

SEQUOYAH SCHOOL

PHOENIX[✈]

MAGAZINE

FALL 2025





From the Head of School

At Sequoyah, student voices guide us. They inspire us that education is never abstract but always lived. Learning is shaped and happens in classrooms, on Field Studies adventures, in friendships, and in moments of challenge and discovery.

Late last spring, on the cusp of her graduation, I sat with Sanai Gibbs '25 as she prepared to set out for Tulane University. She spoke with candor about the obstacles she embraced on her journey, the sense of belonging she found, and the confidence she now carries. Sanai's story, from kindergarten to Posse Scholar, is extraordinary on its own. Yet it also resonates as part of a larger chorus: each student's journey distinct, yet together revealing the themes of growth, courage, and purpose that define Sequoyah.

This issue also introduces our new Strategic Plan—a collective voice distilled from hundreds of students, families, faculty, alums, and trustees. The plan captures the essence of our community's aspirations, affirms our progressive mission, and charts a path forward: sustaining powerful teaching and learning, stewarding our campuses through master planning, ensuring financial stability, and deepening our commitments

to equity and belonging. It is both a roadmap and a promise—something we will continue to use to prepare students to thrive in a complex world while staying true to who we are.

Alongside the plan, you will find the vibrant constellation of Sequoyah today: a celebration of the Class of 2025; Field Studies stories that knit friendships for life; insights into how alums are making their mark in the arts, sciences, and civic life; and profiles of students and teachers whose creativity embodies our mission.

I invite you not only to read but to respond: share your thoughts, questions, and hopes for what lies ahead. Together, through individual voices and collective vision, we are writing Sequoyah's next chapter—and I can't wait to continue on this journey with all of you.

With excitement for all that's to come,


Rebecca Hong

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WHAT'S BEHIND THE NAME PHOENIX?

In 1821 Sequoyah, the namesake of our school, invented a syllabary for the Cherokee language. Soon after its adoption, thousands of Cherokee were able to read and write in their own language.

The Cherokee Phoenix, the first newspaper published by Native Americans in the United States, was first published in 1828. We name our magazine in honor of this important milestone.



PHOENIX

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HEAD OF SCHOOL

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CONGRATULATIONS, *Class of 2025!*

“

You entered high school just off Zoom—no more mute buttons, no more blurred backgrounds. Suddenly, you were back in full view: legs, backpacks, bed head, awkward eye contact and all. And even in that sharp return to visibility, **you were already becoming who you are in the world today.**

Some of you arrived carrying perfectionism or doubt—and you learned to let that go. Back in real life you didn't just make things work—**you made them matter.** You turned courtyards into classrooms, white walls into galleries, hiking trails into hangouts, frustrations into dialogue. You were the generation that saw phones banned from campus—and while enforcement is still a work in progress, you always had the ability to sit together, be present, and talk.

You reminded us that real conversation, in real time, with your full selves, always matters.

—Rebecca Hong





Oh, the Places You'll Go!

Sequoyah's fiscal year started with a **generous \$100,000 grant from The Ahmanson Foundation** to purchase two new vans for our Social Innovation and Field Studies programs. By growing the fleet of vehicles at our disposal, we will be able to increase our carrying capacity, improve the flexibility of our schedules, and expand the range of trips the school can undertake. With growing high school enrollment, the additional vans reinforce the possibilities for community engagement and experiential learning for faculty and students.

"The addition of new vans will be a game-changer for the Social Innovation Program (SIP)," says Joel Murillo, Sequoyah's Director of Social Innovation and Advisory. "While learning to navigate public transportation remains a vital skill—and a powerful way for students to connect with the rhythms of the city—there are some opportunities simply out of reach without vehicles able to carry a class-size group of students. The vans will allow SIP students to access a broader range of

communities, organizations, and changemakers—deepening their learning, expanding the scope of their projects, and enriching their understanding of the region they're working to impact."

The Ahmanson Foundation has been a transformational funder in LA County since 1952, providing philanthropic support for a wide range of organizations. Ahmanson was integral in shaping modern Los Angeles, having made significant early contributions to LACMA, the Music Center, the Center for Biological Research at the University of Southern California, and the California Museum of Science and Industry. Sequoyah is grateful to be in partnership with The Ahmanson Foundation as we continue to advance our mission through outdoor education and community engagement.

Lee Taylor
Director of Advancement





Shaped by Nature

Sequoyah's Field Studies program leaves a lasting impression on our students, whether they started at Anza B in kindergarten or on a backpacking adventure as a high schooler. The Class of 2025 was given a chance to reflect on their journeys; read about their experiences below.

"I think Field Studies has cemented itself as one of the most important aspects of Sequoyah in my eyes. The space allows for bonding that is just not possible in any other setting, and I always come away feeling fulfilled with new friendships and old ones with new depths."

...

"I love Field Studies and I think it made me a stronger and more self-sufficient person. I have gained a lot of independence from participating in these trips; it isn't the case for most high schools where you graduate and say at 18 that you have the amount of extensive outdoor experience Sequoyah leaves you with."

...

"I came to Sequoyah in large part because of Field Studies and the program has not disappointed! I love being outdoors and having the chance to try new things in new places with new people has been fantastic for me. Camping with peers has been a new experience for me and I really appreciate the skills I've developed from working with others outdoors."

"It's made me a more independent and driven person, both in and out of school. Field Studies has given me the opportunity to bond with my classmates and get to know them on a whole other level. It has been some of the best parts of my four years at Sequoyah and I'm so grateful the school has this program."

"Field Studies gave me more confidence and taught me I can get through hard things; all I have to do is keep an open mind! It also gave me encouragement for my new college settings."



Lila Reynolds '25

Strategic Plan

A Sequoyah education challenges the mind, nurtures the heart, and celebrates human dignity. Our new Strategic Plan is anchored in a clear purpose, rooted in joyful learning, purposeful thinking and reflection, constructive dialogue, and a deep commitment to diversity and equity to fully realize the promise of progressive education.

This plan strengthens the foundation for Sequoyah School's future. Because current tuition revenue cannot sustain all of our commitments and priorities, part of this plan calls on us to explore strategic solutions and possibilities. It calls us to steward our mission with financial diligence, transparent communication, and an unwavering commitment to accessibility, innovation, and shared responsibility. It challenges us to deepen our culture of belonging, to celebrate the traditions and voices that make our community strong, and to nurture spaces where every student and community member feels valued, respected, and empowered.

The goal is for this plan to be the product of collective effort and care. Over the past several months, we gathered insights from students, families, alumni, faculty, trustees, and staff, ensuring that a rich diversity of voices shaped its direction. The process was data-informed: surveys, focus group discussions, and open-ended feedback were coded, analyzed, and distilled by a small, dedicated Strategic Plan Task Force.

Our Strategic Plan identifies the challenges that shape our path forward and reaffirms our commitment to the values that make Sequoyah unique.

Learning that Matters

Challenge: Over 60 years ago, our founders promised a progressive education that would allow for a “leading out process, not a pouring in”—a student-centered education without standardization. Now, we challenge ourselves to further develop a distinctly Sequoyah education that retains their vision with a skill-based curriculum that is clear, measurable, and connected across grade levels.

