OUR SCHOOL BELIEVES that our potential as humans is richly diverse, that learning is a complex act, and that students take different paths and paces as they secure new knowledge and understandings. Live Oak values a wide range of learners and nurtures a growth mindset, providing the structures that each student needs to meet academic challenges and build habits of lifelong learning.

Live Oak’s expanded school size offers opportunities to organize students with a diversity of interests. By providing broad exposure and opportunities for specialization, students will develop their passions as we prepare them for the complexities of their future.

The stories included in this issue of What’s Brewing illustrate Live Oak’s continuing work to create the institutional structures and to acquire the resources necessary to support student-driven learning experiences. These identity-responsive practices are everywhere in our school: a library collection

MISSION
Live Oak School supports the potential and promise of each student. We provide a strong academic foundation, develop personal confidence and the ability to collaborate with others, inspire students to act with compassion and integrity, and nurture a passion for learning to last a lifetime.

LIVE OAK VALUES
- A rich curriculum that provides access and challenge for every student, supporting deep thinking, self-expression, and new perspectives.
- An inclusive school community that explores and appreciates the differences that define us as individuals.
- Empathy in our personal relationships to encourage responsibility and integrity in our actions.
- Joy and humor—In this, we find the willingness to learn from mistakes, the desire to take healthy risks, and the curiosity of childhood.

VISION
To know a child well is Live Oak School’s vision and the responsibility of the entire Live Oak community—faculty, parents, and the students themselves.

LIVE OAK STRATEGIC DIRECTIONS

Inspire Every Learner
By expanding the breadth and depth of our curriculum we will inspire the passion and achieve the potential of every Live Oak learner.

Activate Changemakers
We take seriously our commitment to encourage students to think of themselves as changemakers and global citizens. We will ground our program in a guiding purpose that extends beyond our walls.
that houses a story for every child, a physical education and athletics program that uses play to forge a mind-body connection, and a learning services program that helps students understand their unique strengths and abilities.

We believe that being responsive to the identity of our students is the best way to equip them with the skills and tactics necessary to navigate complex social and human issues, and an understanding of their place, perspective, and privileges in the world. Our students assume a responsibility to identify inequity and injustice and feel empowered to affect change. This is demonstrated by our young activists as they tackle immigration and climate change.

The commitment to educate changemakers and responsible global citizens grounds our program in a guiding purpose that extends beyond our walls. Our students’ capacity to contribute to the world enhances engagement and provides a sense of meaning that is vitally important to their personal well-being.

We hope you are inspired by our work!

Gratefully,

Virginia Paik
Head of School

❤️ Advance Equity, Increase Diversity, Deepen Inclusion
We will increase the racial diversity of our school community and expand the resources to support socio-economic diversity while ensuring that all students and families feel a sense of belonging.

👩‍🏫 Promote The Live Oak Way
We will clearly communicate the research-backed methods and philosophical motivations that underlie Live Oak’s teaching and learning, and conscientiously tend to our school culture.

💰 Secure Assets To Support Priorities
We will understand the resources necessary to align our vision and offerings as well as deepen our financial resilience.
What Story Are We Telling?

When visiting the Live Oak Library, the first thing one notices is the light streaming through the large picture windows, spotlighting the shelves of books. The second thing about the library, which doubled in size last year, is the steady stream of visitors. Some students bring up baskets full of books to return, while others arrive with their class for a library session. Teachers stop by throughout the day to get materials. Parents and caregivers, often with younger children in tow, check out books before and after drop-off, while middle schoolers read and enjoy the space after school in LOStopia.

There could be no better scenario for Jenny and Melissa who enjoy interacting with everyone around books. They are committed to building a collection that meets the needs and interests of all the library users. “As much as possible,” states Melissa, “we’re trying to find great books that can both be mirrors and windows for our students, meaning that they reflect their identity and expand their view of the world and the experiences of others.”

Several years ago, noted author/artist Gene Yang visited Live Oak and met with students and faculty. A short time later, he was named the country’s Ambassador for Young People’s Literature and challenged children to read at least three books outside their comfort zone: one on a topic they didn’t know much about, one in a genre they normally didn’t pick, and one with an identity they didn’t share. “We kept track,” recalls Melissa, “and it was so interesting to see what books students selected to represent a different identity; it wasn’t always the expected choice.” Although Jenny and Melissa no longer keep track in this way, the two still have a pulse on what kids are reading and are pleased that the publishing industry is finally beginning to catch up to the demand for books representing diverse viewpoints and lesser known stories.

“When I first started working at Live Oak over ten years ago, the Tintin books were the single most popular graphic novel,” states Jenny. The series, first published in 1929, was littered with stereotypes. “Now we have so many more choices, hundreds of diverse and interesting graphic novels that tell a multiplicity of stories. We always ask ourselves: Is this book worth reading and, importantly—what stories are we missing?” This last is a critical question to ensure that the library collection acquires books that are representative of the many demographics, including gender identity and fluidity, and that there isn’t just one story being told about any group.

“There’s a popular and wonderful graphic novel that came out this year called New Kid by Jerry Craft that has a young African American boy as the main character. He and his friends joke about the clueless school librarian who is always pushing gritty, tough books on black kids,” explains Melissa. “Well, you want to have those books (that reflect discrimination and hardship), but you also want to have plenty of other books that are about kids learning to dive off the diving board, having adventures, or just experiencing ordinary middle school drama.”

“What stories matter to us?” is a central theme in the library. The results are represented on the bulletin boards, in the books on display, and on the shelves. It’s also seen in the librarian-faculty partnerships that bring the Live Oak curriculum to life through literature.

“When we recommend books to teachers, we try to provide a range of titles on whatever subject they’re exploring,” shares Jenny. “Although the publishing industry offers more choices than ever before, there are still gaps waiting to be filled.” Most recently they worked alongside middle school teachers to select books for reading groups that would help eighth graders explore identity and help sixth graders develop the concept of belonging and creating community. Other cross-curricular projects include the Harlem Renaissance, Stone Soup, and a 1960s project.

These partnerships are exciting and inspiring for Jenny and Melissa as they build and refine Live Oak’s collection. They are particularly proud of the biography section, which showcases gorgeous picture books depicting a range of life stories. “Last year, one student was very focused on reading stories of leaders, well known and lesser known, in the Civil Rights movement,” recalls Jenny. “Every week she checked out new books, methodically working her way through the collection as she built knowledge and understanding. It was gratifying to know that we had so many books available to support her learning.”

What’s included and not included in the collection is a topic that comes up often. Children and young adult titles are the most challenged and banned category in publishing. Live Oak is committed to housing a library that helps students find both the books they want and the books they need. It’s our school’s belief that books are often the safest and best place to explore injustice, uncomfortable ideas, or unfamiliar realities.
As I watch sixth graders standing at their lockers, I see the wheels turning: “What things do I need to pack for my next class? Do I have time to stop at the bathroom? Did I remember to put my homework in my math binder? Is my Chromebook fully charged?” The transition to middle school is significant, made easier for some than others due to an important set of skills called “executive function”. These skills are hardwired from birth, but do not fully develop until well into early adulthood. However, research shows that the brain goes through a significant growth spurt just prior to adolescence, primarily in the frontal lobe where these executive function skills live. So just as our students are beginning middle school and parents are naturally wanting to let go and give some more independence, our students’ brains are gearing up to take that independence and run with it.

