Dear Sequoyans,

As at all independent schools, Sequoyah’s board of trustees is charged with ensuring that the school has sufficient resources to fulfill its mission for the next generation of students. And as at many schools, the challenges and opportunities that bear on Sequoyah’s future are unknown, uncertain, and ultimately out of our control. When will Caltrans release the K-B campus for sale and how much will it cost? What other desirable nearby properties will become available so that we can develop much needed facilities? Will enough families in the L.A. area continue to see tuition-based private schools as a worthy and feasible investment? How should the school provide access to the diversity of our surrounding communities? How will the regional, state, and national economy affect the school’s growth? How will technology disrupt the way we conduct our lives and educate our children? These questions have fueled discussions during the last year.

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Sequoyah teaches you to be comfortable enough in your own skin not to care what other people think of you—but nothing can prepare you for how brutal you can be on yourself. High school will present you with demands and obstacles that will both teach you your own strength and challenge it. The pressure to fill a certain mold to get yourself to the right college can be disorienting to even the most tried-and-true Sequoyans. And you’ll find that understanding that you need to be kind to yourself and actually putting it into practice are entirely different tasks. Believe me, being kind to yourself is not easy. But you’re going to have a much harder time enjoying this next chapter in your life if you aren’t.

No matter how self-assured you are, it’s easy to start doubting your capability, intelligence, or sanity when things aren’t going to plan. But I’ll tell you this: if things had gone to plan for me, if I’d gone to the perfect school, if I’d been offered the perfect job, if I became that woman I thought I should be, my life would be so boring. It would be completely lacking in any excitement or color. It turned out that I was spectacularly bad at envisioning an interesting future for myself when I was a teenager. So keep in mind that—while you’re already way cooler than most people your age because you went to Sequoyah—your idea of what success means now is not necessarily what your twenty-something self will think of as success.

Don’t be afraid to stray from the path that’s expected of you. More importantly, don’t be afraid to stray from the path that you expect from yourself. I need you to know that it’s okay to be wrong about who you think you are. But—more than anything—be flexible. Don’t beat yourself up when who you’re becoming isn’t who you thought you’d be. You must always, always be kind and patient with yourself. It’s easy to lose sight of how important that is when you’re faced with a greater homework load, endless deadlines, and college applications. So write it down, or tattoo it on your arm if you need to. Be good to yourself. Be tolerant of any difficulty you have in discovering your adult identity.

I wish you the best of luck in this next chapter. It’s going to be weird and thrilling and miserable and wonderful. Remember to go to bed early, eat a solid breakfast, and talk to people who are not yet your friends. And, most crucially, remember to keep in touch with your classmates. You might all be sick of each other right now, but trust me, you’ll need each other. Through high school, college, and adulthood, I promise you that you’ll find their company endlessly rewarding.
Art Night
Alumni Profile

Peter Knell
An Investment in Music

If you’re a graduate of Sequoyah, you’re likely familiar with the Knell family. Ellen and Harvey Knell were crucial early philosophical and financial supporters of the school from 1970, sending their three sons there. Peter attended Sequoyah from kindergarten to fifth grade, following his older brother Ed and followed in turn by his younger brother Lorrin, long-time treasurer of Sequoyah’s board of trustees. Peter and Ed have both had children at Sequoyah at various times. Peter was first exposed to both music and math at Sequoyah and has gone on to a successful dual career in which he draws on both disciplines. Managing director at KCB Management, where he oversees a real estate portfolio, he is also a Fulbright scholar and the renowned composer of orchestral, chamber, and choral works that have been performed around the world. Peter is a Fulbright scholar and the renowned composer of orchestral, chamber, and choral works that have been performed around the world.

