



# The Grauer School Annual Report 2018-2019



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# A Message from The Head of School

## Stuart Grauer, Ed.D.

### Get Outside!

Greetings Everyone!

Here is the Annual Report from the 2018-19 Academic Year of The Grauer School, a home for collaborative leadership every day. Enjoy!

This whole year, our rally cry was: “Get outside!” That may, on first cut, not sound profound. So let’s go to the second cut: “Get outside” has profound educational impacts. Learners who are connecting with nature, going to green spaces, seeing far, and re-visiting the wilderness are happier, healthier, and smarter: all this is deeply rooted in irrefutable educational research. Our green campus (40% of which is native habitat) is an inspiration in which to learn, work and play. All this supported by endowments (now totaling around \$8000 per student) to pay out in support of deserving scholars and teachers in perpetuity.

At the close of this year, we hosted our annual gala to the theme of “Get Outside”, and that night I noted:

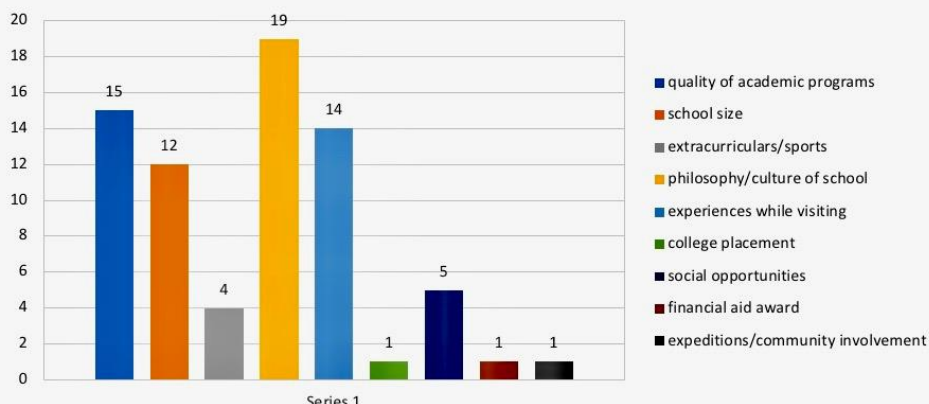
*We remove the great outdoors from our education and daily lives  
only at a major cost to all of our physical, psychological and spiritual selves.*

That evening we saw an outpouring of support for the vision and work that this great report reflects. Our gala and campus completion reflect the impact we are all making on young people finding courageous, unique voices they will need to face challenges to come.

Look around at our classic quad surrounded by coastal sage and maritime chaparral such as the Kumeyaay maybe have left for us—this is what we call school and, really, our home. I spend every day my whole life trying to learn how our children can be better stewards of all this, how to create a school where the main goal is for students to be proud of doing what their hearts tell them needs doing—this is why I show up. To the ancients, the color of the heart chakra was green. Now we are done building buildings. Now it’s time to fill this heart-shaped green bowl up with love and creativity.

Stuart

3.→ If you enrolled in The Grauer School, which factors most contributed to your decision?



*People from all over the world are drawn to the philosophy and culture of The Grauer School, many years in refinement. What does this chart mean to you?*

# Chair of the Board of Trustees Report

## Craig Gertz

### Growth of a Community

What a perfect time for reflection—the completion of our building plan for The Grauer School campus with one of the finest jewels in our crown, our new Justice Center for the Performing Arts!

On behalf of our Board of Trustees, we express our deep gratitude for this achievement, which has been a long time in coming. We are grateful for the thousands of hours that so many of us put into making this building a reality, including the planning and design, fundraising, construction and ultimate use of this brand new facility. We are grateful to the families and friends who contributed (both big and small) the necessary funding to see this project through, starting with the Schiappa family and their substantial gift early on for this center. We are particularly grateful for David Meyer, our long-time board member and former Board Chair who, as our favorite bulldog, was the driving force through this whole construction process. And, of course, we are grateful for Dr. Stuart Grauer, who made this all possible.

Times like these offer opportunities not only to express our thanks, but also to take stock of how we got here as a community. Remember, this school started back in 1991 as a storefront with a handful of families and our founder, whose vision, drive and passion gave birth to this school and made it what it is today. With that seed planted, The Grauer School germinated and bloomed—first, with the acquisition of the land that became our present day campus, then the construction of our first building (the home to Meyer Hall), and then the replacement of our modular classrooms with the new classroom buildings, and now the addition of the Justice Center.

Just like our newest achievement, these prior steps in our growth were all made possible by folks just like you—the students, teachers, families, and dedicated leadership who preceded us down this path. Some devoted countless hours, providing the school with the benefit of their talents and experiences. Some made contributions to the Annual Fund, or to our various capital campaign, or to the endowments that have been established for our teachers and students. Some simply shared their stories of The Grauer School with others in our community, helping them to discover what a wonderful and really unique school they had created, together.

So go forward into this new school year with pride in our accomplishments in helping The Grauer School grow and realize its full potential, and know that you are continuing an honorable and enviable tradition for future generations to follow.



# Financial Report

## Debi Heiskala – Chairman, Finance Committee

The Grauer School's ("School") philosophy has always been to focus on the highest quality education balanced with affordable tuition for the families and not the financial bottom line. The Finance Committee is focused on supporting the School's philosophy. All effort was made to retain our greatest resource, our teachers, and keep class sizes small. We excelled in this endeavor in 2018 – 2019. Another significant focus during the year was funding the construction of a new building on campus, The Justice Center for the Performing Arts. The Justice Center construction was completed during the year.

During the year, the School received an independent audit on its fiscal year ended July 31, 2018 financial statements receiving a clean opinion from the auditors similar to prior 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 9.6% during the fiscal year. This increase was driven primarily by contributions and investment earnings. While maintaining a small surplus on operations, the School was able to increase its scholarship assistance by nearly 27% over the prior year. The successful financial performance during the year continues to provide a strong foundation to help ensure the School meets its goals. *[Note all references to financial metrics are reflective of the fiscal year ended July 31, 2018.]*

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

- Fiscal vigilance
- Prudent financial management
- Stable financial growth
- Affordable tuition
- Teacher retention
- Building the scholarship fund

The Finance Committee will continue to focus on supporting the School's purpose to provide advanced education locally and worldwide.

# Principal's Report

## Dana Abplanalp-Diggs

The Grauer School was excited to celebrate its 28th year in 2018-2019. 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. Our program is working. Ninety-six percent of the members of our Class of 2019 were accepted into one of their top two colleges or universities; collectively, our 27 seniors were awarded over \$5 million in merit-based scholarship awards. Our accreditation team from the Western Association of Colleges and Universities (WASC) granted the Grauer School a six-year clear term of accreditation, the highest possible term offered and a very rare accomplishment for any school. Most importantly, 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, 24 unique extracurricular club offerings, 16 unique Expedition choices, and over 80 field trips for our approximately 160 students. This year, our leadership and professional development teams collaborated to launch our new Core Value Portfolio (CVP) initiative. As part of our work with the Mastery Transcript Consortium, this year-long program gave students regular opportunities to reflect upon their growth in regards to The Grauer School's six core values: intellectual curiosity, perseverance, self-advocacy, resourcefulness, accountability, and compassion. We recognize that every student is uniquely talented and each possesses so many strengths, interests, and skills that cannot be adequately measured by solely an academic transcript. The Core Value Portfolio (CVP) helps us emphasize a student's holistic development by providing data pertaining to a student's mastery of our core values in addition to data pertaining to their mastery of academic content standards. We also expanded our facilities, breaking ground on our new Justice Center for the Performing Arts in September and watching it grow and evolve until our opening during this year's Spring Gala. We are honored to have such a beautiful, welcoming new space for students to explore theater, yoga, and dance.

