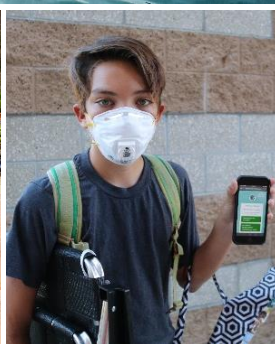
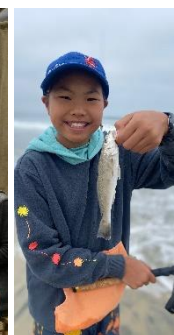




The Grauer School Annual Report 2020-2021



The Grauer School's Mission

The purpose of the Grauer School is to teach and encourage students to become resourceful, intellectually curious and intrinsically motivated, perseverant, self-advocating, and accountable in a compassionate, college preparatory environment.



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A Message from The Head of School Stuart Grauer, Ed.D.

Not the Best Kept Secret (in a Post-Pandemic World)

The purpose of this Report is to demonstrate unequivocally that the mission of our School and Foundation is relevant and vital to our community, and beyond, and to monitor the success and durability of the school in fulfilling that mission.

First, the hard part: More school heads are leaving their posts, a result of the extraordinary challenges of keeping kids learning after schools closed in spring 2020, and serving as crisis managers for months on end while dealing with pandemic pressures on their own families. Conflicts over equity and education that addressed racial and gender issues made the independent school leadership role more fraught still, while nationwide anxiety spiked. At Grauer, though I felt every one of these pressures regularly, the support I have from our faculty and staff teams is off the charts. Throughout this report, you will actually see many of those charts.

Add to all of the above, never in all these decades have I experienced a more consistent outpouring of support from school families: the Grauer Parent Association led by Akemi Dyer made kings of all of us on campus, our donors reached new heights in support, and notes and emails of gratitude never stopped:

“The Grauer school is a DREAM school! Our son will thrive at this sweet school for years to come; we feel incredibly grateful to be included in this beautiful community!”

We paid some of that gratitude forward by awarding record levels of financial aid, giving access to deserving young scholars as we increased **diversity and inclusivity** again—a march that I foresee continuing for years to come. And we put by far more money into long-range endowment than ever, our key to sustainability, as Lindsay Zickler covers in her Giving Report herein. So, yes, this is an “annual” report, but these days, I think in generations, not single years.

It is true, leadership has been tested in unprecedented ways this past, single year. I sometimes went back to the adage: What doesn’t kill you makes you stronger—though I lost several close friends to COVID. And though exhaustion is a very real thing in leadership right now, I think we will get the rest we need and that the adage will prove true for me. “Stress testing” ourselves and our systems will leave lasting “COVID dividends”: some things are left behind for the better, other new things will move us ahead. We measured these stress tests too, in administering around 30 surveys this year to faculty, students, trustees, and parents, as you will see in Dr. Tricia Valeski’s Research Report. This research added to all of our efforts to keep tightly focused on what was important to our people and mission, and to make constant micro-adjustments on campus.

Similarly, in a year riven with politicized information and frustrating misinformation about the Coronavirus, Grauer (including our Safe Campus Response Team, a Coronavirus task force) employed scientific evidence and the County mandates, holding fast to these rationales in every single decision. This clarity enabled us to unify our community around one of our key mantras: “Students first.”

In the year 2000, inspired by the legendary psychiatrist Marshall Rosenberg who spent the day with us while our school was literally without a campus, the Grauer Faculty started a practice of incorporating **gratitude** into every meeting. This value was alive, well, and served us better than ever this year. By focusing on big values like **resilience** and **being in nature** in our newly developing “Core Values Portfolio groups”, our students and teachers spent an hour a week all year directly developing our “real” school purposes. Over this year, I watched my own blog grow to over 1600 readers worldwide, for the simple practice of setting Grauer School values into story, week after week.

So, welcome to our Annual Report on probably the most challenging professional year in my lifetime, the year that was supposed to be my sabbatical. Before I finish welcoming you to this amazing report, hat's off to our faculty who just kept showing up with their "A game." They are the heroes this year. As one dad wrote to our faculty: "*We can't thank you enough ... the dedication is unlike anything I've ever seen.*" This sentiment was also born out richly in our survey research, covered herein. In return, I can only say to our school families and patrons: "*We can't thank you enough ... the dedication is unlike anything I've ever seen.*"

Bottom line: Grauer regional leadership resonated with record numbers of local families/applicants looking for enriched, purposeful education (as you'll read about in our Admissions Report—our acceptance rate has actually bettered the coveted CAIS norms). Good news spreads. Professionally, Grauer is now widely known to teachers as the place for autonomy and empowerment, for our unique culture and atmosphere, and our beautiful school setting which feels like a second home. When we advertised for three teacher openings, record numbers of excited responses came in from all over the world. One teacher applicant wrote: "*A place that continues to grow and innovate around new and exciting paths for learning ... My heart says west, and my heart says Grauer.*"

It seems we are no longer the best kept secret.

Stuart

Chair of the Board of Trustees Report

Julie Dunne

The Board of Trustees was hard at work during the 2020-2021 school year, completing these activities:

- The Board took a big step forward by creating a Google site where each Trustee could access key documents and information.
- The Board re-examined and re-arranged its annual meeting calendar to better align with the timing of the Board's analysis of different types of data and events.
- The Board elected two new Trustees: Craig Gilbert, a current parent at the School; and Reggie Rowe, an alumni parent of the School.
- The Board also surveyed itself in order to develop a consensus around purpose and culture.
- The Board revised both its Mission Statement and its Strategic Goals, taking a fresh look at the future of the School and the Board's role in helping to guide and fulfill that future.
- The Board continued its work on securing land for a sports facility.
- And in honor Sally Grauer's many years of dedication to the School, the Board created the annual "Sally Grauer Kindness Award" which was awarded to Erik H. '21 at the school's graduation ceremony.

As a group, the Board was extremely grateful for the encouragement and support the teachers received from the parents. And we were overwhelmed by the generosity of the donations received during what we know was a difficult year for everyone in the Grauer community.

Financial Report

Lorin Port – Controller

The Grauer School's ("School") philosophy has always been to focus on the highest quality, personalized education balanced with affordable tuition so that we can include families from across our community and with increasing diversity. As in previous years, all effort was made to prioritize our greatest resource, our teachers, and keep class sizes small, which is a delicate balance. We continued to excel in this endeavor in 2020-2021, despite the uncertainty the pandemic caused. Our focus on cash forecasting and building a budget that considers many possible outcomes has also been a priority. During the year, the School received an independent audit on its fiscal year ending on July 31, 2020, with the financial statements receiving a clean opinion from the auditors as in previous years.

A key goal of the Finance Committee is stable growth of the School's assets, equity, and revenue. The School's net assets (assets less liabilities) grew by 9.9% during the fiscal year. This increase was driven primarily by endowment contributions and investment earnings. While maintaining a surplus on operations, the school was able to once again slightly increase its scholarship expenses over the prior year, while also increasing the scholarship endowment by over \$500k. In addition to our "Access to Grauer" Tuition Assistance Endowment and our Teachers Endowment Fund, we were thrilled to start and to begin funding the Loewy-Linz STEM Endowed Chair. In the long run, we are looking to fund additional Program endowments, such as for the Arts and Athletics/Fitness.

The successful financial performance during the year continues to provide a strong foundation to help ensure the School meets its goals not just for this past year but for long into the future. [Note all references to financial metrics are reflective of the fiscal year ending on July 31, 2020.]

In this academic year, the Finance Committee will focus on seven primary goals:

- Fiscal vigilance
- Prudent financial management
- Stable financial growth
- Affordable tuition including financial aid
- Teacher retention
- Building all three endowment funds and perhaps establishing more endowed chairs.

We thank Finance Chair Debi Heiskala for three years of outstanding service, and we welcome incoming Finance Chair, Board member Sara Zelazny (Grauer alumni class of 2003). The Finance Committee will continue to focus on supporting the School's purpose to provide world-class, humanitarian, secondary small school education locally and worldwide.

Principal's Report

Dana Abplanalp-Diggs

The Grauer School was excited to celebrate its 30th year in 2020-2021. Due to the COVID-19 pandemic, we were required by State mandate to start the year through our virtual, e-Learning program. Although it was not our preferred way to start the school year, we were grateful to see our students laugh, connect, and interact albeit in a Zoom environment. We were so excited to see our students' smiles when we were cleared to return to campus in mid-September. Yet, we continued to make the most of technology, hosting our annual Back to School Family Social, our annual Parents' Night of Classes, our Student-Led Parent Conferences, our annual Open House, and Café Nights via Zoom. Recognizing that some families had extenuating circumstances that made them uncomfortable returning to campus until a COVID-19 vaccine was readily available, approximately 20% of our student body continued to log-into their classes by Zoom for the school year—requiring our teachers to conduct lessons to on-campus and at-home learners concurrently. Whether on or off campus, we are continuing to redefine what an independent school looks and feels like by living our purpose every day: to teach and encourage students to become resourceful, intellectually curious, intrinsically motivated, self-advocating, and accountable in a college preparatory environment.

Thanks to the tireless efforts of our Return to Campus Task Force and generous financial donations by parents, we were able to conduct routine on-campus COVID-19 testing for all faculty, staff, and students. Over the course of the 2020-2021 school year, The Grauer School conducted over 700 COVID-19 tests through two different PCR test providers: Centogene and UCSD's EXCITE Lab. Thanks to the tremendous COVID-19 mitigation support measures taken by our Grauer community, our overall testing positivity rate for our on-campus testing efforts was 0.28%. This allowed The Grauer School to continue to engage in on-campus learning, five-days per week, for the duration of the 2020-2021 school year, including hosting two week-long expedition cycles.

Our balanced, holistic program is working. Ninety-two percent of the members of our Class of 2021 were accepted into one of their top two colleges or universities; collectively, our 28 seniors were awarded over \$5 million in merit-based scholarship awards. Most important to our mission, our students are happy. According to our annual Survey of School Quality, 98% of our students stated that they liked The Grauer School and 100% our students stated that their teachers really cared about them (compared to 48% of students nationally). Additionally, 98% of our parents believe that teachers respect their students as individuals.

Although The Grauer School is small by design, we offered over 160 different classes, 15 extracurricular clubs, and 76 unique Expedition intensive offerings for approximately 170 students—even during a pandemic. We added two new elective classes for students: Neuroscience and Yoga PE. This year's all school theme was Activism and students were involved through expeditions, projects, guest speakers, cross-curricular collaborations, and art contests.

In addition to logging thousands of hours of community service and traveling with our Expeditions programs, our students and faculty amassed numerous awards this year. Some of these awards include:

- **Case C.** and **Reya L.** ('21) were elected by an all-school vote to serve as our High School ASB's co-Presidents for the school year.
- **Rachel W.** ('21) was selected as a National Merit Finalist.
- For the 15th straight year, The Grauer School purchased and mailed holiday gifts for over 100 children served by Conner's Cause, an organization that provides critical financial assistance for families struggling to cover the out-of-pocket costs of caring for a child with a life-threatening illness or injury.

