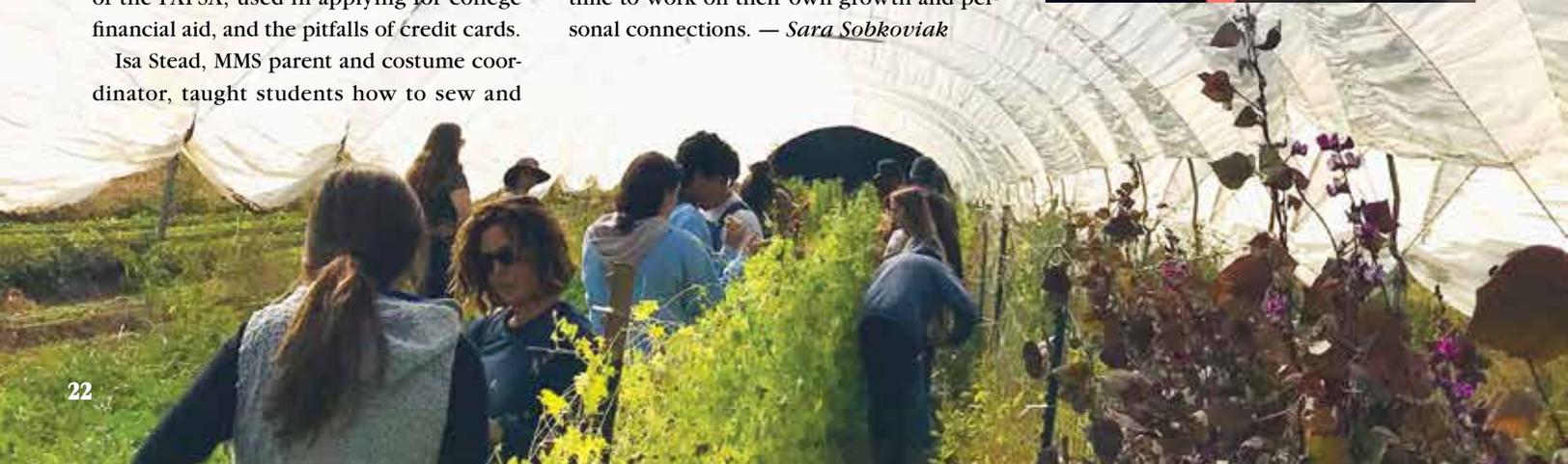


## Adulting 101 focuses on preparing students to function independently and successfully as adults.

Students completed challenges to help fix or mend something in the home. They documented the process and results. Clothes, picture frames, furniture and even a garage door were on the list of items brought back to life!

The final challenge included organizing and hosting a special dinner for their families. Students created invitations, menus, decorated the table with a theme, and finally, using the skills learned during our time in the school kitchen, cooked and served delicious meals for their families. These finished projects were creative and showcased students' ability to host an elaborate dinner and create meaningful family memories.

It was wonderful to see that the students were able to practice new skills in the home, develop and strengthen interests and take time to work on their own growth and personal connections. — *Sara Sobkoviak*

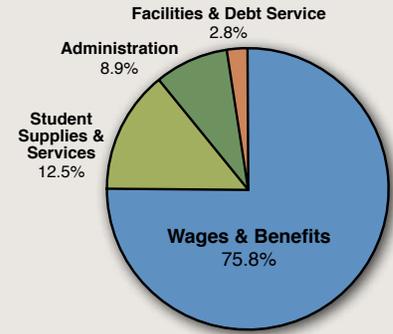
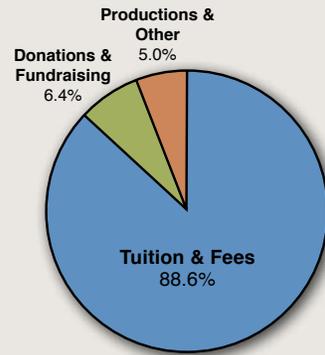


# ANNUAL FINANCIAL REPORT

MMS operates under the committed stewardship and oversight of our trustees, board of directors and finance committee. The tuition generated by enrollment remains the primary source of operating revenue, while salaries and benefits comprise the majority of operating expenses. The school ended the 2019-20 fiscal year on June 30, having received revenue from 172 students. We raise money each year for the operating budget in three campaigns: Annual Giving, which netted \$142,990, including \$17,100 from the Drive for Schools fundraiser, and \$17,025 from Summit for the Planet. In addition, we raised \$66,500 for the Endowment Fund in the 2019-20 fiscal year.