In 2018-2019, we were grateful to add three new-to-Grauer faculty and staff members: Dr. Paulina Davis-Fisher joined our Math department, Dina Treibel took over our Film department, and Rachel Bybee covered for Tori Faxon during her maternity leave. We were also pleased to move Liam Murphy into a full-time role as our Technology Specialist. Social Studies Department Co-Chair Alicia Tembi expanded her leadership roles on campus, taking on the role of Professional Development Coordinator and WASC Self-Study Chair. We also added three new classes for students: Statistics (taught by Dr. Peter Mannisto), PE: Yoga (taught by Jillian Bourdon), and Theater Production (taught by Erin Langen); we also brought back our popular high school Computer Science elective (taught by Liam Murphy).

We are grateful to all of our school families for sharing so much time, energy, and love with the school this year. We look forward to continuing to demonstrate that "Our Students Mean the World to Us" in the future.

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

- Chris White ('20) won first place in the javelin event at the 2018 USA Track and Field National Junior Olympic Track and Field Championships held in Greensboro, North Carolina. Chris continued his winning streak, winning the gold medal in javelin at the California State Games.

- Amanda Creek ('21) was named the 2018 overall combined U18 USA Wildwater national women's kayak champion. She qualified to compete on the USA Wildwater National Team for the second year in a row.
- We welcomed three Grauer babies this fall: Benjiro "Benji" Brown (Math Teacher and STEM Center Head Morgan Brown), Fiona Coqui Wallace (Science Department Chair Brendan Wallace), and Lilah Brooke Faxon (Social Studies Co-Chair Tori Faxon).
- Our high school Robotics Team, Shockwave coached by Liam Murphy and Morgan Brown, competed in 4 FIRST Tech Challenge Robotics competitions, winning the "Collins Aerospace Innovate Award" for their robot design. The team also hosted an Inter-League Meet and a League Championship at Grauer.
- Our middle school Robotics Team, the Grauer GorilLegos coached by Peggy Gardner, competed in the FIRST Lego League Robotics tournament, winning the second place "Core Values" award and advancing to the regional competition at Legoland.
- Our inaugural high school Science Olympiad team was formed by coaches Brendan Wallace, Paulina Davis-Fisher, and Peggy Gardner. The team competed in the Great Oak Invitational tournament and the San Diego Science Olympiad, and some of our students received medals in both of these events.
- Erin Hawk (mom of Keegan '19 and alumnus Spencer '17) was awarded our Volunteer of the Year honor at an awards luncheon hosted by the North County Philanthropy Council.
- Our high school Theater department hosted this year's play, "Alice in Wonderland." This incredible production under the leadership of director Erin Langen was a collaboration between our theater, music, and visual arts department and involved over forty of our high school students.
- Our high school Surf Team finished another successful season. Kai Stern ('20) crushed the competition, finishing yet another undefeated season in the bodyboard division for the second straight year. Kasey Bowles ('20) was named the top men's longboarder in our division for the second straight year.
- Our high school Archery team captured 3rd place in the state at the California State Olympic Archery in Schools Championship. Bennett Parker ('19) won 2nd place overall for boys and Jake Parker ('21) won 3rd place overall for boys.
- Our first ever CIF Boys Tennis team won the Frontier League Championship. Dominic Smith ('22) and Julian Ignatov ('22) won the doubles event and Will Fallmer ('20) advanced to the semi-finals in singles competition.
- Our CIF Track and Field team advanced two athletes to the CIF finals for San Diego County: Chris White ('20) qualified in shot, discus, and hurdles whereas Kasey Bowles ('20) qualified in the long jump.
- Forty-six of our visual artists entered art into the San Diego County Fair. Under the leadership of Visual Arts teacher Johnny King, several students won prestigious "Best in Show" awards, including a fashion project by Mia Bachrack ('21) and a combined scrollwork project by sisters Silvia and Sophia Chen ('22).
- Film student Will Fallmer ('20) won an iVie award for best documentary film, under the leadership of Film Studies teacher Dina Treibel.

The following awards were presented to honor the top achievements for the 2018-2019 school year:

- The Grauer School Resourcefulness Award, the school's highest honor~ Madeline Nicklo
- The Grauer School Trustees' Award for Humanitarian Service~ Rhian Bristol
- The Grauer School Leadership Award~ Zachary Faith
- Quincy Jones Musicianship Award~ William Blumberg
- The Grauer School Choral Award~ Kiana Harnish
- The Grauer School Renaissance Artist Award~ Keegan Hawk
- DAR 8th Grade Good Citizenship Award~ Gabriel Chan
- DAR 11th Grade Good Citizenship Award~ Sophia Stockton
- Encinitas Chamber of Commerce Student of the Year~ Skye Selner
- Encinitas Chamber of Commerce Teacher of the Year~ Alicia Tembi



Congratulations to the Class of 2019 for graduating with distinction in:

- Addison Archer ~ Expeditionary Learning
- Saul Arredondo ~ Athletics
- Ryan Bao ~ Expeditionary Learning
- Finn Blake ~ STEM: Economics
- William Blumberg ~ The Arts: Music
- Jason Boehme ~ Leadership
- Rhian Bristol ~ The Arts: Music and Leadership
- Téa Carpenter ~ The Arts
- Jiawei (Linda) Chen ~ Liberal Arts
- Julia Drewelow ~ Liberal Arts: Health, Alternative Healing, and Humanitarianism
- Alexa España ~ The Arts: Visual Arts
- Zachary Faith ~ STEM
- Kiana Harnish ~ Global Studies: : Holistic Health and World Cultures
- Keegan Hawk ~ The Arts: Photography and Music
- Ziwen (Leo) Liao ~ Cultural Immersion and STEM
- Wenjia (Krystal) Mei ~ STEM & Expeditionary Learning
- Cooper Mortimer ~ Leadership through Communication
- Gabriella Newman ~ Expeditionary Learning & Service
- Madeline Nicklo ~ Liberal Arts
- Christian Ochoa ~ STEM
- Abigail Parker ~ Athletics: Equestrian
- Bennett Parker ~ STEM
- Christian Payne ~ Leadership Through the Arts
- Jillian Stuart ~ Athletics: Equestrian & The Arts: Film Acting
- Grace Takiff ~ Liberal Arts
- Shilei (Sarah) Xu ~ The Arts: Visual Arts
- Parker Yates ~ Athletics





# Admissions Report

## Olivia Kleinrath and Tricia Valeski, Ph.D.

### Highlighting Relationship-Based Education

*“To me, connection (between friends, teachers, and community) is the foundation of the rest of one's life. I hope that middle and high school will be a place of supportive connection that brings joy and also allows him to contribute.”*  
— 7<sup>th</sup> grade applicant parent

At The Grauer School, we know that building supportive relationships among teachers, peers, and our community is the best way to educate and engage our students both emotionally and academically. We look for students who are ready for active engagement with peers and mentors, and leadership opportunities in culture and service. Candidates should be well suited for an education that carefully balances a college preparatory environment with mastery and expeditionary learning. As always, kindness is our top priority as we continue to foster a safe, inspired, inclusive, and compassionate school community, where small schools excel. The Grauer School is accredited by WASC and continues to be a member of the National Association of Independent Schools and many other professional associations.

