Good morning 1B Family! Describe your weekend in two words.
The 2018-2019 school year at St. Paul’s was a period of introspection and reinvestment in our Mission and Values. Using our strategic plan, Spark 2022, as a springboard, our professional community began the process of reframing the academic program through the lens of Community Engaged Learning. We actively examined how our school values intersect with academic disciplines, taking a deep dive into curricular scope and sequence through the framework of our Portrait of a Graduate. We also worked as a community to increase our cultural competency, embracing restorative practices as tools for remaining present and in relationship with one another throughout periods of growth and transformation.

As I reflect on both the past year and the upcoming 45th anniversary of St. Paul’s, I am reminded that it is the people of St. Paul’s who have defined who we are as a school community. Along with teachers and staff, parents and caregivers contribute immeasurably to our campus culture. Parent volunteers offer their time and talent to efforts ranging from complex events—such as Grandparents and Special Friends Day—to facilitating field trips, to participating in academic and strategic planning discussions with faculty and administration. Additionally, volunteers and donors make the Annual Fund, OakTown, and other fundraising efforts successful, which in turn contribute to the overall quality of our program.

I am deeply grateful to all of you—the people who give time, talent, and resources to ensure that St. Paul’s continues to offer a unique education and an equitable school community for each of our students and families.

With Appreciation,

Josh Stern
Head of School
Our Parent Association (PA) 2018-19 school year was about so much more than metrics. In addition to organizing and planning events, energy was spent understanding and connecting to the current social-emotional needs of our parents and being strategic in planning for future needs of the greater St. Paul's community. Additionally, it was a year to look critically at our operating structure for efficiencies, evaluating best practices to implement within the PA and its interface with school administration in order to set up future collaborators for success.

The PA Board comprised 22 parents and led over 150 volunteers in producing events and activities led by committees specialized in Parent Education, Care, Fundraising, and DEI (Diversity, Equity and Inclusion). With a great deal of emphasis on communication, a new task force called S.W.A.P. Meets (Socializing With A Purpose) was born to create opportunities for parents with a singular purpose to connect with each other.

The PA hosted events with local educators to provide a deeper educational experience open to both St. Paul’s caregivers and the greater community. We hosted a powerful KidPower workshop for parents about teaching boundary-setting skills and a timely screening and panel discussion of Angst, a documentary on youth and anxiety.

PA committees and coordinators were responsible for volunteer organization throughout the school year. This included teacher/staff appreciation activities, community outreach and service supporting neighborhood non-profits and school fundraising through collaboration with local and online businesses. The fundraising highlight being Oaktown, jointly produced with the Development Department, raised critical funds to support the School.

We continued our Windows In, an education series highlighting St. Paul’s educators, at open meetings of the Parent Association. Topics included: creative use of art, social data and team learning in the classroom, standardized testing, unveiling new behavior protocols in the lower school and restorative practices in the middle school. Windows In provided additional opportunities for parents, faculty and administrators to interact and learn from one another.

With continued effort of inclusiveness, every PA meeting closed with a segment called Family Forum. This time allowed for a safe space for parents and caregivers to be heard, ask questions and exchange information between fellow parents under the guidance of PA leadership.

With warm regards,

Sherri Burnett
President, Parent Association
Exploring Ancient Egyptian Ruins and the History of Hatshepsut
Karen Compise, Sixth Grade Humanities Teacher
Personal and Professional Grant

“I’ve been teaching about ancient Egypt for eight years now,” explains Ms. Compise. “I decided that I really should go to these places that I’ve been talking about and experience them firsthand.”

The Unit

We introduce the pharaohs by turning the room into the Nile River and have students board a “falucca”, a traditional wooden sailboat.

The students disembark at different stops along the Nile. “At the same time that they learn about the most famous and extraordinary monuments, they learn about the pharaohs in the context of the eras during which they lived,” says Compise. “Ramses II gained land through battle, for example. Hatshepsut’s Middle Kingdom was characterized by thriving trade and calm rule.”

The Merry Fund
The Merry Fund Helps Support the Whole Educator

Physical and mental fitness are essential foundations to a healthy and whole being, according to former Head of School Karan Merry. At the end of her 14-year tenure, the Merry Fund was established to provide support for the faculty and staff of St. Paul’s Episcopal School to continue their personal and professional development outside of school.

The Merry Fund will distribute $10,000 annually to St. Paul’s faculty and staff until the Merry Fund has been exhausted. There are three different categories of benefits distributed each year; all faculty and staff benefit, healthy lifestyle, and personal and professional enrichment.

Gathering Material for Sixth Grade Curriculum
On her trip to Egypt last summer, Ms. Compise toured four sites: the pyramids at Giza, the Karnak temple, Deir El Bahri (Hatshepsut’s monument) and Abu Simbel (Ramses II’s monument). She decided to focus her time in Egypt on her study of Hatshepsut, the only female pharaoh buried in the Valley of the Kings.

Hatshepsut sometimes presented as a male and allowed for open trade and a flourishing of the arts. Hatshepsut held Ms. Compise’s fascination as a woman who did not conform to conventional roles. “I want to teach children that there are so many paths to take in this life.”