Peter’s “memories are more gestural than precise,” because he left Sequoyah after fifth grade, Peter says. His mother has told him that Sequoyah was instrumental to his later success and precocity in math because teachers

had flexibility to tailor the subject to his needs: “They challenged me with more difficult material and I picked up and ran with it, without really being aware I was doing that.” In terms of music, “We had hand percussion and we’d just sing folk songs or Dylan or Peter, Paul and Mary—protest songs of various kinds. I remember I wrote a song with teacher Art [Phiffer] after my parents had taken me to the movie Alien, which was a little overwhelming for me because I was seven, and that was my first compositional experience.”

After Sequoyah, Peter attended High Point Academy and Polytechnic School, going on to earn a BA from Princeton University, a masters in musical arts from the Juilliard School, and a doctorate at the University of Texas at Austin. He was a professor of composition and theory for four years at Virginia Commonwealth University, and for a semester at California State University, Northridge. Then, he explains, “I jumped off the academic train, dipped my toe into film music, decided that wasn’t where I saw myself, started working with my dad at the office, and divided my time between the investments and music.”

As the investment company grew, it was sometimes hard to find time for music, but he has returned to it with renewed focus recently. Last fall Jacaranda Music in Santa Monica performed his “Canciones De Agua,” a 25-minute piece for alto voice and violin. Its success led to a collaboration with the company on a chamber opera. Tentatively entitled Arkhipov, it concerns the Russian naval officer credited with preventing a Soviet nuclear strike during the Cuban Missile Crisis.

Attending Sequoyah was a formative experience for Peter and not just because it helped make him anti-nuclear. “At Sequoyah,” he recalls, “I was taught to learn because learning was exciting and interesting, and through my life I’ve approached things that way.”

The desire to make mathematics tangible—something that can been seen, heard, and touched—is at the heart of Sequoyah’s progressive approach to learning. This flexible idea reaches from pattern play in the youngest grades to more advanced reflections on what Treehouse lead teacher Kim Diaz calls the “indefatigability of numbers” and can even include the real-time plots of hurricane trajectories. Helping students appreciate mathematics as part of their lived experience requires a variety of strategies. Chad Robertson, Over Theras/Outback math specialist, describes the basics of mathematics at Sequoyah as a combination of problem-based, project-based, and emergent curriculum.

In a problem-based curriculum, students are given the tools they need to work through challenges together and co-create knowledge. A project-based curriculum focuses on a particular end product. An emergent curriculum responds in real-time to students’ interests, often in correlation with current political and cultural events. These learning strategies can also be combined with intensive results: in Chad’s class, learning statistical data analysis has provided students with the tools they need to hold informed discussions on political events ranging from the recent travel bans to the consequences of efforts to repeal DACA. Chad notes that activities such as these combine project-based and emergent curricular goals and have multiple benefits. They promote quantitative and qualitative reasoning and give students the opportunity to develop informed opinions that have even led to political and social activism in our local community.

Since mathematics is inseparable from the structures and myths—the consonances and dissonances of our daily life—its deep connections to music come as no surprise. We sense that music has a special role to play in helping us understand and give meaning to our experience of the world. In keeping with this idea, Sequoyah has a long tradition of experimenting with both mathematics and music in innovative ways that go far beyond the classroom walls and cross over traditional disciplinary boundaries.
Lauren Arroyo and Pond students

classrooms learn what it means to subdivide and double beats through clapping and singing, but they are also asked: “How does a longer note feel?” In the Nest, students create their own melodies and also study how composers will both construct patterns and break them to generate an unexpected emotional response. The Out Back and Over There classrooms listen to the intricate rhythms of street musicians and, together with Ron, work to give voice to what they are hearing and the patterns that are emerging, before turning to plastic buckets to tap out their own beats. Ron also emphasizes that, in the early years, the work with music is “all done through analog.” Digital technology is integrated at a later point.