Over the years we have learned that visiting our campus really influences families' decisions to apply and enroll in The Grauer School. In 2018-2019, the admissions team again focused on creating opportunities for applicants to experience Grauer's relationship-based education first-hand. In addition to our annual Open House in the fall and seven Discover Grauer tours throughout the winter and spring, we scheduled private tours for applicants and their families and gave prospective students the chance to experience a “shadow day”. This year we had a great deal of interest among families applying after the priority application deadline, making flexibility in scheduling private tours particularly important.

We also held two “at home” gatherings throughout the year, one for middle school families, and one for high school applicants, where prospective parents had an opportunity to talk with Dr. Grauer and one of our admissions associates, and to learn about the school at the home of a current family. This intimate, informal format enabled us to really communicate the unique vision and personality of our school.

We participated in two independent school fairs in October, along with members of the San Diego Consortium of Independent Schools. We met with admissions associates and heads of school at area feeder schools, represented The Grauer School at their events, and invited them to our campus.

In addition, based on its overwhelming success, we continued our Early Admissions program. Families had the opportunity to indicate whether Grauer was their first-choice school, and if they would like to be considered for early admission. Once accepted, they were given two weeks to return their enrollment contracts and fees. This program was extremely successful: 51% of our new students (and 73% of our seventh graders) were enrolled through early admissions. Overall, after receiving 325 inquiries, we accepted 53 of 92 complete applicants, putting our acceptance rate at 61%. Of those accepted, 83% decided to enroll.

	Grauer 2017/18	Grauer 2018/19	Grauer 2019/20	Southwest NAIS (18/19)
Total Inquiries	214	263	325	--
<b>Acceptance Rate (accepted/completed)</b>	<b>76%</b>	<b>73%</b>	<b>58%</b>	<b>61%</b>
<b>Admissions Yield (enrolled/accepted)</b>	<b>72%</b>	<b>69%</b>	<b>85%</b>	<b>83%</b>

# Research & Evaluation Department Report

## Tricia Valeski, Ph.D.

### 99<sup>th</sup> %ile!: Parent, Teacher, and Student Surveys

*“Developing compassion and kindness is far harder to achieve in a school than scholarly achievement - but you have managed to do both! Congratulations for your vision and staying true to your original mission.”*  
– Alumni Parent

At The Grauer School we are constantly striving to create a safe space for teenagers to come of age, develop their voice, and discover who they want to be. While we constantly hear testimonials like the one above, another way we determine whether we are living up to this goal is through surveying parents, teachers, and students.

In the spring of 2019, Grauer students, teachers and parents participated in the Panorama Surveys of Social and Emotional Learning to get a more detailed picture of how well we are achieving our mission. National Benchmarks include survey results from more than 3,000 schools and 2,000,000 students, family members, teachers and staff members across diverse geographic areas, school types, and achievement levels.

#### Family Survey

From previous research, we know that parents’ perceptions of the school’s ability to meet their children’s needs can have far-reaching consequences for students’ academic success. Therefore, every spring we administer a Parent Survey to compare parent perceptions of the quality of the school and the “fit” of the school for their child with perceptions of parents nationwide.

Here are some of the highlights of what we found. When compared with a nationwide sample, Grauer parents were in the 99th percentile in the following areas:

- **Grit:** Grauer parents feel that their students can *persevere* through setbacks in order to achieve important long-term goals.
- **Learning-related behaviors:** Grauer parents feel their students are learning to become *focused, independent learners*. They are motivated and put forth great levels of *effort*.
- **School climate:** Grauer parents have high perceptions of the social and learning climate of the school. For example, they feel that classes are motivating, the evaluation system is fair, the school values diversity, and (perhaps most importantly) that *children enjoy school*. They believe the school has created an environment of mutual respect, that helps children learn.
- **School fit:** Grauer parents feel that the school is matching their children’s needs: At Grauer, students feel a sense of *belonging*, teaching styles match students’ needs and interests, and the school is *preparing them academically* for the future.
- **School safety:** Parents at Grauer do not have to worry about violence, bullying, drugs or their children’s safety. They know that the school is *physically and psychologically safe* for their students.

Overall Grauer parents feel that the school is a good fit for their children. They feel their children are learning to become independent thinkers who are engaged in their learning. Furthermore, Grauer parents feel that the teachers are preparing kids academically, while at the same time demonstrating a high level of respect and care for their students.

## Student Survey

In order to better understand our students' perceptions of our specific programs, we administered a Student Survey. As in previous years, our students were in the 99th percentile when compared with a nationwide sample of their peers in the following areas (and others):

- **Teacher-student relationships:** Students feel they have a *strong social connection* with their teachers both within and beyond the classroom. Their teachers *respect* them, show interest, and are concerned about their well-being.
- **Rigorous expectations:** Grauer students feel their teachers hold them to *high expectations* around effort, understanding, persistence, and performance in class.
- **Sense of belonging:** Grauer students feel *connected, respected, understood*, and that they are valued members of the school community.
- **Valuing of school:** Overwhelmingly, Grauer students feel that school is *interesting, important, and useful*. They understand the value of school in their daily lives and for their future.
- **School climate:** Grauer students have positive perceptions of the overall social and learning climate of the school. For example, they feel the *rules are fair*, teachers are excited to teach, and there is a *positive energy* throughout the school.
- **School safety:** Grauer students feel safe at school, physically and psychologically. There is a culture of *mutual respect and support*.

One of the strongest predictors of school engagement and success is how connected students feel toward their teachers and their peers. At Grauer we have created a culture of connectedness and mutual respect. Our students feel cared about, connected to, and understood by, their teachers and their peers. Our students' responses demonstrate that our teachers are developing meaningful relationships with them and creating a compassionate 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.

## Teacher Survey

This year we administered a faculty survey to evaluate how well our teachers feel our program supports them and the development of our students. When compared with the nationwide sample, our teachers were in the 99th percentile in the following areas:

- **Grit:** Grauer teachers feel their students are learning to become focused and independent, and to persevere through setbacks to achieve long-term goals.
- **Professional learning:** Teachers feel they have opportunities for professional growth and learning. They feel supported and that they can learn from each other and the leaders at the school.
- **School climate:** Grauer teachers feel there is a positive social and learning climate at the school. They feel trusted and respected.
- **School leadership:** Teachers at Grauer feel that the school's leadership is effective.
- **Teaching efficacy:** Grauer teachers feel confident and effective. They know they have support and can manage challenges both in and out of the classroom.

Perhaps this Grauer Alum sums up these findings the best: "The Grauer School has an amazing ability to attract top people who work for the love of teaching. The school has given me a tremendous amount of freedom to pursue knowledge and experiences far beyond that of a typical high school and has challenged me to explore my interests in great depth."



# Human Resources Program Report

## Alicia Tembi

***“Our students mean the world to us.” – The Grauer School faculty motto***

There are many structures that support and protect the work and livelihood of the teachers at Grauer, including the Human Resources Program. The program plays an integral role in ensuring that teachers are supported financially, professionally, mentally, spiritually, and physically. Several key structures make up the HR Program at Grauer.

### **The Leadership Team**

In particular, the Head of School and the Principal are highly experienced in on-site employment issues and are routine starting places for HR issues. In cases where answers are discretionary, they can be taken up with a trusted Leadership Team, which also serves as the school’s HR committee.

The Leadership Team is responsible for teacher performance as well as merit based pay and effectiveness in terms of our student-centered mission. The Leadership Team has several tools that make up the performance evaluation system:

- Goal setting meetings/Annual faculty goals
- Annual Teacher Self-Evaluations
- Pay grade Matrix
- Faculty Quality Survey
- Parent Quality Survey
- Student Quality Survey
- Rigorous Hiring Process
- Professional Development Grants
- All Faculty Workshops

### **The Professional Development Team**

This team serves as a place for teachers to expand their craft, and organizes opportunities for faculty to continue to grow on an individual and organizational level.