Like most every school and business in the country, MMS felt a significant impact from the COVID-19 pandemic. MMS incurred additional expenses, including personal protective equipment, furniture, cleaning supplies, technology equipment and licenses. The school applied for and received \$454,900 through the Paycheck Protection Program and will apply for loan forgiveness. With this funding, MMS was able to retain all of its employees through three months of remote instruction. MMS extended more financial assistance to families that needed support due to COVID's impact and so retained all families until the school year's end; it also donated \$1,730 of the Summit for the Planet proceeds to local and international nonprofits, as directed by our students. — *Eric Forbes, Business Manager*

Operating Revenue	2019-20 Budget	Operating Expense	2019-20 Budget
Tuition & Fees	\$2,836,097.00	Wages & Benefits	\$2,477,968.00
Donations & Fundraising	\$205,000.00	Student Supplies & Services	\$407,850.00
Productions & Other	\$160,000.00	Administration	\$291,900.00
<b>Total</b>	<b>\$3,201,097.00</b>	Facilities & Debt Service	\$90,821.00
		<b>Total</b>	<b>\$3,268,540.00</b>
		<b>Surplus (Loss)</b>	<b>(\$67,443.00)</b>



	2019-20 (Budget)	2018-19 (Actual)	2017-18 (Actual)	2016-17 (Actual)
<b>Revenue</b>	\$3,201,097.00	\$3,459,733.00	\$3,359,627.00	\$2,984,777.00
<b>Expenses</b>	\$3,268,540.00	\$3,306,108.00	\$3,091,434.00	\$3,108,972.00
<b>Surplus (Loss)</b>	(\$67,443.00)	\$153,625.00	\$268,193.00	(\$124,195.00)
<b>Enrollment</b>	180	188	189	179

Note: The audit for the 2019-20 fiscal year was conducted by the Harrington Group in October. The audit report will be available by February for anyone wishing to review it.

## FUNDRAISING with SCRIP

Scrip gift card purchase generates anywhere from 2% to 5% of the purchase price and goes towards school income. Families support this effort by purchasing scrip gift cards to use when shopping for groceries, gas, gifts or eating out. Thank you to our Scrip sales coordinator, Deana Woodrow, and all of the families who participated in our Scrip program. For the 2019-20 school year, MMS received \$1,104 in revenue. For more information or to participate, visit [mountmadonnaschool.org/scrip](http://mountmadonnaschool.org/scrip). — *Linda Manzur*

## DIRECTED and IN-KIND CONTRIBUTIONS

There are many ways in which MMS receives support from its community members. These include donations to scholarship funding, athletics, performing arts, Values in World Thought journeys, technology resources and environmental education. Some gifts are monetary donations, while others are in-kind contributions such as classroom supplies, benefit concerts, elementary math curriculum, books, costumes, and support for developing an athletics practice track, and the new outdoor amphitheater. — *Linda Manzur*

*Thank you to our in-kind and directed donors:*

Anonymous  
Julia and John Bettencourt  
Alan Church  
Ecology Action  
James Hanway  
Hidden Gardens Nursey  
Demetria and Joseph Iacocca

Debrae Lopes and Michele Landegger  
Kranti and SN Ward Mailliard  
Susan Mast  
Ann Marie and Kevin McCauley  
Marshall Miller  
Kayo Okohira and Peter Wu  
Lisa and Thomas O'Rourke



Gitanjali Rivera's concert to benefit performing arts

Asha Pandya  
Ana and Paul Skelton  
Isa Stead and Eric Forbes  
Stellar Solutions Foundation, on behalf of Carl Rising  
Nicole Tervalon  
Jeevani and Nate Vince  
Wharf to Wharf Race  
Dana White

# ONSTAGE STORIES:

## *Fostering Empathy and Practicing Kindness*

Performing arts invites students to enter an imaginary world and explore through stories how characters navigate their culture and society. The experience certainly includes expansion of our talents at acting, singing, and dance. While we remain committed to producing quality theatre, the class is truly about the process and

journey of discovery. Within this engagement, students challenge themselves to become risk-takers, facing their fears and developing confidence in their capacities. Even more importantly, performing arts builds community. We foster empathy and practice kindness by actively supporting one another. — *Sampad Kachuck*



*We look hopefully forward to the return of Ramayana! in 2021.*

*"Jai Jai Ma" virtual choir:*



*"Ramayana! Reflections 2020:"*



# ESSENTIAL SUPPORT:

## *Summit for the Planet*

The 14th annual Summit for the Planet walk-a-thon and fundraiser was reenvisioned as a virtual event due to the pandemic. This fundraising proved to be more essential than ever for MMS, due to an increased need for financial assistance.

### We are humbled and beyond grateful for the outpouring of support towards our school.

Students, parents, faculty, staff and alumni united and raised \$17,025. In recognition of local and international communities affected by the pandemic, MMS donated 10% of all money raised to five nonprofit organizations with missions resonating with our students.