Beyond the music classroom, we see many ways in which Sequoyah gives rhythm and voice to what high school math instructor Ronnie Bryan calls the “natural language” of mathematics. Pond teacher Lauren Arroyo writes the daily schedule on the board using alternating colors. And because she also moonlights as a musician in a ukulele orchestra on the weekends, Lauren plays songs for her students, who count and clap along. Her classroom is filled with visual and auralistic patterns that children learn to feel, vocalize, connect, and construct for themselves using various media. Parents also have a special role to play in this process. Last year, drummer Greg Ellis visited the Egret’s Perch to share a system of rhythmic notation he developed that connects geometric forms and symbols to beats in a musical measure. This allows students to see and experience the increasing complexity of rhythm and notational language from the ground up.

In some cases, the music produced at Sequoyah becomes part of its legacy. Current parent Bobby Johnston, who taught for ten years in the Bamboo Forest, recalls composing songs with Lauren Arroyo and Bobby Johnston lyrics but also created songs that became archives of knowledge. These include the “Scary Letters” song as well as other tunes on topics that have ranged from reading and mathematics to the annual camping trip at Anza-Borrego, some of which are still part of the Sequoyah songbook.

As students acquire more mathematical tools, they are also exposed to more challenging ideas. Together with the Foundations 1 students, who are learning algebra, Ronnie Bryan has recently completed a project on permutations that conceptualizes music from the standpoint of mathematics. He explains that thinking about permutations challenges students to consider possible variations of elements in a group, given certain constraints (e.g., that no single element can repeat).

With Ronnie’s guidance, the students have applied their understanding of permutations to write computer code that lists all possible melodies of a given set of notes. At the end of the year, students will return to this project to create their own musical scales and generate sound files of melodies composed according to them.

The potential learning outcomes for such a project are, in part, objective, ranging from knowledge of essential computer skills (such as the “for loops” programming method some readers will be familiar with) to the acquisition of mathematical concepts relating to summation and factorials, as well as increased familiarity with the mathematics of frequency and tone. At the same time, such a project goes beyond pure analysis to ask such questions as why some notes sound pleasing together and others do not—questions that will become more interesting as students experiment with the creation of musical scales in the upcoming months.

Other projects currently underway at the high school illustrate how the music and math curricula continue to intersect at Sequoyah well beyond the lower grades. In music specialist Ben Ede’s classroom, students also learn about the science of music. This includes concepts such as wave length and amplitude as well as the basics of instrumental design and the acoustical properties of various instruments—how the shape of an instrument and the material of its construction affect its timbre. Music and physics students also work together in pairs to write songs—creative narratives describing the specific properties of various instruments, ranging from the flute to the electric guitar. Such projects combine the intuitive appreciation of music and instrumentation with the analytic skills of a scientist.

This approach reflects Ben’s philosophy that music class is not just about music. It teaches students about life, society, and the value of person-to-person relationships in a digital age. It also teaches students self-reliance and the necessary autodidactic skills for progressing on their own beyond the classroom. This set of core values comes as no surprise when one learns that Ben’s graduate research focused on the educational model of Sistema, the publicly funded music program originating in Venezuela that has become familiar to our local community through one of its best-known graduates, Gustavo Dudamel. Whereas the traditional music classroom emphasizes rote memorization and performance, Ben believes that the compositional elements of music education are just as important. Students have also had the opportunity to consider transformations in the concept of instrument in the digital age through exposure to synthesized instruments, Garage Band, and programs through which digital instruments are “created out of math.” They study how special effects such as echo and reverb are mathematical replications of a sound. All of these examples serve to illustrate the simple fact that music and mathematics are tightly woven into the whole of the Sequoyah experience. Together, they comprise an aesthetic, scientific, and social vision central to the collective lived experience of the school.
Campus Events

Teddy Bear Picnic

Sequoyah Sports

Gryphon Football

High School
Community Events

Musicale

Rhythm Fest

Campus Events
High School Music Specialist Ben Ede

Phoenix: How did you get into music?