Commitment: Empower future-ready learners through a clearly articulated, dynamic, student-centered education that fosters critical thinking, compassion, curiosity, and initiative.

Key Priorities:

- **Define and deepen progressive education** at Sequoyah by clarifying and communicating a shared understanding of progressive education across the community.
- **Strengthen and align our academic program** by further developing a cohesive scope and sequence of learning across all grades, while reinforcing strong foundational competencies.
- **Advance interdisciplinary learning and systems thinking** by equipping students to navigate complexity through applied learning across disciplines and programs
- **Support whole-child growth for a volatile world** by fostering a learning environment that supports intellectual curiosity, emotional growth, and ethical reasoning.

Educators that Thrive

Challenge: Sequoyah's faculty are powerfully aligned to Sequoyah's mission and education. With a tuition-dependent revenue model and endowments in early growth stages, we challenge ourselves to offer a package of compensation, work environment, and growth opportunities that are compelling to exceptional educators.

Commitment: Strive to attract, equitably support, and retain a diverse, expert, mission-aligned, and passionate team of educators.

Key Priorities:

- **Foster a culture of ongoing learning, reflection, and growth** by providing mentoring, meaningful feedback, recognition, and professional development.
- **Offer a compelling compensation package** that considers salaries, traditional and forward-thinking benefits, teaching resources, and work flexibility.
- **Explore faculty recruitment strategies** to respond effectively to local and national challenges and trends.
- **Develop a diverse, mission-aligned team** of educators, administrators, and staff who are equipped to support Sequoyah's program, grow in their professional careers, and steward the school toward long-term sustainability.

Spaces that Connect

Challenge: Sequoyah's campuses reflect our commitment to place-based education, with spaces designed for indoor/outdoor learning and community connection. We challenge ourselves to provide the significant maintenance and investment that is required to fully support our people and programs.

Commitment: Create, identify, and sustain learning spaces, on and beyond Sequoyah campuses, that encourage connection and collaboration, allow programmatic expansion, and celebrate our unique place in the world.

Key Priorities:

- **Develop a phased, long-term Campus Master Plan** that aligns with personnel, facilities, and programmatic needs, reinforces Sequoyah's K-12 identity, and identifies strategic opportunities for sustainable growth.
- **Address long-standing facilities needs** with an emphasis on safety, financial prudence, historical value, and environmental sustainability.
- **Expand learning environments beyond the classroom** to enhance program offerings, connect students to nature and their communities, foster stewardship and application, and support interdisciplinary learning.

Stewarding a Sustainable Future

Challenge: Sequoyah's commitment to socio-economic diversity through Indexed Tuition is both a core strength and a defining value. At the same time, in the context of the independent school financial model, it introduces additional financial constraints that limit budget flexibility and fundraising capacity. We challenge ourselves to explore new strategies that support short-term vitality and long-term sustainability, while upholding our core commitment.

Commitment: Explore strategic opportunities, conduct data-driven studies, and foster a community-wide culture of financial ownership and collective care for sustainability in a competitive marketplace.

Key Priorities:

- **Increase budget capacity** by evaluating market trends, expansion potential, the Indexed Tuition model, and emerging AI efficiencies in business operations.

- **Strengthen fundraising** by educating the community on the importance of philanthropy in Sequoyah's financial model and ingraining a school-wide culture of giving at all levels.
- **Diversify revenue streams and partnerships** through auxiliary program development, major donor cultivation, and foundation relationships that support long-term investment in Sequoyah.
- **Develop a storytelling strategy** that communicates Sequoyah's history, mission, values, and distinctive educational approach, inviting the broader community to engage with and invest in the school's long-term sustainability.

Rooted in Diversity and Community

Challenge: Our founding principle of diversity recognizes that true inclusion requires more than representation. We challenge ourselves to design all aspects of our collective work to lift up the power of a diverse community where everyone belongs and we all thrive as a result.

Commitment: Reflect the heart of Sequoyah School by continuing to nurture a culture of belonging, connection, and shared responsibility for celebrating human dignity.

Key Priorities:

- **Foster and maintain diversity** of identity and life experience among students, staff, faculty, and administration.
- **Empower students and staff** to work towards an equitable and inclusive school through the development of skill-building curriculum, professional development, and ongoing reflection.
- **Energize Sequoyah students and educators** to lead on multi-perspective education and its power to develop agency and empathy.





Director of DEIJ and Community Engagement RJ Sakai (third from right) meets with high school student affinity conveners.

Centering Belonging

Director of DEIJ and Community Engagement RJ Sakai talks about the work Sequoyah is doing to foster an inclusive and equitable student experience across its community.

A proud alum, **RJ Sakai '04** served as the high school's Director of Social Innovation until 2024, when he was selected to oversee Diversity, Equity, Inclusion, and Justice (DEIJ) at Sequoyah. RJ has worked to lead DEIJ coalition efforts at both campuses, expand the school's understanding of diversity, and center the voices of students and families most impacted by inequities through his work with the affinity conveners.

As we begin the 2025-26 school year, Phoenix spoke with RJ about the progress he's made—and what we can look forward to seeing in the months to come.

What makes DEIJ unique at Sequoyah?

Since our founding, we've seen diversity not just as a morally imperative add-on, but as an ingredient that is essential to shaping young people who will thrive in all of their future relationships and communities. I'm proud to be part of an institution that understands effective DEIJ work not solely as the more visible and necessary monthly celebrations of heritage and culture, but also as an essential lens that enhances more behind-the-scenes endeavors such as board-led strategic planning, institutional systems like hiring practices, capacity building and training for teachers and staff, and school-wide policies around community repair after harm occurs.

Importantly, we also hold ourselves accountable by tracking how well we are serving students and families from historically marginalized backgrounds, and by addressing barriers that limit full access to belonging. At Sequoyah School, we find purpose in both the delights of participating in a diverse community, as well as the productive challenges.

What are some things you're excited about for this coming year?

So many to name! First, I'm proud of the work we're continuing from last year around constructive dialogue. Over the summer, staff chose one of three books to read related to building bridges across differences of opinion and identity: *I Never Thought of It That Way* by Mónica Guzmán, *Calling In* by Loretta Ross, and *The Power of Bridging* by John A. Powell. This year, teachers are infusing their lessons and classroom routines with learnings from these books to equip students of all ages with healthy strategies for engaging across difference, including honest conversations about race, bias, and inequity.

Second, I'm continually moved by the dedication of our affinity conveners—student, parent, and staff volunteers who create space for peers to gather, celebrate, and support each other throughout the year. This year, we'll be collaborating with educator and trainer Rosetta Eun Ryong Lee to strengthen our affinity program.

Last, I'm grateful to my fellow members of the Board's Strategic Planning Committee for so intuitively considering the lenses of diversity, equity, inclusion, and justice in the writing of our latest Strategic Plan (see page 6), which will steer Sequoyah's direction of our school in the years to come. I'm looking forward to putting that plan into action throughout this year.

What does an average week look like for you?

Of course, there is no average week when you work in a school! If you were to look at my calendar, you'd see a mix of meetings—co-facilitating Equity Alliance Stewardship Committee meetings with our high school student leaders; coaching a teacher one-on-one who is preparing to introduce a new unit on race with our youngest students; discussing long-term strategy with our DEIJ Board Committee; saying hi to our K-8 Neurodivergent Student Alliance lunchtime meeting; facilitating a professional development workshop for high school faculty on how to interrupt bias; or meeting with families of color to hear directly about their experiences.