### **External Resources**

- Trinet Benefits Platform:** Because labor and justice department law are extremely complex in the State of California, the school out-sources Payroll and Benefits Administration. Not only does this make these services transparent and professional, it provides all employees with expert counselling on all employment issues. Trinet annually provides on-site workshops to inform employees about benefits. Trinet’s online portal, Passports, contains information on employee benefits in a centralized location that is easy to navigate. Trinet also provides legal counsel on HR, rarely needed but valuable.
- CPA Libby Lievers:** Libby processes payroll and is an extremely accessible on-site source of information for all employees.
- Controller Lorin Port:** Lorin manages Trinet HR issues, and payroll/benefit analyses of any kind. Lorin supports the school with issues regarding maternity and disability as well.

### **Human Resources Data**

100% retention rate of the faculty for the 2019-2020 school year, with only 1 staff member leaving  
100% of faculty and staff completed mid-year and end of the year evaluations

# Professional Development Program Report

## Alicia Tembi

Teachers at Grauer appreciate and nurture the uniqueness of each student. The same is true for the 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—although we also have targeted mission-driven faculty workshops and whole-school initiatives. The Professional Development Program at Grauer plays an integral role in ensuring that teachers and students are supported academically, mentally, spiritually, and physically. There are several key structures that make up the program, which include:

1. The Leadership Team
2. The Professional Development Team
3. External Resources

### The Professional Development Team

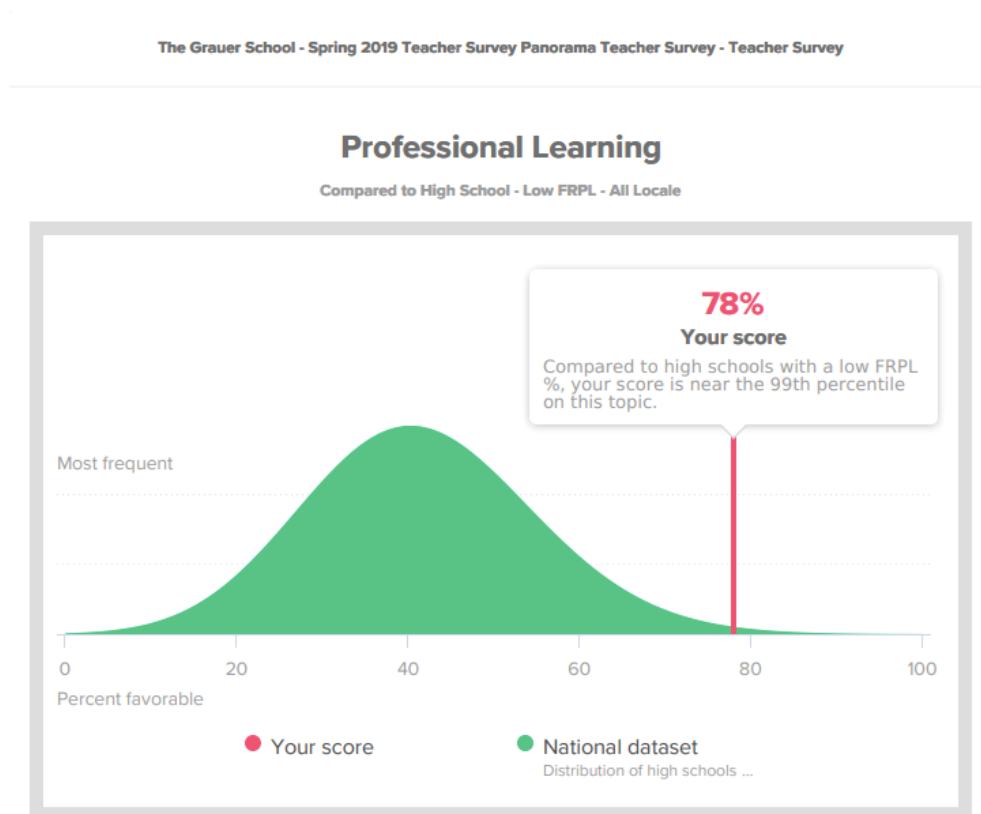
The Professional Development Team (PD Team) supports the school leadership and administration in fostering a community that uses data and professional development to support students' and teachers' holistic development. The team creates opportunities to support whole school goals, like this year's "get outdoors" focus. For the 2018-19 school year the faculty engaged **five full days of in-service faculty workshops** and **15 one-hour faculty workshops** on Monday afternoons.

- **Teacher Led Workshops:** The PD team facilitates teacher led workshops, which allow faculty members to either share an area of expertise or explore a question of inquiry. This structure builds trust amongst the faculty by providing a safe space to problem solve and it also empowers faculty members to share effective pedagogy with colleagues. Typically four or five workshops are offered and faculty members can choose which to attend.
- **Peer Observations:** The PD team and/or Department teams organize peer observations that are non-evaluative, which serve as learning tools and often have a specific focus. This year the Social Studies Department engaged in peer observations to support teaching the skill of perspective taking.
- **Summer Reading:** Each spring, the PD Team creates a list of several books that faculty members can choose from. These books connect to the school's core values and faculty members workshop the books at the end of the summer.
- **Professional Development Grant Program:** Teachers can write grants for professional and/or personal (spiritual, intellectual, physical) development that advance our broad mission. This year several grants were awarded for: the National Independent School's Conference and the San Diego Independent Schools Conference.
- **Competency Based Model:** The Grauer School has a competency based educational model, where mastery of transferable skills is prioritized. The PD Team supports the mechanisms used to teach and evaluate The Grauer School's core values and core competencies, which ground the work that teachers do across all grade levels and academic disciplines.
- **Mastery Transcript Consortium:** The Mastery Transcript Consortium (MTC) is a network of high schools across the country dedicated to revamping the way that students are evaluated in order to get a more holistic view of students.

- **Faculty members visited or hosted** visitors from the following schools:
  - The Children's School
  - San Diego French-American School
  - High Tech High Point Loma
  - Discovery Prep
  - Washington High School in Taiwan
- **WASC Committees:** WASC Committees tackle whole school goals as determined by data and shift based on the needs of the school in a given cycle. As a result of the faculty's hard work and dedication to the school, Grauer was awarded a six-year clear by the WASC accrediting board in the 2018-19 school year. This year's WASC Committees focused on the following areas:
  - Preserving and Advancing the Grauer Way
  - Core Values
  - Reading Comprehension
  - Professional Development

### Professional Development Data from the 2019 Panorama Teacher Survey: 99<sup>th</sup> %ile!

Spring 2019 Teacher Survey results show that 78% of Grauer teachers surveyed have a favorable view of Professional Learning at the organization. This puts Grauer near the 99th percentile when compared to high schools nationwide. 95% of Grauer teachers feel that professional development is teacher-directed and 84% of Grauer teachers feel professional development opportunities help them explore new ideas.





# Expeditionary Learning Center Report

## Patricia Young

### Learning by Discovery: “Getting Outside!”

The Expeditionary Learning program continues to thrive through 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 such as resourcefulness and compassion.

The Grauer School continues to feature three primary types of Expeditionary Learning Experiences:

- week-long Expeditions held in the fall and spring,
- class outings and field trips, and
- Middle School Experiential Learning activities held each Friday afternoon.

Below you will find a list of highlights for each of these three categories for the 2018-2019 academic year.

#### Expeditions

This past academic year, The Grauer School ran fifteen of our sixteen Expedition offerings with eight trips in the fall and seven trips in the spring. We had a decrease in the spring’s number of trips (as compared with past years) which can be explained by the increased number of seniors choosing to use this time for family trips and college exploration, something that we as a school support.