On behalf of MMS preschool through grade eight students, \$800 was donated to Second Harvest Food Bank of Santa Cruz County. The Santa Cruz SPCA received \$160 on behalf of the freshman class. The sophomore class contributed \$180 to the Live Like Coco Foundation. Pardada Pardadi Educational Society received \$175 on behalf of the junior class. The senior class, inspired by their recent travels to South Africa, raised \$415 for Botshabelo.

We are humbled and beyond grateful for the outpouring of support received through each donation and effort put towards sustaining our school.



Bottle cap fish created for the Summit for the Planet recycled art challenge by sophomore Liana Kitchel, using paint and recycled materials.

We acknowledge the following community partners who donated to our event before we announced its cancellation, and who generously asked MMS to keep their contribution. — *Linda Manzur*

#### *Thank you to:*

Lazy Suzan Designs  
Michael Lee Environmental Foundation  
Smart and Final

## MIDDLE SCHOOL MUSINGS

Despite the pandemic's unmooring from our usual routines, life moved on in middle school English. Seventh graders read classic and contemporary fairy tales and created their own fairy tale story, and they read stories dealing with racism and injustice and crafted responses.

Eighth graders explored the challenges of prejudice and discrimination, gender bias, inequality and negative stereotyping. Our venture in utopian (albeit more dystopian) literature meant reading *The Giver* by Lois Lowry, as well as works by Ray Bradbury, Kurt Vonnegut, and George Orwell. From these works, we asked, what is the price of freedom, of individuality? Next we explored mysteries of the heart, examining works from poets, song lyricists, stories and essays. Students submitted their own poetic odes of dedicated love and separation, as well as passions for the ocean, skateboards, soccer, and even a praying mantis. The assignment was to use five lines from an assortment of readings and two lines from Shakespearean sonnets, woven in with nine lines of the students' original prose. — *Sampad Kachuck*

Destiney Alvarez



Emi Lord



Sophia Manzur



The following are excerpts from three students' work.

"In conclusion *Revolt of the Fairies* by Ted Poston made me realize how people used to be judged by their appearance and were put in a category of class. I am glad that I live in an era that has evolved in not being as racist as people used to be. Slowly and surely racism should end because we are all humans and nobody is better than anybody. We all matter in this world and everybody has a place."

— *Destiney Alvarez, 7th grade*

"It's difficult to rethink, or take back a judgement that you have already made, because then we have to rethink our prior thoughts and beliefs. It is far harder to judge someone, who we know does not judge us back. That is the main reason we judge others, because we are scared of what others may be thinking of us."

— *Emi Lord, 7th grade*

"So the love you feel for yourself is powerful for your cotton candy heart.

Don't let someone through, throw it into a coin slot  
So you have to ride a carousel filled with your insecurities.  
And you should know that our bodies don't define us.  
They are temporary."

— *Sophia Manzur, 8th grade*



Read more:

# VIRUSES and VACCINES

*Honors science students learn about COVID-19 research*

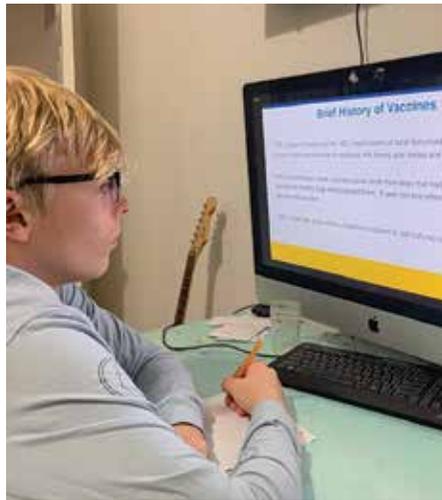
This spring high school honors science students attended “Viruses and Vaccines,” a lecture by Rebecca DuBois of the University of California, Santa Cruz, via Zoom. DuBois is an assistant professor of biomolecular engineering.

“As our ninth grade biology class shifted from in-class instruction to remote learning, I incorporated the science of COVID-19 into the curriculum,” shared teacher Nicole Silva. “Students have been reading science articles, listening to experts, watching videos and having discussions about this health crisis. They are learning about immunology, virology, vaccines, and the historical and social context of pandemics.”

“Our students were well-prepared for the lecture and recognized ELISA testing from our studies,” said teacher Lisa Catterall. “Because our science classes are designed to emphasize inquiry and process over memorization, we have the freedom to take time to have students study relevant material in depth. This was a great example of that.”

Several students shared reflections on the presentation:

“Professor DuBois talked about the pre- and post-infection structures of Respiratory



**“Because our science classes are designed to emphasize inquiry and process over memorization, we have time to study relevant material in depth.”**

Syncytial Virus and how the initial vaccine failed,” shared ninth grade student Zoey Ocampo-Sobkoviak.