My weeks are made very dynamic given the wide diversity of people I get to work with.

How can people get involved?

Our success relies on the participation of all community members. I'm eager to connect with past, present, and future community members who are interested in: becoming affinity conveners; sharing their family history or culture with our students; hosting field trips that take students' learning out of the classroom; communicating the value of a Sequoyah education to prospective families; providing feedback about their experience at Sequoyah, and more.

Additionally, I welcome any other questions or ideas you might have. I look forward to connecting with you! 📧

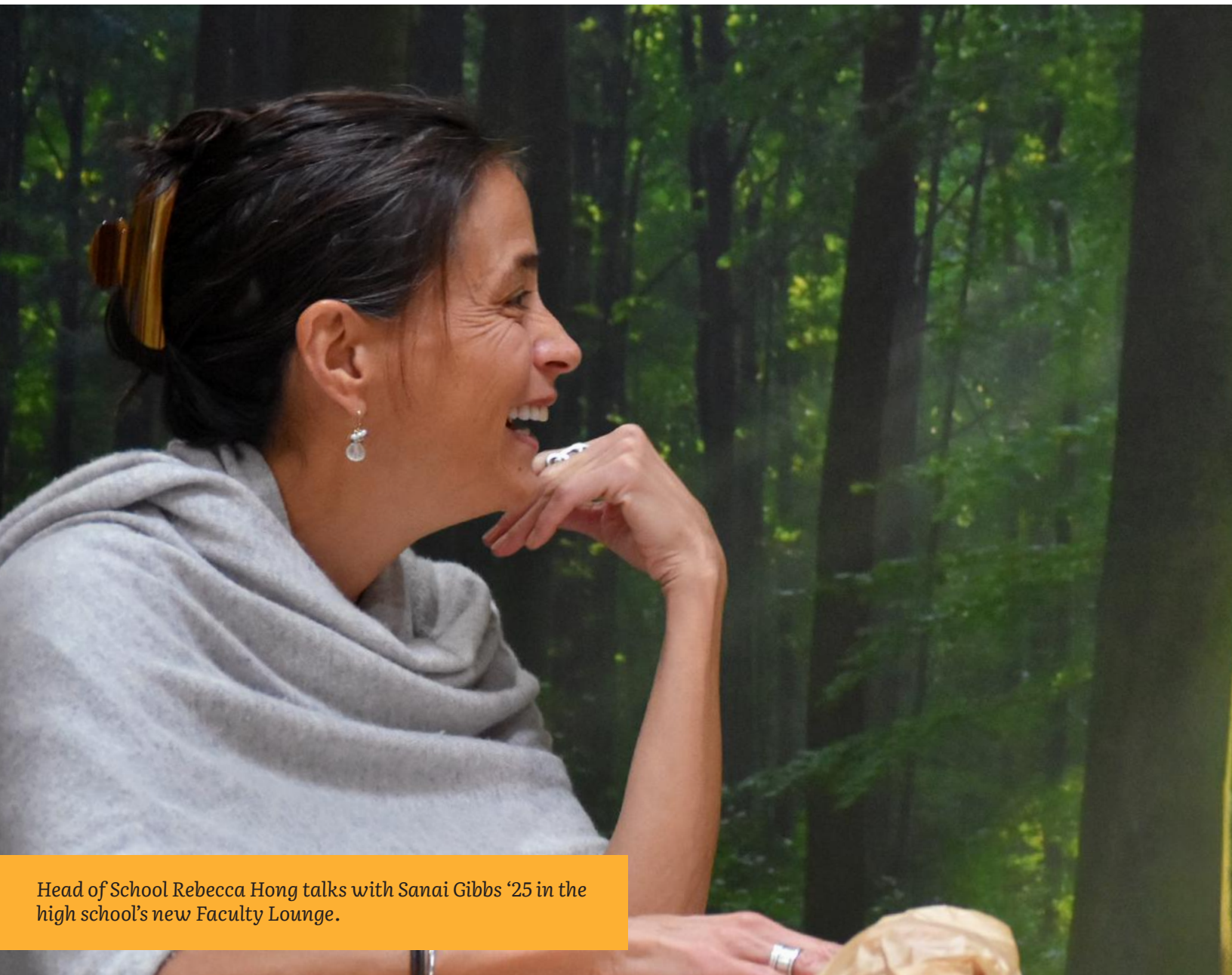
A Recipe for Empathy_____

Sanai Gibbs '25 discovered the power of words at an early age—a spark that grew into leadership, scholarship, and a belief that empathy can change the world. Now she reflects with Head of School Rebecca Hong on how she carries that lesson forward as both strategy and calling.

Sanai Gibbs '25 was a sixth grader at Sequoyah when she discovered the miracle of an audience. The school was planning a Japanese-themed lunch and one of the adults thought a student should write a poem for the back of the menu. Sanai rose to the occasion and wrote a hymn to ramen, lyrical and unblushing.

The poem is on the next page; Sanai still recalls it with the smile one gives to a childhood photograph. Sequoyah printed it. Parents read it. Children saved it. Photographs of Sanai's *An Ode to Ramen* (see page 15), faint grease stains and all, were texted and framed alongside orthodontic milestones and soccer trophies. What impressed itself upon her mind was not that adults thought it lovely, but that words—once released—were migratory things: they traveled beyond her desk, attached themselves to strangers, and did work in the world. For a child, this was revelation enough: words were not mere decorations; they were utilities, like water or light.

Years later, in an interview for the prestigious Posse scholarship, a staffer greeted her with the salute: “You’re the



Head of School Rebecca Hong talks with Sanai Gibbs '25 in the high school's new Faculty Lounge.

rice girl.” A lesser spirit might have flinched at being reduced to starch. Sanai grinned. By then, the poem had ripened into a club called the Congregation of Rice Enjoyers, a “CORE” experience for many Sequoyah high school students.

“It’s really hard to hate someone if you make them a good meal,” she likes to say, with the confidence of a girl who has dissolved adolescent suspicion with a bowl of *koshari*. What began as a joke revealed itself as a blueprint: hospitality as strategy.

Sequoyah School teaches empathy not as ornament but as method, woven through mathematics as well as literature, and tested in the crucible of Field Studies, where six-mile sojourns and shared stoves become pop-up laboratories of civic life. And Rebecca Hong, the head of school, believes in young people learning to follow the thread of an argument without tangling themselves. “The work,” she says, “is to deepen the complication—not to flatten people into good or bad.”

Sanai recalls first seeing Hong when she toured campus as a finalist for the head position: “That’s the one.” With graduation looming, the two met in conversation to discuss life after Sequoyah, and how the school has shaped them both over the past few years.

“It’s probably going to hit at graduation,” Sanai predicts. “That’s probably when I’m going to cry.” Hong, who has graduated enough times to know the paradox, offers a consoling epilogue: “I met one of my best friends in the last week of college. So just so you know—you can still do it.” The heart, it seems, does not observe the academic calendar.

Empathy is Sequoyah’s curriculum, not as treacle but as technique. “Even in math,” Sanai says, “we learned about diverse mathematicians. It was everywhere.” Empathy here does not simply mean “I feel your feelings.” It means: I see you. I notice. I will not flatten you into myself.