Ben Ede (BE): My parents are from Nigeria, and in the culture where they grew up the three acceptable professions were law, engineering, or medicine. Most people didn’t have enough resources to put their kids into music or sports. So both their roles as music educators and the opportunities to use music education to influence students beyond the playing of an instrument. From two dissimilar beginnings, they have a shared passion for finding unique ways of engaging students and offering them a way to connect with their world through the beauty of music.

Sequoyah School music specialists Ben Ede (high school) and Ron McBain (K-8) could not have followed more diverse paths to discovering their musical talents. One was raised with music as part of his daily life since the age of five, and the other did not realize his musical talents until he was 25. Yet somehow, both arrived at Sequoyah at the same time. In the two years since, they have embraced musical training or getting an instrument wasn’t a priority for my folks. Growing up, my family didn’t encourage us to listen to music a lot. Most of the music I heard was from cartoons and video games. I didn’t get into playing music until I was 25 years old. I was working at Radio Shack, and a friend suggested I get a guitar. I became obsessed with it! I would practice eight to twelve hours a day. To this day, practice is still one of my favorite things.

Phoenix: What led you to Sequoyah?

BE: I started up a non-profit with my then co-worker, who became my wife, called Kids City, and began teaching some music classes in downtown L.A. I found I really enjoyed working with kids and I loved imparting knowledge. I began teaching in many capacities, both academic and extracurricular.

As I was interviewing for various teaching jobs, I did some work with L.A. Phil’s youth orchestra program. A friend of mine who was a teacher in the program told me about this really cool progressive school in Pasadena that was opening a high school. They were looking for someone with a very specific mindset around music education, and he thought I was perfect for it.

Phoenix: What is your philosophy as a music teacher?

BE: My idea is to try to teach through influence as opposed to consequence. In terms of my teaching philosophy, I don’t feel I’m here to make these students professional musicians. Instead, I want to make them musicians who appreciate music. So no matter what they do when they leave here, I hope they always do music because music is a hallmark of culture that gives you another way of appreciating the world and learning lessons you don’t explicitly get taught in other disciplines.

Phoenix: In what ways do you demonstrate these ideas to students?

BE: I encourage the students to find their own voices on an instrument. I’m a big believer in improvisation and feeling the music. So, even with a fixed piece of music, we try to throw in some improvisation. Also, we don’t use digital clicks to count off a song. Instead, I teach the students how to count off in real time and feel the rhythm of the song. But we do have digital workstations where the students learn modern recording techniques. As of this year, we have three ensemble classes where the students learn things like studio and stage etiquette, how to overcome performance anxiety, how to listen to each other, things of that nature. We have songwriting classes where we learn about what makes a good lyric and melody work together.

We also have the Gryphon Ensemble, the high school’s advanced musical performance and community impact groups, which connects students to music’s effect on social justice. We have a student who is collaborating with the K-8 to write a song that will start with a part written by Sequoyah musicians and then be sent to other schools to add to it. Eventually, there will be a song written by students around the world.

Phoenix: What lasting effect would you want to have on your students?

BE: Basically, I try to give everybody an opportunity to excel at the thing they came into music to do. And if they don’t know about music, I want to show them that it’s a part of culture that you can participate in, and you should! It doesn’t matter what you do with it. Everyone, I believe, should do some music.

K-8 Music Specialist Ron McBain

Phoenix: Can you describe your musical experiences growing up?

Ron McBain (RM): My mom was a ballet dancer, and I would go with her to rehearsals every day after school. This was when they still had live piano players in dance studios, so I heard the piano playing every day and was drawn to it from a very early age. I remember I was able to pluck out the melodies from my Nintendo games!

I started piano lessons when I was five or six. I took to piano pretty quickly and kept having to switch teachers as I got more serious. I did solo piano competitions through high school and ended up at Carnegie-Mellon. During this time, I performed concerts with orchestras in Russia, Prague, Estonia, and Finland. After college, I moved to Los Angeles and began working as a songwriter, as well as composing for different film, television, and commercial projects.