Part of our responsibility, to know a child well, means that we understand that the academic expectations we have for students will be challenging and will require executive function skills that may not be fully developed yet. It is our job to help our students better understand themselves, their learning styles, their strengths and challenges, and to help them establish and grow the executive function skills that are part of every academic task they’ll be asked to do. This year, we are supporting each sixth grade student in setting an Executive Function goal for the year. In individual meetings, I explained the 11 sub-skills of executive function and asked them to reflect on the area in which they had room to grow. These meetings brought important insights and also moments of humor.

One student loved learning the term “metacognition” and chose that as an area for goal setting by saying, “When a new task is assigned, I will think about it and ask myself some questions: ‘What exactly do I need to do? What parts of this will be easy or challenging? How am I going to do this and what strategies will I use?’” Another student gave a very honest response by saying, “I need to set a goal about emotional control. I get frustrated with myself really easily when I hit a roadblock in my learning and I just shut down. I need to find some ways to get through that.” Still another student, when I suggested a goal in Planning and Prioritizing, said “Why? My parents do that for me.” I laughed.

Determining when to let go of the reigns can be difficult for parents because these skills develop at different rates for different students. Some will need a significant amount of parental support through adolescence to do things like manage their after school activity schedule while leaving time to get their homework done. By meeting with them to help them understand their executive functioning and setting goals to help build these skills, my goal is that students will learn when and how to ask for support and what that might look like.

As teachers, we are working to respond to who a student is and where they are developmentally with their executive function skills so we can push them to that next level of independence with things like initiating tasks, planning and prioritizing, and organization. On any particular assignment, the content might come easily for a student, but the executive function skills required in the assignment will really challenge them; properly labeling their paper and showing their work, checking the rubric to make sure they’ve completed all the steps, or even just managing their work time so they’re done by the due date.

The truth is that students are using executive function skills all day long with varying degrees of success in different areas of life, often without even realizing it. But teaching students explicitly about the important work of building executive function skills makes these brain processes more visible and tangible and it promotes engagement, understanding, and independence. By reflecting on and setting goals for their executive functioning, students are developing confidence and competence with a set of skills that will ensure their success as lifelong learners. •

Learning to Learn
by Karen Olson

This year, we are supporting each sixth grade student in setting an Executive Function goal for the year.

Learning specialists Karen Olson, Mary Ann Chin Ng, and Max Tarcher.
Ready to Play

This is the only class where a student comes in wearing their emotions on their sleeve because judgment can occur instantly,” observes second-year PE teacher Marcus Payne. “It can feel like they have the weight of an entire team or a group riding on how well they do something.” Teachers respond by creating an environment that is safe and responsive to their students.

The three tenets of physical education at Live Oak are Spectrum, Solutions, and Safety. Combined, they create a space that encourages all students to participate and grow and shifts the attention away from the teachers giving “commands” towards student led learning and peer practice. This model works for grades three and up because it empowers students that are really good at something to be able to be the “teachers” for kids that are just learning.

Spectrum refers to the range of skill level and experience of the students, and the focus Live Oak has on teaching students to self-reflect on their abilities and to set their own goals for improvement. Robbie Smiley, Live Oak’s Athletic Director, points out that every student comes in with varying skill levels and exposure to different sports. “But the way I look at it,” he explains, “is that when we’re teaching skills—throwing, catching, kicking—we’re introducing that skill so students can meet it at the level they’re at.”

Differentiating instruction is the first way they respond to the needs of their students.

Marcus Payne with the volleyball team

This strategy and others are in line with the move towards removing the binary interpretations of gender that perpetuate stereotypes and that can leave kids feeling left out. For example, the PE curriculum sets the standard so that all students, regardless of their gender, aim to run a mile under the same time. “The California standards set a mile at 12 minutes for boys and 14 minutes for girls,” states Robbie. “We changed that to be 12 minutes for all of our middle school students and we measure results individually, which means—Can a student improve on their score?”

A challenge presents itself when this conversation is taken outside the Live Oak community, when students participate in interscholastic athletics programs. Students can participate in four sports at Live Oak: cross-country, basketball, volleyball, and futsal. Of the four, cross-country and basketball have gendered divisions.

“I have brought this up at league meetings,” states Robbie. “What are the options for a student who doesn’t identify as a boy or a girl if they want to play basketball?” The answer I get is that they would have to choose which division to play in because there is no all-gender division. This could change later on but it depends on others.”

In the end, there would need to be consensus and the support for all-gender teams varies among the schools in the league. “Not all schools respond to gender the way we do here, but ultimately this is a bigger discussion and it changes from elementary to high school to the Olympics. There’s very little consistency in how the rules are set and it gets more complicated as athletes age,” Robbie explains. But he’ll continue asking the question, he says, because it’s a way to support his students.

“We have 100% engagement in our classes, because we strive to know each student well and everyone takes responsibility for upholding these norms,” states Robbie. This comes across through the music, laughter, and student cheers heard during PE.
OR A FEW WEEKS THIS FALL, Live Oak was host to a kaleidoscope of butterflies—2,000 to be precise. The origami butterflies were strung delicately on four bicycle wheels, resembling a large wind chime. Hanging in the second floor hallway, they made no noise, but their presence was felt.

When seventh grader Thalia attended a protest against ICE this summer, she saw one of her friends folding butterflies. Curiosity piqued, she joined her and they hung up their butterflies on a tree. Those butterflies were taken down later, but by then Thalia was determined to do more and enlisted the help of her classmates Catherine, Simone, and Olivia.

The installation at Live Oak was part of The Butterfly Effect: Migration is Beautiful, an art activism project started by young girls in Oakland to create a visual representation of the 15,000 immigrant children who have been or are currently in US detention. The project aims to inspire action to end child detention permanently.

“Every small thing we do creates a definite change and over time we will see the impact.”

“At first we were thinking about just making 100 or so just as a group, but then (Live Oak librarians) Jenny and Melissa heard about it and they thought it would be great if we enlisted the help of the entire school community,” recounts Thalia. They recall presenting to their peers not only the process of how to make a butterfly, but more importantly why this project required their attention and involvement.

It was rewarding to see their classmates motivated and excited about supporting the project. This was especially so because activism and developing a changemaker mindset is something that is encouraged by their teachers and community. In fact, earlier this school year a group of Live Oak students, including the “butterfly group”, participated in the Youth Climate Strike with the support of their Green Team advisors, Renata Martin and Scott Wilber, who continuously tell them to “speak up about issues that are important to them.”

Thalia (far right) enlisted the help of her classmates Catherine, Olivia, and Simone.