- Our high school Theater Department, under the direction of **Erin Langen**, filmed two different cast performances of the production, *Clue*.
- **Jason W.** and **Gabriel S.** ('21) and their "Answer for Cancer" fundraising team raised over \$120,000 in 2021 for the Leukemia and Lymphoma Society. They were awarded the Leukemia and Lymphoma Society's prestigious Student of the Year Award for their work.
- **Erin W.** ('25) represented The Grauer School at the San Diego Union-Tribune Countywide Spelling Bee.
- Our **Shockwave Robotics Team**, under coaches **Morgan Brown**, **Liam Murphy**, and **Daren Gardner**, won the FTC Control Award for "demonstrating innovative thinking to solve game challenges."
- Although it was a much shorter season than they had hoped, our three volleyball seniors: **Reya L.**, **Madison R.**, and **Abby W.** were recognized for their outstanding contributions to the CIF-sanctioned Grauer/Horizon Prep team over the past four years during senior night.
- Our Girl Rising Club raised over \$5,500 to fund more than two years of tuition for deserving students at Daraja Academy, an all-girls school in Kenya.
- **John John G.** ('26) led our chicken coop renovation efforts as part of his Eagle Scout project.
- **Isabella F.** ('22) and **Ivy H.** ('22) signed NCAA letters of intent to continue to compete in their respective sports at the collegiate level. Isabella will play tennis at Eastern Washington University and Ivy will play basketball for Kenyon College.
- **Lourdes F.** ('22) was honored by Casa de Amistad as their April Volunteer of the Month.
- **Jaden C.** ('22) and **Chase C.** ('24) were both named to USA Fencing's First All-Academic Team. Jaden also holds the distinction of being one of only three fencing high school students from California on the Cadet World Team to also be on the First Academic Team.
- The Grauer School Resourcefulness Award, the school's highest honor~ **Amber A.** and **Jason W.** ('21)
- The Grauer School Trustees' Award for Humanitarian Service~ **Mia Ba.** ('21)
- The Grauer School Leadership Award~ **Reya L.** ('21)
- The Sally Grauer Kindness Award~ **Erik H.** ('21)
- DAR 8th Grade Good Citizenship Award~ **Samara D.** ('25)
- DAR 11th Grade Good Citizenship Award~ **Lourdes F.** ('22)
- Encinitas Chamber of Commerce Student of the Year~ **Brandon D.** ('25)
- Encinitas Chamber of Commerce Teacher of the Year~ **Shelley Boniwell**

Congratulations to the Class of 2021 for graduating with distinction in:

Jake A.~ The Arts and Humanities
 Amber A.~ Liberal Arts and Athletics
 Mia Ba.~ Leadership and The Arts
 Josie B.~ Intellectual Curiosity and Global Studies
 Mia Br.~ Music: Songwriting
 Lisa (Jianing) C.~ Global and Humanitarian Studies
 Amanda C.~ Ecological Studies
 Case C.~ Music, STEM, and Athletics
 Nicole E.~ The Arts
 Isabella F.~ Expeditionary Learning and Athletics
 Ella G.~ Liberal Arts
 Erik H.~ STEM: Engineering
 Ivy H.~ Athletics and Humanities
 Ava I.~ STEM

Reya L.~ Leadership and The Arts
 Nadia L.~ The Arts: Theater
 Kevin M.~ Athletics
 Sara M.~ The Arts
 Thalia M.~ STEM and The Arts
 Jake P.~ The Arts: Photography
 Chloe R.~ Liberal Arts
 Madison R.~ Expeditionary Learning and Athletics
 Gabriel S.~ Expeditionary Learning and Athletics
 Selah S.~ Liberal Arts
 Abigail W.~ Athletics and Expeditionary Learning
 Grace W.~ The Arts: Photography
 Rachel W.~ The Arts
 Jason W.~ STEAM

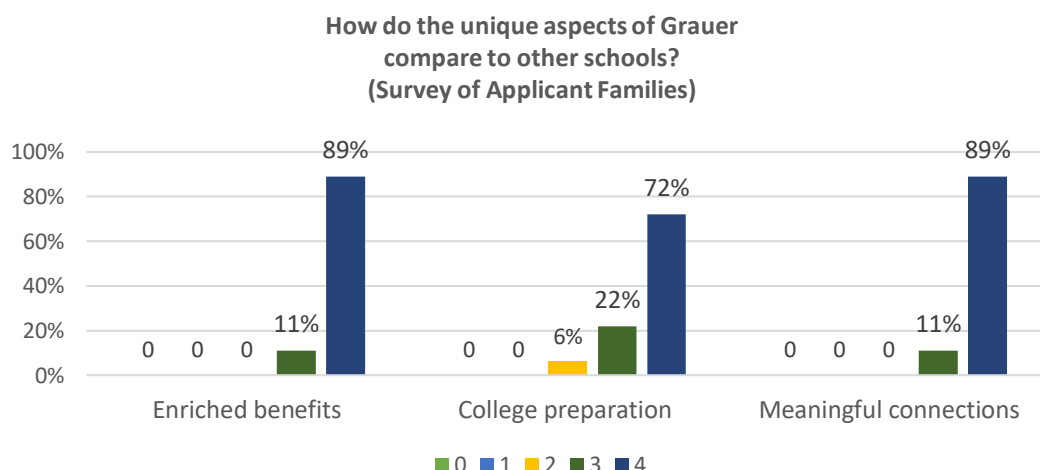
Admissions Report

Olivia Kleinrath & Tricia Valeski

Fostering Joy and Independence in Education during the Pandemic

“Grauer fosters independent spirits, allowing each child to follow their own path. We have a child who is interested in a great many things. We are hoping Grauer is able to help guide him in deciding what bring him success and joy in life.”
– 7th grade applicant parent

At The Grauer School, we know that fostering joy and connections among teachers, peers, and our community is the best way to educate and engage our students both emotionally and academically. This year was particularly challenging as we tried to convey this mission throughout an unprecedented, global pandemic. In the Admissions office, we pivoted to a virtual Open House in the fall and seven virtual Discover Grauer tours throughout the winter and spring. During the Open House and each Discover Grauer event, families had an opportunity to hear from Dana Abplanalp-Diggs, our Principal, and Dr. Stuart Grauer, our Founder and Head of School, as well as some of our amazing faculty. They also participated in a virtual tour of our campus which highlighted several of our high school student ambassadors. Each session ended with a question-and-answer period with our admissions team. Once we were allowed to have visitors on campus, we hosted personal “flash tours” for 7th grade applicants and their families. We learned from feedback after these events that, although the format was shortened, we were able to still communicate the unique vision and personality of our school. What really resonated with families was the sincerity, enthusiasm and commitment coming from Grauer students, teachers, and parents. Families felt that the experiences were well-organized and executed, and they came away feeling like they really understand Grauer and its holistic approach.



This year, we entered our fourth year of our **Early Admissions** program. This program continues to be successful: 44% of our new students (and 57% of our seventh graders) were enrolled through early admissions. Overall, after receiving a record-high 281 inquiries, we accepted 54 of 121 complete applicants, putting our acceptance rate at 44%. Of those accepted, 83% decided to enroll (45 new students). Our low acceptance rate and high yield are strong evidence of our growing competitiveness in the market and to the value of our unique program.

	2018/19			2019/20			2020/21
	CAIS	NAIS	Grauer	CAIS	NAIS	Grauer	Grauer
Applications Rate (Completed/Inquiries)	61%	50%	36%	52%	50%	34%	43%
Acceptance Rate (Accepted/Completed)	54%	69%	71%	58%	71%	63%	44%
Yield	71%	66%	72%	70%	65%	67%	83%

Marketing & Outreach Report

Olivia Kleinrath

The Grauer School's Marketing Team continues to promote, highlight, and advance the school's programs, events, and achievements through a multitude of marketing strategies. The marketing team coordinates a cohesive and comprehensive message and brand through print, radio, social media, website design and content, merchandise, community outreach efforts and email campaigns. Additional print messaging and exposure to the general public are initiated by either the school's submissions of press releases or general press coverage. Every year we report on marketing, reflecting our efforts to increase our brand recognition and including longitudinal data so we can track our progress.

I. Admissions Inquiries

Admissions inquiries have increased by 32% over the past 4 years. The school's acceptance rate for the 2021-22 school year was 44%. Of those accepted, 83% decided to enroll. The low acceptance rate and high yield are strong evidence of the school's growing competitiveness in the market and the value of its unique program.

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Inquiries	220	214	260	323	275	281
Completed Applications	86	76	92	92	103	121

II. Google Analytics

The Grauer School's website traffic increased more than 60% from 2017 to 2020. The website's traffic remained relatively the same in the 2020-2021 school year, which is impressive considering that interest from prospective families remained high even during the pandemic year.

III. Dr. Grauer's Column

Dr. Grauer's weekly column increased from 1333 subscribers last year to 1,612 subscribers this year, with around 415 readers (320 last year) spending an average of around 10 minutes reading the column (increased from 5½ last year) which equals approximately 4,150 minutes each week (2,000 last year) of readership time.

IV. Press Releases

We have maintained our retainer with local writer Joe Tash and continue to use him to produce press releases. Press has featured key topics including Grauer Visual and Performing arts, Grauer Great Conversation Speaker Series, the use of outdoor classrooms, and expeditionary education.

V. Facebook Statistics Over A 5-Year Period

Facebook Statistics	June 2016	October 2017	March 2018	October 2020	September 2021
Page Followers	718 people	862 people	900 people	1,007 people	1,144 people
Page Likes	762 people	910 people	941 people	1,019 people	1,026 people
Organic Reach (not paid with an Ad)	115 people on typical post	150 people on typical post	150-200 people on typical posts with news and photos	170-350 people on typical posts with news and photos	100-200 people on typical posts with news and photos (after Facebook algorithm change)

Research & Evaluation Department Report

Tricia Valeski, Ph.D.

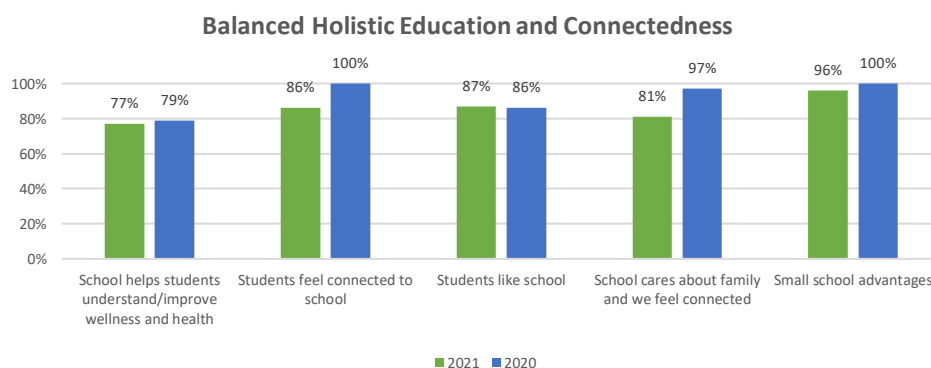
Measuring mission was more important than ever this year. Much of our research at The Grauer School focused on the physical and emotional safety and well-being of our entire community including parents, students, and faculty. In addition, every year we strive to create a safe space for teenagers to come of age, develop their voice, and discover who they want to be. A key way we determine whether we are taking care of our community and living up to our mission and annual goals is through surveying. Thus, we administered two parent surveys, three student surveys and two faculty surveys, in addition to substantial board of trustee surveying on developing a shared governance culture.