“How does that become an academic strength?” Hong asks. Because empathy, properly trained, must illuminate more than a room’s warmth—it must sharpen the mind’s light.

Sanai remembers a course on the transatlantic slave trade: letters by a freed Black soldier and by a general whose twisted racism left students queasy. “Why are we reading this?” she wondered. But of course, unless one studies the grammar of oppression, how can one dismantle it?

Hong articulates the difficult virtue: “To understand someone’s logic, even if you don’t agree, can help you undo it. In a justice movement, it will always help you.”

Even debate, which Sanai dislikes, proved instructive. She had to defend positions she abhorred. “Why would we do this?” she asked. Because outrage, untutored, is poor fuel for change. “Know the enemy” is a phrase disfigured by history, but in the classroom it can be rehabilitated into civic rigor.

Since kindergarten, Sequoyah has dispatched its children into the wilderness. Parents blanch; students and alumni return alive, articulate, bearing blisters and philosophy. Sanai hated camping at first, then learned that in the backcountry friendship sprouts like lichen: slowly, stubbornly, without fertilizer. “I’ve never come back from a trip without a close new friend,” she says now. The bonds form in small negotiations—over a campfire, a blister, a joke whispered into darkness.

Time, Hong adds, is the secret ingredient: “You’re with people all day and night. You wouldn’t plan to see them otherwise, but a hill climbed together is a bond.” Curriculum developers may forget this; altitude remembers.

Classrooms, too, taught stamina disguised as style. In Humanities 1A, quick hands shot up like pistons. Discouragement lurked—until teachers slowed the tempo. Modern Language Association (MLA) citations were handwritten, twice daily, not as punishment but as civilization. Paragraphs were treated as houses; sentences, as rooms one could inhabit. “Make people

want to read your writing,” they urged. For Sanai, this dovetailed with her ramen debut: writing is not therapy; it is hospitality.

Fantasy writing—pigeons with human legs, worlds that shrug off physics—seemed whimsical but proved a rehearsal for empathy. If you can conjure a person who never existed, you can imagine more generously the ones who do.

Not everything profound comes dressed for the part. CORE began as a joke—then fifty students showed up. Platters of jasmine, jollof, and congee passed hand to hand. A coalition was born. When the Posse staffer called her “Rice girl,” Sanai claimed the title gladly.

Rice, after all, is the planet’s most democratic food: humble, everywhere, infinitely various. What better metaphor for a school that teaches difference without fetishizing it? “Food can heal the world,” she insists. The cynic counters with geopolitics; Sanai counters with dinner.

Her senior Talking Leaves presentation braided painting and prose: soul food as Black resilience, and a painted reconstruction of her grandparents’ dining room, lost in the Eaton Fire. No photographs survive. Only memory,

pigment, and the stubborn desire to remake a vanished room. “It’s complicated,” Hong admits. “And that’s why it matters.” Elegy becomes petition: to protect Black homes from gentrification disguised as renewal.

If this seems too grand for a high-school capstone, you have not experienced Talking Leaves. It allows one to range: history, city planning, narrative, civic duty, all brought together as art. Sanai smiles: “I want to talk about food journalism.” Not coy: food, she believes, is both politics and pleasure.

Being Sequoyah’s first Posse Scholar is both a gift and a burden. Her gratitude is lavish: for her mother, an educator who taught her daughters to greet everyone; for teachers who “knew from day one” she would lead; for friends who sat with the freshman when they were juniors. And then comes duty: “What’s beautiful,” Hong says, “is that you being a Posse Scholar helps people know they can do it too.” The path is cut through tall grass; others may follow.



Above: Sanai (right) with Spanish faculty Laura Saenz at the Class of 2025 graduation ceremony. Sanai now attends Tulane University.

Drama, of course, thrives in small schools. Sanai found herself amid friendship breakups, unsure how to be loyal without betraying. If she could advise her ninth-grade self, she would plead: "It's high school. It'll disappear in three months." Hong, teacherly, offers perspective: "From the big picture, you've been good at friendships across grades."

To listen to Sanai talk about her teachers is to remember what education really is: apprenticeship of attention. MLA becomes respect for readers. Creative writing becomes rehearsal for empathy. Fantasy becomes permission to imagine otherwise. "Society puts you in a box," her teacher said. "Fantasy helps you out."

Hong phrases the larger truth: "You need imagination in science, in math, in engineering. Otherwise, no great work." The mind has no silos; only schools build them.

At the interview's end, the photographer calls for one last portrait: Sanai leaning toward Rebecca, solidarity made geometry. Soon she will leave for Tulane, where rice is abundant and empathy is cuisine. If the world continues in its current mood, it will need more schools that teach children to argue against what they despise without despising the speaker, and more teenagers who can ladle hospitality into politics.

As the camera clicks, there is laughter. Someone jokes about crying "only five times." Sanai beams: "This was so fun." And Rebecca Hong, ever the teacher, leaves the benediction: deepen the complication.

The rest is ramen—and rice. A sixth-grade poem first taught a girl that pleasure in words could be a public good. That lesson grew into a club, into coalition, into scholarship, into the portrait of a head of school and a student leaning toward one another beneath Pasadena eucalyptus.

"Food can heal the world," Sanai repeats, as steady as scripture. "It's really hard to hate someone if you've shared a meal with them. That's what I believe, and that's what I'll keep doing." 🍜

An Ode To Ramen by Sanai

Oh Ramen, you fill me up with joy with your savory steamy broth
Everyone wishes they could just be like you

My mouth waters when I see you

Then the song, "Hello" by Lionel Richie plays as the waiter puts you
in front of me

When it rains, I imagine drops of broth sprinkling over me
Actually, never mind that sounds really weird

When I add all my favorite toppings on you, I feel warm and
excited

No one can ever be like you

Not even boba

If I made a list of the most important things in my life, here's
what it would look like

1. Family
2. My cat
3. Chris Pratt
4. Ramen

Sorry Ramen, but Chris Pratt will always be a great actor
Hmm, just talking about you makes my stomach growl

Oh Ramen, I love you with all my heart

You are the best Japanese food ever





Will Hodges '22 outside the Scott A. McGregor Computer Science Center at Harvey Mudd College in Claremont.

Codemaker

A senior year coding project solved one of Sequoyah's biggest logistical nightmares—and taught its creator lessons he uses daily at one of America's top STEM colleges.

Twice a year, every Sequoyah high school student participates in Talking Leaves, where they research a topic of their choice and present their argument to faculty, classmates, and guests over the course of one week. It's a fantastic experience that showcases both academic growth and public speaking skills, but with more than 200 participants addressing crowds across a dozen classrooms, getting it all sorted can be, well, challenging.

Will Hodges '22 made a program to fix all that.

Using his computer science skills, Will spent a good portion of his senior year collaborating with Sequoyah faculty to design a scheduler that simplifies the process of creating each Talking Leaves. "The process of writing the code took me a lot of time researching and trial and error," he says. "I still remember how excited I was when the code fully worked for the first time. I've updated the software a few times to make it faster and more reliable using skills I've learned throughout college."