Phoenix: What led you to teaching?

RM: About ten years ago, I was offered a job at a charter school that was very similar to Sequoyah—constructivist model teaching, integrated curriculum, and multi-age classes. I really got into it. I thought this is more creative than what I’m doing creatively. I really enjoyed writing curriculum and loved the idea of getting kids excited about music.

Phoenix: In what ways do you do that?

RM: It’s got to be organic. I share childhood stories of composers and musicians and give them a connection that way. I can connect it to math and science, where we use rhythms to teach fractions and that kind of thing. But I also feel that can be a forced connection sometimes.

I am so much more interested in the student’s creative spirit, in telling stories through music and emotional connections—that to me is wildly more important in 2017 than forcing a more rigid academic approach.

I’m trying not to introduce a lot of technology to the students until after Eigret’s Perch. I want them to establish an organic sense of music first. In the Outback and Over There, I start getting into digital recording techniques and things like that. I always want it to be about creativity. I don’t want it to be like, “This is how the latest software does it, so this is how I have to do it.” We use samplers to record field sounds and turn these into music tracks. When we compose music, I encourage the students to be explorative and think about telling a story or think about emotions and just go with it.

Phoenix: What is your vision for the Sequoyah music program?

RM: I hope we can eventually have a choir and an orchestra. It would be nice to be able to do individual instrument classes as well, but we haven’t been able to find how to create the time to fit all this in. I’ve talked with Ben at the high school to try to find ways to integrate our programs as well. I think, with so much of the music kids listen to today being very structured and predictable, ultimately I just want to keep finding ways to show them what’s possible in music.

Music is the most natural way to integrate community and curriculum. We experience this throughout the year at All-School Meetings, the Musicals, Rhythm Fest, Grandparents’ and Special Friends’ Day, student plays, and other presentations. The goal of Sequoyah’s music program is to continually offer opportunities for each student to find their own musical form of expression. From the campfires to the stage, Ron and Ben will make sure the music is there.
Beginnings...
High School
2016-2017
High School Camping
Kings Canyon National Park
Fall 2017
Over There Camping
Quail Springs
Fall 2017

Jr. High Camping
Pinnacles National Park
Fall 2017
Field Studies

Beach Day

Campus Events

Halloween
Sequoyah Alums Check In

Akira Abderrahman ’09 graduated in May from Lewis and Clark College with a degree in Economics and Political Science. As an economics major and art minor, while a Sequoyah alumnus, he played for the Aveson Community Team. He also played for the USA Men’s Senior Water Polo Team and for NYCAC, he played Series A1 Water Polo for DN Postipollo in Italy.

Hanami Sutton ’98 and her long-time friend and business partner from La Cañada, Chris Macio, started a new design company called Made by Super. They specialize in branding and print design, as well as digital apps, social media, and web design. They have a wide array of clients, ranging from comedians, actors, and indie/Netflix films to local businesses and nonprofit organizations. They work with big corporate clients and do scrappy little jobs—really anything that’s a good fit.

Phoebe Bridgers ’09, Jack Purvis ’08, and Katherine Haysbert ’09 appeared on National Geographic’s ‘Dancing with the Drones’ feature film directed by Maya’s mother, artist Phoebe Bridgers. The film is the subject of a new documentary film about the culture, and was hosted by a local family. He is a freshman at Redlands, studying music composition at the Los Angeles County High School for the Arts. He recently had a record-breaking painting exhibition at LACMA called “Playing With Fire.” Maya was a major lender to the exhibition. In addition, Carlos In Wonderland, the subject of a new documentary film directed by Maya’s father, the late artist Carlos Almaraz, is the subject of a new documentary film. Carlos In Wonderland is scheduled for release early 2018, and will be aired on KCET later in the year.