Ms. Compise structured student reflection on developing leadership qualities. “As we look at the pharaohs’ leadership characteristics and we see people around us and admire them because they show qualities of a good communicator, a good listener, or being goal-oriented, I help students see that they might already have these qualities and we work together to see how can they develop that quality even more. What can we do to incorporate that quality to our character?”
OakTown 2019 was a garden party affair held in the Port Workspaces in downtown Oakland. Co-chairs Laura Allen and Kate Voyageur led an incredible volunteer effort to transform the space and bring over 200 community members together to celebrate and raise $131,948 in funds for St. Paul’s. Huge thanks to our co-chairs and to all the parents, teachers and staff who made OakTown 2019 a success!
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The Voyageur Family
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Julie and Jacob Ward
Lauran and Jeff Weinmann
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Charlotte and Jack Wills
Vicky Chen and Kenton Young

Professional Development 2018-2019

The Annual Fund helps to support the professional development of our faculty and staff. Thank you!

School Year Conferences and Workshops

People of Color Conference (7 faculty)
California Teacher Development Collaborative (2 faculty)
Teaching While White Workshop (8 faculty)
Blink Consulting (all faculty)
Creating Inclusive Classrooms (2 faculty)
Restorative Practices (14 faculty)
Teaching for Proficiency (2 faculty)

Summer Grants

Wes Allen, Maria Rincon, Sam Esbin, Robin Taylor-Fabe Service Learning/STEAM Curriculum
Max Fox, Joanna Belkin, Deb Lira, Anthony Hopkin 8th Grade Capstone Project
Susan McGrath, Paul Meyer, Rebecca Malick, Eric Hooper, Nicole Mills MAP Data/Student-led conferences
CJ Lee & Julius Hampton Walking Tour of BPP
Hannah Michahelles and Nicole Toliver Develop a kindergarten scope and sequence with a focus on community engaged learning, diversity and inclusion.
Jaime Vallar Online Spanish
Marianne Miller Finish the updates to the MS Schedule

Summer Conferences

Kate Foley Toolbox Training
Paul Meyer Equity As Excellence
Riana Hensel Minneapolis Basic Interpersonal Communication Skills
Sasha Mungal Responsive Classroom
Duaine Herd Responsive Classroom
Paula McAndrew & Naila Saddique Lindamood Bell Webinar
Marianne Miller Sexuality Education Summit
Maria Rincon KidPower Institute
Nicole Mills Responsive Classroom (Middle School Course)
Wes Allen Clear Credentia
2018-2019 Financial Summary

**OPERATING REVENUE**

<table>
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<th>Source</th>
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<td>Auxiliary Programs</td>
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<td>Fundraising (Cash Received)</td>
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**Fundraising**

- OakTown: $131,948
- Annual Fund: $362,714
- Other: $16,575
- **Total Fundraising**: $511,237

**OPERATING EXPENSES**

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**ANNUAL FUND DONORS by Classification/Dollars**

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*4% of Parent Giving is from Corporate Matching
† 21% of Board, 49% of Grandparents, 7% from Parents, and 24% of Parent of Alumni giving is from donor advised funds"
“Our students learn to love the city by using the resources a city has to offer. Our students learn to give to the city as well as to use the city. They learn both compassion and civic responsibility by practicing them.”

_Founding Vision, 1975_

St. Paul’s founders set three fundamental intentions—excellent teaching, diversity and community—that have taken hold in downtown Oakland. On April 16, 2019, the St. Paul’s Board of Trustees voted to use Community Engaged Learning as the framework for education at the School. This means that we connect students to the city around us to expand their academic opportunities and to build relationships with the Oakland community.

There’s something special about St. Paul’s. People in this community feel it, although we can’t always name it. It’s the essence of the school; the sense of purpose and promise that we feel when we gather or see the joy in our children’s faces as an inner spark lights up with understanding. The “St. Paul’s magic” lives in this promise.

Usually, the word “promise” means action; a guarantee to make something happen. In this case, though, it means something else: hopeful expectation for something better. We see a glimpse at what a better outcome—or even a better world—might look like. That is the promise of St. Paul’s. It’s the hope that we are collectively building the world that we want to see; better yet, the hope that our children—in partnership with one another and the surrounding community—will be able to lead and live that vision of a better future.
**Teaching Community**
From the beginning, St. Paul’s educators have focused on encouraging the voice of every child. Knowing ourselves helps each of us engage in a meaningful way with others. At St. Paul’s, we strive for a better world by providing tools that can help nourish individual strengths that will contribute to the overall integrity of the community.

Our location in the center of a progressive, creative and diverse coastal city opens access to natural, cultural and civic lessons in an urban setting. Downtown Oakland is part of the St. Paul’s campus, demanding not only savvy of our students, but also their awareness of and care for others.

**People Power**
Our youngest students train their focus on interpersonal relationships through the use of People Power Skills, which were developed by St. Paul’s teachers to name common situations that people encounter in relationships. Students learn to build community using a shared vocabulary that builds respect between people.

A healthy tension between the individual and that person’s role in community develops as teachers set up classroom norms at the onset of each year. Although it takes some time to set these expectations, the outcome is critical to a safe and productive learning environment.