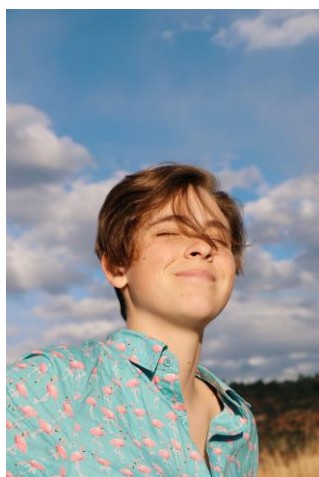
#### Fall 2018 Expeditions

1. Marin Headlands Middle School Expedition
2. Bay Area High School Expedition
3. Faces of L.A. High School Expedition
4. Portraits of California: Surf & Photography Intensive
5. New Mexico High School Expedition
6. Journey to Bahia de Los Angeles Expedition
7. Kenyan Connections
8. San Diego Day Trips: Psychology, Philosophy and the Mind



## Spring 2019 Expeditions

1. Catalina Environmental Leadership Program (C.E.L.P.) Middle School Expedition
  2. Zion National Park High School Expedition
  3. SoCal College Expedition
  4. "Back to Our Roots": Outdoors Expedition
  5. New Orleans High School Expedition
  6. Cultural Immersion in Spain Expedition
  7. San Diego Day Trips: Community Service
- \* Grand Canyon River Rafting Expedition (offered, not run)



## Middle School Experiential Learning

Each Friday afternoon, our 7th – 8th grade students met with the experiential learning team for an opportunity to explore and learn beyond the typical classroom curriculum. Students participated in self-selected mini-electives. This was the fifth year for combining sports team practice schedules with Middle School Friday activities.

In the last two years, variety of MS Friday offerings have increased by 29%. Highlights of this year's Middle School Experiential Learning Program included:

### Exploratory based mini-electives

- Chess (new)
- Cooking
- Coops & Chickens
- Exploring Film (new)
- Green Screen (new)
- Hiking (new)
- Knitting & Crochet
- Strategy Games
- Middle School Friday Box
- Seasonal Sports Teams (Basketball, Cross Country, Flag Football and Volleyball)

### Middle School-wide events:

- Asian New Year Celebration Activities
- Community Service Fairs
- Hour of Code (2nd year)
- National Geographic Geography Bee



## Field Trips and Class Outings

Almost 80 field trips and class outings were logged this year. This is a 12% decrease from last year and a 21% decrease from two years prior. There are two possible reasons for this: either class outings are on the decline or logging of trips has decreased. With the 10% student population increase (and hence class size increase) experienced over the past two years, driving full classes on trips is becoming more difficult for a single teacher. Additionally, regular PE outings (surf and typical), cooking class outings, MS Friday hikes, and some class celebrations around town appear not to be logged.

Highlights of this year's Field Trips and Class Outings, not counting Knott's Berry Farm or Grad Night included:

- STEM: Annie's Canyon Trail, Birch Aquarium for climate change field lab, Cardiff State Beach (data collection), Carter's Hay & Grain, General Atomics DIII-D Fusion Facility, Math Olympiad for Elementary & Middle Schools, San Diego Safari Zoo, Seaside Market, USS Midway exploration of Newton's Laws of Motion
- Humanities: Annual Mayor's Interfaith Prayer Breakfast, Dove Library, Churches (Catholic, Lutheran, and Orthodox), Riley's Farm Civil War Re-enactment, San Diego Superior Courthouse, Scripps Labyrinth, Seaside Center of Spiritual Living, Seaside Market, Self-Realization Meditation Gardens, Temple Solel, Vista Buddhist temple
- The Arts: Downtown, Encinitas, photography at Lake Hodges and in the Anza Borrego Desert for the Superbloom, Private African Art Collection, San Diego County Fair art critique, VGs (donut still-life), Yogurtland
- World Languages: Language and culture meal trips for Spanish, French, and Chinese, ASL





# Guidance and College Counseling Report

## Shelley Boniwell

### Balance and Joy

*“The Grauer School gave me the fullest enthusiasm for life and learning, and it got me into the college of my dreams.” - LF, UC Santa Cruz alumna*

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, mentoring relationships, and tools necessary for them to identify and achieve their goals for a purposeful life.

During the 2018-2019 school year, the Counseling Office accomplished this objective through:

- Providing hundreds of individual and small group counseling sessions.
- Providing students and parents with individual college preparation counseling.
- Going into the high school grade level classes to provide college and resume writing guidance.
- Holding office hours for seniors to work on their specific college applications on Friday afternoons and after school.
- Providing information sessions and one-on-one interviews with approximately 75 visiting college admissions representatives on The Grauer School campus, as well as hosting college fairs at Grauer.
- Attending the University of California counselor conference, financial aid workshop, the California State University conference, exploring college options breakfast with the Ivy's, counselor fly-in's to visit colleges and universities and meet with admissions directors as well as Presidents of the colleges.
- Attending various college networking events including but not limited to the NCAA conference at USC, the NACAC college fair and the Collegeboard conference.
- Hosting the PSAT for all juniors and the ACT Aspire for all sophomores.
- Offering our summer College Application Workshop that guided seniors through the application, essay writing, and interview process.
- Overseeing the administration of the ERB, HSSSE survey, and the Grauer Student Quality survey.
- Students in grades 8-11 were provided information on how to choose appropriate electives and meet graduation objectives, the importance of maintaining strong academic standing, and their continuing involvement in extracurricular activities.
- Working closely with teachers towards a whole-school counseling program.



The class of 2019 earned \$5.1 million in merit scholarship offers. Of those applying to 4-year college or university 81% received some amount of merit based scholarship compared to 55.4% nationally. Of the students attending a 4-year college or university 75% were admitted into their 1st choice school (vs. 75.8% average), 85% were admitted to their top 1 or 2, 100% were admitted to one of their top 3 (vs. 93% average) 2 students took a gap year, and 1 is attending Mira Costa Community College.

# International Center Report

## Jillian Bourdon

### An Empathetic and Global Community

During the 2018-2019 school year, The Grauer School's international program continued to balance its efforts to welcome international students, both short and long term, as well as give our students the opportunity to travel, make connections, and develop relationships abroad. Throughout the school year, the Grauer School emphasizes the preparation of our students for global citizenship. Through the cultivation of intellectual curiosity about cultural diversity, as well as emphasis on cross-cultural compassion, Grauer students collaborated with international cohorts to create an open and connected environment in which students from all backgrounds are able to participate and belong.

In February, we again collaborated with CSU San Marcos to welcome a group of students from Washington High School in Taichung, Taiwan, a sister city to San Diego. These students participated in a variety of Grauer classes and then shared aspects of Taiwanese food culture with students at a Grauer assembly.

This year our own international student body came from far and wide, including Germany, Spain, and China. These diverse students contributed to the school culture through participation in Grauer athletics, as well as Grauer music performances and artwork exhibitions, and playing music on stage at Café Nights, Grauerpalooza, and lunchtime gazebo concerts. Also, through another successful annual Asian New Year celebration, our international student body contributed dance and music performances and cultural lectures as an effective way of bringing traditions from home onto the Grauer campus. We also said goodbye to five international graduating seniors: Ryan Bao ('19), Krystal (WenJia) Mei ('19), Sarah Xu ('19), Leo Liao ('19), and Linda Chen ('19). As almost all of these students have been part of the Grauer community for their entire high school careers, their presence on campus will be missed next year. We wish them all the best in their future academic and personal pursuits.