A Burbank native, Will attends Harvey Mudd College, a premier STEM institution in the United States. He chose the school because of its commitment to sciences and its unique capacity, as a member of The Claremont Colleges consortium, that allows him to cross-register in humanities and liberal arts classes at nearby colleges.

"When applying," he says, "I decided on a liberal arts school that would give me the opportunity to continue exploring what fulfills me, just as Sequoyah had."

For Will, that Sequoyah humanities education was one of the most important parts in preparing him for college. "While STEM has been one of my interests as a student," he adds, "humanities taught me to think critically about the world, understand the impact of STEM on society, and made STEM all the more meaningful."

"I learned the importance of how to write, work across disciplines, collaborate, and communicate. I use these skills daily, and practicing them at Sequoyah gave me a head start in the transition to college."

Talking Leaves, in particular, allowed him to both prepare for college-level work and represent his ideas more effectively to his peers: "I learned the necessity of translating key ideas from higher-level technical conversations with teachers for those who don't have the same background."

Now entering his third year at Harvey Mudd, Will continues a journey of scientific discovery that began when he took his first STEM class at Sequoyah. He continues to explore different academic options and recently switched majors from physics to engineering. "I'm still working on finding what excites me the most," he says. "I also feel confident in trying new fields and professions if those interests change—even after I graduate."

Until then, Will remains a presence in the Sequoyah community, returning for annual Capture the Flag events on the K-8 campus and participating in the school's first Reunion Dinner for high school graduates earlier this year. And as for his coding?

"I still use my programming skills in college," he says. "I can't think of anything I've made that's similar to my Talking Leaves schedule, though." 🛠️

"I learned the importance of how to write, work across disciplines, collaborate, and communicate. I use these skills daily, and practicing them at Sequoyah gave me a head start in the transition to college."



Above: Will and sister Emily Hodges '24 hold hammers made as part of their respective engineering programs. Emily, also holding Lucy the cat, is currently a sophomore at Smith College.



Aaliyah Balangue '21 visits Sequoyah's historic K-8 campus after completing undergraduate studies at UC Santa Cruz.

Educating Aaliyah

Aaliyah Balangue '21 traces her path from Sequoyah classrooms to UC Santa Cruz lecture halls with the same grit she carried on her first backpacking trip.

On a sun-bleached afternoon in Pasadena, Aaliyah Balangue '21 remembers the weight of her first backpacking trip: a pack nearly the size of her torso pressing into her shoulders as she trudged through Utah dust. "Fifty, seventy-five pounds," she laughs. "The first day was the hardest—bugs, tired feet, no showers or bathrooms. But then you find this rhythm. You start struggling together, and the struggle itself becomes beautiful."

That memory, she says, is Sequoyah School in miniature: not grades or transcripts, but the practice of learning how to carry weight—together.

At UC Santa Cruz, she quickly noticed how differently her peers approached professors, many treating them like distant oracles. She had no such hesitation. "Sequoyah encouraged us to connect with our teachers, to go to office hours," she says. "So in college, it was easy for me to ask for advice or support. That made a huge difference." Talking Leaves had already trained her to write and revise long papers, then distill them into something clear and persuasive. By the time she hit lecture halls, she carried stamina—and a voice.

Her passion for science also deepened at Sequoyah. Through the STEM Institute, she learned to read peer-reviewed articles, draft hypotheses, and reach out to experts: "It wasn't a club—it was a portal." The skills made college labs feel like familiar ground; grants and fellowships soon followed.

If there is one word she returns to, it is **agency**. At Sequoyah, she founded Girls Who STEM, co-led the Latinx Culture Club, designed and taught her own class, and worked with migrant and refugee communities through the school's Social Innovation Program (SIP). "I had control over my learning," she says. "I could dream up something and make it real. That's still what I carry with me."

Teachers gave that agency form. She still recalls touring science classrooms at Sequoyah's high school campus, a lesson so alive it made physics look like play. Later, her teachers asked her to lead a project—an early taste of leadership and accountability.

"I still have the Project Leader tag," Aaliyah grins.

Field Studies expanded the horizon further. In Costa Rica, she lived with a host family and spoke Spanish not from a textbook but around dinner tables. With Nicaraguan roots of her own, the connection felt

intimate. "We cried when we left," she says. "I stayed in touch because it meant so much."

College brought new challenges. As the first in her family to attend, she felt the ache of impostor syndrome. But fellow first-generation students, many of them Sequoyah peers, became her anchors. Sean Hamidi, her high school advisor, remained a lifeline. Over time, belonging stopped feeling borrowed.

Now a recent graduate with degrees in Global Community Health and Feminist Studies, she traces a clear line back to Sequoyah. SIP projects that first connected her with asylum-seeking families and survivors of domestic violence inspired her commitment to public health. Her humanities classes exposed the legacies of genocide and colonialism—the histories that shape inequities she studies today. "Sequoyah," she says simply, "was the root."

Having crossed the Santa Cruz stage in June, Aaliyah looks ahead to jobs in Los Angeles public health, a PhD, and a peer-mentoring program for first-generation students. She is already co-authoring research on maternal stress and child health, with publication on the horizon.

Listening to her, one imagines Sequoyah less as a place she left than as a spirit she carries forward: a model of community, a reminder that the hardest journeys—like that pack in Utah—become bearable, even beautiful, once the weight is shared. 🏆



Above: Aaliyah with sister AmyLynne Balangue '25 at the Class of 2025 graduation ceremonies.

Gryphons Take Flight!

Sequoyah has seen its sports programs grow by leaps and bounds over the past few years. See how Sequoyahns take our athletics mission to heart—and come home winners.

K-8 Sports



Flag Football

Last November, Junior High Flag Football kicked off a year of Arroyo Sports League success with its **second consecutive championship season**. A 40-0 win against Pilgrim in the final game hinted at the dominance of a team that only allowed one touchdown all season.



Girls Volleyball

Middle School Girls Volleyball won their **second consecutive league championship** last fall, peaking at the perfect time. The Gryphons showed poise and perseverance in an exciting title game, coming together in a tough road environment after dropping the first set.



Boys Basketball

This March, Junior High Boys Basketball completed an **undefeated** season with a league championship! A big run in the third quarter turned the championship game into a blowout as the Gryphons vanquished LILA, the International School of Los Angeles.

In Their Words: Brian Knigin

Brian joined Sequoyah in 2020 and has worked tirelessly to grow athletics and forge relationships with independent schools throughout the region.

"I came from a school that was pretty competitive, so I saw the good and the bad—and there's plenty of bad if you don't do it correctly. I thought deeply, then, about how to run this athletic department.

"I came to the conclusion that, winning or losing, it's part of the process, but it's not **the** process. We're an all-inclusive environment; we want every student to have opportunities. I believe in being part of a team. There's a lot of skills developed, well beyond the skill of the sport. We want our student-athletes to understand we're here for the whole person, not just the really good shooter, thrower, or runner. That's our starting point, and we build from there.

"Our catchphrase is *We win with honor*. We do it the right way. And if we do that, after the games, we want our kids to show great sportsmanship, win or lose. And all those things are learned moments and way more important than the outcome of the game, because those are the things they're going to take with them. **Winning is a byproduct of everything we do.**"



Athletics Director Brian Knigin

High School Sports



Co-Ed Cross Country

The Gryphon Cross Country team finished the year as **International League Champions**. This is the first league championship for cross country in school history. The team set multiple personal best times for many runners over the course of this past season. A strong program with over 25 participants sets up Gryphon Cross Country to once again be a strong contender in their new league this year.



