HERE IN THE OLD HILLS BROS. COFFEE FACTORY

What's Brewing

SUMMER 2020

LIVE OAK SCHOOL
SUMMER 2020
What’s Brewing at Live Oak

Mission
Live Oak School supports the potential and promise of each student. We provide a strong academic foundation, foster skills to effect change, and develop courageous and conscientious learners from all backgrounds. We inspire students to advance equity and inclusion, to act with compassion and integrity, and to pursue a lifelong passion for learning.

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.

The 2019-2020 School Year Presented Challenges and more than a few obstacles for our students and teachers, their families, our communities, and the world. Through the first and second trimesters, the Live Oak School community was learning and thriving together on Mariposa Street. In mid-March, the global health pandemic presented with deep concern for our individual and collective wellbeing. The rituals and routines that we rely upon to define our days at school and at work were upended. We needed to find new ways to do almost everything.

In response, Live Oak teachers leapt into action to learn what they needed to know to shift their teaching from an in classroom model to a remote one. It quickly became clear that every learner, every teacher, and every member

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.
of our community was going to feel this change. We put what we know about courage, a growth mindset, and progressive education to work. Countless Zoom conferences with colleagues and online webinars later, our faculty adopted new teaching practices to craft an engaging curriculum for our students. On the following pages, you will see the creativity that our faculty exhibited to ensure our students in kindergarten through eighth grade were challenged by a deep and rich curriculum.

Equally vital to the success of our programming were all of the mothers, fathers, brothers, sisters, grandparents, aunts, uncles, and neighbors who provided tech support, tutored math, read books, and shared histories. As is always the case, you supported our students’ learning in countless ways and added much needed joy to their school days.

This issue of What’s Brewing celebrates the highlights of School from Home 19-20 and honors our collective efforts. Our Live Oak community has done heroic work in these unprecedented times. I am proud of all we have accomplished, together.

Gratefully,

Virginia Paik

Virginia Paik
Head of School
PLAY IS A critical component of Live Oak’s kindergarten curriculum and it proved important during our School From Home program. Play encourages risk-taking and allows students to drive their own learning. During times when students may feel sad or confused play takes on special importance, allowing children to explore and express feelings and emotions.

Letting this pedagogical practice inform their School From Home curriculum, the kindergarten teachers created a new unit named, “There’s No Place Like Home”. The unit was designed to ease students into remote learning. It included a variety of activities centered around the idea of home while integrating lessons and activities that normally take place in school. Here are some of the highlights:

- Students explored their homes, creating maps of the house with labels and details. They became tour guides, recording mini-movies of their favorite rooms.
- Mathematical thinking and play converged with non-standard measurements, such as bananas and pennies to measure dimensions and lengths. Students made homemade scales to weigh household objects.
- Literacy work included student-led story time via Zoom, puppet shows, and dramatic play. Zoom also allowed for word games, scavenger hunts, and I Spy.
- Social emotional learning focused on continuing connections with classmates at school as well as encouraging bonding with family. During K North Radio (KNR) students called in and spoke to the DJ sharing updates from home, a joke, funny story, or song. Some students interviewed family members and created family dances.
- Students practiced independent learning by creating their own Morning Meeting. They chose “field trips” to visit their gardens, explored new rooms in their homes, and documented time outside with family.

Activities and lessons were designed to be hands-on and open-ended, supporting each child’s individual exploration and allowing for flexibility as families moved through the day at a pace and order that worked best for them. The teachers also intentionally chose materials and objects that families could find in their homes.

During School From Home, kindergarten teachers unlocked their own curiosity as lifelong learners to test strategies that connected their students to the classroom. Mastering video meetings, creating and monitoring content in digital portfolios, and figuring out how to best virtually connect with small and large groups of 5 and 6 year olds kept the kindergarten teachers on their toes!
By the time kindergartners dove into the “Olden Days, Golden Days” unit on the California Forty-Niners (not the football team), and the Gold Rush, they were ready to tackle this unit with a new lens. Through books, they learned about the amazing stories of people’s travels, the hardships people from the past had to endure, and about life long ago. Many of the unit’s activities focused on the lost art of making things like toys from scratch, doing activities such as sewing, and imagining life without the technology and luxuries of today. The kids made “pioneer trunks” out of shoeboxes to store their handmade keepsakes. They made compasses, maps, wooden frames, and did weaving and sewing projects.

These independent activities complemented the virtual play dates the teachers organized to create excitement as the end of the year approached. Via Zoom, students acted out some of the events that might’ve happened if they had been on a wagon train in 1848. They met each morning to climb mountains, cross deserts, get bitten by rattlesnakes, and talk about greedy miners. The dramatic reenactment of wagon train travel also allowed the teachers to assess what the children understood and remembered from their month-long unit of study.