Parent Surveys

In October 2020, we asked our parents to let us know how their families were doing, how they had been impacted by COVID-19, and their feelings about remote learning and having their children return to school. 97% of Grauer parents surveyed felt that virtual classes went well for their students, and 87% felt that their children were safe at school and had an adult that they could talk to. The majority of Grauer families (79%) wanted their children to spend more time learning in person. We are thrilled to report that 85% of Grauer students received full in-person instruction during the 2020-2021 academic year.

In addition, every spring we administer a Parent Survey to measure parent perceptions of the quality of the school, the fit of the school for their child, and whether we are helping our students develop the core values that are the essence of our mission. Overall, Grauer parents are extremely supportive and positive about the school's programs. There was, not surprisingly, a bit of a decline in parents' perceptions of expeditionary learning and connectedness in this, pandemic year which divided us with masks, remote learning, travel restrictions, distancing, etc. What is interesting, however, and also very encouraging, is that parents reported higher levels of resourcefulness, intrinsic motivation, accountability, advocacy and independence. For example, 91% of Grauer parents feel their students are learning to take responsibility for their own learning; 94% feel their children are developing resourcefulness; and 88% report that their students are encouraged to speak out for what they believe in. The development of these core values is not only the specific stated purpose of our school, but they are critical for our students' resilience and well-being during this difficult time of pandemic and will serve them well throughout their lives. In this challenging year, our school focused heavily upon these values, and related values such as resiliency, and parents noticed.

- **Balanced Holistic Education and Connectedness:** Balanced Holistic Education and Connectedness in "the year of COVID": 86% of Grauer parents feel their children are connected to the school; 87% of them feel that their children like school; 96% of parents feel they understand the benefits and advantages of the small school.



- **Expeditionary Learning:** 92% of Grauer parents feel the school encourages students to become involved in the community/outside world; and 87% of them feel that expeditions help children learn by discovery.

- **Compassion:** 94% of Grauer parents feel that the school cares about their children, and 79% of them feel that their students are learning to be compassionate at school.
- **Resourcefulness:** 94% of Grauer parents feel that their children are learning to be resourceful.
- **Intellectual Curiosity:** 83% of Grauer parents feel that their children are becoming intellectually curious; and 89% of them feel their students benefit from the mastery learning policy.
- **Perseverance:** 85% of Grauer parents feel their students can keep working when school becomes challenging; and 86% of them feel their students have the energy to reach their goals.
- **Self-Advocacy:** 91% of Grauer parents feel their students take responsibility for their outcomes; and 88% feel that their students speak up for what they believe in.
- **Accountability:** 83% of Grauer parents feel that Grauer programs help students take control of their own learning; and 82% feel that the school helps their students be responsible.
- **College Preparation:** 85% of Grauer parents feel the school is preparing their children for college; and 91% feel that mastery learning and self-reflection are contributing to college preparedness.
- **Areas for Growth:** Only 79% of our parents feel that their children are developing intrinsic motivation and stand up for what they believe in. 51% of our parents feel their children get distracted when they are working on completing a project, and 77% feel that our programs are helping students take control of their learning.

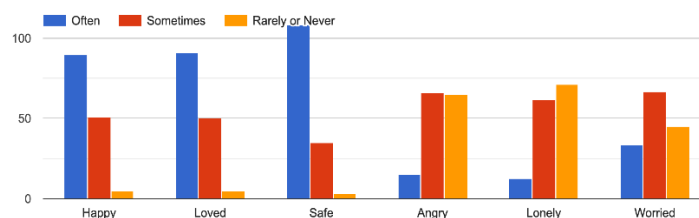
Recommendations: When we return to a more “normal” Grauer school experience, it will be important to re-engage our Grauer parents with our community. As we come back together on campus, teachers can focus on developing compassion in their students, and reconnecting with them physically and emotionally, through office hours, in-person meetings and spontaneously around school.

Student Surveys

Every year, we survey our students to see how they are doing and to determine whether we are living up to our school’s philosophy and mission. This year, we have been particularly focused on the mental and physical well-being of our students as well as other members of the Grauer community. A recent study from Yale University tells us that, in the United States, 75% of high school students’ feelings about school are negative. And, as many as 40-60 percent of high school students feel disconnected from school. When students were asked how they were feeling, “the most common emotion they reported was tired (58%). When asked to rate their emotions, U.S. students report feeling stressed (79.83%) and bored (69.51%) the most.’ Not so at Grauer, where findings are far more positive.

Student Check-In Surveys: In a survey of independent schools in the US, 98% of teachers reported that their students were stressed, anxious or worried, less than half of them felt their students could do their work to the best of their ability, and less than one third of them reported that students had the support they need. When we checked in with our students at Grauer, both our at-home and in-person learners reported feeling happy, loved and safe. This huge benefit in mental and physical wellness is all attributable to our dedicated faculty.

4. During the past week, how often did you feel?



Panorama Student Survey: Preliminary results of the Panorama Student Survey of Social Emotional Learning indicate that students at Grauer fared far better than their peers in all areas we measured: in particular, student perceptions of rigorous expectations, school climate and safety, sense of belonging, and teacher-student relationships all fell in the 99th percentile when compared to other high school students nationwide. [1]

While these results are extraordinary, there is still room for growth, specifically with regards to student engagement and student perceptions of the value of school post-pandemic. Although results fell in the 70th percentile for engagement, only 41% of Grauer students responded favorably to this scale. Similarly, only 59% of Grauer students responded favorably to whether they see the value of school, even though this result fell in the 90th percentile nationwide. Perhaps most importantly, even though students’ sense of belonging fell in the 99th percentile among high schoolers nationwide, only 67% of Grauer students responded favorably to this scale. Years from now, the profound and stunning proportions of this global pandemic will be reflected in these findings.

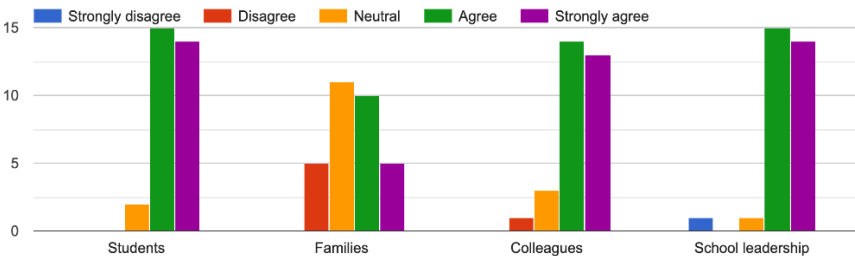
Teacher Evaluation Survey: Student evaluations of teachers demonstrate that our teachers continued to develop meaningful connections with them and create a classroom culture of teamwork and collaboration. This has been achieved without sacrificing students’ perceptions of academic challenge, or their views of teachers as role models and masters of content. These results are impressive and perhaps even surprising in light of the challenges of teaching this year during the pandemic.

Overall Averages (Scale 0-4)	2016/17	2017/18	2019/2020	2020/21
This teacher knows my needs and really understands me.	3.21	3.22	3.33	3.45
During class we all feel like we are together on a team.	3.21	3.19	3.36	3.48
This teacher is a master of subject & academic content.	3.71	3.65	3.74	3.78
I feel challenged by this teacher/class/subject.	3.36	3.27	3.17	3.28
I admire this teacher. He/she is a great role model.	3.36	3.33	3.49	3.51

Teacher Surveys: An Extraordinary Focus on Connection and Leadership

Equally important as our students and families, is the well-being of our teachers, who have also demonstrated resilience in the face of great challenge and adversity this year. According to NAIS, only 28% of independent school teachers nationwide got support from their teacher colleagues, and only 21% got support from the school administration. When we checked in with our teachers at Grauer, 87% of them reported feeling connected to their colleagues, and 94% of them feel connected to the leadership at the school. Our teachers have also remained connected to our students. Not one teacher reported being disconnected from their students.

3. Connection: To what degree do you agree or disagree with the following statement with respect to the following members of your community: I hav... connection with this group during the pandemic.



Panorama Teacher Surveys: Grauer Teachers in 99th Percentile

In 2020, NAIS surveyed teachers and students and found four central themes in schools that were doing the best in terms of faculty mental health. These schools all fostered a strong sense of community, communicated clearly and consistently, prioritized mental health, and frequently sought and addressed feedback. [2] When we surveyed our own faculty, their responses reflect each of these same themes and more. In fact, when compared with a nationwide sample, **our faculty scored in the 99th percentile in all surveyed areas on the Panorama Survey** [3], including school climate, staff/leadership relationships, teaching efficacy, school leadership, and professional learning. These results indicate that at Grauer we are fostering a community of communication, collaboration, trust, and support, among students and teachers, as well as the school's leadership. For example, 100% of Grauer teachers feel that students are supportive of one another and help each other without being prompted. **100% of teachers feel that there is mutual trust, communication and care among teachers and school leaders.** An area for study would be in communication between faculty and the leadership team, in terms of inviting more teachers into decision-making, visiting classrooms more, and providing teachers with as much feedback as they want.

[1] [Yale Study: Vast Majority of High Schoolers Unhappy at School](#), February 10, 2020.

[2] [Resilient Schools: Survey Reveals Insights from Students and Faculty Amid COVID-19](#), NAIS, Fall 2020.

[3] The Panorama Surveys were developed by researchers at the Harvard Graduate School of Education. Visit panoramaed.com for more information.

Professional Development Program Report

Alicia Tembi

“Thank you for doing the impossible to keep our students both engaged and safe. We are grateful for everything you do in these unprecedented, difficult times. You’ve been such role models in showing our students how to adapt and be resilient, compassionate human beings in a challenging situation. Please know how much we appreciate your work.”

– Grauer Parent, January 2021

Introduction

“Our students mean the world to us.” – The Grauer School Faculty Motto

The Grauer School faculty puts students first, which means the decisions made at the whole-school level as well as the classroom level put the needs of students ahead of the needs of the adults, whether this is during a pandemic or not. This attracts a particular type of teacher; one that deeply values the sacred student-teacher relationship. Teachers at Grauer appreciate and nurture the uniqueness of each student. The same is true of their fellow teachers; they are respected and appreciated for their individual passions and talents and are not expected to conform to a one-size fits all style of teaching or professional development--though we also have targeted mission-driven faculty workshops and whole school initiatives, year-round.