“Proteins on the surface of a virus are keys into the cells,” noted classmate Bella Cambell. “There are two branches of immune system response. The innate immunity, which is short-term protection and nonspecific, and adaptive immunity, which is long-term and germ-specific. Vaccines train the adaptive immune response because they contain antigens from a specific virus and simulate antibody production in humans.”

“One teaspoon of ocean water contains around one million viruses,” commented ninth grader Cecily Kelly. “It is scary to think that every time we swim in the ocean we are exposing ourselves to millions of viruses, even though these viruses are not harmful.”

“The lecture gave me better insight into how viruses work and how we can use vaccines to keep people safe,” acknowledged classmate Mariah Cohen.

Sam Kaplan shared that, “I was especially interested in the mapping out of antigens, by crystallizing them, shooting light through them, and then recording the diffraction pattern. It made me think of the two-slit experiment in quantum physics and the incredibly creative things people do to see the unseeable.” — *Leigh Ann Clifton*



## WHO TELLS YOUR STORY?

On May 1, MMS sophomores had a “guest speaker” in their U.S. History class: Lin-Manuel Miranda! As part of the College Board’s AP Master Class series, Miranda, a composer, lyricist, singer, rapper, actor, producer, and playwright, known for creating and starring in the Broadway musicals *In the Heights* and *Hamilton*, agreed to a live review session for students around the world who would be taking the Advanced Placement (AP) United States History exam remotely from their homes later in May.

“I had my students Zoom in live with me so we could watch it together and discuss it afterwards,” shared teacher Tiffany Wayne. “It wasn’t so much AP test prep or tips that Miranda offered, but he gave a fascinating and helpful talk about how he was inspired by historical events and used historical sources and documents in his own work, and how different sources might tell different parts of the story. At one point he explained how the songs and scenes for “Helpless” and “Satisfied” in the *Hamilton* musical tell two different sides of the same event, first from Eliza’s and then Angelica’s viewpoints.

“Miranda shared, ‘Whoever’s closest to the action, gets to narrate that action’,” Wayne continued. “As in theatre, so in writing history! It was fun and affirming for him to wish our students good luck on the exam. Thank you to Lin-Manuel Miranda for the pep talk for the AP U.S. History students!” — *Leigh Ann Clifton*

# HEEDING A CALL for HELP

*An interview with Dr. A.M. Kilpatrick ('90) by Lara Kilpatrick ('85)*

Dr. A. Marm Kilpatrick, professor of ecology and evolutionary biology at the University of California, Santa Cruz (UCSC), is an internationally recognized expert in infectious diseases and their emergence. His primary body of expertise is in how factors influence transmission of diseases, including those transmitted between animals and humans. Notably, he testified for the United States Congress in a hearing entitled “Current Challenges in Combating West Nile Virus,” with Dr. Anthony Fauci in October 2004.

Auston Manoja “Marm” Kilpatrick attended MMS from 1979 to 1990: his love for nature began at an early age as he roamed the Mount Madonna forests and fields with friends, collecting snakes, lizards, newts, frogs, tarantulas and scorpions.

Currently, Marm is participating on UCSC teams developing high-capacity testing for COVID-19 infection and antibodies, and serving as the scientific advisor to the Economic Recovery Council. He also advises Head of School Ann Goewert and Board of Directors President Sarada Diffenbaugh in their efforts to create a safe learning environment for MMS students and faculty.

I spoke with my brother recently, to better understand how he came to this COVID-19 advisory role, and to learn more about the rise of the pandemic. Below is a brief summary of our conversation; read the full interview on the MMS website.

## **Please tell me about COVID-19, its rise, and your role.**

“I learned of the virus from the earliest news reports and quickly realized the colossal scope of the challenge. My disease ecology expertise, understanding of how to interpret new studies, and experience breaking down the science into layman’s terms allowed me to help communicate the science to others.

“From the onset, the Santa Cruz County Health Department was swamped with managing infections. In an effort to help local businesses and nonprofits reduce the risk of COVID-19 transmission, I worked on crisis response and science with County Health Officer Gail Newel and Community Foundation CEO Susan True.



“A key finding from this work is that it is theoretically possible to balance public health and personal safety with keeping businesses open. COVID-19 transmission is mostly within households but is sustained by close contact between members of different households. Most businesses could be open with low risk, but social interactions seem to increase when more businesses are open.”