By all accounts having “Play is Work,” “Mistakes are Magic,” and “A Guess is a Gift” as tenets of a Live Oak education has served our youngest community members and their families well as everyone adapted to School from Home.
A Virtual Post Office

Spring at Live Oak brings small groups of first graders wandering the school in oversized blue uniforms, marking the Live Oak School Postal Service open for business. The unit traditionally explores the evolution of communication and the importance of government institutions. This year’s Live Oak Post Office created its own unique moments for first graders to remember.

In the context of School from Home and community shelter in place ordinances, first graders explored the topic of written communication with a new focus and interest. Discussions highlighted how communication, in its many forms, is a critical part of a community, and why postal workers have been identified as essential service providers.

Students looked through books to study the art of letter writing and then wrote a variety of their own. Electronic communication, such as email and text, was of particular interest to first graders, as these modes of communication have currently taken on a prominent role in their learning. They explored the paths messages take to reach us, creating videos of where they get their mail and what their mailboxes look like.

To include the larger community, the first grade team encouraged all Live Oak students and families to write letters, designating each week in May to a specific type of letter: friendly letters, thank you letters, invitations, persuasive letters. First graders gained an appreciation for the essential service that postal workers provide and capped off their unit by creating and sharing gratitude notes with them.

Through this unit, our first graders have proven in their own small way that they can help us all stay connected by upholding the US Postal carriers pledge—“Neither snow nor rain nor heat nor gloom of night stays these couriers from the swift completion of their appointed rounds.”

“We would like to share our appreciation with all of you for what you do regularly for our students.
Our daughter cannot stop talking about growth mindset. She keeps saying that what matters is that her hard work is paying off.

Our main goal in launching assemblies from home was to keep up a sense of community and connection between Live Oak students, families, faculty and staff. While we knew we couldn’t be in community physically, we wanted to find ways to stay connected and bridge those gaps.

Middle school assemblies were an opportunity to share information and updates with students and connect them to members of our community with the “Humans of Live Oak” segments that featured faculty and staff stories. In creating the lower school assemblies, we wanted to incorporate many familiar aspects such as poetry, birthdays, and student centered work, while also adding in some new elements like slideshows and “Chillin’ with Chester.” Watching Chester the chinchilla rise to fame is a treasured memory from the School from Home experience.

As we move forward into the fall, we will prioritize finding ways to maintain this sense of community. There are many unknowns right now, but one thing we know we can hold onto is the close sense of community that is felt by so many students, teachers, and families at Live Oak.
Adapting Co-Teaching for a Remote Model

For the second grade teachers, the last days of school on Mariposa Street were busy with activity; testing technology, copying materials to send home, and meeting as a team to map out next steps. Then as School from Home progressed for the rest of the school year, the teachers explored and created ways to adapt the in classroom co-teaching model to an online one.

Toward the end of the 2019-20 school year, the second grade team of Keren Bein, Minerva Ceron, Josephine Corlett, and Shannon Gomez discussed their approach to co-teaching during distance learning:

Q: In what ways has the co-teaching model been adapted during School from Home? What elements of co-teaching have proven successful?

Keren: We talk as a team daily to assess and reassess student needs across curricular areas. This helps create lesson plans and teach units that are responsive to where students are, and it enables us to provide better support to families as they navigate School from Home.

Josephine: The tools of video and audio recording have enabled us to perform a trick we only used to dream of: being in multiple places at once! Students can watch lessons at their own pace and repeat them as needed.

Q: How has co-teaching supported creating a classroom/online learning community?

Shannon: Now parents can see any of us teach. Teaching as a team of four has created connections and communications that would not have happened between families and grade level teachers.

Minerva: The students are hungry for social interaction with one another. It is the highlight of their (and our) day to see one another in synchronous sessions. While different than it would be in the classroom, the foundation of the community that we created on campus has held true online.

Q: What has been your favorite lesson/activity created so far? Why?

Keren: It is really fun to hear what kids are coming up with for our Opinion Writing lesson.

Shannon: I’ve really enjoyed seeing the responses to our Math Recycling Project. I also loved our Science assignment that invited students to explore the Hidden Worlds of the National Parks. It’s important to me that we are still crafting experiences for students to explore, get curious, and take agency for their own learning.
Josephine: It has been fascinating to observe the students seeking connection with one another by sharing their experiences at home, their treasured objects, and their traditions. We are regularly impressed by the way students listen to their peers share, ask questions, and express great joy about spending time with one another.

What opportunities have emerged from co-teaching during School from Home? How has this influenced your teaching moving forward?

Minerva: School from Home has taken our collaboration to the next level. Moving forward, we hope to find more opportunities to observe and learn from our colleagues once we are back in Live Oak’s happy halls.