The Professional Development program at The Grauer School plays an integral role in ensuring that teachers are supported professionally, mentally, spiritually, and physically. The Professional Development program played an integral role in preparing our teachers to address the needs of our students and community during the COVID-19 pandemic. And yet, teachers were pursuing passions and various aspects of educational methodology unrelated to COVID-19 preparation to further enrich the teaching and learning at Grauer. There are several key structures that make up the Professional Development Program at Grauer. These include:

1. **The Leadership Team:** The Leadership Team works in conjunction with the Professional Development Team to ensure opportunities are on mission and support the strategic vision of the school. Administrators (Head of School and Principal) meet with teachers mid-year and at the end of the year to determine annual goals and track progress.
2. **The Safe Campus Response Team:** This team was created specifically to address the pandemic and ensure that students and teachers could attend school on campus safely during the 2020-21 school year. The team consisted of parents who were also medical professionals, the Head of School, the Principal, Trustees, members of the Leadership Team, teachers and parents. Members of this team led panels for teachers, helped create and update the Grauer “Roadmap to Reopening” and stayed abreast of current medical research as well as local, state and national guidelines regarding COVID-19 and best practices for schools. The Grauer School successfully remained open for the majority of the school year and did not have a single outbreak of COVID-19. This team and the dedicated teachers at Grauer allowed students to continue to develop connections with their school community, pursue passions and learn in person, while most of the county and state’s schools were relegated to online learning.
3. **All-Faculty Workshops and Faculty Meetings:** All of our faculty attend in-depth workshops several days a year where we work together on annual school goals, elevating the school’s mission, and discussing new techniques to enhance classroom teaching and curriculum. We also meet weekly at faculty meetings to share news and prepare for upcoming events on campus.
4. **Head of School Direction:** The Head of School hosts short, whole-faculty “philosophy to action” conversations at the start of weekly faculty meetings and more at in-depth workshop days.
5. **Department Teams:** Teachers engage in meaningful professional development at the departmental level to achieve departmental goals and enhance the teaching and learning at Grauer. Department Teams support the school-wide annual focus and key areas for growth as identified by data.
6. **External Resources:** Teachers are able to apply for professional development grants to further their practice in an area of interest to them. Grants could be for educational conferences, summer workshops, certifications in areas like yoga or mindfulness as well as pursuing advanced degrees.

Professional Development Data

Budget and Grants:

- The 2020-2021 budget for Professional Development Grants: **\$4,780.00**
- During the 2020-21 school year, **8 Grauer faculty members out of 30** applied for one or more professional development grants.

Teacher Ratings of Professional Development Opportunities:

- During the 2018-2019 school year, **78% of TGS faculty members reported having satisfactory opportunities for professional development**, putting us around the **99th percentile** as compared to other schools.
- During the 2017-2018 school year, **70% of TGS faculty members reported having satisfactory opportunities for professional development**.
- In 2015, the TNTP (The New Teacher Project) survey found **less than 50% of teachers are satisfied with their professional development opportunities**.

Student Ratings of Teaching Skills: Teacher growth and development in key areas

	2017/2018	2019/2020	2020/2021
This teacher is a master of this subject and academic content.	3.42	3.74	3.78
This teacher really helps me get my thinking clear and organized.	3.21	3.30	3.47
I admire this teacher. He/she is a great role model.	3.42	3.49	3.56

Student Quality Survey, 2018, 2020, and 2021

Expeditionary Learning Center Report

Patricia Young

Completely Reimagining Expeditions in an Extraordinary Year

The Grauer School was founded on a one-of-a-kind Expeditionary Learning program known for how it creates opportunities for students and staff alike to live by the school's motto to "Learn by Discovery™." With 14% of class of 2021 seniors choosing to graduate with Expeditionary Learning as an area of distinction, it is evident that this program is continuing to make its life-changing mark on the hearts of our students.

With the school year starting off with entirely remote instruction and shifting to synchronous instruction of both live and remote learners, The Grauer School's three primary forms of Expeditionary Learning Experiences needed to be reimagined. While class outings and field trips were generally put on hold in accordance with social distancing requirements, the school proved itself flexible and innovative. Below you will find a list of highlights for how these shifts were made. Our families appreciated our efforts and recognized their uniqueness and the work it all took:

"The single best day since the quarantine began! You guys are just the best!"

"...great Expedition Week, we loooooove Grauer!"

"A remarkable week made possible by a remarkable staff!"

Expeditions

The US Travel Industry noted that travel spending dropped a staggering 70% during the pandemic. In the fall, the expeditions program strove to find safe and creative offerings that would allow for cultivating the togetherness that students were deeply craving while being supportive of the varied comfort levels of all stakeholders in our school community. In the place of weeklong trips, the school offered three types of daily a.m. (morning) and p.m. (afternoon) workshops: on-campus, destination meet-up, and remote/Zoom. After submitting their preferences, students were hand-scheduled for five of the over eighty sessions being run. Because families were requesting greater open space, fewer p.m. workshops were offered than their a.m. counterparts but students were invited to opt-in to the programs at their discretion.

By the arrival of our spring expedition cycle, a similar format to the fall was offered for our students with the addition of two weeklong trips, two overnight trips, an increase in destination meet-ups and a decrease in remote offerings. Some highlights from our year's expedition program offerings include the following:

Campus Workshops

Animation Boot Camp, Bob Ross Paint-Along, Boba Life, Chair Building, College Prep, Cooking Mexican Food, Steamed Buns and Spanish Cuisine, Creative Writing, Drumming, Dungeons & Dragons, History of Comic Books, Magic: The Gathering Soccer, Random Acts of Kindness, Roller Derby Skating, Scarecrow Building, Turtle Topiary Building, Stargazing, Video Games

Destination Meet-Up Workshops

Beach Sports, Bike & Swim Around Mission Bay, Carlsbad Beach Day, Dog Beach with Family Dogs, Cuyamaca Sunset Hike, Fishing: Catch, Clean & Cook, Geology Hikes at San Onofre and Torrey Pines, Gonzales Canyon Hike, Kayaking, Mindfulness Hiking & Meditation, Mini-Golf, Padres Game, Old Town San Diego Explorations, Potato Chip Rock Hike, San Diego Safari Park and Zoo, Songwriting by the Beach, Stand-Up Paddle Boarding, Urban Photography, 1st Annual 12K, 100 Wave Fundraiser

Remote Workshops

Animation, “Chopped: At Home” Cooking, Blender Bootcamp, Dungeons & Dragons, Google Earth, Kung Fu Self Defense, Random Acts of Kindness, Sea of Thieves, Virtual Travel

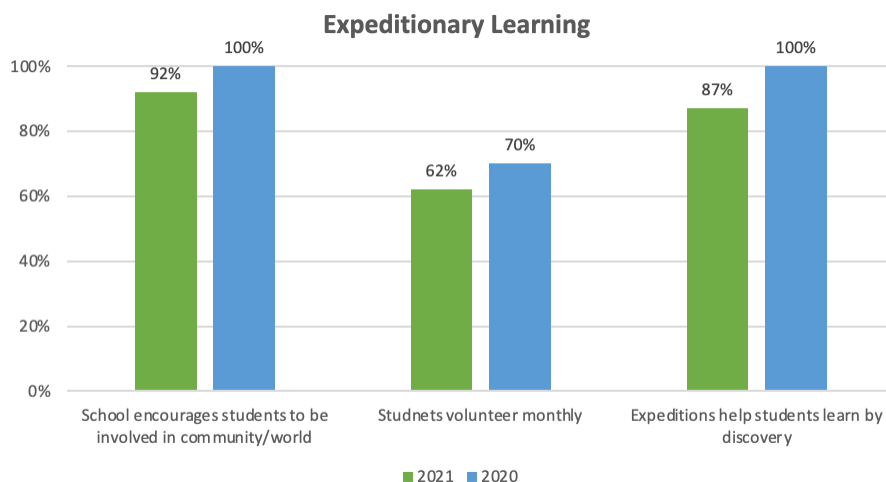
Middle School Experiential Learning

In an effort to give the opportunity for both enrichment and/or open space, the Middle School Experiential Learning Program was shifted to optional activities that were offered each week. Examples of some of our offerings are as follows:

- Artistic Expression: felted soap, pancake art, sand mandalas
- Mindfulness: creative writing experiments, mindfulness in nature
- Movement: archery, basketball, flag football, kung fu, roller skating, yoga
- Strategy: Dungeons and Dragons, Catan

Expeditionary Learning In A Pandemic Year

There was, not surprisingly, a bit of a decline in parents’ perceptions of expeditionary learning and connectedness in this pandemic year which divided us with masks, remote learning, travel restrictions, distancing, etc.



Even in the face of a pandemic, the Expeditionary Learning program focused its emphasis on connections: between and among students and teachers, with the wonders of the world around us, and with our inner humanity. Through these connections, we can build relationships and actively manifest the school’s core values.

I would like to express gratitude to Patricia for fighting to keep our Expeditions program going through a mountain of uncertainty - it's really incredible (I think) that even with all of the tasks of virtual learning and preparing for a return to campus, we can still continue to offer these experiences to students. – Dr. Peter Mannisto, Grauer Math Teacher

Counseling Program Report

Shelley Boniwell

Balance and Joy

“When I came to Grauer in eighth grade, I was escaping a public school system that knew me as a number, not a name, and not even as a person. The Grauer School introduced me to the wide scope of the liberal arts education. I learned to push myself out of my comfort zone and try things that I never would have had the chance to try.” - S.S. Graduating Class of 2021

The Grauer School Counseling Program assists students in achieving a balanced, joyful school experience as they prepare for a values-driven future. We believe this balance leads to successful post-secondary education and meaningful career development. We encourage our students as they develop the core-values that are our mission, mentoring relationships, and tools necessary for them to identify and achieve their goals for a purposeful life.

The Counseling Office is a safe, comforting and familiar space for students across all grade levels. This is evident in the results from the student survey this year, in which the vast majority of the students surveyed indicated that “this counselor knows my needs and really understands me” and “this counselor really helps me get my thinking clear and organized”. Schoolwide, students rated the question, **“This counselor knows my needs and really understands me” at 3.83 out of 4.**

Students utilize the office space for a variety of reasons including when they need support and are feeling overwhelmed, when they’re anxious, sad, happy, need a hug, want to leave gratitude, or need someone to listen and want to be heard.

It also continues to be a hub for post-secondary planning, be it college counseling, gap year planning or making plans to pursue interests and career paths. In the Grauer Senior Graduation Survey students commented:

“(the counseling office) Gave me a place to talk about any worries”

“(the counselor) was also extremely helpful with all my questions and concerns”

“(the counselor) was so kind, patient, and helpful every step of the way. Although I got very stressed at times, I never lost myself in the process and felt out of hope because I knew there would always be someone to help me through it and talk it out. The one-on-one attention made it easier to get my questions answered and find resolutions.”

26 of our 28 graduating seniors from the class of 2021 will be attending a 4-year college or university, and 2 will be attending Community College. Of the students who applied to a 4-year college or university in the fall from our 2021 graduating class:

- 77% were admitted to their 1st choice school (vs. 73% national average)
- 85% were admitted to their top 1 or 2 choice school, and
- **96% were admitted to one of their top 3 (vs. 94.8% national average).**

(Reference: <https://www.heri.ucla.edu/monographs/TheAmericanFreshman2019-Expanded.pdf>)

The class of 2021 earned \$5 million in merit scholarship offers. Of those applying to 4-year college or university, **86% received some amount of merit-based scholarship compared to 55.9% nationally.**

International Center Report

Jillian Bourdon

Rebuilding as the World Opens Up Again

The 2020-2021 school year did not include much international travel or many international students on the Grauer School campus because the global pandemic made it impossible to intake any new international students, and international travel was at a standstill. Yet, largely through emerging technologies, our program still made an effort to reach across borders, preparing our students for global citizenship. Grauer students continued to do what Grauer students do best: engage in compassionate conversations.