## **Why was the U.S. not prepared for this pandemic, even though scientists have given repeated warnings in the past?**

“We have to make decisions to mitigate the impact of different crises, and a key challenge is how to prepare for a new pandemic when we don’t know what type of pathogen it will be or how it will be transmitted. Stockpiles

of personal protection equipment and other supplies have been amassed over time but not always replenished because limited funds are often reallocated to immediate needs, such as city infrastructure, roads, schools, etc.”

## **On that challenging note... What would you like to share from your MMS experience that you found to be especially impactful in your life?**

“It is not enough to know the answers; we need to express them well. At MMS, I learned how to write. Sadanand Ward Mailliard taught me that it was important to present information in a compelling way. The perspectives we gained about the world were invaluable. We met with amazing people, including Supreme Court Justice Sandra Day O’Connor, and learned the value of preparation, that intelligent questions yield better responses along with more engaging experiences.

“As an educator, it is vitally important to make learning relevant to our students’ lives.

“With regard to self-awareness, it is important to know when you’re wrong and publicly admit when you are.

“To live a fulfilling life, maintain a balance: it is important to have fun, but also to help the world. It’s good to contribute as much as you can.”



*Read the full interview:*

Marm and his partner, UCSC professor Maya Peterson, in the Cascades



Studying bats in St. John Mine, Wisconsin





## PLANTING SEEDS of TOLERANCE

Preschool and kindergarten (Pre/K) students continued their study of Tibet remotely this spring by creating nature mandalas with found objects gathered outdoors around their homes.

Each lower school class studied “World Changers,” and focused on individuals including Chief Seattle, Cesar Chavez, Wangari Maathai and Jacques Cousteau. Their learning highlights would have been shared at the annual Cultural Awareness performances; and while that event was cancelled, students continued their studies remotely.

“Teachers chose this theme to celebrate inspirational people who can help us learn how to make the world a better place,” shared Pre/K director Hema Walker. “The children heard stories about His Holiness the Dalai Lama and his importance to the Tibetan people. They learned that many Tibetans, including the Dalai Lama, can no longer live in their home country. In spite of this injustice the Dalai Lama remains steadfast in his determination to spread peace and well-being to all. The children discussed how this concept of compassion can be applied to our own lives through our everyday actions.”

In their classroom prior to remote learning, students baked a flatbread, paley; prepared several traditional dishes, and learned

about the importance of barley to the Tibetan people. Two parents shared stories about their own visits to Tibet, and students also saw a prayer wheel at the home of a Mount Madonna Center resident. They learned about the importance of prayer in Tibetan culture, and each student had an opportunity to turn the wheel.

At the art table, students created pictures depicting Tibetan symbols and used colored sand to make mandalas. Students learned a Tibetan greeting song and new versions of “Twinkle, Twinkle Little Star” and “Row, Row, Row Your Boat.”

“Cultural Awareness learning is an opportunity for our students to explore diversity in language, appearance, food, religion and clothing through stories and discussions as well as through art, baking, song, dance and academics,” commented Walker. “Helping young children to understand that there are many ways to live in this world plants the seeds of tolerance and understanding which will continue to grow and bear fruit throughout their lives.”

— Leigh Ann Clifton



## LEARNING ABOUT SERVICE

During a visit to the Pajaro Valley Fire Station first grade students learned about the essential services firefighters provide to the community. The students were welcomed by Fire Chief Mike Harris and several firefighters on duty.

“First graders began the year learning about each other and sharing about themselves in class as part of our effort to create a classroom community,” commented teacher Cassia Laffin.

“We then expanded our learning outward into our own communities, helping students differentiate between the cities that we live in and guiding them to develop empathy for the work that others do. I want to promote a respect and understanding for firefighters, citizens in our communities that give so much to keep our families and homes safe.”

The students enjoyed their visit and the opportunity to get hands-on with some of the equipment. “It was fun spraying the fire hose,” shared first grader Tamatoa Toulemonde Temanupaoura.

“I liked going inside the firetruck,” said classmate Jules Moutafian. First graders Cala Watson and Luiza Ocampo-Sobkoviak said they liked seeing the firefighters’ living quarters and recreation area.

“Learning about different lifestyles and careers, and learning to imagine life in their shoes — or in this instance, firefighters’ boots — is invaluable,” said Laffin. “Empathy building is a huge part of Mount Madonna School’s implicit curriculum.” — Leigh Ann Clifton



# ALUMNI NOTES

*From the Class of...*

'86 **Arjuna Perry Russell** lives in Soquel with husband David, son River, 10, a fourth grade student at Mountain Elementary School in Soquel, and daughter Acacia, 12, who recently began seventh grade at MMS. Arjuna says, "We are excited to be joining the MMS community once again and look forward to creating new memories and solving new challenges with a different kind of school year than we ever could have imagined."