This advice is taken to heart and the students voice their opinions with passion and empathy. Simone shares that she could not imagine being separated from her parents and expresses how lonely and terrifying this experience would be. “I think that a lot of these things happening at the border revolve around hate and the message that these people are different than us,” responds Thalia when asked why this issue is important. “But we’re all the same. Everyone is just a person that’s trying to exist and be happy and the fact that our government is deciding that if they’re not the same as us then they’re not worthy is sad.”

Catherine adds that it’s important to remember that kids can make a difference through their actions. “Every small thing we do creates a definite change and over time we will see the impact.” True to their activist spirit, they share the desire to have more time to do these projects at school to reduce barriers to participation and they express the need for a bigger space in order to involve more students, particularly to make posters and other art projects. They think of art as an activist’s tool: art is not just a fun project, but a way to raise awareness about important issues and engage adults who are in a position to create change.

Later this year, the butterflies will be on display in schools, libraries, and museums throughout the Bay Area. During the conversation, one thing is made clear: the group is far from done. They are brainstorming ideas with the goals of expanding the impact of this project and of finding ways to let the children in detention know that they have champions on the outside trying to help. It is also evident that joy and friendship is another part of their changemaker identity. They take a break for Billie Eilish, for dancing, and to bask in their accomplishments.
THE TRANSITION TO A NEW GRADE often presents challenges and fears for many students, and it is only natural that a transition to a new school exacerbates these struggles. In addition, the jump to middle school supposes other developmental factors; rapidly changing bodies, a heightened focus on navigating social norms, an increase in academic requirements, and a growing need for autonomy. With this in mind and facing an expansion in their grade, the sixth grade advisory team understood they needed to be strategic and intentional about the environment they would be creating to welcome fifty-four students.

“One of the biggest draws for me in joining Live Oak was the amount of time and energy spent teaching kids to understand the big ‘whys’ of what they are doing. And that reflection applies to the faculty as well,” shares Neil Cashman, sixth grade science teacher and team lead. About preparing for this school year he states, “I’m beginning my fourth year at Live Oak and this is the first year where we have three sections of sixth grade. One of the biggest payoffs from starting the year with intention and focus on building relationships is that within two weeks, all of the new students felt integrated into the community. And on the flip side, the kids who have been here for a while have relaxed and now understand that the influx of new kids is an opportunity to build new and meaningful relationships.”

The expansion to three sections per grade in middle school was set to begin in the 2020-21 school year when the current fifth grade class reached middle school. However, last year’s admissions pool had a large number of highly qualified students for sixth grade and an opportunity was presented to advance the planned expansion by a year. Not only was a Live Oak education made accessible to more students, we were also able to enrich the academic, social, and extracurricular opportunities for all of our students. “The most significant driver of this decision was not having to turn away many of the wonderful students that we had come to know and adore through the admissions process,” states Middle School Head Emma Peat. “We had a unique opportunity to grow the class of 2022 with a large influx of new perspectives, personalities, and talents. It was an exciting process to see unfold.”

A primary goal for onboarding the newly expanded class of 2022 was to integrate the new students into the Live Oak culture reflected by our school’s mission, vision, and values. The sixth grade team began planning last spring, actively developing ways to advance a growth mindset by setting high expectations for the middle school years, recognizing the privilege and responsibilities of the students, and nurturing intellectual curiosity. The team worked closely with Middle School Learning Specialist Karen Olsen and Middle School Counselor Marcia Colant to ensure that systems were in place to support the individual learning styles and profiles of the rising middle school students. Director of Diversity, Equity, and Inclusion, Adrian Takyi collaborated with Emma on planning the Middle School Works mini-course for all sixth graders, which combines digital citizenship with building community and identity development.

Through advisory, sixth grade students gain an understanding of their role and responsibility in contributing to a learning environment most conducive to supporting the potential and promise of each student. The critical factors in planning and deciding the advisory group and class compositions were ensuring balance among new and returning students, paying attention to the demographics within the groups, and providing students with adult and peer connections. “I strive for community because that’s an important thing for me,”
shares Wil Dionisio, one of this year’s middle school advisors. “I want to establish connections with the kids to create trust between us. As an advisor, it’s important for students to feel comfortable coming and talking to me as things come up.” He says that this has been especially true for faculty, like him, who have strong relationships with students who have been at Live Oak for a while.

Another goal for the team was to focus on community building. Very quickly into the school year, those efforts started to bear fruit. “Experiential learning, especially when it happens outside the classroom, can do a lot to bring kids together socially and academically,” says Neil. The class first went to Baker Beach for a beach clean up and community building activities. Two weeks later, they followed up with an overnight trip to Point Reyes, which was challenging for many kids who had not spent much time away from home. “In the end, both the trip to Baker Beach and to Pt. Reyes delivered on the promise to bring the kids closer together,” states Neil. “It was wonderful to see kids interact with others whom they might not ever see or sit with during the school day. The biggest surprise for me was seeing how this group of kids came together and accepted the challenges that were presented.

All in all, trips away from campus have a positive impact on the learning that occurs in the classroom.

Growth and change have been a part of Live Oak for the past few years, and nowhere is this more evident than in the middle school wing. “Understandably, some interpret change as a loss, and through the lens of student life, there have been a variety of feelings associated with change,” says Dean of Student Life Nghiem Bui. He says some students shared that they missed the “old Live Oak” while some shared that they “love having new friends.” Both of these feelings are natural and welcomed. Our middle school community has taken on the responsibility and challenge to make decisions for the betterment of all. On the walls are expectations created by middle schoolers about what it means to be a member of their community. Not surprisingly, the expectations emphasize friendship and inclusion. Students will continue to take an active role in defining their space by naming the classrooms after Changemakers. Each group of students that joins the community naturally adapts and brings change. This occurs while the core values and norms continue to be maintained. That most certainly holds true for the class of 2022. ■
Class of 2019

CONGRATULATIONS, CLASS OF 2019! You are moving on to high school and we are going to miss each one of you. From your first kindergarten assembly to your graduation processional, you filled the halls with joyful curiosity and a love of learning. You persisted in becoming experts in areas of passion and learned the value of working hard to overcome challenges. We wish you the best of luck in the next chapter of your lives!

GRADUATION SPEECHES

Abigail Heuga
EIGHTH GRADE GRADUATION SPEAKER (EXCERPT)

I’LL START OFF BY sharing some memories: touring Anchor Steam and creating a beer recipe, running the Post Office, conquering fears at Camp Jones Gulch, 3a.m. night watch shifts at Fort Ross, hiking 10 miles at Pinnacles, playing Live Oak sports and winning several championships.

...If it weren’t for creating these memories, we would have not learned important life skills. Live Oak has taught us to respectfully advocate for ourselves, and more importantly, for those who are vulnerable around us.

At Live Oak, a guess is a gift and mistakes are magic. These concepts have helped us not be tentative in attempting to solve difficult problems. Everybody makes mistakes. It’s through making them that we learn how to grow and become better people.

Thank you to the teachers and staff who made Live Oak a great experience. You have taught us much and helped us develop an appreciation for learning. We are all so much more confident and more knowledgeable.