One example of this cross-cultural collaboration involved French teacher Frida LeBreton's French 1 class, who reached out to Grauer's sister school in Annecy, France (near the French Alps). The class, along with Dr. Grauer, has been in contact with the Director of the French International School of Annecy, Mr. Christian Jarlov (École Bilingue Internationale de Haute-Savoie), exchanging short videos and developing relationships. The exchange culminated with a video conference lasting about 45 minutes, in which students asked each other questions about school, hobbies, sports, and living life in general during a pandemic. A Grauer expedition to France is in the planning stages.

Another example involved teacher Paul-Michael Ogburn's Global Insights class, where our 7th graders engaged in cross-cultural exchanges with fellow middle schoolers in Taipei, Taiwan. Grauer students connected with 6th grade students in Susan Tang's English class at Rixin School from their respective cities. The experience culminated in a live Google Hangout session. Grauer students were anonymously surveyed about their experiences with their classmates in Taiwan, and 100% enjoyed their experience and recommended that the program continue.

Regarding our own international student population, Lisa C. '21 from China graduated from The Grauer School this year, and her siblings Silvia C. '22, Sophia C. '22, and Tommy C. '22 will continue to carry on the Grauer family legacy. As we anticipate that the next school year will see a resurgence of international travel, we look forward to welcoming two new international students, Gaia R. '22 from Italy and Alyssa R. '23 from Germany, onto our Grauer campus.

Through our continued cultural exchanges and efforts towards maintaining/expanding our international student population, the Grauer community continues to put an emphasis on cross-cultural connection and diversity of understanding. There are many ways to be in the world, and through each connection made and every conversation had, our students' capacity to develop our core values through open-mindedness, curiosity, and tolerance becomes greater and our community stronger for it.

Humanitarian Service Center Report

Jessi Brown

"You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make." - Jane Goodall

Service During A Pandemic

Not everyone can be on the frontlines during times of crisis. Although not in the limelight, the unsung heroes on the homefront are just as essential for successfully battling a war, whether the enemy be a foreign nation or a novel virus. Our students were certainly homefront heroes this year in innumerable ways. Acutely aware of all the added stresses students were facing, we decided that the best way to model compassion was to take pressure off in terms of the service requirement. We ran messages in the weekly newsletters and core values groups emphasizing the importance of caring for oneself and loved ones above all during this challenging time. We reminded students and their families that doing community service was important, but we acknowledged that it just wasn't feasible for everyone this school year due to familial commitments, concern over the spread of the virus, and/or the sheer lack of opportunities being offered. We were also cognizant that students were possibly serving their communities more than ever by helping out family, peers, and neighbors simply out of the goodness of their hearts and not for the sake of logging hours.

Despite all the challenges, Grauer students managed to log 1,405 hours this year. Here are some of the causes to which they gave their time:

- **Civic Causes:** Students logged one third of total service hours this year under the category of Civic & Community. Some examples include delivering lunches through churches, refurbishing computers at C2K (a non-profit organization providing equal access to technology to community members most in need), helping out at Hands On San Diego food pantry, cooking meals for the Oceanside Homeless Rescue, collecting and distributing books and toys to families in need through Conner's Cause, the CRC, JCC, San Diego Youth Services, Six Roses Press, the Juvenile Court Book Club, and the YMCA.
- **Helping Children:** Service hours dedicated to helping children and youth which typically make up at least 30% of our hours (and a high of 43% last year) were down to 15% this year. Although students were still able to tutor their peers on campus and some did online tutoring through Casa de Amistad, the Study Buddy program (a decades-long Grauer community partner) was unavailable. Also, most camps didn't run again until Spring and it appears that no Grauer students opted to be camp counselors with organizations that are normally really popular such as the YMCA and Helen Woodward. With help from the Parent Association, we were able to purchase fabric and make blankets for orphans through Children Helping Children International again this year. Additionally, some families donated food and other supplies to Miracle Babies.
- **Older Adults:** Last year, volunteering for causes that benefit the senior citizens went up by about 50 hours to 196 hours. This year, students managed to top even that with a whopping 210 hours accounting for around 15% of total hours. Students continued through Meals on Wheels and they also made wreaths for our neighbors at Somerford at an on-campus event. Brothers **Brandon D.** '24 and **Ethan D.** '22 created and performed virtual concerts that were played for residents in nursing homes through the North County String Ensemble.
- **The Environment:** Close to 8% of the service hours done this year (111) were on behalf of the environment. Once again, not having class field trips or service opportunities while away in nature on expedition impacted this number. Students did beach cleanups while on day trips for our modified expeditions and through the Ocean Conservancy. The latter launched an app called Clean Swell which helps students track global trash movement to keep beaches, waterways and the ocean trash-free. Students continued to use Zooniverse, which enabled them to participate in real research through online citizen science projects.
- **On Campus:** Even though most big events on campus were still virtual this year - thus eliminating the important volunteer role of student ambassadors - there was still a significant amount of volunteerism on Grauer grounds. The juniors once

again mentored 8th graders. We also offered various projects through our on-campus expedition days, and students helped in the garden, with virtual café nights, and with sports coaching. **Nick Scacco** and student lead **Sean F. '23** held a donation drive for COVID-19 patients In San Diego.

The Class of 2021

Seniors in the class of 2021 logged a total of 3,617 hours during their time at Grauer, serving 410 of those during the 2020-2021 school year. This bucked the trend in recent years of the senior class logging the fewest hours. The majority of this year's service hours were completed by just 3 seniors: Mia Bachrack, Rachel Weir and Jason Wexler. 16 seniors weren't able to log service hours this year due to the pandemic.

Even with the pandemic, the class of 2021 still did a considerable amount of service during their time at Grauer. Of the 27 students in the class, 19 of them logged at least 50 hours. 12 students volunteered between 50 and 100 hours, 3 between 101 and 200, and 4 students served over 200 each.

- **Rachel Weir** used her talents as a knitter and embroiderer to raise money for a variety of foundations, most notably the Marsha P. Johnson Institute whose mission is to protect the human rights of black transgender people.
- **Jason Wexler's** Answer for Cancer team raised over \$100,000 for the Leukemia and Lymphoma society. Encouraged to look at the cause through a lens of social justice, Jason and **Gabriel Selner** directed their awareness campaign and their fundraising toward myeloma this year, which is a form of blood cancer that predominantly affects people of color. Gabriel logged over 250 hours of service during his time at Grauer, not just with LLS, but also through summer service programs with Rustic Pathways.
- **Chloe Ratner** logged close to 200 hours mostly through volunteering as a camp counselor at Camp Simcha.
- **Kevin Matthews, Ava Irons, and Grace Ward** all logged around 100 hours each as well.
- **Mia Bachrack** was recognized by the Board of Trustees for her community service achievements. For many years, Mia raised our collective awareness about Type-1 diabetes by forming a team of Grauer advocates, and raising more and more money each year for the Juvenile Diabetes Research Foundation. She logged over 120 hours for JDRCF over the course of 5 years. Mia also cares a great deal about the environment and gave her time to a host of causes and organizations. In her senior year alone, she logged over 50 hours doing an internship with Future Frogmen, an initiative that works to improve ocean health by deepening the connection between people and nature.
- **Thalia Miracle** and **Ella Greiner** interned as sustainability analysts with an organization called VOIZ that, among other things, evaluates the impact products have on the environment across their life cycle. VOIZ is "where sustainability training, peer community and activism meet." This 8-week program was brought to our attention by alumni parents Diego and Yvonne Espinosa.
- Senior teachers **Christina Burress** and **Jessi Brown** refined the Senior Seminar project in concert with our faculty theme for the year: Advocacy and Activism. The goals of the cross-curricular project are: to learn how to advocate and become an activist for an important cause; to work in a small committee of peers toward a specific goal for an important cause; and to raise awareness within the Grauer community through various actions, especially encouraging and inspiring younger Grauer students to attend a club, participate in service, or become another voice for the cause. In the previous year, a similar initiative prompted a student to create an Activist Fair where the seniors set up tables in Meyer Hall to raise awareness and recruit allies for their causes. This year, students passed a proposal to create an Activism Showcase, "creating a forum for the Grauer Student Body to be able to create art pieces related to a current issue that is important to them." Submissions included drawings, paintings, photographs, creative writing pieces, original music, and even drama pieces. In their proposal, they wrote, "the main purpose of this showcase is to get people thinking about pressing social issues. Students are more than welcome to even explore a perspective that is contrary to their beliefs if they do not have a cause they are immediately invested in." This year's causes included such diverse topics as saving coral reefs, autism awareness, reproductive rights, LGBTQ student rights, and raising money for firefighters.

Looking Ahead

More than ever, we wanted to encourage students this year to pursue any extracurricular activities that brought them joy, got them outside, and/or gave them a sense of normalcy.

STEM Center Report

Morgan Brown

(with collaboration from STEM teachers)

STEM Center Purpose

The purpose of the STEM Center is to provide students with enriching experiences that support our mission and stimulate their interest in STEM fields while also ensuring they have the opportunity to learn the skills and background knowledge needed to excel in post-secondary endeavors and beyond. This goal directly supports our overall school mission.

STEM Offerings Summary

The STEM Center provides a multitude of offerings to enrich our students' lives, including extensive selections of core and elective academic classes as well as after school teams and clubs. Aside from a broad array of UC-approved science core and elective courses, students were able to participate in the following STEM clubs this year: Green Grauer, Math Club, Math Modeling, and FTC High School Robotics. STEM clubs that were not available this year due to the pandemic included Science Olympiad, FLL Middle School Robotics, and the Audio-Visual Team.

Quantitative and Qualitative STEM Center Achievements for 2020-2021

- 30% of our graduating seniors plan to go into STEM fields in each of the past four years, compared to 18% nationally
- 35% of honors sign-ups were for STEM classes in 2020-21;
 - Very slightly down from 37% in 2019-20
- 18% of Grauer students participated in STEM clubs or electives in 2020-2021
 - Slightly down compared to 21% in 2019-2020, but high considering over half of STEM clubs weren't able to meet due to the pandemic!
- Loewy STEM Grant awarded for 11 consecutive years, averaging \$10,000/year (in addition to their endowment funding)

Green Grauer

- We transitioned the Grauer Garden Coordinator role from **Jamie Burnett** to the team of **Stephanie Murphy** and **Kelle Rock** in November 2020. Stephanie and Kelle worked together to improve all areas of the garden and campus orchard. The Green Grauer team continues to beautify the campus and bring community gardening (and garden to kitchen harvesting) as a unifying activity for current and alumni parents in concert with our school mission.
- Rains at the end of last year caused mud washout on the edge of campus. Grauer parents **Dana Abraham** and **Jesse Giessow** collaborated and subsequently were awarded a grant through The California Native Plant Society. Around 600 square feet near the school entrance was rehabilitated with 10 different varieties of native plants.
- We added chickens to campus again this year. **John John G. '26** completed his Eagle Scout project to enhance the chicken coop and the surrounding area.
- We added efficient drip irrigation to the campus orchard to minimize runoff.
- The biology class did projects for Earth Day including beach and reef cleanups, an informational assembly presentation, and a student-run plastic wash station for recycling.
- It is our hope to get the composting program back running in full force next year.