Galen Core ’09 graduated from Columbia College in Chicago on May 14 (Mother’s Day) with a BA in Filmmaking. He moved to Brooklyn at the end of August, and in three weeks managed to find an apartment and a job. He is an assistant editor on an independent feature film, as yet unnamed. The whole family is so proud. Follow him on Instagram: @dnc_pry

Maya Almaraz ’97 received her PhD last summer from Brown University. Keeping true to her Sequoyah roots as a steward of the planet, Maya is an environmental and climate change scientist and received a prestigious National Science Foundation Post Doctoral Fellowship in Biology, a two-year fellowship working out of UC Davis. Maya completed her undergraduate studies at UC Berkeley with a double major in Public Health and Conservation Resources. She later ran the sols lab at UC Berkeley, focusing on soil carbon and nutrient cycling for her professor Whendee Silver, before heading to the east coast for graduate school. She is very happy to be back in California and hopes to stay put for a while. She moved to Davis with her two cats De La Luna and Kingsley and her boyfriend Nick, whom she met while researching at the Cary Institute of Ecosystem Studies in Millbrook, NY.

Maya’s father, the late artist Carlos Almaraz, recently had a record-breaking painting exhibition at LACMA called “Playing With Fire.” Maya was a major lender to the exhibition. In addition, Carlos is the subject of a new documentary film Carlos In Wonderland, directed by Maya’s mother, artist Elsa Flores Almaraz. Carlos In Wonderland is scheduled for release early 2018, and will be aired on KCET later in the year.

Avery Fuller-Monk ’12 was recently chosen as the Duchess of California for the 2017 Texas Rose Festival, and also won the ChamPIOn Peer Designated Hitter for the league. Her senior year on the LC baseball team, Avery was a three-time NCAA Water Polo All-American and two-time NCAA Water Polo champion. In addition to playing on the USA Men’s Senior Water Polo Team and for NYCAC, he plays Series A1 Water Polo for DN Postipollo in Italy.

The Homecoming — February 2018

All events will be held on the Sequoyah School K-8 Campus.

Out Back Hot Lunch
Friday, February 2, 2018, 12:00 p.m.

Winter Party for Past Parents
Friday, February 2, 2018, 6:30 – 8:30 p.m.

Alumni Picnic for Classes of 1960-2009
Sunday, February 4, 2018, 3:00 – 6:00 p.m.

Alumni Events

In late March 2017, Hanami Sutton ’98 married her long-time partner David O’Hara, who is originally from Cleveland, OH, and is currently pursuing an MBA in Social Entrepreneurship at USC. They met in New York City in 2006, and moved to Los Angeles in 2010. Both are Atheist Secular Humanists, and their wedding was a wonderful mixed cultural ceremony which included Japanese Shinto rituals and a Muslim officiant. The ceremony and reception were held at the Paramour Estate in Silverlake, CA, a spot Hanami discovered while producing a photoshoot in 2014. Her family has lots of Sequoyah alums—her sister Maira ’01 was her maid of honor, her cousin Geoffrey ’04 played the cello as she walked down the aisle with her father Chris ’62 and her mother Yumiko. Hanami writes, “It was a very feminist, religiously inclusive ceremony. I felt it was very Sequoyah.”
For almost 60 years, Sequoyah’s community has supported the creation of a unique and exceptional educational program and the recruitment of remarkably talented staff and faculty. Thank you for your generous gifts.

As we look ahead, we are marshaling resources to secure Sequoyah’s future through the purchase of the K-8 campus and the development of facilities to support our K-12 programs. We are counting on the partnership of donors who know us best, who see the benefit of Sequoyah’s legacy, and who are willing to invest in large capital projects not funded by our annual operating budget.