Boys Basketball

Varsity Boys' Basketball capped off a tremendous season by once again advancing to the CIF Southern Section Basketball Playoffs. They finished the season with a 12-3 record and multiple all-league recognitions. The team, primarily made up of underclassmen, has high expectations as they enter the 2025-26 season as part of the more competitive Omega League.

Top: Asher Sasowsky '26 races to the finish line at an October 2024 meet.
Above: Foster LippSmith '25 squares off against Indian Springs in the CIF playoffs in February. Photo by Wiley Bouchard '26.



New to the Starting Line-Up

Sequoyah's high school officially added two sports last year: **baseball** and **track and field**. After a year of clinics where Athletics Director Brian Knigin brought teams for each sport together, the Gryphons set new milestones for the school.

"My philosophy when building out our athletic program is to have a strong growth mindset to offer our students a variety of athletic opportunities," he says. "I want to thank our trailblazing student athletes who represented the school and our brand new programs with passion and commitment."

Next year, the high school will compete in the California Interscholastic Federation as a member the Omega League, where they'll face off against schools like Beacon Hill, Delphi Academy, and Pilgrim. We look forward to seeing new milestones and records being broken as the competition heats up!

Above: Sequoyah's baseball team took the field in 2025.
Below: Isla Tomlinson '27 and Zola Wills '28 race for glory as part of the track and field team.



Alum Check-In

Established as a K-6 school, Sequoyah added its junior high in 1978, expanded to include the high school in 2016, and graduated its inaugural Senior class in 2019. An alum's final year at Sequoyah is indicated after their name in the notes below.

Artists & Storytellers

Yuura Asano '16 recently presented her first fashion collection at Central Saint Martins, University of the Arts London. After Sequoyah, Yuura attended high school in Japan and has just finished a BA in Fashion Design. She plans to start the MA course at Central Saint Martins and to continue developing her brand and hoping to launch a bigger brand later on.

Pictured: Yuura's runway show at Central Saint Martins, London.



William Bigby '20 works as a curator at NYU's Gallatin Galleries, a space that serves Gallatin students, alumni, faculty, and the broader community through shows that engage in conversations taking place in the arts as well as in the academic, social, and political spheres. This past summer, he self-produced and published his first photo book, *Light Always Shines Through the Window*. William is a sophomore at NYU, studying social cultural analysis, social entrepreneurship, and African American history.



Galen Core '09 is a filmmaker who most recently co-produced the thriller *Lurker*, which premiered at the Sundance Film Festival 2025. *Lurker* is distributed by Mubi and opened in theaters nationwide this past August. Galen attended Columbia College in Chicago and now lives in Brooklyn, New York.



Lily Garrison '02's Titan:

The OceanGate Disaster, was selected as a featured documentary at the 2025 Tribeca Film Festival and is now airing on Netflix. Lily began her career working on a variety of documentary projects, including Ken Burns' *The Gene: An Intimate History*, and *Lincoln's Dilemma*, and was Story Producer for the HBO series *Love Has Won: The Cult of Mother God*. Lily gave birth to a baby boy, Wells, a week before *Titan's* Tribeca premiere and spent the summer hanging out with him. She has now embarked on a new documentary series.



Coco Goran '17 recently completed her BA in Film Studies and English Literature with a First class honors degree at Trinity College, Dublin. She received a first class mark on her final dissertation titled *Apocalyptic Landscapes: An Ecocritical Perspective on Late 20th Century Eastern European Slow Cinema*, where she recontextualized the films of Andrei Tarkovsky and Bela Tarr against the background of climate change and deep time. Coco is continuing her research at the National College of Art & Design's MA of Art in the Contemporary World.



In the aftermath of the Eaton and Palisades fires, singer-songwriter **Bug Nachamanoff '24** released the bandcamp-exclusive single "First Snow" to raise funds for LA Wildfire Relief. The song is available to stream on all major music platforms and YouTube under the artist name "buglikehug." Donations through bandcamp benefit wildfire relief. Bug is a sophomore at Bennington College studying Music and Visual Art as well as Early Education and Conflict Resolution.



Advocates & Educators

Andrea Bizarro '21 received her BS in Community and Regional Development from the University of California, Davis, as well as a minor in Sustainability in the Built Environment. She is currently pursuing a Masters in Urban and Regional Planning at UCLA's Luskin School of Public Affairs.



Clemencia Dane '19 completed the Aspiring Peacebuilders Seminar in Washington, D.C. this past summer, where she worked with a team of fellows to develop a community-based apprenticeship program aimed at supporting youth in South Sudan. Clemencia is a junior at George Washington University studying International Affairs and Human Services and Social Justice and works as a Project Consultant and Assistant to the Chief of Staff at the Not Impossible Foundation.



Giuseppe DiMassa '24 spent the summer teaching classes about nuclear escalation and game theory, the definition of "fascism," and the Houthi uprising and Yemeni civil war for Yale's Young Global Scholars program. Giuseppe is a sophomore in Ezra Stiles College at Yale, planning to double-major in Political Science and Religious Studies.



He competes for the Yale Debate Association and the Ezra Stiles College Intramural Dodgeball team.

Aidan Grimm '19 worked as a community support volunteer for the Pasadena Job Center & LA Regional Food Bank as part of their response to recent changes to Immigration Policy and the Eaton Canyon Fire. Aidan is currently in Copenhagen studying Humanitarian Law and Global Conflict and is a junior at Hamilton College. He served as a College Fellow for the New York State Democratic Committee during the 2024 election cycle and holds leadership roles in various organizations on campus and is also a member of the Swim Team.

In Their Words: Daniel Lir '87

Co-founder of Dream Team Directors, Daniel is an award-winning creator who helps brands achieve worldwide recognition through cinematic, inspirational storytelling:

"My wife, Bayou Bennett, and I recently won the Net Zero Award for our film *Connection*, which explores how our everyday actions have a global impact on our planet. As a filmmaker, I really believe that way of thinking started with my education at Sequoyah.

"Sequoyah changed how I think—not just about learning, but about life. What made it so different was how much of our education happened outside the classroom. We didn't just study Spanish—we went to Olvera Street and practiced it. We didn't just read about Native American culture—we spent days in the desert, living it.

"Looking back, those kinds of experiences helped me understand the world in a more connected, thoughtful way. Sequoyah raised my awareness about equity, teamwork, and the environment, not just as topics, but as values. That foundation shows up in my work today—telling stories that move people, spark change, and reflect something deeper.



Daniel on the set of his award-winning film, "Time is Eternal."

"I've been fortunate to collaborate with artists like Coldplay, Michelle Pfeiffer, Lindsey Stirling, and Norman Reedus on social impact projects. But it was Sequoyah that gave me the roots—and the courage—to live a creative, purpose-driven life."



Cleo Blumenthal '20

Cleo was recently promoted to Policy and Advocacy Officer at the California Community Foundation. In her new role, she will be advocating to advance equity and justice for all through decisive policy and political wins.