What is one thing you have learned from your teaching team?

Shannon: The quote that comes to mind is, “You are braver than you believe, stronger than you seem, and smarter than you think.” — Christopher Robin, Winnie the Pooh. I can’t imagine doing this alone!

How would you summarize your School from Home experience?

Keren: This experience has shifted our thinking about what is possible in ourselves and in our students. The second graders have taken on new challenges with the same enthusiasm, humor, and heart they bring to the brick-and-mortar classroom. They keep us going!

WHAT HAPPENS when you’ve been practicing a play for weeks and then a global pandemic threatens to pull the plug on the performance? For third graders, technology and a bit of creativity allowed the Geology Rocks show to go on.

Geology Rocks began over 10 years ago and quickly became an integral part of the third grade science unit. In the beginning, the play was fun and lighthearted, but quickly it became evident that it gave students an unusually strong connection to the material.

“When we first started the play, we thought that each child would become an expert on one piece of geology,” recalls third grade teacher Holly Dunn. “But what we didn’t expect was that almost every child would learn every part of the play and become a well rounded third grade geologist.”

Third graders begin their geology unit by reading over the play and thinking about which part interested them. Once the parts are assigned, they took on the roles of a mountain, fern, or a specific kind of rock.

To bring the show to life virtually, students recorded their songs at home. “Virtual meeting technology has done wonders to create connections and allow us to lead lessons online, but when it came time to try and do the performances through this medium we found that there were many glitches,” commented Holly.

The third grade team compiled the footage and created a “School from Home Production.” “The students were over the moon to hear that the show would go on even though we had to do it virtually,” remarked Michelle Taylor. “We were so happy to be able to keep this third grade tradition alive.”

On the day of the first screening for 3 West, little groups popped up in individual squares on Zoom. There were grandparents from Ohio and older siblings who remembered partaking in the tradition. Popcorn and other snacks appeared and some families even figured out how to view the play on their TVs.

It was a special showing of Geology Rocks that allowed each student to bask in their own creativity and to support their peers’ turn in the spotlight. After the show, just like after the Grand Hall performances, everyone had their favorite geology tune on repeat for at least the rest of the day.
Cross-Curricular Connections 1: Afrofuturism

Afrofuturism is a cultural aesthetic that draws influence from science fiction, fantasy, and historical fiction as it envisions a future through the lens of the African diaspora. In 2019-20, Live Oak’s fifth grade fantasy book clubs, art classes with José, and even a tiny bit of the math lessons wove Afrofuturism into their programs.

Fifth grade teacher Lisa Duque started the initiative with a new fantasy book club reading unit with *The Jumbies* by Tracey Baptiste as the shared text selection, and *Zahrah the Windseeker* by Nnedi Okorafor-Mbachu as the read aloud.

Though not strictly Afro-futuristic, *The Jumbies* is a modern take on a magical fantasy story inspired by traditional Caribbean folklore. The response from students was extremely positive, with kids raving about the books during discussions. The twice-weekly *Zahrah the Windseeker* read alouds were well attended. Working with school librarians and fifth grade families, the fifth grade team made sure that all students had a paper or electronic copy of *The Jumbies* in their hands.

Throughout the school year, the team was intentional in presenting their humanities curriculum, centering diverse voices and utilizing high-interest texts. “We appreciate what Lisa did with this unit,” shares fifth grade teacher Naomi Hamburger. “The original Teacher’s College unit is academically-sound, but it centered white/Anglo experiences. The original booklist included some compelling reads, as well as some outdated titles.”

In art, the students learned about Cyrus Kabiru, a Kenyan Afro-futuristic artist known for creating C-stunners, eyewear sculptures made from found street objects and trash. The students made their own eyewear from supplies they could find at home, drew self-portraits wearing their creations, and shared artist statements that focused...
SETTLING INTO a new way of learning—especially on short notice—is not easy for anyone, but Live Oak fourth graders took on the challenge with heart and enthusiasm. Translating the activities, projects, and interactions that typically occur in the classroom to Zoom and Google Meet presented opportunities for teachers to engage and to connect with students in new ways.

Teachers went online with reading and writing lessons, even hosting a publishing party for the persuasive writing pieces. In the classroom, students had time to read and then leave hand-written feedback on their peers’ essays. In School from Home, students instead used the chat function to share feedback and make comments on the topics they read. They connected to the arguments their peers were making in the moment and the chat kept the classroom conversation inclusive of many voices.

No matter what the topic, students have acquired new technology skills and they have grown as independent learners through School from Home. Students were encouraged to explore the resources available to them and share with their classmates the ways in which new tools were contributing to their learning. Students also showed a lot of initiative by asking for support via the chat. With the team teacher model, two teachers are able to divide the classes and use the breakout room feature to answer individual questions or have small group sessions.