...And to my classmates, I hope you keep all of the memories that we have made together and take with you the skills we have learned from Live Oak. Be changemakers, and continue to be the kind, caring, and compassionate people I know and love.

Drew Stannard-Stockton
HOLLY HORTON AWARD RECIPIENT (EXCERPT)

LIVE OAK HAS completely changed my life. Since the first day of school in fourth grade, I sensed the difference in Live Oak’s learning environment. Here, you are constantly encouraged to think deeper, to engage with your classmates, and to never give up. You are encouraged to make mistakes and learn from them, to be a changemaker, and to be a lifelong learner. These core values Live Oak has instilled in me will never leave me.

In the beginning of fourth grade, we were asked to write hopes and dreams that we had for the year. I thought it was a fun exercise, but one I would soon forget. My hope and dream was to learn Spanish... From fourth grade to eighth, my teachers and friends have helped me to take steps towards speaking Spanish.

Live Oak teaches you that, if you want something, you can achieve it if you put in the effort. Everybody at Live Oak has always supported me in going after what I want, and has taught me to support others in their dreams as well...I will never forget the passion my teachers and, especially, all of my friends and classmates have ingrained in me. Thank you.
Our most recent alumni have stepped forward into new educational adventures:

FIRST ROW (L-R):
Ayla Stover – Sacred Heart Cathedral Prep
Ben Billings – Sacred Heart Cathedral Prep
Drew Stannard-Stockton – Nueva School
Zoe Sokatch – Urban School of San Francisco
Cody Lamoreux – Bay School of San Francisco
Natasha Mei Ong – Urban School of San Francisco
Sonya Haymaker – St. Ignatius College Prep
Aime Chaq – Nueva School
Kaitlin West – Lick-Wilmerding High School
Marlowe Stuart – Drew School
Vera Bogaty – St. Ignatius College Prep

SECOND ROW (L-R):
Owen Corey – Archbishop Riordan High School
Glam Koski – Urban School of San Francisco
Jasmine Sacks – College Preparatory School
Olivia Castillo – Lick-Wilmerding High School
Tucker Lamoureux – Urban School of San Francisco
Mira Sinha – International High School
Danielle Ho – Drew School
Julia Shaley – Branson School
Zoe Zwerner – Drew School
Madeleine Chen – Bay School of San Francisco
Fernanda Sanchez – Lick-Wilmerding High School
Donite Yasukawa – Sacred Heart Cathedral Prep
Max Howard – Lowell High School
Bryan Lopez – Burton High School
Jose Luis Argueta – San Francisco University High School

THIRD ROW (L-R):
Lydia Andreidis – Sacred Heart Cathedral Prep
Bruno Kai Ong – Lick-Wilmerding High School
Kalyani Nair – San Francisco University High School
Avery Owen – St. Ignatius College Prep
Abigail Heuga – Urban School of San Francisco
Sam Rodgers – Phillips Academy Andover
Carson Lockwood – Urban School of San Francisco
Ocean Hoevet – Drew School
Jaden Korinthias – Urban School of San Francisco
Ethan Geis – Lowell High School

I AM A GRADUATE of Live Oak’s Class of 2015. Last week I graduated from Carlmont High School and in a couple of short months I will be attending Syracuse University...

My first day of high school began on a December morning in 2014, when I shadowed at Carlmont. Per usual, my mom and I were running late...so, I hopped out of the car, forgetting that I had no idea where I was. As I nervously traveled...towards the unfamiliar school, I realized Live Oak had prepared me for this and for so many other things.

Live Oak taught me resilience. Without the two elections I lost at Live Oak, I don’t think I would have had the confidence to run for freshman class president [where I only knew] two out of the 513 students. While I lost my freshman year campaign too...I interviewed for and joined Carlmont’s Associated Student Body program.

Live Oak [also] fostered a love for service and advocacy through events like the Peace March, where I learned the importance of using peaceful protests to share your voice, and the monthly service trips we participated in during eighth grade advisory.

Maya Benjamin
ALUMNI SPEAKER (EXCERPT)

Without Live Oak’s emphasis on service work, I probably wouldn’t have joined the Access Commission at [Carlmont]. Without Live Oak’s curriculum, that told the stories of those who are often left out of traditional history textbooks, like Frederick Douglass, I would not be as passionate about studying history. This led me to go on the Sojourn Project, where for one week without my phone, I traveled throughout the south getting to meet people and see places involved in the Civil Rights Movement.

In Syracuse, I plan on working to bridge the gap between rich and poor, and white and black people, in one of the poorest cities in the country. It is Live Oak’s mission to support the potential and promise of each student and I have felt that support throughout my three years at Live Oak and beyond.
The Growth Mindset in *The Classroom*

PEAKING TO Alyssa Mitchel ’07, one can’t miss the enthusiasm that she has for both learning and dancing. Several years into her career as a professional dancer and choreographer, Alyssa discovered Carol Dweck’s work on the growth mindset, the understanding that abilities and intelligence can be developed, and immersed herself in learning all she could about the topic.

Alyssa’s research and interest led to the creation of the nine-piece production, *The Classroom*, which premiered at ODC this fall. “It started out as a smaller piece,” explains Alyssa, “but after attending a conference at Stanford on the growth mindset, I decided to expand it and include interviews with teachers and students from elementary school through college.” *The Classroom* contains excerpts from these interviews, some of which were with Live Oak faculty and students. Themes explored in this production included defining intelligence, frustration, learning at home, learning differences, and recess.

“I think for me it was interesting to interview one of the students at Live Oak,” she reflects. As a person with a learning difference, Alyssa connected with this student’s narrative of having dyslexia and the challenges and opportunities it presented at school. “This student was incredibly articulate and insightful about their learning process and adopting a growth mindset to differentiate their learning.” Alyssa’s conversations with Live Oak teachers John Gaudino and Holly Dunn further illuminated this point as they shared the need to adapt a growth mindset on an emotional level to help students respond to frustrations when concepts become more difficult.

“Those interviews helped me see my learning differences through a different lens,” shares Alyssa. “I had to really learn about myself and understand my strengths and challenges to be able to advocate for myself, which requires confidence.” Working on *The Classroom* became an opportunity for Alyssa to present these reflections and her knowledge about the growth mindset through dance.

Alyssa has been dancing since age five, first doing tap, jazz, and rhythmic gymnastics before pursuing a career in ballet. It wasn’t until she was a student at Dominican University that Alyssa began to see a connection between dancing and education. During that time, she was simultaneously pursuing her undergraduate degree in education with a minor in math and doing Marin Dance Theatre’s (MDT) career bound ballet program at night. “I realized that pointe shoes weren’t for me,” jokes Alyssa. “I had gained an appreciation for contemporary dance and realized that this was my passion. When I spoke to MDT about this, they offered me their first student choreographer position mentored by the contemporary dance teacher.”

From that point on, Alyssa has held numerous apprenticeships, danced with various companies in Portland and the Bay Area, received residency appointments, and choreographed many dance pieces. Her residencies at ODC were pivotal in allowing her the time, space, and dancers to create *The Classroom*.