'87 **Rish Lefterys** lives in Brisbane, Australia, with his partner, Julie, son Eli, 21, daughter Tessa, 18, and his youngest, Sophia, 13. Rish is the state manager of Queensland Youth Programs with the Salvation Army.

'88 **Daya Juniper (Filkow) Moss** lives in Victoria, B.C., with her husband, dog, and two cats. Daya is a youth and family counselor at Artemis Secondary, an independent school for girls, transgender youth, and young moms who have experienced barriers to success in the mainstream system. Her latest exciting endeavor this summer has been taking an herbal apprenticeship program where she learned to wildcraft, grow, and formulate plant medicines. Daya's sons are 18 (in college studying criminal justice) and 24 (working in irrigation).

'89 During the pandemic **Josie Burton** married Mike Borg in a socially-distanced Zoom wedding ceremony on April 19 in the Soquel hills. They are living on the westside of Santa Cruz, and in August, Josie began her 25th year teaching in California's public schools. This is her eighth year teaching middle school art and digital art with the Alum Rock School District in east San Jose.

'92 **Carbys Zimmerman** and wife Kim live on the island of Kauai with their sons, Max, 12, Owen, 7, and Ozzie, 7. Both Carbys and Kim teach at a Hawaiian-focused char-



Ryan Oliver ('94) weds Louise Place



Tobias Aguirre ('94) with his family



Rish Lefterys ('87) with his children

ter school and enjoy spending time with their family surfing and exploring the tropical outdoors.

'94 **Ryan Asim Oliver** and wife Louise Place celebrated their wedding in summer 2019, including a Hindu Yajna on Carmel River Beach officiated by Prem Dass Rohan and Jai Raj Houston, and a western ceremony in Carmel Valley also officiated by dear friends. On September 10, the couple welcomed daughter Arabella Wilde Oliver. Ryan is the Regional Executive Director for BUILD Bay Area and LA. He also serves as a board member for the Hanuman Fellowship, supporting efforts to continue the mission and values through and beyond the next generation. **Tobias Aguirre** continues to serve as CEO of FishWise, a Santa Cruz-based nonprofit that works to sustain the oceans and people who depend upon them by transforming global seafood supply chains. This work feels more relevant than ever before, as he gains a deeper appreciation for the inextricable link between people and planet. Tobias, his wife Jessica, and boys Arias, 7, and Finnegan, 5, can't wait to return to Mount Madonna Center and MMS so that they can roam the hills as Tobias did as a young boy! **Yogesh "Yogi" Shapiro**, wife Maryjane Tutzauer and their son Bodhi welcomed Jasper Dylan Shapiro into the family and the world. Yogi shares that Jasper is a big, healthy and mellow baby. Bodhi, at age 3-1/2, is doing well and loves his little

brother. Yogi is still managing Dharma's in Capitola, although he was off for four weeks to be with his family and new little one.

'97 **Laura (Johnston) Ramsay** lives in Watsonville with husband Mike and children Simon, 17, Elliot, 14, and Susannah, 8. She is the senior regional human resources manager for New Leaf Community Markets / New Seasons Market.

'99 **Darien Crane** has been traveling extensively with his wife and three children while they work and study remotely. They spent time in 10 countries between 2016 and 2019. Darien completed the Ironman Triathlon in 2019. He and his family decided to move away from Silicon Valley during the summer of 2020, but the pandemic has delayed those plans.

'00 **Derrick Diaz** lives in Alameda with his wife Emma and 2-½ year old daughter Lily. He and Emma recently celebrated their 10-year wedding anniversary. Derrick is a senior information technology manager at Pinterest. Even though these are challenging times, he is grateful for the work he does, the partner he has, and his biggest joy is his little girl. **Mira Vissell** lives in Santa Cruz with her husband and son, Owen, 4. She works at Sutter Maternity and Surgery Center as a post anesthesia care unit nurse, and her greatest passion is spending time outdoors with her family. During the pandemic she taught her son to ride a bike, and now they ride into Wilder State Park together.

Lily, daughter of Derrick Diaz ('00)

Josie Burton ('89) marries Mike Borg

Mira Vissell ('00) with her family

Jasper, son of Yogesh Shapiro ('94)

Laura Ramsay ('97)





Darrien Crane ('99) with his family



Zander, son of Katie Skuratovskiy ('01)



Nick Manov ('02) with wife Allie

'01 "Our clan has happily grown with little Alexander (aka Sasha); a sweet 11-month old," shares **Alison Alderdice**. "We continue to work from home as a therapist and music teacher. Our band, The Saxophones, had an untimely release of our latest album, 'Eternity Bay,' at the start of COVID, which put a hold on our tour plans. You can find our album on-line." **Dov Rohan** and wife Mary Hunter welcomed baby Griffin Bear Rohan on February 1. "He is as adventurous as his parents," says Dov. "He is alert, aware and loves to laugh. He rolls across the floor and sits up to play. He likes swinging upside down and eating everything. Griffin is a pure joy to be with. We are so thankful for his presence and we are adjusting well to being parents." **Katie (Fayram) Skuratovskiy** works at Google and lives in Morgan Hill with her husband Roman, and sons Zander, 6, and Theo, 3. Zander participated in his first MMS camp this summer. "The school has certainly changed since I was there," says Katie. "It did feel meaningful for Zander to have the opportunity to take nature walks, look for lizards and enjoy all things MMS."