Tuition and fees do not entirely meet all the school’s annual expenses. The sum of all annual giving gifts consistently enriches the school’s operating budget and addresses deep commitments to socioeconomic diversity; the continuing professional development of our beloved teachers and staff; and their attention to each student’s academic, social, and emotional development. Last year, 90% of parents contributed to the annual giving campaign, with approximately 25% of the total gifted from other sources, including past parents, grandparents, alumni, and friends of the school. Like most independent schools, Sequoyah dedicates the majority of our annual operating expense to faculty and staff salaries and benefits. Our budgeting also supports a founding commitment to diversity, which includes sustaining a socioeconomically diverse school community. On average, annually 30-40% of students at Sequoyah pay less than the top tuition. This represents approximately 25-30% of gross tuition revenue each year—a significantly deeper commitment than most independent schools.

Periodic capital campaigns and major gift initiatives address strategic goals and enable the school to advance its growth and sustain founding commitments. Both annual giving and campaign initiatives contribute to the financial stability that allows Sequoyah to flourish.

On behalf of the board of trustees, and as a Sequoyah alumnus, I thank you for your continuing generosity.

Treasurer’s Report

Statement of Financial Position

<table>
<thead>
<tr>
<th>Year</th>
<th>2017</th>
<th>2016</th>
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<tbody>
<tr>
<td>Assets:</td>
<td></td>
<td></td>
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<tr>
<td>Cash &amp; Equivalents</td>
<td>$3,789,770</td>
<td>$2,946,192</td>
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<td>Accounts Receivable</td>
<td>5,046,054</td>
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<td>4,324,566</td>
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<td>Total Assets</td>
<td>$13,479,043</td>
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<td></td>
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<tr>
<td>Accounts Payable</td>
<td>$48,035</td>
<td>$57,065</td>
</tr>
<tr>
<td>Accrued Liabilities</td>
<td>235,343</td>
<td>350,334</td>
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<tr>
<td>Bank Loan</td>
<td>2,549,581</td>
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<td>$3,024,174</td>
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<td>153,290</td>
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<td>71,455</td>
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Statement of Changes in Net Assets

For the fiscal year ended

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For almost 60 years, Sequoyah’s community has supported the creation of a unique and exceptional educational program and the recruitment of remarkably talented staff and faculty. Thank you for your generous gifts.

As we look ahead, we are marshaling resources to secure Sequoyah’s future through the purchase of the K-8 campus and the development of facilities to support our K-12 programs. We are counting on the partnership of donors who know us best, who see the benefit of Sequoyah’s legacy, and who are willing to invest in large capital projects not funded by our annual operating budget.

Tuition and fees do not entirely meet all the school’s annual expenses. The sum of all annual giving gifts consistently enriches the school’s operating budget and addresses deep commitments to socioeconomic diversity; the continuing professional development of our beloved teachers and staff; and their attention to each student’s academic, social, and emotional development. Last year, 90% of parents contributed to the annual giving campaign, with approximately 25% of the total gifted from other sources, including past parents, grandparents, alumni, and friends of the school. Like most independent schools, Sequoyah dedicates the majority of our annual operating expense to faculty and staff salaries and benefits. Our budgeting also supports a founding commitment to diversity, which includes sustaining a socioeconomically diverse school community. On average, annually 30-40% of students at Sequoyah pay less than the top tuition. This represents approximately 25-30% of gross tuition revenue each year—a significantly deeper commitment than most independent schools.

Periodic capital campaigns and major gift initiatives address strategic goals and enable the school to advance its growth and sustain founding commitments. Both annual giving and campaign initiatives contribute to the financial stability that allows Sequoyah to flourish.

On behalf of the board of trustees, and as a Sequoyah alumnus, I thank you for your continuing generosity.