Our fourth grade students impressed us by approaching School from Home with flexibility and a growth mindset. There were big and small challenges every day and our fourth graders faced them with resilience and a willingness to try new things. This benefited all of us.

on the identities portrayed in the art.

Cross-curricular connections were continued in math, where students learned to use an area model to multiply fractions and mixed numbers. They then worked in small groups in Google Meet to design a flag for the Northern Ooni Kingdom, a nation in Zahrah the Windseeker, the class’ read aloud text.

Bringing new units to life can be challenging, but the fifth grade team continues to show that collaboration and cross-curricular projects and integration are possible even during distance learning. It’s always important for students to see concern for equity and inclusion in their work, through every setting and medium. The level of student engagement shows that Live Oak’s mission and vision creates excitement that inspires everyone to learn.

forward in the coming weeks and months. We wouldn’t be able to do it without you.”
Finding Creativity: In Person and Online

In Spring, student art covers every available surface of our campus. It’s a thrill for students to serve as docents guiding their family and friends to view their work. In lieu of an in-person art show, the art faculty curated online galleries. The galleries reflect both the mastery of our art teachers to inspire creativity in person and online, and the perseverance of our students to continue to grow as artists during their time away from campus. Included are a few of the pieces that showcase the students’ artistic skills.
EVERAL GUIDING questions drive our students’ music lessons: How can music help to create community? How does community influence the music we create? How and when do we blend in? How and when do we stand out? These questions ensure students and faculty are consistently working together to create something lasting together. This is the challenge and the joy of making music together.

While on campus, we celebrate our low-tech classroom. The music is made by the student bodies or the instruments in the room. Music class, like other aspects of life during the pandemic, has brought surprises and silver linings. While students and the music teachers weren’t able to make music together, School from Home created opportunities to work together in new and different ways.

Meeting in small groups over zoom allowed everyone to show and see different aspects of their personalities, and to hear more individual music. Students sent wonderful videos and audio recordings of themselves singing and doing body percussion for class. The music faculty—Roz Hague-Foster, Jill Pierce, and Amy Meyers—embraced new technology platforms that permitted students to learn and showcase their skills in new ways which led to new forms of making music together.

In Chrome Music Lab, students created rhythms, melodies, and entire songs electronically. The Soundtrap program and Acapella app enabled collaboration between students and faculty. The results of their hard work provided joyful musical moments during Live Oak’s end of year celebrations and included a special tribute to the departing Assistant Head of School, Roz Benjamin, that included all of the students! Without a doubt the music made during School from Home made everyone feel connected to—and even more grateful for—our Live Oak community.
ORGING CROSS-CURRICULAR connections is a strength of Live Oak’s curriculum, allowing students to link different subject areas to larger themes of equity and social justice. The Environmental Changemakers’ Project that culminates the year for sixth graders is one such example, integrating math, science, and humanities.

When the school year transitioned to School from Home, sixth grade math teachers Mandy Decker and Neil Cashman adjusted the rhythm and path of math to help their students understand how math related to their daily lives. Students practiced scaling recipes to bake a cake for their families. They solidified their understanding of area and other geometric formulas by designing a unique tessellation. They even used exercises in PE to calculate rates and percent changes. This approach pivoted nicely into the Environmental Changemakers’ Project, which began with each student conducting a waste audit in their homes. For two weeks, sixth graders kept track of all trash, recycling, and compost their household generated. After week 1, students hosted “family meetings” in which they shared the findings of their waste audit. They used notes and the data collected to lead a brainstorming session to determine how to reduce waste in each category. Following the family meeting, students compared data from week 2 to determine if there were any noticeable changes in waste disposal.

“The goal for this part of the project was to stimulate discussion and inquiry to help students see how math can help them solve world problems and make convincing cases about the impact of small changes over time,” stated Mandy. “Framing it in this way naturally leads to questions that connect changemakers to action such as where recycling goes, what types of waste are most recyclable or least likely to be recycled properly.” When students shared these questions in class, Mandy and Neil directed them to resources and encouraged discussions with their classmates. Zoom group meetings allowed for a continuation (as close as possible) of the social approach to problem solving that the group enjoyed throughout the year.

And though trash and recycling were prominent in their discussions, they still showcased all their acquired knowledge and skills of pre-algebra from the year: calculating the volume of prisms, percentages of waste, percent changes in waste production, collecting and analyzing data that is organized in tables and graphs, and then using rate calculations to project future waste production. Individually these skills read as checklist items, but “we hope that math projects like this will develop students’ critical consciousness and ability to use math to solve problems all around them,” explained Mandy.

This project was designed to help students gain awareness about their own impact on the environment and to gain confidence that small changes can make a difference over time.