What hasn’t come across is any shyness from Alyssa, who after wrapping up *The Classroom* will be performing in Push Fest and taking one of her award-winning duets to a festival in Palo Alto this November. “That’s a credit to Stephanie Temple,” states Alyssa. “I loved the drama program at Live Oak and though I was shy when speaking, Stephanie wrote parts for me that showcased my dancing.” That was all the encouragement that Alyssa needed who, like her former teacher, is relishing seeing the final production of her work come together. “My shows are like seeing the painting dry on a canvas,” she says. “It’s so rewarding.”

“I had to really learn about myself and understand my strengths and challenges to be able to advocate for myself, which requires confidence.”
AM STARTING MY TENURE as Board Chairperson with much excitement and appreciation for the generosity of our community. During the 2018-2019 school year, we successfully closed the Building Promise Campaign, exceeding our $5 million goal with contributions from more than 400 donors and volunteers. Our families, faculty and staff, trustees, grandparents, friends, and alumni made donations that enabled us to accommodate a larger, more diverse student body, in spaces intentionally designed to facilitate learning. It was an unprecedented fundraising effort in the history of our school and a testament to our shared commitment to hold the school's mission and values as our guideposts. I have much gratitude for the service and leadership of my fellow trustees, who took an active role to make this philanthropic and capital achievement possible.

The expertise, wisdom, and care with which the trustees dedicate themselves to securing the promise of a Live Oak education is also seen in the Strategic Directions adopted last year:

- Inspire Every Learner
- Activate Changemakers
- Advance Equity, Increase Diversity, Deepen Inclusion
- Promote the Live Oak Way
- Secure Assets to Support Priorities

The Live Oak Board of Trustees dedicated their time to work alongside community members and administrative leaders to ensure that as we continue to expand our school community, we also hold true to shared values of compassion, inclusion, and joy in learning. This year, board committees will continue to focus their work on implementation of these Strategic Directions.

Thank you to Kirstie McCornock for her years of leadership as Live Oak’s Board Chairperson and to our outgoing trustees Steve Goodman, Adrian Takyi, and Luke Schemmel. Your insight and experience helped shape Live Oak into the school we are today. Welcome to our new trustees Matt Babler, Rachel Bernstein, Karen Olson, Christine Patel, Gina Patterson, and Voltaire Villanueva.

As we look ahead, I can confidently say that we’re continuing a strong tradition of community engagement, visionary giving, and bold leadership. I look forward to collaborating with you all as we carry out the work of building a Live Oak that nurtures a passion for learning to last a lifetime.

Sincerely,

Crystal Mickles
Chairperson, Live Oak Board of Trustees
Thank You for Giving

THE LIVE OAK FUND AND THE BUILDING PROMISE CAMPAIGN

In 2018-19, GENEROUS MEMBERS of our community donated $735,416 to the Live Oak Fund. Contributions to the Live Oak Fund ensure a robust Adjusted Tuition Program, a dynamic curriculum, inspiring programs, exceptional faculty and staff, and more. The Building Promise Campaign funded Live Oak’s final phase of expansion which included ten new classrooms, art and music rooms, a Middle School Commons, an expanded library, and a rooftop playground.

Thank you to the following individuals, families, and institutions for partnering with us to build the potential and promise of our young learners. We also offer our sincere gratitude to all the parent volunteers who worked tirelessly to ensure we met our fundraising goals.

First-time donor

Black Oak Circle ($25K+)

Michael Linn and Cheryl Frank
Peter Rice and Natasha Dvorak*
The Capital Group Companies
Charitable Foundation

Blue Oak Circle ($15K+)

Anonymous
Martin Babler and Peter Kuebler
Patrick and Caitlin Brady
Karl and Kirsten Pfleger
/cellphone/ and Jane de Leuw
Peter and Kathleen Cripe
Richard Mortillaro and Theodore McCullough
Brenda and Jeff McConathy
Ciaran and Theresa Long
Peter and Heather Friedland
The Denmark Family

Desert Oak Circle ($1K+)

Anonymous (6)
Brand J. Ahn and Grace Park
Stephen and Leah Allen
Josie Allen
Antonio Ample
Bibis Andreas
and Georgia Hatzivassiliou
Randy Antin and Rachel Lehn*
Dave Atkin and Adrienne Digiesi
Peter Bach-y-Rita and Elizabeth Arzubide
Sonia Bariieri and Eric MacLeod
Keith and Roseanne Barry
John Barry and Mary Pon
Tom Baskett and Jesse Dalton
Stephen Bates and Leelie Leech
Mr. Ray Royal Baxter
Aaron Bell and Sanka Singh
Rachel Bernstein
Kiran Bhat and Payal Watchmaker*
Melissa Raphael and Kurt Billick
Sergio and Amanda Borsotti
Auburn Daily and Rob Burwell*
Judy Carroll
Deborah and KC Carswell
Vincent and Grace Chin
Mary Ann Chin Ng and Daryl Ng
Scott Coleman and Heather O'Neill
Paul and Carla Cooper
Justin and Jamie Cooper*
Joanne Cronin and Don Sappo
Erik and Kathleen Cripe
Geoffrey Elliot and Susan Buller
Mary Evans
Daniel Ewing and Alison Ludvig
Matthew and Stephanie Fillbrandt
Masaru and Angela Fisher*
Tommy and Katy Fisher*
Ian Flores and Annabelle Topacio
Susanne Gealy*
Matt Geis and Sandra Groom
Patricia Geonna and Anastasia Cioni*
The Graham Family*
Joshua Grossnickle and Hope Schmeltzer*
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Rolland Ho and Rita Louh
Matthew Hoevet and Tal Klein
Jason Johnson and Nataly Gatgengo*
Rajan and Sonia Kapoor
Susan and Steve Kellerman*
Peter and Kirsty Kirkeby
William Koski
John Kutz and Susannah Kirsch
Xavier Larier and Amisha Gandhi
Xavier and Gerri Larier
Harmin Lee and Barbara Morgenhau
Geoff Lepper and Leslie Stephens*
Margaret Liu and Schulmyn Leung
Ulcie Lewen and Sergey Yurasov
Rikard Lindquist and Elin Hagstrom
Ay Madan GOPal and Sunisa Solao
Shai and Rainelda Malik
Sathya Manand and Sahaja Sarathy
Kirstie McCoomick
Warren and Karen Mcfarlan
Mikio Mizrahi and Jessica Wilson*
Jenny Morgenhau
Anil Nair
Erik and Tobey Natzke
Patrick O'Brien and Kathleen Beyer-O'Brien
Michael O'Callaghan and Nancy Bruce
Colin O'Malley and Julie Karasik
Geoff Oltmanns and Tara Mark
Eric and Nicola Owski
Daniel Pan and Anna Lopez
Shweta Paturkar and Athena Khashyap
Robert and Kara Passaro
John and Artemis Patrick
Erik and Viviana Paxon
Ru and Polly Patman
Jack and Gabriele Poindetxer
Rahul and Brenda Prakash
Andre and Janice Ricciardi
Lucy and Larry Ricciardi
Scott and Elizabeth Roberts
Tom and Kari Rodgers
Biren and Hiromi Roy
Michael and Marcia Rubenstein
Jerome and Rachael Sack
Roberta and Jennifer Seglottit*
Daniel and Marianna Schiffer
Aric Shalev and April Gruber
Liz Shalev and Monte Zwetien
Eric Shapiro and Leora Goren
Keri and Christopher Stoffari
Kevin Sin and Teresa Puentes
Todl Silfar and Lynn Mezzatesta
Dean and Cathy Stannard-Stockton
Shelia Stuart
Bruce Tang and Daphne Humes
Chase Tingley and Rita Lin
Edward Vergara and Monica Ruiz-Noriega
Voltaire and Jeanes Villanueva
Marc and Megara Vogl
Scott Wang and Helen Chao
Wey Family
Marcel and Jennifer Wilson
Evam and Carla Wittenberg
Nicole and Mushred Zaheed
Cisc*
David and Sylvia Weiss
Family Foundation
Dropbox Matching Gift Program
Google Gifts Matching Program
HopeLab
Intel Corporation
Macy’s Inc
Mrs. Mary L. Bianco at Macy’s Inc
Intel Corporation
Google Gifts Matching Program
Dropbox Matching Gift Program
Cisco*
Sun Microsystems*
Microsoft Corporation
PG&E Corporation Foundation
Plant Construction Company
Salesforce.com Foundation
Shell Oil Company Foundation
Matching Gifts
Yelp, Inc.