The Grauer School continues to cultivate a cross-cultural environment through our diverse student body, unique international expeditions, and role as hosts. Our students understand the importance of curiosity and the transcendence of cultural barriers as they continue to grow and develop the capacity to embrace ambiguity and understand that there are many possibilities in which to perceive the world.

# Humanitarian Service Center Report

## Jessi Brown

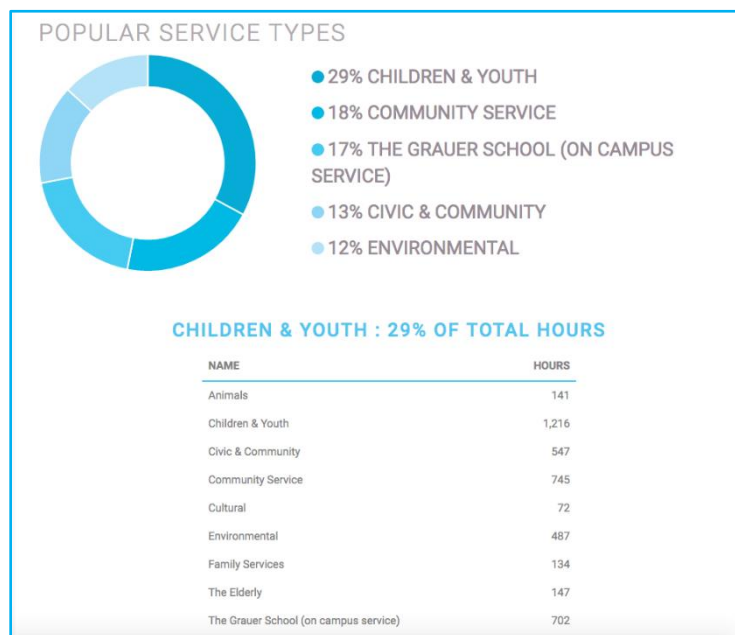
*“We make a living by what we get, but we make a life by what we give.” - Winston Churchill*

Here at The Grauer School, we provide a humanitarian education. Our hope is to not only help students carve a path toward their dream career, but to also help them develop the leadership qualities necessary to make a positive impact on our community and around the world.

The 162 students at The Grauer School logged a total of 4,189 hours during the 2018-2019 school year. This is down from last year, but only by 33 hours. The economic value of these hours spent serving our local and global community totals over \$124,000.

Here are some of the causes to which they gave their time:

- 29% of those hours were dedicated to helping children and youth (down from 47% last year). Students offered tutoring services through Casa de Amistad, worked as camp counselors with organizations such as Villa Música and the Magdalena Ecke Family YMCA, donated sports equipment and played soccer with children on the Baja Expedition, volunteered with Junior Lifeguards, and helped out at local elementary schools.
- Volunteering for environmental causes came in at 12%, double what it was the previous year. Almost all of this environmental stewardship was done on class field trips or on expeditions. Students spent every day in nature on the Roots Expedition and helped to preserve it. The New Orleans trip volunteered through the NOLA Tree Project. Middle schoolers volunteered through the Catalina Environmental Leadership program.
- Working with the elderly saw an uptick this year to 147 hours, and more hours were logged in this category than in the animals category for the first time. A large number of these hours were for Meals on Wheels, an organization that several families volunteer regularly and for which the middle school students did a special Thanksgiving project.
- 17% of the service the students did was on campus, mostly through either our Student Ambassador program or helping the Visual and Performing Arts department with special events.





The Class of 2019 logged 4,021 hours during their time at Grauer; 771 of those were served during the 2018-2019 school year. This represents a trend in recent years of the senior class not serving as much as other classes. By comparison, last year the class of 2020 volunteered 926 hours and the class of 2021 served 827. To combat this trend and to encourage altruism and activism, the seniors in next year's class will have a self-designed service project built into the curriculum for their English and Government classes.

That said, the class of 2019 still did a considerable amount of service during their time at Grauer. Of the 27 students in the class, 22 of them served at least 50 hours. To be more specific, 9 volunteered between 50 and 100 hours, 9 between 101 and 150, 5 between 151 and 200, and 2 students served over 500 each. Rhian Bristol logged 561 hours while a student at The Grauer School, 138 of those just in her senior year. Most of her hours were served through Meals on Wheels and the Blind Community Center. Bennett Parker logged 559 hours while at Grauer, 133 of which during his senior year. Bennett completed most of his hours through the Boys Scouts, including making building blocks for a local preschool as part of his Eagle Scout project.

There is plenty to celebrate this year. As a school, we provided holiday gifts for 100 families with terminally ill children and their siblings through Conner's Cause, collected donations for families in need through the Community Resource Center's holiday basket program, gathered and delivered school supplies to girls at the Daraja Academy in Kenya, and raised over \$300 for UNICEF by collecting coins. 128 of our students met or exceeded the 12.5-hour service expectation this year. 20 students completed 50 or more hours of service. We had two teams of students working with the Leukemia and Lymphoma Society this year through the Student of the Year campaign, which is a leadership development and philanthropy program. Combined, the teams (one led by Jason Wexler and the other by Arabel Meyer and Will Fallmer) logged 420 hours of community service and raised tens of thousands of dollars. Other standouts this year were Kendal Heiskala with 120.8 hours (served mostly through LLS and the Lux Art Institute) and Francesca Mottla with 100.5 (served mostly with Villa Música). The Chen sisters volunteered numerous times together and served 65 hours with the San Diego Food Bank.

To help promote our Eco Stewardship theme in the 2019-2020 school year, efforts will be made to again increase the number of hours our students spend enjoying and preserving nature. With expeditions to Thailand, Ecuador, and Yellowstone set for the Fall, this seems like a very feasible goal.





# STEM Center Report

## Morgan Brown

### Enhanced STEM Opportunities & A New Endowed Chair

The Grauer School continues to advance its mission of providing a diverse range of STEM options for our students. We maintain a highly competitive and very successful robotics program at both the high school (FIRST Tech Challenge) and middle school (FIRST Lego League) levels. We have thriving math teams at the high school (Mathematical Modeling) and middle school level that compete locally and internationally as well. We have brought back our popular guitar building Friday elective (Acoustic Guitar and Ukulele Building) and have kicked off a new Science Olympiad team this year. Our Green Grauer initiative is supported by both the Parent Association and our environmental sciences class. We presented two very successful Robotics Summer Camps for middle school and high school students from Grauer and from the San Diego area. Our middle school students participate annually in an Hour of Code activity, and we started a middle school Rubik's Cube Club. Additionally, we continue to support quickly developing engineering design and computer science electives in alternating years.

All these extracurriculars and electives are supported by our core math and science classes which are leading the way in terms of incorporating technology and engineering through project based learning and student projects. We believe that the best way for students to learn and appreciate STEM topics is to provide them with exciting, hands-on opportunities that directly correlate to and expand upon what they have learned in the classroom. This year, 22% of our graduating seniors are planning to major in a STEM related field.

#### Endowed STEM Chair

For more than 500 years, the world's great educational institutions have attracted and supported distinguished educators by endowing academic chairs. Endowed chairs honor exceptional faculty members for their past and potential contributions to academia while also supporting their current work. They are critical to attracting and retaining exceptional scholars in their designated fields. We are incredibly excited to announce:

*The Loeny-Linz Endowed Chair in STEM Studies was established in 2019 with a gift from the Loeny Family Foundation to permanently endow chaired program leadership in science, technology, engineering and mathematics within The Grauer School. The Loeny Family Foundation has supported Grauer School STEM initiatives since 2006.*

This endowed chair will bring the following specific and permanent benefits to The Grauer School and to regional STEM education:

1. Attract and Retain: An endowed STEM chair will enable us to attract STEM leaders permanently.
2. Honor and Reward: This is a well-deserved honor and commensurate remuneration for our current and future STEM chair and teachers.
3. Stature and Reputation: An endowed chair lends credence and stature to the school itself.