Treasurer’s Report

Statement of Financial Position

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Mary Jane Blanchard* Bettie Cooper Glen Dake** Enrico Gnaulati** Daniel Griffin* Bobbi Johnson* Susan Harmon* Hannah MacClurin Mel Malmberg Michail Milanov** Diane Park Damborski Gloria Quintaglia* Michelle Steely Kate Williams*

Alumni Parents
Joan and Andreas Abri Randi and Michael Darak** Michael Blatt and Alice Fung** Parisa Brody Patricia and Leonardo Cablayan Gail Cahoon Janet Chun and Enrico Gnaulati** John and Betta Cooper Laura and Steve Dahl* Drew Damborski Jeffrey Doll* Bob and Tracy Gaestel Philip and Ingrid Gardiol Margaret Gordon and John Peterson** Susan and Robert Harmon* Huston Horn Mary Jane Horton and Stuart Strizki* Alec Hudnut and Michele Milner**

Grandparents
Oswaldo and Nettie Abad* Anonymous (1) Dynanee Ashlow Olga and Esteban Aviles Lenox D. Baker, Jr. and Frances W. Baker John C. and Martha Bell

Friends of Sequoyah School

Other Funds & Campaigns 2016–2017
Auction Donors
Golden Road Brewing KTP/David Lee MBS Equipment Company – Eric Tennant, Joe Dougherty, and Marc Diasio Silverlake Wine

Auction Underwriters
Fran and Lenora Baker Kristina Bell and Andrei Marincus Rachel Countstream Sarah and Michael Ellenberg Emily and Innaone Karkhun

In-Kind Donations
Glaxon Dunn KTP/David Lee Tom and Minnow Kurtz and Jenny Raik La Monarca Bakery / Alfredo and Vilma Livas Stacey and Jeff Mann

Tara Ploock and David Thomas Sue Smolin Jen Tutlock Juanita and Gregory Weinert Margot and Thaddeus Zapotoczky

Jogathon In-Kind Donors
Heather Pimental Trader Joe’s Water Village/ Luis Buto

June Olson Fund
The Danes Jennifer Wood and Jim Barry

Robert Day Marianne and Franklin Dryden Alexandra Douglas Ellen Jacobs Ann Pando Martha Wood

Friends of Sequoyah High School
Ann M. Christopher

Corporations & Foundations

Other Donations
Marek Bagy – Socioeconomic Diversity Dustin and Karen Davis – Diversity Authors Collection Courtney and John Dees – Site Purchase Roman Catholic Archdiocese / St. Elizabeth Parish School Tony Yancow – Library Donation

The Development Office makes every effort to accurately record and acknowledge all gifts and contributions. We apologize for any errors or omissions, and ask that you notify our office of any corrections. Thank you, Elora Pfeifer, Director of Development and Communications. sopher@sequoyschool.org 626 799 4351 x715

Grandparents’ & Special Friends’ Day
Student Portfolio  
by Marco Miralles, 9th Grade

2017-2018 SEQUOYAH SCHOOL TRUSTEES

Michael Barak, President
Susie North, Vice President
Stacey Mann, Secretary
Lorin Knell, Treasurer
Josh Brody, Head of School

Robert Abad
Elizabeth Camacho
Rachel Countryman
Laura Dahl
Helga Eike
Patrick Ferry
Jennifer Frank
Laura Gabbert
Laura Gowen
Eryn Hoffman
Dorrie LaMarr

Ann Liashkov
Sonny Lulla
Sujal Mandavia
Gwen Owens
Debbie Reed
Neil Stevens
John Underkoffler
Brian Wilson
Luke Wood
Joyce Ybarra

K-8 Conference Day / No School – Feb 15
Presidents’ Weekend / No School – Feb 16-19
K-8 Conference Day / No School – Feb 20
K-8 Jogathon & Party – Mar 2
K-8 Staff Development/No School – Mar 14
Spring Break / No School – April 2-6
HS Break / No School – April 27

K-8 Musicale – April 27 & May 4
Sequoia Community Auction – May 19
Memorial Day / No School – May 28
K-8 Art Night – TBA
Jr. High Play – June 1
K-8 Beach Day – June 6
K-8 Last Day / 8th Grade Grad – June 7
HS Exhibition / Last Day – June 8

WINTER 2017/Spring 2018

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