'02 **Nick Manov** lives in Mountain View with wife Allie, a trademark attorney, and daughter Sierra, 3. Nick works for Tesla, managing a team doing battery "abuse testing" to ensure they're safe for customers. Nick feels lucky that he can use his engineering interests to combat climate change. Nick still loves volleyball, and reports that during the

pandemic his haircut has regressed to pre-sophomore-year shagginess. **Oriana (Potter) Valdez** and husband Saul welcomed son Mateo on Valentine's Day in 2019. Oriana teaches fourth grade in Santa Clara.

'03 **Shruti Swamy** published a book of short stories, *A House is a Body*. "...There is nothing, no emotion, no tiny morsel of memory, no touch, that this book does not take seriously," writes Kiese Laymon, author of *Heavy*. "Yet, *A House is a Body* might be the most fun I've ever had in a short story collection."

'11 **Emma Petersen** and Conor Havstad married on August 22, attended by their parents and grandparents. "We have a large wedding planned but need to move it to next year due to COVID," shares Emma. "It was a very special day despite all the negativity going on in the world." **Michaela Schuessler** finished an emergency medical technician (EMT) class and is now studying for the NREMT to become a certified EMT. She is also waiting to hear back from nursing programs in the area. Michaela coaches volleyball for York School and the Sand City Volleyball Club. She recently celebrated her 27th birthday, and lives in Salinas with her boyfriend and their two cats.

'12 **McKenzie Caborn** moved back to Santa Cruz in August for a new mother-baby registered nurse position at Kaiser San Jose. She is preparing to take the IBCLC exam, which will certify her to work as a lactation

consultant. In January 2021, she plans to begin an online women's health nurse practitioner master's program at the University of Cincinnati.

'13 In December 2019 **Sanika Lakka** and Zach Gilbert were engaged. They are planning a summer 2021 wedding in Bangalore, India. Zach was a United States Air Force pilot, and is now pursuing a medical degree at the University of Southern California. Sanika is currently living in her family home in Gilroy and working as a product manager at Groove, a San Francisco-based start-up company.

'14 **Jenny Turk** graduated *cum laude* in May from Humboldt State University with a B.S. in environmental resources engineering. This summer she moved to Broomfield, Colorado, to pursue a master's in global environmental engineering. She lives with her sweet pup Kali.

'15 **Renata Massion** is working on a master's in environmental science and management at the University of California, Santa Barbara, and plans to graduate in June 2021. For her master's project, she is working with berry-producer Drisoll's, investigating potential plastic alternatives and sustainable disposal options. During the summer, she interned at Sun & Swell Foods, and at Fish-Wise, where she worked with alumni **Tobias Aguirre ('94)** and **Lara Kilpatrick ('85)**.

'16 **Lily Petersen** graduated *summa cum laude* in December 2019 from Belmont

Mateo, son of Oriana Valdez ('02)

Emma Petersen ('11) marries Conor Havstad

Renata Massion ('15) with a friend

Michaela Schuessler ('11) with her boyfriend Nick





Sanika Lakka ('13) with fiancé Zach Gilbert



CeCe Moreno ('16) at Lily Petersen's ('16) graduation



Cyrus Kamkar ('18) at a Veterans Day ceremony



Carl Ward ('18) working on his music

University, with a double major in Spanish and creative and entertainment industries. Lily recently moved to a new apartment in Nashville. She is working for music publishing company Tree Vibe Music, founded by the country duo Florida Georgia Line. In recent months she had an official bio written for her that she is proud of! You can see it here: <https://www.treevibezmusic.com/lily-petersen> These days she is living for her kitty Finn!

'17 After completing the spring semester at Smith College online from her family home in California, **Caroline Smith** returned to Massachusetts in September. "I moved into an apartment that's a two-minute walk from my old dorm," shares Caroline. "The reality that my senior year will be spent online and without rugby was a hard pill to swallow. But living in my college town, all of my friends in their own apartments here; I've definitely made the best of it. From the beginning, what I wanted out of my senior year was to have fun and spend time with my friends; and that's what I've been able to do."