As part of a first-of-its-kind team, Cleo looks forward to working at the crossroads of philanthropy and policy, toward a future where every Angeleno has stable and affordable housing and care; safe communities to work, play, and connect meaningfully with others; and a just economy in which opportunity is expanded and prosperity shared.

Cleo is a graduate of Johns Hopkins University, where she was a Woodrow Wilson Research Fellow. Cleo is also a published author and Rhodes Scholarship Finalist whose academic, professional, and community advocacy pursuits alike have been inspired by the question of how the agency of marginalized people in the policies and systems that touch their lives might improve health outcomes. She recently joined the Board of Directors of Young & Healthy, a nonprofit organization working to connect underserved children with free medical, dental, and mental healthcare in Pasadena.

Solaar KirkDacker '16 has joined the Sequoyah faculty as Associate Teacher in the Burrow. Solaar has fond memories of her time as a Sequoyah student and is excited to work alongside her former teacher, Jeff Radt. Solaar is a recent graduate of Vassar College.



Andrew Lee '15 graduated from Macalester College in 2023 and works as local organizer in Minneapolis. Andrew spent this past summer as a counselor at a summer camp that reminds him of his days at Sequoyah and is now beginning his career as a Special Ed teacher.

Pictured: Andrew playing Capture the Flag.



Julian Suh-Toma '21 graduated Yale *summa cum laude* with a BA in sociology while studying Grand Strategy through the Jackson School of Public Affairs. Julian spent three years on the Yale College Council, the university's student government, serving recently as elected student body president. He also served on the executive boards of the Yale Policy Institute, the Asian American Students Alliance, traveled to Taipei with Yale Model United Nations Taiwan, worked as a sexual violence peer advocate/responder, and conducted primary research on decision-making and cosmopolitanism in the 21st century. During summers, Julian has clerked for the inaugural civil impact litigation unit at the Coalition to Abolish Slavery and Trafficking and the Legal Aid Foundation of Los Angeles. He will work as a Southern California CORO Fellow in Public Affairs in the 2025-26 cohort, and hopes to attend law school shortly thereafter.



Max Rabaudi '23 spent the summer in Tokyo through the Princeton Institute for International and Regional Studies, studying at the University of Tokyo and exploring the vibrant culture and rich political history of postwar Japan. As he examined the country's economic and demographic challenges, particularly those related to an aging population, he also had the chance to witness firsthand real-world policy impact. He is currently a junior at Princeton University, studying in the School of Public and International Affairs.



Innovators, Scientists & Engineers

April Argueta '24 spent the summer interning with the Cancer Registry Department at Stanford Health Care, where she had the opportunity to learn first-hand the role cancer registries play in tracking outcomes, informing research, and improving care. April is a sophomore at UCLA studying Public Health with a minor in Bioinformatics and works as a database caseworker for the Mobile Health Project at UCLA. She is also active in on-campus organizations such as Bruin Life, Hermanas Unidas, and Latinx/Chicanx Community Medicine.



John Deverell '23 spent the summer in Ireland as part of a team of student archeologists directed by Irish archeologists working to excavate the main frame of an 800-year-old English castle that was constructed in the 12th century. The team believes they have found what would have been the main entrance of the castle! John is currently a junior at Colorado State University studying anthropology with a concentration in archeology and a minor in museum and heritage studies. He is also part of the climbing team.



Ileia Gibbs '18 is a senior at the University of Connecticut, studying Animal Science on the Pre-vet track. She spent the summer of 2024 working as a kennel assistant at Vet Villa Animal, where she had the opportunity to assist both doctors and technicians. She is interested in DEI work within the animal science field and founded UConn's Minorities in Animal Science club to create a safe space for underrepresented students. In her free time, Ileia volunteers at various animal shelters and dedicates time to mentoring public school students through the Partnership for Success program. She recently concluded a summer internship in Chicago's Veterinary Specialty Center, where she shadowed over different specialties, including cardiology, neurology, radiation oncology, and others. Ileia plans to attend vet school after completing her undergraduate work.



Leon Gold '21 spent last summer working as a research intern with NASA's Jet Propulsion Laboratory, where he embarked on groundbreaking research exploring how AI video recognition technology can classify astronaut actions on the Moon to enhance human-robot collaboration in non-terrestrial environments.



This past spring, he was invited to present his research at SPIE, the prestigious international society for optics and photonics Defense and Commercial Sensing Exhibition. Leon is a recent graduate of the University of Chicago, where he double majored in physics and geophysics and will be starting the Master of Science in Electrical & Computer Engineering (ECE) program with an emphasis in Electronics & Photonics (ELECPHOT) at the University of Santa Barbara in the fall.

Finnegan Keller '17 graduated *magna cum laude* from Brown University this past May. In addition to departmental honors, he was awarded the Smiley Prize for Excellent Contribution to the Astronomy Program from the physics department. He is now pursuing a PhD in astrophysics at Arizona State University. Funded by the Presidential Graduate Assistantship Program, he will explore the atmospheres of exoplanets—from ultra-hot giants to temperate Earth-sized worlds. Outside of astronomy, Finnegan remains in touch with several members of the classes of '17, '18, and '19, with whom he enjoys regular matcha lattes, long hikes at Griffith Park, and occasional nights at the Tiki Ti. One of his goals is to organize and host collaborative public astronomy events at James Turrell's Roden Crater in Northern Arizona.



Eamon Lee '21 graduated from UC San Diego with a degree in Electrical and Computer Engineering this past spring. He was awarded the Best Undergraduate Student Research Award of the UCSD ECE Department for his significant contributions to the heterogeneously integrated converter for high-performance power delivery. He is currently in the Masters Program for Electrical Engineering and continues to work in the IPower 3Es lab doing integrated circuits research. Last year, he also interned at PSemi as an RFIC designer.



Sammy Potter '21 (right) recently co-developed KALEEM: a humanoid tutor that is personalized, adaptive, multimodal, and available anytime, anywhere. The system premiered at the 2024 Global AI Summit organized by the Kingdom of Saudi Arabia. Sammy is also a graduate of the University of Rochester, where he majored in computer science.



Greta Simpson '23 interned this past summer with The Center for Sea Rise Solutions, where she gained experience in how nonprofits operate and contributed to communications, research, event planning, and grant writing efforts focused on coastal resilience. Greta is a rising junior at Cal Poly, San Luis Obispo pursuing a BS in Marine Sciences with a minor in Environmental Studies.



Ozzy Simpson '20 was named George Washington University Engineering's 2025 Distinguished Scholar. Ozzy was recognized for his exceptional work and leadership in computer science. As a recipient of the CyberCorps: Scholarship for Service, he is currently continuing his studies at GWU in the computer science master's program with a focus in computer security and information assurance.



Next Steps & New Additions

Chris Howard '25 spent this past summer at a sleep away camp in Japan, after completing a summer session at Loyola High School where he earned straight A's. Chris continues to volunteer at Bathe Our Doggie, a role he began during 8th grade and proudly continues.



Elena Mindry King '09 married Michael Geozalian on December 1, 2023 in Harmony, CA. They currently reside in Pasadena.



William McHenry '05 welcomes his first child, Penny, into the world.

Pictured: Retired Sequoyah Director of Advancement Elena Phleger holds Penny, her first grandchild.



Keep in touch!

Let us know what you've been up to so we can celebrate your accomplishments in the wider world in future editions of *Phoenix*!