Live Oak Circle ($1+)

Anonymous (12)
Nasser Abdukarim and Rosa Gonzalez Abdulkarim
Booka Alon
Rafael Alvarez*
Barry and Lindsay Ames*
Jeff Anderson and Jeff Soukup
Jenny Andrus
Joe Lewis and
Harriet Benfield
Roslynn and Andre Benjamin
Billy and Joanne Berghold
John Berliner and Sheri Evans
Harold Bernstien and Tricia Foster
Nathan Bernstein
Sharyne Beza
Edmund and Hilary Billings
Travis and Paura Bluford*
Nghiem Bui*
Grandma and Pop Pop Burke
Bradley and Jennifer Burke
Marco Cadete and Jeanine Case*
Malika Carter
Neil Cashman and Stefanie Mandil-Cashman
Marco and Susanna Casias*
Eric Castillo and Angelina Hernandez
Catherine Castro
Minerva Cervon
David Chen and Noelle Lee
Andrew Clarke and Beth Rostan

Frederique Clermont and Ximena Delgado
Camilo Coelho
Barrett and Tria Cohn
Marcia and Christopher Colant
Roman and Jenny Coppola
Corin Cordoni*
John Corey and Kendall Jones
Josephine Corlett
Pam and Randy Conson
Sossi Crilly
Jack Dalton
Jennifer Darrie*
Alexander Dean
Mandy Decker
Jack and Sherri Delo
John and Sheilahe Deming
Jean DeWitt
Dara Dickson
Paul Dimitre and Andre Bruno
Will Dionsio
Rishi and Cynthia Diwan
Mary and John Dodge
Elizabeth Donaldson*
Bevan Duffy*
Holly and Darwin Dunn
John and Diane Duran
Stacie Felder and Michelle Jeffer
Matthew Flynn and Dominique Samuel
The Fujitsu
Toby and Staphany Gibriner
Ernesto and Rosita Galang*
Johnny and Glenn Galang
Melvin Galvez*
Rachel Garlin and Laela Sturdy
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John, Tracey, and Arlo Gersten
Arleight Giron
Eric Gladstone
Rebecca Goldfader*
Moises Gonzalez and Jia Sue
Todd and Lisa Greene*
Monique Guidry
Savannah Guinn*
Rosalind Hague-Foster
Naomi Hamburger
Shahanaz Hamidi
Ken and Jeanie Hanover
Sally Hayes
Roxy and Ina Heare
Carole Hill
Keith Hodge
Benjamin Holl and Mahasty Lebatsch
Charles Howard and Tara Boddren
Andy Howarth and Mike Meyer
Caleb Huxhney*
Phil Jerome
Mike and Jennifer Jimenez-Cruz*
Scott Joaquim and Ana Varella
Willem and Elizabeth Jonckheer
Jeffrey and Molly Kaban
Melissa Kitaumts and Xuan Lian
Lara Kutchmar
Phil Kech
Alayna Kramer
David Kraska and Laura Bremer
Mr. and Mrs. Fred Kuebler
Brian Kunz
Paula Larin
Mimoh Lee*
August Tamh Lee*
Ching Hee and Hii Whan Lee
Richard Leo
Mark and Jeanne Lepper*
Brynne Levy
Joe Lewis and
Levi Nwachukwu-Levis*
Wally and Jennifer Lin*
Immer Lopez and Rebecca Reyes
Dionysia Loufas*
Sherman Luk and Jasmine Kau
Nate and Tammy Lundy
Ruby Macdonald
Financials

OPERATING BUDGET 2018-2019

INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Tuition</td>
<td>$11,608,821</td>
<td>87%</td>
</tr>
<tr>
<td>Investment Income</td>
<td>127,364</td>
<td>1%</td>
</tr>
<tr>
<td>Endowment Income</td>
<td>94,000</td>
<td>1%</td>
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<tr>
<td><strong>Total Income</strong></td>
<td><strong>$13,404,827</strong></td>
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</table>

EXPENSE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development Expenses</td>
<td>69,863</td>
<td></td>
</tr>
<tr>
<td>Facility</td>
<td>915,220</td>
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</tr>
<tr>
<td>Administrative Expenses</td>
<td>427,311</td>
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<tr>
<td>Debt Service</td>
<td>470,980</td>
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<tr>
<td>Faculty and Staff</td>
<td>7,479,649</td>
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</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td><strong>$13,404,827</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Includes lunch program

(continued from page 14)