Another component of School from Home was the awareness that many of the projects students worked on, and even participating in Zoom meetings, brought their home life and issues of equity to the center of our attention. “Discussing waste and consumption can easily spark shaming feelings for many students (and their families), particularly as the shelter in place lifestyle may not be the “normal” one for many of them,” shared Neil. This project was designed to help students gain awareness about their own impact on the environment and to gain confidence that small changes can make a difference over time.

Students calculated the impact of small changes from one week to project the proportional impact of these changes over time and to imagine the larger impact of policy changes. When so many things felt out of control, encouraging the habits of Changemakers by directing students to look for small and sustainable ways to make an impact was one positive way to make cross-curricular connections. And, it provided a little respite from taking out the trash for a couple of weeks.

Cross-Curricular Connections 2: Environmental Changemakers

KEEPING UP Live Oak’s commitment to sustainability, the Green Team continued their advocacy and education work from home. During Earth Day 2020, members created a video that explained that turning off the tap while washing our hands helped conserve water. They were able to show proper handwashing practices (hand puppets included) while reminding us all that health and caring for our environment go hand in hand.
SEVENTH GRADE humanities classes at Live Oak practiced the most essential of all qualities during School from Home—adaptability. In a typical year, seventh graders rely on face to face, peer to peer discussions to facilitate their learning. It is a pivotal year for their understanding of world cultures and events. Seventh graders study concepts of identity, borders, and conflict; this year the focus was on West Africa and Europe. Students learn to investigate and research recurrent themes and patterns in history through their study of Colonialism, Anti-Semitism, and White Supremacy. They assume multiple perspectives with role playing and other experiential activities, and they engage in critical thinking.

So what happened when seventh graders couldn’t come to school this year? Under the guidance of their humanities teacher Michelle Aldeman, they adapted. When Live Oak closed its doors in March, Michelle thoughtfully considered the elements of the curriculum that were essential for understanding. She then provided resources and creative solutions for students while supporting them in taking risks to explore content in ways that would result in deep and lasting learning.

Technology allowed students to explore subjects and reflect their knowledge in ways they had never done in person. Resources such as Flipgrid allowed seventh graders in humanities to interact, carry on discussions, and share creative projects. One student produced a video in the style of World War II newsreels. Others asked family members to record interviews of them depicting characters from Lord of the Flies, British accents included.

At the end of the school year, seventh graders were asked to pick a current event and relate it to their unit on World War II and the Holocaust. Violence toward minorities and the Nazi treatment of persecuted groups in the 1930s and 40s were central to their lessons. Students were asked to compare the similarities and differences between discrimination in the world then and now. They reflected on family separation at US borders, scapegoating of Asian Americans during the outbreak of COVID 19, police brutality and racial violence against Black Americans, and the conditions in our society that allow for protest movements such as Black Lives Matter.

Being open to new ways of teaching and sharing information is critical in these times but there are some traditions just too valuable to give up. One of these traditions is an in person presentation to the class by Anne Marie Yellin, a Holocaust survivor. Anne Marie comes to Live Oak every year to share her story of survival and resilience with the seventh graders. Michelle needed to find a way to share Anne Marie’s story, even if it wasn’t in person. It wasn’t surprising in Live Oak’s collaborative environment when a solution was found through our librarian, Jenny Andrus. Jenny helped arrange for a mutual friend named Janet Parker, who is herself the daughter of a Holocaust survivor, to record a reading of Anne Marie’s testimony on video so that seventh graders were able to absorb and reflect on the power of her life story.

While it’s true this year’s seventh graders weren’t able to sit in a humanities classroom together to debate the issues and events that connect the past to our present, they were still eager to learn. Together with their teacher, they adapted. They found ways to engage with one another and expand their knowledge using tools they will be able to rely on in their eighth grade year and beyond.
ABCs of "School from Home"

ID YOU HAVE A ZOOM party? Or were you more about the Hangouts? SeeSaw is not the playground equipment some of us grew up with and Loom is not just a weaving tool.

School from Home has ushered in a new vocabulary which will reach far into the future and the specific memories from this unique time in our lives.

Asynchronous: Asynchronous learning occurs through online channels without real-time interaction. Synchronous learning is online or distance education that happens in real time. During School from Home, Live Oak students engage in a hybrid of both learning models.

Blended learning: A teaching method that integrates elearning techniques including online delivery of materials through web pages, discussion boards and email with traditional teaching methods including in-person discussions, lessons, or tutorials.

Chromebooks: Second through eighth grade students received 210 Chromebooks to support their learning in School from Home.

Distancing: Allowing for six feet of distance between one another to stop or slow the spread of disease. As Virginia stated early on, “Social Distancing actions are Changemaker actions.”