FTC Robotics

- FIRST Tech Challenge this year was run with remote events. Our team surpassed its goals.
- The team was awarded with the "Control Award" from the judges.

High School Math Modeling

- Students were given a choice of two problems: (a) determine how to allocate scarce resources for wildlife conservation, and (b) create an algorithm for determining the optimal summer job for a high school graduate. For the first time, our school had three participating teams in this competition, fostering School core values of teamwork, perseverance, and intellectual curiosity.
- In the Society for Industrial and Applied Mathematics Mathematical Modeling Challenge, our students studied how to distribute high-speed wi-fi effectively to underprivileged populations in the United States.

STEM Center Impact on Students in 2020-2021

Student Quotes

- *"The STEM program at Grauer has allowed me to dip my toes into many different areas of STEM, giving me a good foundation of the basics of science that I can build my knowledge on later and the freedom to link different aspects of science and mathematics to what really drives me."* - Amanda C. '21, Graduating Senior
- *"The STEM program at Grauer has meant endless opportunities to pursue my passions in the STEM field. I have been inspired to not only go deeper into topics outside of school but to also continue my intellectual curiosity into my college years. The Grauer STEM program has given me both the teaching and the hands-on experience needed to succeed in STEM in the future."* - Erik H. '21, Graduating Senior
- *"Thank you for sponsoring our math team. I learned more than I would have thought possible. We even explored whether or not zero was a number. Especially during the pandemic, math team has been a blessing. Thank you again!"* - John John G. '26, 7th Grade Student

Recent Alumni Quotes

- *"The STEM program at Grauer challenged me in ways that encouraged my growth as a student and as a scientific thinker."* - Kate Matthews, Class of 2018
- *"The STEM program was my home at Grauer. ... Grauer not only provided me a solid foundation in STEM, but gave me many opportunities to grow and thrive."* -Pete Miller, Class of 2018
- *"The STEM program at Grauer was the spark that began my passion for STEM and computer science, and I am currently attending Rochester Institute of Technology, a STEM-focused university. I have felt thoroughly prepared ... making my university calculus and physics classes feel attainable."* -Nick Gardner, Class of 2018

The Value and Payoff of the STEM Center

30% of Grauer graduates pursue STEM-related degrees in college. All Grauer students exceeded state standards for math and science classes. STEM classes, electives and honors options help put our students who desire it on a path toward internships, college, and careers in STEM.

Commendations and Growth Areas for the STEM Center

We are incredibly proud of and commend our resourceful STEM teachers for providing multiple extracurricular opportunities, such as robotics and the math team, all in addition to providing outstanding classroom instruction while balancing on-campus and hybrid Zoom learning this year. We look forward to bringing back our full complement of STEM programs next year and re-engaging the students with more hands-on learning experiences through projects and labs. Additionally, with the rapidly increasing need for professionals with programming and strong computer skills, we task ourselves with expanding our middle school student offerings and engagement with computer programming and coding experiences.

Center for Athletics & Student Wellness Report

Trevor Olson

*"You miss 100% of the shots you don't take."
– Wayne Gretzky."*

During the 2020-2021 school year, COVID-19 changed the way we do business by greatly restricting the organized sports we were legally and safely allowed to offer. Despite these restrictions and guidelines, however, The Grauer School's Athletic Department advanced our School mission through offering accessible, fun and well-rounded sporting opportunities both on our campus as well as through our High School CIF-sanctioned partnership with Horizon Prep. We continued to strive for balance through physical fitness while never losing sight of the impact of COVID-19 on our student's mental and social health. We strongly believe that the sports and Physical Education classes we offered helped greatly with this balance by allowing opportunities for students to engage in healthy activities and sports while fostering social connections and life outside of the fear and isolation surrounding COVID-19.

Athletic Department Current Goals

- To provide accessible, fun and well-balanced sporting opportunities for both our MS and HS students
- To develop character and a love for movement first, and sports-related skills second
- To provide more competitive sporting opportunities through our CIF-Sanctioned partnership with Horizon Prep
- To integrate a love for the natural world, health and wellness into what we do

High School CIF Sports: Partnership with Horizon Prep Academy

The Grauer School student-athletes have full access to all High School CIF-sanctioned sports offered at Horizon Prep. Our partnership does not include the Middle School since both schools compete in different leagues. Our relationship with Horizon Prep continues to excel as both schools fully understand and appreciate the role each school plays in the overall success of the program. We remain grateful to have them and they remain grateful to have us. Due to the COVID-19 pandemic, we were forced to eliminate offering all CIF sporting opportunities until after the Holiday break in January 2021. Once we returned from break, both schools quickly and effectively started running sports all of which were run in accordance with all local and state guidelines. While CIF sports were not run the same as they were to past years, they still ran and approximately 20 of our High School Student Athletes not only participated but thrived. We are optimistic that sports will run in the Fall of 2021 with little to no COVID-19 restrictions and/or limitations.

Longitudinal Review of Individual Student Growth in Physical Education

Unfortunately, we were not able to gather pre-assessment data from our students in Physical Education this year due to the limitations and restrictions set by COVID-19. Next school year we have full intention of bringing back our use of Individual Fitness Plans (IPF's) so that we can record and keep track of our student's journey and growth in all of our Physical Education classes.

The Grauer School's Athletic Opportunities and Physical Education Classes for 2020/2021

Fall High School Sports Opportunities: Non-CIF Sports Played on The Grauer School Campus

Coed Volleyball, Multiple Clubs (Roller-Skate, Hockey, Soccer, Archery)

Physical Education Classes Offered During the 2020/2021 School Year

General Physical Education, Surf PE, Yoga PE, Tennis PE

Winter Sport Offerings: Non-CIF (Grauer School Only)

Coed Surf Team, Coed Archery Team, Boys and Girls Soccer

Fall Season CIF Sports Offered by Horizon Prep (Sports that Grauer Athletes Participated in)

Girls Volleyball

Spring Season CIF Sports Offered by Horizon Prep (Sports that Grauer Athletes Participated in)

Boys and Girls Basketball, Boys and Girls Golf, Boys and Girls Tennis

The Grauer School Athletic Offerings — Middle School

Due to COVID-19, our sports league (The Independent Middle School League "IMSL") did not offer sports. Because of this decision, very few sporting opportunities were offered to our Middle School students this year. The Grauer School has full intentions of offering more sports next school year and Trevor Olson remains optimistic that the IMSL will open up and share in the desire to offer sports to our student-athletes.

Coed Middle School Archery was the primary sport that was offered during the school year. It ran from January to May and had approximately 20 Middle School students committed to the program. It was fun, inclusive and engaging, and provided a huge mental relief as well as social opportunity for many students. The Grauer School's Athletic Department was very grateful to have been able to keep this program alive even during a global pandemic.

Typical Fall Sports Offerings for Middle School: Girls Volleyball, Coed Flag Football, Coed Cross-Country

Typical Winter Sports Offerings: Girls Soccer, Boys Basketball, Coed Archery

Typical Spring Sports Offerings: Boys Soccer, Boys Volleyball, Girls Basketball, Continued Coed Archery

Visual and Performing Arts Center Report

Isaac Langen

Reaching Larger Audiences

The Visual and Performing Arts Department found many new and innovative ways of displaying their work due to the pandemic, as well as advancing our core value of resourcefulness. Almost every aspect of our Music, Theatre, Visual Arts, Film and Technical Arts programs had to be modified to facilitate social distancing. Some of these new techniques will continue to be employed in future years because of their success in reaching larger audiences. As an example, **the GrauerArts YouTube channel has been viewed over 21,000 times** since we began posting student content at the start of the pandemic.

Involvement in the Arts at The Grauer School continues to exceed national norms, with **86% of high school students and 100% of middle school students taking an Arts elective**. The [Arts Education Partnership performed a meta-analysis](#) of 62 studies that revealed that students who study music have increased achievement and proficiency in math. Reading and cognitive development were found to increase, as were verbal SAT scores.

This school year, students had the largest selection of High School VPA courses from which to choose, giving students countless opportunities for core mission values such as connection, creativity, and personal growth during the uncertainty of the times. Classes included Music, Music 2, Advanced Music, Music Internships, Recording Arts, Theatre Arts, Theatre Production, Advanced Theatre Arts, Studio Art 1, Studio Art 2, Photography, Advanced Art, Leadership in the Visual Arts, Yearbook, Advanced Film Studies, Creative Writing and Culinary Arts. Options for Honors in all Arts courses allowed students even more choice over their education.

Music Program. We had another record-breaking year of student involvement in our Music program, as **over 100 students took a Music class or were involved in music clubs and special performances (60% of all students)**. To accommodate social distancing requirements, the northeast part of campus was alive with outdoor rehearsal spaces every day. Our annual events took on a different, “hybrid” look but kept the same free and inclusive spirit. We held socially-distanced outdoor lunch concerts each semester, a fall Music Cafe Night that was performed live in Meyer Hall and broadcast to families across the country, and an outdoor *Grauerpalooza* concert with a live school-wide audience and accompanying live-stream and video. Our music students took on multiple roles as musicians, performers, recording engineers and video directors as we produced Virtual Music Cafe Nights featuring music video performances. For our Virtual 90’s-themed Gala, over 50 students and faculty were involved in creating musical entertainment for the event, far more than ever before.

“Words cannot express the love I have for this class as well as the teachers. Music class has changed my life for the better and the environment of this class is like a family. I can tell Isaac and Tom anything and they make me feel so included and loved at school.”
– Current Grauer Student

Theatre Program. In the absence of live audiences, our Theatre program switched gears and focused on camera work and film acting. The annual school play became feature-length film productions of “Clue”, as **two separate teams of actors and filmmakers brought the story to life** over two weekend filming sessions. This ambitious project was new territory for our Theatre Arts program and its success makes it likely that we will continue to do a live play and a filmed movie in years to come. The student actors’ filmed work for Cafe Nights and Grauerpalooza also enjoyed an audience beyond the traditional scope of our program.

“Erin is one of the best teachers at Grauer. She is immensely supportive and charismatic to each and every student at this school. She embraces everyone’s differences and encourages everyone to be themselves. Erin makes Grauer feel like home.” – Current Grauer Student

Technical Arts/Film Program. Creativity and collaborative spirit between programs became true core values that kept us on mission during this COVID year. Our fast-growing Technical Arts program including Recording Arts, Multimedia, and Film Studies also made gains in receiving recognition and reaching larger audiences. Grauer student film projects were entered into five different online educational film festivals and our filmmakers **were nominated for 12 awards and won three, including two iVIE awards and our first-ever win at the NCHS Film Festival.** A comparison of the nominations in educational film festivals from last year to this year shows that Grauer Film nominations went up 55%, and actual film festival wins went up 25%. **The original music created by our Recording Arts students continues to garner over 150,000 streams,** even before this year's release of our annual original music compilation.