Erik Steen and Katherine Orr
Christopher Stover and
Seva Eris-Stover
Sheila Stuart
Craig Stuart and Susan Kim-Stuart
Jamie Sutherland and
Michelle Zatlyn
Jim Swinerton
Adrian Takyi
Pankaj and Joyti Talwar
Bruce Tang and Daphne Humes
Michelle and Maleko Taylor
Stephanie Temple
Dolores Thompson
Cathleen Tinder
Chase Tingley and Rita Lin
Ty and Marcia Tingley
Matthew and Merry Tolve
Joe Trujillo
Sam Truslow and Kate Reeder
William and Mimi Truslow
Maria Urruta
Mark and Jennifer van der Straaten
Eduardo Vergara and
Monica Ruiz-Noriega
Voltaire and Jeann Villanueva
Felicano and Lourdes Villegas
Marc and Margarita Vogel
Ty Wang and Karen Tsay
Scott Wang and Helen Chao
William Weilh and Lisa Mihaly
Daniel and Elena Weinberg
Matthew and Barbara Weinstein
Wey Family
White Family
Scott A. Wilber and
Elizabeth Asdorian
Paul and Heba Williams
Andrew Williamson and Jill Jarrett
Marcel and Jennifer Wilson
Evans and Carla Wittenberg
Adam and Jeanette Woodbury
Di Wu and Min Yu
Nicole and Mushred Zadeh
Carlos Zezrad
Charles and Marjorie Zuckerman
Adore
Apple
Bank of America
Charitable Foundation, Inc.
Charles Schwab & Co., Inc.
Cisco
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Facebook
Generent GivingsGrant
Good Eggs
Google Gifts Matching Program
HopeLab
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Macy’s Inc.
Medtronic Foundation
Volunteer Grant Program
Mrs. Mary L. Bianco at
The Moca Foundation
Northwestern Mutual Foundation
Matching Gift Program
PayPal Giving Fund
PG&E Corporation Foundation
Plant Construction Company
Salesforce.com Foundation
Shell Oil Company Foundation
Matching Gifts
The Capital Group Companies
Charitable Foundation
The David and Lucille Packard
Foundation
The Omidyar Group
The Vertex Foundation
TPG Global, LLC
University of San Francisco
Wells Fargo
Yelp, Inc.

The Building Promise Campaign
Anonymous (10)
Abbott Fund
Nasser Abdulkerim and
Rose Gonzalez Abdulkerim
Salvador Acevedo and
Carolina Echeverria
Matt Adams
Adobe
Brand J. Ahn and Grace Park
Josie Allen
Booka Alon
The Alter Family
Antonio Ampie
Anchor Brewing Co.
Jeff Anderson and Jeff Soukup
Babish Andreas and
Georgia Hatziavdisiou
Jenny Andrus
Apple
Dave Atkins and Adrienne Digiesi
Martin Babler and Peter Kuebler
Peter Bach-y-Rita and
Elizabeth Arbuskle
Roy and Sara Bahat
Sonia Banerji and
Eric MacLeod
Bank of America
Charitable Foundation, Inc.
Bank of America Matching Gifts
Keith and Roseanne Barry
Tom Bassett and Jade Dalton
Mr. Froy Royal Baxter
Harriet Beinfield
Aaron Bell and Sanika Singh
Roslyn and Andre Benjamin
James and Meryl Bennan
Philip Bensaid and Rachel Major
Ocean Berg
Billy and Joanne Berghold
Sunny Berkerlson-Rosado
Eve Bernstein and
Alex Gersnowicz
Nathaniel Bernstein
Rachel Bernstein
Laurie Bertolacci and
Valerie Interatti
Sharyne Beza
Tegan Blake and Natalie Kitchen
Nicholas and Eva Bogstey
Mark and Carter Bolick
Patrick and Cathh Brady
Beverly Brockway
Gregg and Anna Brockway
Jessica Burdman
Bradley and Jennifer Burke
Jonah and Miona Buntingame
Karen Bush
John and Jean Byrne
Hal Cande and Eliza Brown
Deborah and KC Carrell
Neil Cashman and Stefanie
Mandi-Cashman
Catherine Castro
Daniel Caswells and
Timothy Schuman
Minka Cenon
David Chao and Amanda Minami
David Chen and Noelle Lee
Mary Ann Chin Ng and Daryl Ng
Radbert and Diana Chin
Giuseppe Grassino and
Amita Kashyap
Lisea Godfried
Catharine Clark
Landon Clark and Anuja Dharkar
Andrew Clarke and Beth Rostan
Frederic Clement and
Xiaoke Delgado
Dwight and Meghan Cochran
Camilo Coelho
Barrett and Tri Cohn
Linda. Marie and Christopher Colelan
Scott Coleman and Heather O’Neill
Paul and Carla Cooper
DONORS AT LIVE OAK ALSO CHOOSE TO GIVE TO SPECIFIC PROGRAMS OR PURCHASES.

In-Kind and Giving Tree
Roy and Sara Bahat
Patrick and Cathleen Brady
Auburn Daily and Rob Burwell
Jacob Carlson and Kelly O’Bannon
Radbert and Diana Chin
Roman and Jenny Coppola
John Corey and Kendall Jones
Joanne Crotin and Dori Sappo
Mark and Julie Day
Jarad and Katherine Duouni
Tommy and Katy Fisher
Jeffrey and Molly Kaban
Bear Korngold and Willow Schragar
Ciaran and Theresa Long
Mozzarella di Buvala Pizzeria 11
Erin Dolly and David Raynor
Tom and Kari Rodgers
Craig Stuart and Susan Kim-Stuart
Mark and Jennifer van der Straaten

Birthday Book Donors
Don and Kay Ames
Howard and Margaret Arbuckle
Jeanette Baines
Tom and Carol Berg
Rachel Bernstein
Eve Bernstein and Alex Gerszonowicz
Tegan Blake and Natalie Kitchen
Brendan and Mary Brady
Katherine and Doug Brandenburg
Beverly Brockway
John and Jean Byrne
Jacob Carlson and Kelly O’Bannon
J.J. and Jenn Carter
Charles Schwab & Co., Inc.
Radbert and Diana Chin
Vincent and Grace Chin
Arthur and Kathleen Cohn
Karen Coleman
JoEllen Collins
Romano and Jenny Coppola
Terri Creager
Joanne Crotin and Dori Sappo
Jack Dalton
Charles Day and Deborah Costello
Joanna Dean
Joe DeLaMora
Jack and Sherry Delo
John and Shelagh Deming
Hrefna Denmark
John and Ruthanne Dick
Bill and Leah Doherty
Eric and Kathleen Doherty
Mary Ducker
Bryan Duffy
Robert and Anne Eberhart
Tommy and Katy Fisher
Santos Flores
Joseph and Cathy Frank
Peter and Heather Friedland
Wallace and Alice Fujimoto
Toby and Stephany Gabriner
Ronald and Erin Galli
Patrick Geonetta and Anastasia Cioni
Thomas and Carol Goergen
Sonya L. Gordon
Don and Marge Gray
Tuono and Machiko Hachiuma
Ken and Jeanie Hanover
Bruce and Mary Harrell
Sally Hayes
Steven and Christy Heruty
George and Maureen Heuga
Michael Heuga and Julie Cochrane
Joyce Hickman
Donald and Tricia Holloway
Sha Hopwell
Phil Jerome
Leonard and Barbara Kaban
Oliver and Leonora Keeton
Zachary and Andrea Kellerman
Jason and Tracy Kenworthy
Earl and Carol Kenworthy
Nina Kilimmik
Jean Kirsch
Dan Kreuscher and Denise Tran
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Mike and Sara Lai
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Ryan and Melissa Lange
Xavier and Gerri Lanier
Chung Ho Lee and Hi Whan Lee
Geoff Lepper and Leslie Stephens
Margaret Liu and Schulmynn Leung
Michael Linn and Cheryl Frank
Ciaran and Theresa Long
Manuel and Lally Lopez
Shai and Rainelda Malika
Maxine and Stuart Frankel Foundation
Michael McCrath
Eric McRath and Jacqueline Bos
Theodore McCallough and Stephana Patton
Richard and Janis Mortillaro
Erik and Tobey Natzeke
Ben and JoAnn Nielsen
John and Raven Norris
Ali and Vanda O’Neill
Jason and Celeste Oberfest
Patricia Olson
Karen and Larry Olson
Lynn and Susan Or
Eric and Nicola Owski
Virginia and Andrew Paik
Manhar and Margaret Patel
Owen and Maureen Perron
John and Nora Petrakis
Kenneth and Rose Pfleger
Ray and Linda Pitman
Jack and Gabriele Pointdexter
Eri Dolly and David Raynor
Lucy and Larry Ricciardi
Tom and Kari Rodgers
George and Jean Rosenfeld
Frank and Suzanne Rostan
Michael and Marcia Rubenstein
Dr. and Mrs. Barry Salty
GS and Katya Satya
Robert and Nackey Scaglotti
Judith Schiffer
Daniel and Mariana Schiffer
Peter and Catherine Schmidt
Mary Carroll Scott
Patrick and Elizabeth Scott
Eric Shapiro and Leora Gore
Steve and Lisa Shapiro
Barbara Shaw
Dr. and Mrs. William U. Shipley
Mark and Susan Sirisky
George and Camilla Smith
Sean and Cathy Stannard-Stockton
Rick and Gail Stephens
Jim and Kathy Sterner
Sheila Stuart
Craig Stuart and Susan Kim-Stuart
Jane Prager Swinerton
Pankaj and Jyoti Talwar
Bruce Tang and Daphne Humes
Dolores Thompson
Ty and Marcia Tingley
Jed Tomsula
Judy Treiber and Danny Esquibel
William and Mimi Truslow
Maria Urrutia
Pat and Colleen Walsh
Matthew and Barbara Weinberg
John and Jo Ann Welsh
Paul and Heba Williams
Kim Wilver
Edson and Faye Wong
Richard and Sharon Zeches
Thank You