Please send all notes and contact information updates to Alum Coordinator **Sarah Gossage** at sgossage@sequoyahschool.org. We can't wait to hear from you!

Remembering Danny Lagunas '18

June 26, 2006–June 12, 2025

With immense sadness and profound love, the Lagunas family shares the news of our dear Danny's passing. He faced a difficult health battle with incredible strength, grace, and courage. The lives he reached and the memories he created reflect the very essence of his vibrant spirit—one that continued to shine brightly until the end. We write this to honor the beautiful life of Danny, whose light will forever shine in our hearts and within the community he loved.

Danny was born on June 26, 2006. His journey led him through Sequoyah School for elementary and middle school, and—defying medical odds—he proudly graduated from Bloomington High School last year. Danny was a caring and vibrant soul, who found meaning and purpose in every aspect of his life. He cherished the thrill of riding horses with his dad and showed admirable dedication in helping maintain the family farm. He was a master of video games and a passionate food lover who poured so much creativity in the kitchen. Danny mesmerized many with his beautiful piano melodies and lifted hearts with his angelic singing voice. He held a profound respect for nature, finding peace and fuel for his spirit while hiking in the great outdoors. Danny had a unique ability to make even ordinary passions feel extraordinary.

More than a son, a brother, or a friend, Danny was a guiding light—a source of warmth, laughter, and inspiration. To everyone he encountered, he was innately genuine, loyal, and an unwavering friend. People who had the privilege of knowing Danny will always know and remember his infectious smile; his goofy laugh, his boundless energy that could light up any room, and his quick wit that made every exchange memorable and joyous. Even as a young student at Sequoyah, Danny left a lasting impression. Teachers and classmates recall his



natural gift for conversation and his ability to connect with people of all walks of life. His unique charm, thoughtful nature, and engaging spirit made him wise beyond his years.

Danny's departure leaves a tremendous void in our hearts—one that can never truly be filled. However, the vivid memories of his kindness, joy, and vibrant spirit remain a constant comfort. His life was a beautiful testament to true connection, to selflessness, and to love given freely and wholeheartedly. Even while facing his own deepest challenges, he never stopped lifting others up. His legacy of love, joy, and steadfast friendship will forever ignite inspiration within us. And while we will miss him with every breath, we know that Danny walks with us always. — The Lagunas Family 🌱



College Acceptances

CLASSES OF 2019–2025

Bold indicates matriculation

Adelphi University	Emerson College	Occidental College	Trinity College, Dublin
Alfred University	Emory & Henry College	Ohio University	Trinity University
AMDA College of the Performing Arts (Los Angeles)	Fordham University	Oregon State University	Tulane University
American University	Fort Lewis College	Otis College of Art and Design	Union College
The American University of Paris	Franklin & Marshall College	Outer Coast College	University of Arizona
Amherst College	George Washington University	Pace University	University of British Columbia
Arizona State University	Georgetown University	Parsons Paris at The New School	University of California
Art Center College of Design	Georgia Institute of Technology	Parsons School of Design at The New School	Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz
Bard College	Gettysburg College	Pasadena City College	University of Chicago
Bard College, Berlin	Gonzaga University	Penn State University	University of Colorado
Bates College	Goucher College	Behrend, University Park	Boulder, Colorado Springs, Denver
Beloit College	Grinnell College	Pepperdine University	University of Connecticut
Bennington College	Hamilton College	Pitzer College	University of Delaware
Berklee College of Music	Hampshire College	Portland State University	University of Denver
Boston University	Harvey Mudd College	Pratt Institute	University of Dundee
Bradley University	Haverford College	Princeton University	University of East Anglia
Brandeis University	Hobart and William Smith Colleges	Purdue University	University of Illinois at Urbana Champaign
Brown University	Hofstra University	Quest University, Canada	University of Iowa
California College of the Arts	Indiana University (Bloomington)	Quinnipiac University	University of Kansas
California Lutheran University	Ithaca College	Reed College	University of La Verne
California State Polytechnic University	Johns Hopkins University	Rensselaer Polytechnic Institute	University of Massachusetts, Amherst
Humboldt, Pomona, San Luis Obispo	Jewish Theological Seminary of America	Rhodes College	University of Miami
California State University	Kenyon College	Rice University	University of Michigan
Channel Islands, Chico, Dominguez Hills, East Bay, Fullerton, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge	Knox College	Rider University	University of Montana
Carleton College	Lafayette College	Rochester Institute of Technology	University of Nebraska
Carnegie Mellon University	Lancaster University	Roger Williams University	University of North Carolina at Chapel Hill
Case Western Reserve University	Lawrence University	Rose-Hulman Institute of Technology	University of Oregon
Champlain College	Lees-McRae College	Ryerson University	University of Pennsylvania
Chapman University	Lehigh University	St. Lawrence University	University of Pittsburgh
Cinema Makeup School	Lewis & Clark College	St. Olaf College	University of Portland
Claremont McKenna College	Louisiana State University	Saint Mary's College of California	University of Puget Sound
Clark Atlanta University	Los Angeles City College	Salve Regina University	University of Redlands
Clark University	Loyola Marymount University	San Diego State University	University of Rochester
Colgate University	Loyola University Chicago	San Francisco State University	University of San Francisco
College of the Atlantic	Loyola University Maryland	San Jose State University	University of Southern California
College of Charleston	Macalester College	Santa Clara University	University of the Pacific
The College of Wooster	Manhattan University	Sarah Lawrence College	University of Toronto
Colorado College	Manhattanville College	Savannah College of Art and Design	University of Utah - Honors College
Colorado Mesa University	Marian University	School of the Art Institute of Chicago	University of Vermont
Colorado State University	Marist College	School of Visual Arts	University of Victoria
Colorado State University (Fort Collins)	Marymount California University	Scripps College	University of Washington, Seattle
Columbia College (Chicago)	Marymount Manhattan College	Seattle Pacific University	University of Wisconsin, Madison
Columbia University	Massachusetts College of Art and Design	Seattle University	Ursinus College
Connecticut College	Massey University	Sewanee: The University of the South	Vanderbilt University
Cornell University	McGill University	Simon Fraser University	Vassar College
Cornish College of the Arts	Menlo College	Skidmore College	Washington State University
Creighton University	Miami University (Oxford)	Smith College	Washington University, St. Louis
Curry College	Michigan State University	Sonoma State University	Wesleyan University
Denison University	Middlebury College	Southern California Institute of Architecture	Western Washington University
DePaul University	Middlesex University London	Southern Methodist University	Wheaton College
Dickinson College	Mills College	Spelman College	Whitman College
Drew University	Montana State University	St. John's College, Santa Fe	Whittier College
Drexel University	Montclair State University	Stanford University	Widener University
Duke University	Moore College of Art and Design	Stony Brook University	Willamette University
East Los Angeles College	Mount Holyoke College	Suffolk University	Williams College
Eastern Oregon University	Mount St. Mary's University	Swarthmore College	Xavier University Louisiana
Eckerd College	Muhlenberg College	Syracuse University	Yale University
Elon University	Musicians Institute	Temple University	
	New York University	The New School	
	Northeastern University	Toronto Metropolitan University	
	Northern Arizona University		
	Northwestern University		
	Oberlin College		