### High School Robotics (Morgan Brown)

The Grauer School Robotics Team, Shockwave Robotics is constantly developing and refining itself. Just finishing up our tenth year, we remain a key team in the region, as we host league meets and/or championships on campus and extend our help to rookie teams who need assistance. Each year we recruit new members and spread STEM awareness throughout our student body and beyond. This year, our team was a top competitor through the league meets and championship event, putting up competitive results at each event and earning a prestigious engineering design award. Our robotics program's longevity and continued success is a testament to the dedication and commitment of The Grauer School to ensure STEM is a priority for our students and proof that our students are taking advantage of the opportunities afforded to them with this program! We could not have achieved such success without the gracious support of our mentors and sponsors. Tremendous thanks go to our key sponsor The Loewy Foundation and also to our additional team coaches and mentors Liam Murphy, Daren Gardner, and Peggy Gardner.

### Middle School Robotics (Peggy Gardner)

We continued the Middle School Robotics Team's participation in the FIRST Lego League (FLL) program for the third year. Each year our team size has grown, with our goal of getting more students (both boys and girls) excited about learning STEM concepts through basic robot building and programming in these critical middle school years. This year's team had a great season. We added additional LEGO Mindstorms robots so that more students could program and test their robots concurrently. Our team won a Core Values award in their first competition, reinforcing the importance of Grauer's Core Values and our commitment to self-driven team members who are proud to do all the work themselves. This award granted the team a berth to compete in the annual Regional Championship at Legoland, as one of the best teams in the San Diego. Most of our 8th grade students who participated in this program plan to join the high school team next year, to continue their STEM education and love of robotics.



### HS Science Olympiad (Brendan Wallace, Paulina Davis-Fisher, and Peggy Gardner)

We started a new Grauer Science Olympiad team this year, where high school students could compete in a wide variety of science disciplines and STEM-related categories against other students from the San Diego area. The team's first competition was an Invitational tournament at Great Oak High School in Temecula, where the students finished in the top ten teams in two of the six events in which they participated. The team's second competition was the San Diego Science Olympiad at the University of San Diego, and one of our teams placed in the top 20 in all four of the events they competed in. Next year, the Science Olympiad team plans to welcome more high school students to the team!

### **HS Math Modeling Club (Peter Mannisto)**

Nine students across grades 8-12 participated in various mathematical modeling contests (the High School Mathematical Contest in Modeling and the Society for Industrial and Applied Mathematics Math Modeling Competition). The contestants have 2 days to prepare mathematical solutions to problems of real-world significance. The problems the teams solved were: (1) designing a “smart” climate control system for a house that anticipates your daily patterns and adjusts the temperature and humidity accordingly, (2) creating a ranking system for the world’s best rollercoaster, and (3) analyzing the growth of drug usage among high school students and using their analysis to predict future trends. The team that analyzed rollercoaster rankings earned an Honorable Mention. Students unanimously gave feedback that doing these problems was incredible fun, and helped them develop teamwork skills, as well as patience and focus to work on a hard problem over the course of multiple days.



### **Computer Science (Liam Murphy)**

The Grauer School is happy to have brought back Introduction to Computer Science this year. This comprehensive course covered a wide variety of computer programming skills and concepts. The students obtained a solid foundation in Java Programming, Object Oriented software design, and Computer Architecture, with projects in NetBeans and Android Studio that included tic tac toe, snake, and dungeon crawl.

### **Guitar Building (Liam Murphy)**

Our resurrected Guitar Building class is a weekly Friday Block workshop where we teach a combination of musical instrument engineering, physics of sound, and woodworking. Students built a range of instruments including ukulele, acoustic guitar, electric guitar, and bass guitar. Guitar Building is an opportunity for students to challenge themselves in a fun, low-stress environment.

### **Environmental Science / Green Grauer (Nick Scacco)**

Our Green Grauer program continues to support the sustainable mission of the school. In the gardens, we added 5 new garden beds, a water feature with fountain, drip irrigation and more usable garden space. We continued to care for our 3 blueberry bushes, 17 fruit trees and garden areas. Our parent association is adding new leadership with parent leader Dana Abraham. Environmental studies students examined renewable energy through building wind and water turbines using electromagnetic induction, proposed an energy plan to drive future development in San Diego, and engaged in community and LEED development, building scale models considering eco-friendly design.

### **Statistics (Peter Mannisto)**

For the first time in several years, The Grauer School offered Statistics as an elective Math class. This is a full-year, UC-approved class which teaches the content of an introductory statistics class at the college level. Students learn the data analysis needed to be an informed citizen of the world: detecting sources of bias in data and misleading visual displays, good practices in gathering their own data, the fundamentals of probability and how to analyze the world with them, and the fundamentals of statistically drawing conclusions from our data (with a precise level of certainty). Students chose an interesting statistical hypothesis and went through the process of formulating a question, gathering data, doing statistical analysis, and drawing a conclusion.



# Athletics Center Report

## Trevor Olson

During the 2018-2019 school year, the Grauer School's Athletic Department, in partnership with Horizon Prep, continued our mission to offer accessible, fun and well-rounded sporting opportunities as well as more competitive CIF Sanctioned opportunities for our student-athletes. We continued with our no-cut policy and had more High School students become student-athletes than ever before. 2018-2019 was a huge success for the Grauer School and we once again were able to promote both athletics and values through our approach and belief that sports should be fun, cohesive and accessible. We are the Gorillas and we are proud – Go, Gorillas!

### High School CIF Sports: Partnership with Horizon Prep Academy

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 for both schools compete in different leagues. Our relationship with Horizon Prep is both strong and real with both schools fully understanding and appreciating the role each school plays in the overall success of the program. We are grateful to have them and they are grateful to have us. 2018/2019 was a good year for our partnership and we are looking forward to the start of next year so that we can continue to grow and thrive.

### Team Sport Involvement from Grauer School Students: 2018-2019

Total MS Students: 51

Total HS Students: 110

Total Students: 161

Total % of Students that Played on a Sports Team\*: 68%

#### Breakdown: Middle School\*

7th Grade -- 25 out of 27 Students (93%)

8th Grade - 20 out of 24 Students (83%)

Total % of MS Students who participated on at least one Grauer Team\*: 88%

#### Breakdown: High School\*

9th Grade – 19 out of 26 Students (73%)

10th Grade -- 20 out of 30 Students (67%)

11th Grade -- 14 out of 27 Students (52%)

12th Grade -- 12 out of 27 Students (44%)

Total % of HS Students who participated on at least one Grauer Team\*: 59%

\*Students who played on at least ONE season of a team sport at Grauer (many played on multiple teams)





## The Grauer School Athletic Opportunities -- High School

**Fall Sports Opportunities:** Girls Volleyball, Boys & Girls Cross Country, 8-Man Tackle Football

**Winter Sports Opportunities:** Coed Surf Team (Non-CIF Sport), Boys Basketball, Coed Archery Team (Non-CIF Sport), Boys and Girls Soccer

**Spring Sports Opportunities:** Coed Track and Field, Coed Golf, Coed Archery Team (Continuing), Coed Sailing *(New)*

## The Grauer School Athletic Offerings -- Middle School

**Fall Sports – Middle School:** Girls Volleyball, Coed Cross-Country

**Winter Sports – Middle School:** Girls Soccer, Boys Basketball, Coed Archery

**Spring Sports – Middle School:** Boys Soccer, Boys Volleyball, Girls Basketball, Continued Coed Archery, Coed Sailing *(New)*



**3rd Place National Championships – Grauer HS Archery Team – 2018/2019**

# Visual and Performing Arts Center Report

## Isaac Langen

Involvement in the Grauer School Visual and Performing Arts program was at a record high in the 2018-19 school year. Overall, 88% of our students took a Visual or Performing Art course, up 6% from the previous year. In high school, 82% of our students took an arts class, up 10% from last year. 100% of our middle school students have an arts discipline in their curriculum. With programs in Music, Visual Art, Theatre, Photography, Film Studies, Recording Arts, Audio/Visual Design and Culinary Arts, the Grauer School has a thriving artistic culture, with the arts permeating all aspects of student life. From weekly assemblies and lunch concerts to Cafe Nights, Grauerpalooza and other annual events, every Grauer student has the opportunity to grow as an artist.