Ebooks: From Hoopla to TumbleBooks, Ebooks became an important source of learning and entertainment. Jenny and Melissa joined ranks with students to share the best Ebooks available to students and we drove Live Oak readership to new heights.

FlapGrid: The domain of fifth grade students and up, these short videos became a way to share what students were feeling on any given day, to express gratitude, and create puppet dance parties.

Google Classroom: A free web service, developed by Google for schools, that simplifies the process of sharing files between teachers and students by creating, distributing, and grading assignments in a paperless way.

Hangout: No longer taking place at Jackson Park or on the rooftop playground, Hangout is another online platform that connects students, faculty, and staff during School from Home.

Interoperability: How hardware and software works together to enhance online learning content and technologies.

JITL (Just-in-time Learning): Ensuring that appropriate online or virtual learning is available at the time a learner needs to use it.

KNR Radio: The popular radio show made its first appearance in March, with DJs John and Addie interviewing kindergarten students during School from Home. Just one of the ways that off-screen connections were encouraged for our lower school students.

Loom: A popular screencasting browser extension that quickly became a favorite way for teachers to create video lessons for their students.

Mobile Learning: The process of getting educational content through mobile devices such as Chromebooks, laptops, iPods, and smartphones.

Noise-cancelling headphones: Particularly helpful when there are siblings in the home or parents who are trying to work from home.

Online learning: A type of distance learning where 80% of all teaching is done over the internet.

Padlet: This application allows teachers to create an online bulletin board for students to share information on any topic.

Quarantine: To isolate from normal activities.

Remote learning: Occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional classroom setting.

SeeSaw: For lower school students, SeeSaw was the morning check-in spot where they found lessons and activities from their teachers. They used creative tools to take pictures, draw, record videos and more to capture their learning in a portfolio. In the first six weeks of School from Home, 15,588 posts were added, 9,123 comments made on student work, and 6,365 visits by family members were recorded.

TumbleBooks: Another source for eBooks

"Last Saturday, my grandson interviewed me for the second grade grandparent project. As I watched him write his answers, I was struck by how much he’s grown this past year. Thank you!"
TECHNOLOGY allowed for some special connections to take place during Grandparents and Special Friends Week. Students set up Zoom and FaceTime chats to share stories of their childhoods and compare how they are different. And since our campus on Mariposa Street was closed, grandparents and special friends tuned in from far and wide for assemblies, giving a sneak peek at how Live Oak students find joy in a shared community.

that provide unlimited access from home! Live Oak kids could read as many books as they want, when they want, and on any device.

User Experience: An emotional reaction to a device or system based on its ease of use.

Virtual Reality: A perception of being physically present in a non-physical world.

Essential Workers: The coronavirus pandemic brought to light a new type of hero in our communities—doctors, nurses, delivery drivers, post office workers, and our teachers!—that allowed us to remain connected and healthy during this public health emergency.

xAPI: A method for collecting data about the wide range of learning experiences a person has, both online and offline.

Yagi Antenna: An antenna that boosts wifi connection.

Zoom: Not just the sound made when playing with a toy car, Zoom video conferencing platform became critical not just for distance learning, but also for birthday parties, happy hours, roundtables and many other social gatherings. Fortunately, we were spared from being Zoom-bombed—the virtual equivalent of being photobombed!

As I watched him write his answers, I was struck by how much he’s grown this past year. Thank you!
The traditions of Live Oak reinforce the values that give meaning and purpose to our school community. They inspire joy, reflection, celebration, and that Mariposa feeling of mudita! The close of our 19-20 school year was done with all of that in mind.

From the Art Show to Step Up & Graduation, emphasis was given to making these celebrations special in these new online formats, with the understanding that Zoom celebrations would be inherently different.

We also wanted to ensure that the class of 2020 graduates felt celebrated and honored. Reflections 2020 once more continued the sentimental tradition where faculty honor members of the graduating class, who were watching the testimonials from the intimacy of their homes.

Two days later, the entire school community joined them to celebrate Graduation and Step Up, the culmination...
of an unforgettable school year. And while students couldn’t physically move-up to the next row of seats, a special segment highlighted the Step Up flags parents decorated during Camp from Home.

Congratulations Class of 2020! You give all of us the faith and hope for what we don’t yet see.