**Getting to Know Our Land**
Our students’ engagement with the greater City of Oakland begins in two straight lines carved in concrete at the front of the Lower School. “The Dots” are the symbolic base camp for engagement in our neighborhood. Once settled in lines of two, students learn to go where their topic, temperament and time will take them.

Teachers’ careful work to foster respectful relationships among classmates becomes the foundation for how our students begin to experience the streets of Oakland. Teachers train each student to listen for the sake of the whole group. They expect students to move through the cityscape with dignity, respect and care.

As they get older, the class goes farther. The walk to swim class at the YMCA that begins in Kindergarten becomes the walk to the bird sanctuary in Third Grade Science. Students continue their stewardship of Lake Merritt in Sixth Grade Science. By this time, the students use the lake as a classroom. They walk the watershed from the top of the hill to the shoreline. They share water quality data with the San Francisco Bay scientific community at the annual State of the Estuary. Their world expands commensurate to their skill set and to need in the local community.
**Making a Difference**

Critical thinking is fundamental to our academic approach, the muscle of our service and place-based program to connect students to the city around us. Because of where we are and who we are, we achieve better, deeper learning by harnessing the power of diversity.

**Engaging with Oakland**

Service is essential to the St. Paul’s curriculum. The longer a service project runs, the more its sustainability requires the mutual need of the school and the community partner. This relationship grows and sustains itself when the experience transcends the classroom and improves the overall health of our community.

We want students to become familiar with the mechanics of advocacy and activism through their study of our land and our people, all with an eye on academic rigor. When a child finds a personal connection in the world around them to what they are learning and acts on that sense of purpose, they are driven from within to make a difference that will improve their world.

The St. Paul’s promise—that we can be more than the sum of our parts—is like a beating heart which keeps the school alive. It’s the promise that we continue to meet every year: to fill a child with a sense of purpose in finding a path that brings meaning to their lives and positive change to the world around them. Now, we have a name for it: Community Engaged Learning.
Community engagement pedagogies, often called Service Learning, have evolved over the years at St. Paul’s. Students engage in Community Service (volunteering), Service Learning and Community Engaged Learning.

**Community Service:**
**FAMILY SERVICE DAY**
Packaging food and supplies that community partner, Roots Inc., distributed among homeless camps in Oakland on Martin Luther King, Jr. Day, 2019.

**Service Learning:**
**THIRD GRADE LAKE MERRITT BIRD STUDY**
Students count bird species at Lake Merritt Wildlife Refuge while observing the birds’ habitat, studying their biology and presenting project reports to Lower School students.

**Community Engaged Learning:**
**FOURTH GRADE WASTE AUDIT**
Students begin with a school-wide survey of current trash, composting, and recycling habits, then recommend adjustments to school waste practices based on need. Above, fourth grade students share good waste habits with a second grade class.

**Community Engaged Learning:**
**SIXTH GRADE LAKE MERRITT ECOLOGY**
Water Quality and Ecology studies of Lake Merritt, a stakeholders’ Mock Town Hall, Watershed Walk and datashare at the State of the Estuary Conference every October offers students a comprehensive path to responsive civic engagement. Above, students on a Lake Merritt Institute pontoon ride operate an underwater drone to study the lakebed.
2018-2019 Annual Fund Donors

CLASS PARTICIPATION

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<td>3RD GRADE</td>
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<td>4TH GRADE</td>
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<td>8TH GRADE</td>
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<td>TOTAL COMMUNITY</td>
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SPARKS $10,000+
VISIONARY $5,000+
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COLLABORATORS $1,000-2,499
SUSTAINERS $500-999
FRIENDS under $500
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Sonal Patel and Rolfe Kasling
Haimanot Kassa and Michael Desta
Sprinza Katz
Charles Keatts
Konata Khalfani
Tekoa King and William Fawley
Som and Debby Konar
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Rebecca Malick
Sarita and Brian Malone
Stacey Manley and Anna Karrer
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Monica Moore
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Melba and James Nixon
Pegit Norton and Philippe Lewis
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Rachel Parrish
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Merridith Pelino and Jaime Godfrey
Gina Peralta
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Mary Crosby and Thomas Piazza
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Lydia Quill
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Susan Rogers
Deborah and Michael Roosevelt
Jocelyn and Leon Rountree III
Shane and Manny Safir
Anna Sarukhanov and Artur Karasyov
St. Paul's Episcopal School gratefully acknowledges the generosity of individuals, foundations, and corporations contributing to the School. If your name has been omitted, misspelled, or listed incorrectly, please accept our sincere apology and inform us by contacting Caroline Jones, at 510-285-9629, or cjones@spes.org.
The strength of our community

While there is a lot of uncertainty in the world right now, one thing that will never waiver is the strength of the St. Paul’s community. We care about each other and support each other during our time at the school and long after.

You can play an important role in the continued strength and growth of this community. Most families first hear about St. Paul’s from a friend, colleague, or acquaintance. If you know a family who would be a good addition to our school, tell them about St. Paul’s! Admissions will continue in virtual form until we can be together again in person.

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