WE GRATEFULLY ACKNOWLEDGE the parents and guardians, trustees, grandparents, past parents and guardians, alumni, foundations, friends, and faculty and staff who support Live Oak School. Every effort has been made to ensure the accuracy of the information contained in this magazine. Please accept our sincere apologies if we have made any errors or omissions and bring them to the attention of the Advancement Office at (650) 273-9545.

Culture of Giving

AT LIVE OAK, we practice philanthropy because we know that each act of generosity benefits every member of our community.

WHAT YOUR GIFTS SUPPORT

Live Oak Fund
Our annual fundraiser supports Live Oak’s exceptional educational experiences. We aim for 100% participation from families, faculty, staff, and trustees. You can direct your gifts to:
- Adjusted Tuition Program
- Teacher Salaries
- Learning Trips and Travel
- Professional Development
- Technology
- Extracurriculars/Athletics/Drama
- Library
- Unrestricted Funds

Live Oak School Endowment Funds
Endowment gifts ensure the fiscal strength of Live Oak in the decades to come; your donations are invested fully to generate income in perpetuity. You can direct your gifts to:
- Holly Horton Scholarship Fund to provide access to more students and broaden our range of perspectives
- Professional Development Fund to support the work of our faculty and staff through lifelong learning
- Named Funds to support and name an enduring initiative of your choosing
- Unrestricted Funds to have your donation distributed under the guidance of Live Oak’s trustees.

WAYS TO CONTRIBUTE

We are here to help with inspiration, information, and logistics to guide your giving at Live Oak. Email development@liveoaksf.org, call (415) 861-8840 x225, or drop by the development office on the 4th floor anytime.

Cash Gifts
Cash gifts: Donate by cash, check, or credit card. You can donate online at liveoaksf.org/donate. We can also accept wire transfers.

Pledges: A pledge amount payable in installments over time allows you to consider a more substantial commitment than might be possible with a one-time gift.

Company matching gifts: Does your employer have a matching gift program? Double your giving power by asking your employer for its matching gift form and including it with your donation.

Other Outright Gifts

Gifts of publicly traded stock: A gift of stock from your investment portfolio may provide capital gains tax protection in addition to an income tax deduction.

Gifts of privately held stock: Live Oak can often accept stock from privately held companies. This type of gift may provide capital gains tax protection in addition to an income tax deduction.

Gifts from IRAs: An IRA Charitable Rollover may make sense if you are over 70 ½ by helping you avoid taxes on transfers of up to $100,000 while still allowing you to satisfy your required minimum distribution.

Gifts of real estate: Donating real estate, such as a home, vacation property, or commercial property may provide capital gains tax protection in addition to an income tax deduction.

Gifts of life insurance: The donation of a whole life insurance policy can provide current-year or multiyear income tax deductions, depending on your instructions to cash in the policy or retain it until maturity.

Planned and Future Giving

Donor advised funds: Contributions to your “charitable checking account” offer immediate tax benefits, grow tax-free, and allow you to designate grants at will over time to Live Oak and other nonprofits.

Bequests: By naming Live Oak in your will, you can provide support without any current cost and may receive an estate tax deduction.

Retirement plan beneficiary designation: By naming Live Oak as a beneficiary of your plan, you retain your assets for your life while receiving an income tax and estate tax deduction at your death.

Charitable trusts: Hold your appreciated assets in a trust that includes Live Oak as an eventual beneficiary while it generates regular income for you and provides capital gains tax protection.

All gifts to Live Oak School are tax deductible as allowed by law. Live Oak a Learning Center for Children: Tax ID #94-2153158
IVE OAK ALUMNI from the Class of 2015 were welcomed back for their first reunion. The alumni had dinner, shared memories of their time together at Live Oak, and caught us up on what they will be doing after high school graduation. As is to be expected, the Class of 2015 graduates are embarking on diverse paths. Many of them are attending universities both near and far, while others are pursuing passion projects in dance and art.

COLLEGES AND UNIVERSITIES INCLUDE:

American University
Bard College
Barnard College
Bates College
Boston College
California Polytechnic State University
Carleton College
Carnegie Mellon University
Champlain College
Chapman College
Colorado College
Colorado University, Boulder
Columbia University
Emory University
Evergreen State
George Washington University
Harvard University
Julliard College
Loyola Marymount University
Loyola University New Orleans
Northeastern University
New York University
Oregon State University
Pitzer College
Reed College
San Francisco State University
San Jose State University
Santa Clara University
Scripps College
Seattle University
Smith College
Stanford University
Syracuse University
The New School
Tufts University
University of California, Berkeley
University of California, Los Angeles
University of Chicago
University of Maryland
University of Michigan, Ann Arbor
University of Oregon
University of Southern California
University of St. Andrews
University of Texas, Austin
University of Wisconsin
Washington University St. Louis
Wellesley College
Wesleyan University
Whitney College
Williams College

FALL 2019
What’s Brewing

WHAT’S INSIDE:
• Student Led Action
• Middle School Works
• Graduation
• Alumni Spotlight
• Annual Report