Visual Arts. This year we had 66 students enrolled in a Visual Art class, **just under half of the student body. 15 of these students received Honors credit throughout the year, up from 8 honors students the previous year.** The Visual Arts department created an "Activism Showcase", inspired by our current social and political climate. This art exhibition was open to all students, with the purpose of allowing our students more ways to self-advocate and teach each other about different social issues and causes of importance through visual art, posters, videos, written work, and PSA's. This student-driven project was designed to be visible on campus, in classrooms, and online in our virtual gallery. A virtual "museum" was also created for Middle School Cafe Night, which was a one stop shop for all music, theatre, film, and visual art students to display their work.

Resourcefulness Alive: A student-led proposal allowed the Visual Arts program to receive a generous donation from a Grauer parent for a new pottery kiln. Other new additions to the program this year included a Cricut cutting machine that has allowed students to design, print, and die-cut personalized stickers, five more iPads with art programs on them, and new Apple pencils to allow for more innovation in the visual arts.

The Benefits of the Arts Programs

Increased self-confidence and self-understanding, enhanced communication skills, and improved cognition are among the many reasons for teaching and learning in the arts. These values are borne out in student surveying, shown in the chart below. This was a very successful year in the arts against all odds, in a year when the arts were needed more than ever.

Visual & Performing Arts (VPA) Department – Grauer Student Survey Results

<i>(Survey results scale upper bound: 4)</i>	Music	Theatre	Visual Arts	VPA Total
This teacher knows my needs and really understands me.	3.80	3.76	3.81	3.79
During class we all feel like we are together on a team.	3.78	3.86	3.79	3.81
This teacher really helps me get my thinking clear & organized.	3.68	3.66	3.81	3.72
This teacher is a master of this subject and academic content.	3.92	3.93	3.81	3.89
I feel challenged by this teacher/class/subject.	3.17	3.45	3.81	3.48
I admire this teacher. He/she is a great role model.	3.83	3.79	3.81	3.81
OVERALL AVERAGE:	3.70	3.74	3.81	3.75

Grauer Parent Association Report

Akemi Dyer

The purpose of The Grauer School Parent Association (PA) is to build and foster a close parent community that provides support and communication between parents, staff and students at The Grauer School. In an effort to keep the Grauer community safe during the COVID-19 pandemic, parents did not meet on campus for the majority of the year, which made our job a bit more difficult. Creativity and resourcefulness were key! We held PA meetings and events via Zoom and when possible, we also managed to host a few smaller, socially-distanced events outside. We appreciated seeing some new faces this year, as well as many familiar faces. Despite the adversity of 2020, we still were able to come together to connect with one another virtually and support our Grauer Faculty and Staff.

2020-2021 Parent Association Board

- **President:** Akemi Dyer
- **President Emeritus:** Stephanie Bristol
- **Vice President:** Kristen Barsness
- **Treasurer:** Jonell Tibbitts
- **Secretary:** Kelli Melby
- **Room Parent Coordinator:** Sandi Weir

2020-2021 Parent Association Events

- "Welcome to Grauer" coffee mugs & treats to incoming families
- Digital Starbucks gift cards to teachers on the first day of school
- Virtual grade-level roundtable meetings with Principal Dana Abplanalp-Diggs & Counselor Shelley Boniwell
- Let's Get Quizzical: Virtual Back to School Trivia Night!
- Succulent pumpkin decorating
- Virtual Founder's Day & Grandfriends Celebration: provided pumpkin succulents and personal student photo cards for each family
- Community service events for families: wreath making & blankets
- Annual Faculty & Staff Appreciation: a socially distanced picnic
- Bi-weekly grade-level teacher appreciation events (February-April) to include: snack bags, coffee mugs, cookies, charcuterie boxes, sandwiches, bagels & donuts, individual cards, banners, gratitude chalk messages and video messages!
- Support planning the 2021 Virtual 90's gala, including grade-level silent auction baskets and delivery of welcome bags to new families
- Ice cream truck for Faculty, Staff and Students to celebrate the end of the year
- Snacks for students during Finals Week
- End-of-year Appreciation Brunch for the PA Board & Room Parents
- Monthly Grauer Literary Society Meetings
- Monthly kitchen clean-up
- Weekly Green Grauer Garden Meetings: Holistic Health Classes and Garden Tea & Book Readings

2020-2021 Parent Association Expenses

School Events	\$1,136.58
Teacher Appreciation	\$2,605.15
Service Projects	\$348.00
Total Parent Association Expenses	\$4,089.73

Grauer Alumni Association Report

Sheila Wirick

The Grauer Alumni Association, started back in 2013, continues to engage our Grauer Alumni Students. Our Grauer Alumni Association now consists of over 460 students. We encourage all of our alums to reach out to us, because staying in contact with all of our Grauer alumni is the utmost goal of the Grauer Alumni Association.

In this past year of the COVID-19 pandemic, most of our communications with our alumni students was through virtual platforms. We were in contact with them through email, text messages, Instagram, a Grauer Alumni page on Facebook, and the GrauerAlum Newsletter. The Grauer class of 1990 alumni also met up through a Zoom reunion in conjunction with the school's Gala in May 2021, which was an unexpected benefit of the school's reliance on the Zoom platform during the pandemic. Some of our alumni visited our campus later in the school year when they were able to visit safely with COVID-19 restrictions in place, including quite a few alumni attending the Senior Commencement Ceremony in June 2021. We are excited to have Sara Zelazny, an alumna from the Class of 2003, continuing to serve on the Grauer Foundation for Education Board of Trustees.

This year, the Grauer Alumni Office published two GrauerAlum newsletters which listed the many accomplishments of our amazing alumni students, including numerous college graduations, new employment opportunities and life achievements. We also have a Grauer Alumni webpage that features the most current Grauer Alum newsletter along with an archive of previous newsletters.

Seeing our alumni on campus is our greatest joy, and we look forward to engaging them in more school activities in the next school year, including our Annual Fund Campaign, the Grauer Gala and of course, class reunions and school celebrations.

We are so proud of our alumni, and we will continue to fulfill the purpose of the Grauer Alumni Association:

“... to create, maintain and enhance lifelong relationships between the school, its faculty, and its alumni, ... fostering mutual loyalty, interest and support as partners in each other's success.”

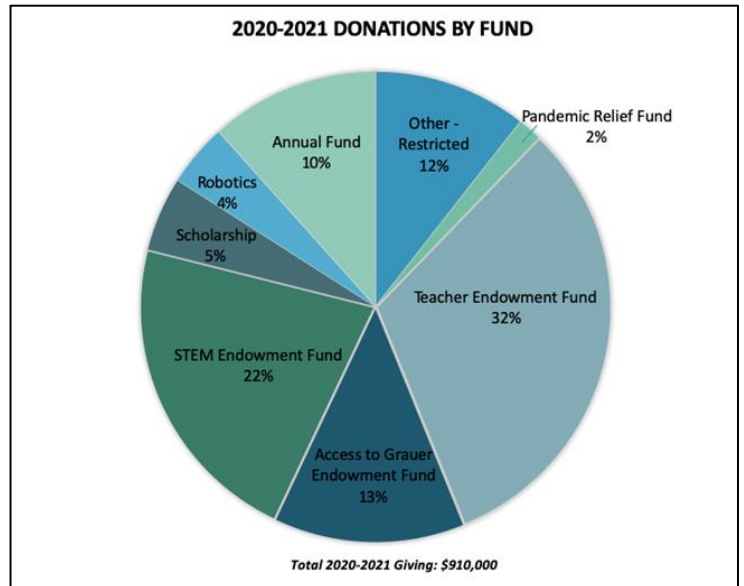
Philanthropy Report

Lindsay Zickler

*"Thank you for making the teenage years happy and healthy, even during a pandemic!
Keep filling the students' brains with knowledge, their hearts with joy, and their spirits with confidence."*
– A grateful Grauer parent

Thank you to all who have given so generously to Grauer during the 2020-2021 Fiscal Year (August 1-July 31). Several of our families are still feeling the financial effects of the COVID-19 pandemic, and we sincerely appreciate your big hearts and investment in our school and in the future. Philanthropic giving at Grauer made up about 18% of the School's total income and an average donation of **\$5,700 per student was graciously given to Grauer this year, compared to the National Association of Independent Schools average of \$2,600. Wow!**

We have a tight-knit community of people who care about keeping each other safe, who lift each other up and who continue to give back, despite the many losses suffered this year. Thank you for being a part of our family and for graciously giving to Grauer. We are humbled by your support.



The Pandemic Relief Fund

This fund was created in response to the COVID-19 pandemic and donations helped to ensure that Grauer students, faculty and staff return, and remain, on campus safely. This included covering the costs for the routine COVID-19 testing that took place on-campus. We were so pleased to report that The Grauer School did not find any case of spread of the COVID-19 virus on campus and we are beyond grateful for our school community for not only contributing to this new fund, but for helping keep us safe.

Donors Listed Alphabetically

Jo Anne & Scott Arens
Jen Shirshun & Marcus Bachrack
Karen & Neil Bresnan
CJ & Jason Callahan
Karen & Andrew Cardno
Misty & Rock Conaty
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Penelope & Albert Coscia
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Suzanne Ingoglia
Rachel & Clint Lukens
April & Jason Lupton
Carole & Marc Pegulu
Stephanie & Tom Pellette
Molly & Paul Scofield

WE'RE BETTER TOGETHER

ANNUAL FUND



The Annual Fund takes place every fall and helps support The Grauer School's operating budget and needs during the current school year. This year, our “Better Together” campaign focused on the many ways our Grauer Community comes together: Together, we are learning new skills. Together, we create and inspire. Together, we are unstoppable. Together, we are stronger!

Approximately \$90,000 was raised toward the 2020 “Better Together” Annual Fund campaign. However, based on our current philanthropic priorities, several of our families (with our prompting) chose to give to our Endowment Funds in lieu of the Annual Fund this year.