'18 **Carl Ward** is taking time off from his studies in entrepreneurship at California State Polytechnic University, San Luis Obispo. During the shelter-in-place, he has been making music. "This is pretty much the perfect opportunity to actually start doing what I've always wanted to do," he says. Carl put out an EP this summer, and now is working on a full album. After completing general

education courses at Cabrillo College, **Cyrus Kamkar** is attending Syracuse University to work towards a bachelor's degree from the Maxwell School of Citizenship and Public Affairs, after which he intends to pursue a law degree. In 2019, he helped coordinate one of downtown Santa Cruz's first Veterans Day events. Pre-pandemic, he was working on a project called "The Greatest Generation of America Project," where he was planning to visit elementary and middle schools

to talk about the importance of the WWII generation; and had a scheduled interview with Leon Panetta; both opportunities were cancelled due to COVID.

— *J. Haley Campbell* ('02)

**Stay Connected!** Let us know what you are up to. We appreciate learning about the interesting things MMS alumni are doing. Contact the Mount Madonna School Alumni Facebook group or check in at [mountmadonnaschool.org/alumni/stay-connected](http://mountmadonnaschool.org/alumni/stay-connected).



## IN REMEMBRANCE:

### *Umesh Patrick Peterson ('84\*)*

Umesh Patrick "Pat" Peterson, husband to Karyn Taylor, son of Judith Morris Peterson, Mount Madonna Center (MMC) residents Madhukar and Jayanti Peterson, and brother to Aaron Peterson and Janna Peterson, passed away in July in Victoria, B.C. At a small ceremony to honor Umesh's life, his parents and a few of his oldest friends gathered to share stories of the early days together at MMC and MMS.

He was the eldest student when MMS was started, and Umesh's intelligence and bright, shining personality made him the ringleader of the "older" kids, and others, ages 7-13. The younger kids looked up to him: he was "big Umesh" to "little Umesh" Mallery ('95). He was always full of good mischief and adventure, and often led the children of all ages in playing capture-the-flag at locations across MMC.

Umesh and his dad hung the first swing at the big oak near the MMS upper campus that so many have enjoyed all these decades later. He was an avid volleyball and soccer player: his prowess in soccer led to his captaining a coed, multi-age team that played against other local middle schools. And so began the MMS sports legacy! Our first classes in the MMS middle school were in an old carport room attached to the main community building at that time. We sat on the floor, utilizing short, sitting desks (handmade by Umesh's parents). In the *Ramayana!*, Umesh played Ravana for three years.

All of those who loved him will hold him in our hearts and remember our dear friend and big brother whenever we swing under the old oak tree. — *Lara Kilpatrick* ('85)

\*Alumni non-MMS graduate



MMS friends: Leif Kubina with Umesh Peterson

Alison Alderdice ('01) and her family



Dear Alumni Parents, if your graduate is no longer receiving mail at this address, please forward this publication and notify us of their new address.

## CONGRATULATIONS and BEST WISHES to OUR 2020 GRADUATES!



Back row, left to right: *Tabitha Hardin-Zollo, AnMei Dasbach-Prisk (Valedictorian), Tessa Ortiz, Fiona Burgess, Jeremy Curland, Cecilia Rothman-Salado, Haley Kerr (Salutatortan), Ksenia Medvedeva, Rachel Burgess, Connor Murphy.* Front row, left to right: *Maverick Bettencourt, Paola Jacobs, Rowan Davenport-Smith, Jabnakai Willis, Braeden Will, Aaron Saavedra, Given Reyhani, Noab Tervalon.*

### 2019-20 College Acceptances:

American University  
Arcadia University  
Boston College  
Boston University\*  
Brandeis University  
Butler University  
Cabrillo College\*\*\*\*\*  
California State Polytechnic University,  
San Luis Obispo  
California State University, Long Beach  
California State University, Los Angeles\*  
California State University, Monterey Bay

California State University,  
Sacramento  
College of Charleston  
De Anza College\*  
Dominican University of California  
Endicott College  
Full Sail University  
Hawaii Pacific University  
Hofstra University  
Loyola Marymount University  
Oberlin College  
Occidental College

Orange Coast College\*  
Pace University\*  
San Diego State University  
San Francisco State University  
San Jose State University  
Santa Clara University\*  
Sarah Lawrence College\*  
Seton Hall University\*  
Tufts University\*  
University of California, Davis\*\*  
University of California, Merced  
University of California, San Diego\*

University of California,  
Santa Barbara  
University of California, Santa Cruz  
University of Denver  
University of Hawaii, Manoa  
University of New Mexico  
University of Puget Sound  
University of San Francisco\*  
University of Vermont  
Willamette University  
\*Denotes school graduate(s)  
selected to attend