Our most recent alumni have stepped forward into new educational adventures:

ROW 1 (L-R):
Yasin Abdulkarem – Menlo School
Ryleigh Carswell – Lowell High School
Carlos Vega – Drew School
Madeleine Dimitre – University High School
Sasha O’Malley – Ruth Asawa School of the Arts
Shana Holloway – Phillip and Sala Burton Academy High School

ROW 2 (L-R):
Wyatt O’Connell – Sacred Heart Cathedral Prep
Julian Gonzalez – Urban School of San Francisco
Natalia Acevedo – Drew School
Ishikar Parulkar – Urban School of San Francisco
Liv Kirkeby – Sacred Heart Cathedral Prep
Patrick Wu – Lick-Wilmerding High School

ROW 3 (L-R):
Jordan McComack – Urban School of San Francisco
Luke Bell – St. Ignatius College Prep
Zachary Tang – University High School
Natalie Jonckheer – Bay School of San Francisco
Nina Oberfest – Urban School of San Francisco

ROW 4 (L-R):
Maggie Carswell – Lowell High School
Will Rubin – Urban School of San Francisco
Elizabeth Gealy – Sacred Heart Cathedral Prep Grace Holl – St. Ignatius College Prep
Oscar Rhode – Urban School of San Francisco
Ryan Alunan – Urban School of San Francisco

ROW 5 (L-R):
Aaron Fujimoto – Bay School of San Francisco
Harper Dean – Urban School of San Francisco
Sid Goldfader-Duffy – Urban School of San Francisco
Maggie Schuman-Cawley – Sacred Heart College Prep
Sebastian Horton-Vega – Stuart Hall High School
Bruno Passaro – Lick-Wilmerding High School

ROW 6 (L-R):
Tabitha Paik – Lick-Wilmerding High School
Joshua Patterson – Lick-Wilmerding High School
Sophia McConathy – Convent High School
Thijs Simonian – Lick-Wilmerding High School
Ronan Malka – Urban School of San Francisco
Eva Neumann – Drew School (not pictured)

Eva Neumann ’20
GRADUATION SPEAKER

HELLO everyone!
We are here to celebrate the graduation of the Class of 2020 via Zoom. We are ready to go off into the world and continue contributing to our society. For however long you have been here, Live Oak has prepared us academically, socially, and has helped us continue our path to find who we are.

Live Oak has grown our thinking and helped us find our passions. This school prepared us to pursue what we want to. For example, we learned basic, useful skills in eighth grade like how to write an essay, algebra 1 which jumpstarts our high school career, and science concepts. Similarly we had opportunities to find more passions through extracurriculars, challenges, and clubs. And although I was not a Live Oak kindergartener, I have never forgotten the phrase “mistakes are magic.” Class of 2020, I encourage you to bring this phrase to high school so we can learn from our mistakes. This new knowledge helps us find our passions, gives us an insight into who we are, and helps us prepare for future opportunities.

Live Oak’s academics and time spent in and out of class has given us extremely important and useful social skills for the future. With the encouragement to say “thank you” we practiced a crucial skill, to have respect for the people around us. Seeing how other people solved a problem in math, makes us see and appreciate other perspectives. Responding to people’s ideas in humanities, makes us better group members and deepens conversations. These are some of the ways Live Oak has prepared us to engage with people thoughtfully and deliberately.

Live Oak has also prepared the Class of 2020 to be citizens in the world. For many years we have gone on community service field trips that instilled the importance of caring for others.

The annual Peace March taught us to use our voices and advocate for change. These skills we now have will help us communicate with the world around us.

Class of 2020, we are ready for the next chapter in our lives. Take these social and discussion skills to have enriched conversations with your future classmates, friends, and family.

Take the passions Live Oak has helped you find and use it to guide what you want to learn about. Explore new topics using the curiosity Live Oak has given us. Take your knowledge and passions to be an involved community member; to use your voice; to be compassionate for others; to see others’ perspectives. Lastly, we wouldn’t be here without Live Oak’s incredible, intellectually pushing, caring teachers; without the administrators and staff who give Live Oak the structure it needs to foster students’ growth; and without parents and guardians who support their kids and the school. So, thank you everyone for making Live Oak a school like no other.

Aaron Fujimoto
HOLLY HORTON AWARD RECIPIENT

NEVER thought I would be where I am today. I would like to start off by thanking everyone who helped me to get to this point. I would not be here without my wonderful family supporting me. They have provided me with many life changing opportunities that have helped me to mature and shape my personality. I would also like to thank the Live Oak Community for being so inclusive and making me feel so special. They really helped me to find who I am and parts about myself that I never knew about. In addition to helping me find myself, the Live Oak Community has also taught me a lot about kindness. Kindness has really helped me to build connections that will last me the rest of my life. And finally, I would like to thank the teachers for really helping me to be persistent and strive for what I believe in. They have taught me a lot about integrity and to be more independent. Their support has allowed me to always be honest and loyal no matter what the situation. Without them, I would be lost on my journey of finding myself. Thank you again to everyone who has helped me for the past three years. Live Oak Class of 2020, best of luck to you in high school.
**Annika Wu ‘16**  
**ALUMNI SPEECH**

**M**y name is Annika and I love science and dance. I regret that I cannot speak to you in person, but I am glad that I can through technology. I am a student graduating high school, similar to where you all will be in the near future.