\$5,000+

Alchera & Willy Ayyad
Michael Connell
Diane & Robert Zeps

Olga & Yolian Ignatov
Saida & Hassan Ihs
Rachel & Clint Lukens
Soyoung & Cameron McFarland
Pavla & Erik Nygaard
Carolyn Whitehouse & Billy Stern
Stacy & Fred Van Goor

\$2,020-\$4,999

Anonymous
Johanna & Rob Afra
Leslie Clay & Carl Agsten
Ojeek & Anthony Arnold
Deb & Matt Brinker
Catherine & Greg Carron
Sarah & Vitor Carvalho
Laetitia & Charles Cousin
Kristi Dawn
Meredith & Craig Garner
Karen & Tim Gleeson
Claudia & Martin Hetzer
April & Jason Lupton
Wendi & Neil McKenna
Jolanda & Frank Messmann
Aleksandra Spasic & Jonathan Raymond
Jonell & Greg Tibbitts

\$500-\$999

Anonymous*(4)
Jen Shirshun & Marcus Bachrack
Kristen & Mike Barsness
Tracey & Scott Berlin
Michelle & Olivier Bourgeot
Laikin & Henry Chan
Alessandra & Jeff Easum
Rosibel Ochoa & Efrain Figueroa
Sally & Stuart Grauer
Debi & Jeff Heiskala
Amy & Michael Matthews
Margie & Read Mecleary
Melissa & Doug Medve
Cathy Santone & Scott Owen
Carole & Marc Pegulu
Tricia & Brad Rambur
Denise & Eric Rosser
Heather Steer
Katherine White

\$1,000-\$2,019

CJ & Jason Callahan
Karen & Andrew Cardno
Jennifer & Julie Dunne
Kelly & Justin Foia
Yuki Mese & Craig Gilbert
Caroline & Adrian Hall
Jenny & Eugene Hong

Up to \$499

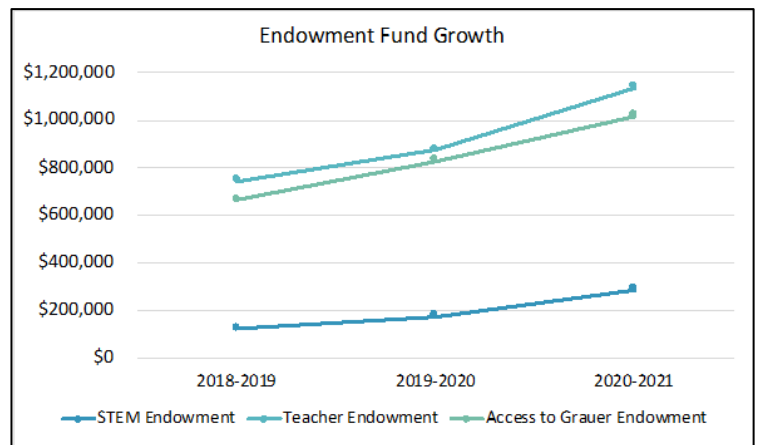
Anonymous *(15)
Dana & Jules Abraham

Tracy Ahrens
 Dominique Bartoughian
 Shelley Boniwell
 Jillian Bourdon
 Jessi Brown
 Morgan Brown
 Jamie Burnett
 Simon Checa
 Misty & Rock Conaty
 Louise Lu & Timothy Diep
 Dana Abplanalp-Diggs & Steve Diggs
 Amy & Sean Fallmer
 Tori Faxon
 Peggy Gardner
 Reni Schriek & Brent Garduno
 Frida LeBreton & Alexander Greiner
 Jeannine Guarino & Erik Groessl
 Patti & Bill Harman
 Theresa Hernandez
 Suzanne Ingoglia
 Phil Kaulfield
 Erin & Isaac Langen

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 Erin Smith
 Alicia Tembi
 Tricia Valeski
 Alison & Wyatt Wachtel
 Brendan Wallace
 Sherri & Kevin Wexler
 Sheila Wirick
 Patti Worthen
 Patricia Young
 Lindsay Zickler

Endowment Funds

Endowment has the capacity to impact our mission at least as much or more than any other form of giving. The Grauer School has its sights set on long-range sustainability through endowment. According to the National Association of Independent Schools 2020-2021 data, the median endowment per student for NAIS member schools is \$20,369, compared to The Grauer School's median endowment per student: \$16,162. This is the most essential work that we can do right now and we still have work to do.



Endowment Holdings as of July 31, 2021 (end of fiscal year):

- STEM Endowment: \$287,533.41
- Teacher Endowment: \$1,279,840
- Access to Grauer Endowment: \$1,018,604.17

Contributions made this fiscal year:

- STEM Endowment: \$187,700
- Teacher Endowment: \$270,000
- Access to Grauer Endowment: \$115,000

Access to Grauer Tuition Assistance Endowment Fund: Five years ago, with the magnanimous support of the **Donald C. & Elizabeth M. Dickinson Foundation**, The Grauer School began a campaign to convert the school from its 13% of students receiving financial aid to a total of 30% of students on financial aid by 2021 and to 40-50% by 2038. The Grauer School offered 23% financial support in 2020. Our ultimate long-range goal for this fund is \$20 million, enough to ensure a fully need-blind admission in today's dollars!

Special thanks to the generous support of **The Troy & Sherri Williams Foundation for Education** for helping The Grauer School meet the final of (2) \$50,000 matching grants towards this Endowment Fund.

Teacher Endowment Fund: This endowment helps us support our passionate teachers, who gratefully receive annual payouts. The Grauer Foundation increases its Teacher Endowment Fund annually and thanks to the support of our families this year, this fund now holds just over \$1M.

STEM Chair Endowment Fund: We are proud to continue building a world-class STEM program at The Grauer School and are grateful to have the continued support of our robotics and STEM program through the endowed Loewy-Linz Chair in STEM Innovation, now at around a quarter of a million dollars.

Donors listed below contributed to any of The Grauer School's Endowment Funds:

\$50,000+

The Donald C. & Elizabeth M. Dickinson Foundation
The Loewy Family Foundation
The Troy & Sherri Williams Foundation for Education

Melissa & Doug Medve
Jolanda & Frank Messmann
Michelle & Tom Millikan

\$25,000-\$49,000

Jennifer & Julie Dunne

\$500-\$999

Jen Shirshun & Marcus Bachrack
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Tracy Frederick
Rachel & Clint Lukens
Carole & Marc Pegulu
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\$5,000-\$9,999

Margo Alon
Alchera & Willy Ayyad
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Alexis Hearst
Don Kish

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Carolyn & Patrick Lennon
Pavla & Erik Nygaard
Tricia & Brad Rambur
Erin Smith
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Alison & Wyatt Wachtel

\$2,021-\$4,999

Michela Acerbis
Sarah & Brian Carey
Wendi & Neil McKenna
Stephanie & Tom Pellette
Stacy & Fred Van Goor
Diane & Robert Zeps

\$1,000-\$2,020

Kristen & Mike Barsness
CJ & Jason Callahan
Karen & Tim Gleeson
Stina Buck & Thor Haugen
Jenny & Eugene Hong
April & Jason Lupton



Celebrating 30 YEARS of great teaching!

Virtual 90's Gala – Celebrating Thirty Years of Great Teaching

Thank you to all who planned, joined and contributed to our 90's Virtual Gala on Saturday, May 1, 2021. While we look forward to the day when we can host large, in-person gatherings again, we are grateful to have had the opportunity to reimagine social activities for our Grauer "family." Because of our community's incredible support, we raised over \$200,000 for our Grauer Teachers, which will be held in our permanent Teacher Endowment Fund. Our Grauer community continues to come together and we could not think of a greater cause than great teaching. The real celebration though, as Dr. Grauer reflects, "is that the whole ceremony allowed us to lay a milestone at the 30-year mark with the best vibes in the world, and to look ahead with a sense of celebration."

Thank you to our gala parent planning committee and our 2021 Gala Sponsor: Falcon West Insurance Brokers.

\$50,000+

The Cumming Foundation

\$25,000-\$49,999

Keiko Beckman
Stephanie & Tom Pellette

\$10,000-\$20,000

Ojeek & Anthony Arnold

\$5,000-\$9,999

Johanna & Robert Afra
Alexis Hearst
Claudia & Martin Hetzer
Angela Irons
Don Kish
The Lipinsky Family Foundation

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Katy & Mike Tanghe

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Sara Zelazny & Paul Tweed

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\$1,000-\$2,020

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Amy & Michael Matthews

Jolanda & Frank Messmann

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Tricia & Brad Rambur

Aleksandra Spasic & Jonathan Raymond

Heather Steer
Sherri & Troy Williams

\$500-\$999

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Lauren & Matthew Colvin
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Alessandra & Jeff Easum
Amy & Sean Fallmer
Melissa & Doug Medve
Cathy Santone & Scott Owen
Carole & Marc Pegulu
Cheryl & Cliff Pia
Erica & Steven Ratner
Laurayne Ratner
Carolyn Whitehouse & Billy Stern
Stacy & Fred Van Goor
Sherri & Kevin Wexler

Up to \$499

Valerie Barros & Evan Fontaine
Kristen & Mike Barsness
Dominique Bartoughian
Grace Ko & Matt Beltran
Ron Blumberg
Shelley Boniwell
Karen & Neil Bresnan
Morgan Brown
Christine Cale
Karen & Andrew Cardno
Jamie Carr
Bryce Carr
Fiona & Frank Cassidy
Simon Checa
Ann & Siddharth Chhokar
Courtney Conway
Paulina Davis-Fisher
Kristi Dawn
Dana Abplanalp-Diggs & Steve Diggs
Brian Dugan
Akemi & Kevin Dyer
Gloria Dyer
Fariba Farah

Julie & Sanford Fisch
Reni Schriek & Brent Garduno
Craig Gertz
Karen & Tim Gleeson
Sally & Stuart Grauer
Audrey Grauer
Frida LeBreton & Alexander Greiner
Molly & Buster Halterman
Patti & Bill Harman
Brent Hyman
Regina & Alex Ignon
Summer Kiesel
Johnny King
Erin & Isaac Langen
Eva & Heikki Mannisto
Peter Mannisto
Dana & Ryan McCrary
Soyoung & Cameron McFarland
Beth & Rob McLoughlin
Melissa & Doug Medve
Kelli & John Melby
Alison Olennick & Jake Mendoza
Michelle & Tom Millikan
Susa & Alex Monacelli
Richard Mottla
Melissa & Eric Noguchi
Paul-Michael Ogburn
Clayton Payne
Paige Prindle
Robyn Rapoport
Leslie & Embry Rucker
Nick Scacco
Molly & Paul Scofield
Mary Ann & Tony Sims
Erin Smith
Donna & Randy Spiegel
Judy & Ian Tillyard
Mark Trout
Tricia Valeski
Katherine White
Jennipher Wilson
Sheila Wirick
Patricia Young
Lindsay Zickler

Grants and Other Gifts

Donations toward our Scholarship Donation Fund continue to help cover tuition assistance needs for the current school year. We currently help fund tuition for **23% of our students**, which really lifts the community. According to the National Association of Independent Schools, **a median of 26.7% receive financial assistance**.

Scholarship Donation Fund

Holly & Kevin Bauer
Tracey & Scott Berlin
Jamie Carr
Tony Carr
Dana Frieauf & Doug Gillingham
Katherine White
Patti Worthen

Robotics/STEM Grant

The Loewy Family Foundation

Director's Discretionary Fund

Carol & Vann Parker
Donna & Edward Zevely

Other Unrestricted Gifts

Stephanie & David Bristol
Sarah & Brian Carey
Sarah & Vitor Carvalho
Lauren & Matthew Colvin
Dan & Juliette Huguen
Candice & Gavin Stone

Foundations & Corporate Matching Gifts

Abbott Laboratories
Becton Dickinson
The Benevity Community Impact Fund
The Blackbaud Giving Fund
The California Native Plant Society
CommonWealth Charitable Fund
The Cumming Foundation
The Donald C. & Elizabeth M. Dickinson Foundation
The Ecke-Meyer Family Foundation
Intuit

The Lipinsky Family Foundation
The Loewy Family Foundation
Qualcomm Charitable Fund
The Rowe Family Foundation
Schwab Charitable Fund
Semptra Energy Foundation
Teradata
The Troy & Sherri Williams Foundation for Education
Thomson Reuters
UC San Diego

The donors listed in this report have generously contributed gifts to The Grauer Foundation for Education, 501(c)(3), (The Grauer School) and every effort has been made to include each person or organization who contributed to the School during this period. If your name has been omitted or listed incorrectly, please contact the Development Office at development@grauerschool.com or (760) 274-2115.

Thank you for giving your time, talent and treasure to Grauer!