Now that I’m starting a new chapter of my life, I’ve been reminiscing upon my previous years, and I still fondly think of Live Oak. Unforgettable teachers and friends, and unique experiences that I wouldn’t trade for the world… I was lucky enough to be taught by some amazing teachers and find a group of friends who showed me what comradery is. The way we lifted each other up over the years inspired me. I’m lucky to have had these experiences, and I’m sure you all are as well.

I’ve changed a lot since graduating from Live Oak. High school put me through situations I never knew I could face if I hadn’t gone through them. It made me a stronger person. Over the years, I’ve picked up two pieces of advice that significantly helped me, and I want to share them with you:

The first one is to not worry so much about the future. I was told throughout high school to focus more on my academics and quit dance, because dance was not helpful for getting into college. Now that was a load of baloney. Dance made me a happier person and taught me things about the world I wouldn’t learn elsewhere; like pushing through even when you’re exhausted, or helping out friends backstage when they’re hurt. I was only able to learn these lessons because I decided to follow my heart and continue dancing.

We often worry too much about the big picture and forget to focus on the present. Especially when attempting a daunting task, like applying to high school or college, stressing about the outcome only leads to more worrying. With this piece of advice, anyone can face anything that school throws at you. No matter what others say, you know yourself best. Follow your heart and follow your gut. And remember, don’t be afraid of trying something new, because every scary experience is just another story to tell.

The second lesson is to not get caught up in a race with life. As you grow older, it’s easy to become burdened by thoughts of an end goal. “Where do you see yourself in ten years?” or “What’s your dream job?” There is a societal expectation for people to decide what they want to do at a young age in order to succeed. However, I’m telling you, it’s okay to not have big dreams for the future. What’s important is that you’re happy, and do the things you like to do. Life is not about racing to an end. Maybe you won’t discover a “dream career” for four years, ten years, or fifty years. That’s perfectly fine. Just live your happiest life and don’t worry about what you will become. Just do what you love doing.
HE CLASS OF 2020 presented Live Oak with a gift of $31,434 for the Live Oak School Endowment. Live Oak’s Endowment was seeded when our graduates were in kindergarten to support, in perpetuity, Live Oak’s Adjusted Tuition Program, faculty and staff professional development, and other strategic priorities of the school. Over the last nine years, while our children were growing, the Fund also grew—to $2.5 million dollars. This year, the Endowment’s investment income generated $90,000 in additional income for Live Oak’s Adjusted Tuition Program and for faculty workshops and training. Thanks to the generosity of our eighth grade families the Live Oak School Endowment will continue to grow, providing even more income in the future to deepen diversity and support our faculty’s professional growth.

2020 LEGACY GIFT DONORS

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The values of our school community demand that we teach students their role and their responsibility in advancing equity in the world. We do this by talking directly with children about inequity, oppression, and brutality. Beyond talking, we show them the formidable societal change brought about by protest, disruption, and advocacy. Education must be used to act against injustice, or it is complicit in its spread.

At the end of May, as always, all Live Oak students learned from the world in which they live. Centered around the murder of George Floyd and the continuous pain meted out by the systemic racism in our nation, they discussed the right of every human to experience a sense of belonging, a sense of safety, a sense of power, and a sense of agency in their community. They also discussed the significant and long-standing betrayal of these rights experienced by Black men, women, and children at the hands of their fellow American.

Students created posters to elevate the stories of those whose voices have not been heard due to the ongoing systemic racism in our nation.
citizens. Faculty helped our students develop language to express what they saw and how they felt.

Our middle school faculty created the “Stepping Up 4 Justice” initiative that helps them acknowledge that they will not only be stepping up to the next grade, they will be stepping up for justice. Over the course of the unit, middle school students explored the following questions:

- How am I impacted by systemic racism?
- How can I educate myself about racial justice?
- Why does my understanding and awareness of racial injustice matter?
- What can I do to participate in efforts to end racial injustice?

Our school community’s potential, to be an anti-racist force in the world requires that we consistently and persistently work in our classrooms and in our homes on these goals. Live Oak will live out the values of our school community and continue to nurture hope and grow the courage to help our students take Changemaker actions to advance equity in our world.

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 multyear 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 trust: 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 is a Learning Center for Children:

Tax ID #94-2153158
Camp from Home

AMP LIVE OAK took place June 1-5, 2020, during School from Home. It highlighted and honored the values of Camp with Camp-themed school activities woven throughout the week. There was nature bingo, backyard (and living room) camping, s’mores, hiking, and of course the Polar Bear Challenge. Even the sing-a-long classic, “Camp for the First Time” was reimagined to CAMP FROM HOME FOR THE FIRST TIME!