The Music Program is a cornerstone of the Grauer Arts program and the 2018/19 school year saw a record number of performances for our musicians. The year was defined by unprecedented collaboration with other programs including Theatre, Film, Girl Rising, ASB, the Parent Association, the International Program, Community Service and more. It was the 16th year under Music Director Isaac Langen. The Recording Arts program, led by Tom Hopper, gave Grauer songwriters, composers and producers a broader audience than ever before, presenting their music on major streaming platforms including Apple Music and Spotify. In the last year, original music by Grauer musicians has been streamed over 10,000 times in 64 different countries and on all continents, significantly increasing exposure of our organization.

The Theatre Program's presentation of *"Alice in Wonderland"*, directed by theater director Erin Langen, boasted the largest cast yet of any Grauer School production. The collaboration that went into this event was unparalleled, with student involvement from the Music, Studio Art, Photography, Film, AV, and Cooking programs. Play Production was a new course offered this school year, with students honing their skills in acting, playwriting, directing and production. Their performance of *"The Importance of Being Earnest"* capped a productive year for our Theatre Program.

The Visual Art program continues to flourish under Johnny King's direction. 77 students took either Studio Art, Photography or Yearbook Design, which is almost half of the student body. The year was marked by successful new collaborations with other departments (science), new Graphic Design tools for the classroom (iPad Pros), and the best yearbook to date. A record number of students entered art and photography in the annual San Diego County Fair Student Showcase, with 46 students represented, up 5 from last year. A total of 79 pieces including fine art, graphic art, fashion design, yearbook, and photography were showcased, up 28 from last year.

Our revitalized Film Studies program, under the direction of Dina Treibel, had an award-winning year. Film Studies students learned to operate industry-standard film equipment and used the editing software Final Cut Pro X to create films in multiple genres. For the first time, students entered their film projects in two educational film festivals - California Student Media Festival (CSMF) and iVIE Awards (Innovative Video in Education) Student Film Festival, winning an iVIE award for student filmmaking. The Film Program also filmed and edited all of our Performing Arts performances, which are now available to view on The Grauer School YouTube channel.





# Grauer Parent Association Report

## Tricia Ochoa

The mission of the Grauer Parent Association (PA) is to build and encourage a close parent community and to provide a network of communication between the parents, staff, and students at Grauer. We had a very successful year with our main goal to be inclusive and create opportunities for parents to participate at all different levels. We held a variety of traditional events and several adult events, as well as providing several speakers. We saw many new faces and provided many volunteer opportunities at Grauer events.

### 2018-2019 Parent Association Board

Tricia Ochoa, President

Katherine White, President Emeritus

Kelli Melby, Secretary

Anne Merson, Treasurer

Stephanie Bristol, Vice President

Sandi Weir, Room Parent Coordinator

### 2018-2019 Parent Association Events

Grauer Back to School Roundtable meeting with Principal Dana Abplanalp-Diggs

PA table and representatives at Grauer Open House and New Parent Orientation

Back-to-School Luau support

Halloween/ Thanksgiving Pumpkin Decorating

Founder's Day & Grandfriends' Luncheon

Casino Night

Grauer Picture Day support

Hosted "Marijuana Education for Parents" Presentation by Joe Eberstein, Center for Community Research

Hosted "Managing Your Digital Reputation" Presentation by Jon Moffat, Cyber Education Consultant

Support for Great Conversations "Kintsugi Wellness" Lecture by Candice Kumai

Parent Judges for Middle School Inventors Showcase

PA table and representatives at Spring New Family Welcome and New Parent Orientation

Grauer Mom's Literary Society

Holiday Mantle Decor

Faculty/Staff Appreciation Luncheons presented by each grade

Valentine's Day catered staff lunch and gifts

Testing Week Snacks for Students and Staff

Co-organizer of Annual Gala with School Staff ("The Great Outdoors" theme)





# Grauer Alumni Association Report

## Sheila Wirick

### Close Relationships with Grauer Alumni

The Grauer Alumni Association, now in its seventh year of operation, lists its members at over 400 Grauer Alumni students. We are a small school and we want to maintain a close relationship with each and every one of them!

We continue to publish our GrauerAlum newsletter, “Going Gorilla,” which provides updates on important events in the lives of our alumni. We maintain contact with our alumni by reaching out through email, and through the Grauer Alumni Facebook Group and the Grauer Alumni section of the school’s website that features the most current along with an archive of all of the Grauer newsletters.

This past year, we presented an Alumni Panel who spoke about their college experiences to current Grauer students and their parents. We also have an alumna from the Class of 2003 serving on the Grauer Foundation for Education Board of Trustees. We love and look forward to engaging alumni in many school activities in the future including our Annual Fund Campaign, the Grauer Gala and of course, class reunions.

Seeing our alumni on campus is our greatest joy and we encourage every one of them to visit when they’re in town and attend our events, whether it be our weekly assembly, our class reunions, or our Senior Commencement Ceremony.

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.”*



**Grauer Alumni Panel – March 2019**

# Giving Report

## Development Office

The Grauer School greatly appreciates the individuals, families and organizations that have contributed to the success of the school in 2018-19 with their generous gifts.

### ANNUAL FUND

#### The Founder's Circle (\$25,000+)

Keiko Beckman  
Allison & David Cumming  
Donald C. & Elizabeth M. Dickinson Foundation  
Amy & Sean Fallmer  
Marion & Richard Leonhard  
Loewy Family Foundation  
Laurayne Ratner  
Frances White

#### Top of the Bell Tower (\$10,000+)

Kate & Brett Bishov  
Ron Coughlin  
Alexis Hearst & Michael Howard  
Katherine White

#### Trustee's Circle (\$5,000+)

Alchera & Willy Ayyad  
Tracey & Scott Berlin  
Katie & Mark Bowles  
Jamie Carr  
Jennifer & Julie Dunne  
Marianne & Robert Gottlieb  
Don Kish  
Melissa & Doug Medve  
Stephanie & Thomas Pellette  
Stacia Dawson & Peter Selner  
Jonell & Greg Tibbitts  
Diane & Robert Zeps

#### 1991 Club (\$1,991+)

Jill & Christopher Ahearn  
Holly & Kevin Bauer  
Isabelle & Marc Blanchard  
Stephanie & David Bristol  
Karen & Andrew Cardno  
Sarah & Brian Carey  
Tony Carr  
Leslie Clay & Carl Agsten, Jr.  
Anastasia & Rich DiMatteo

Akemi & Kevin Dyer  
Sharon & Bryan Faith  
Julie & Sanford Fisch  
Sally & Stuart Grauer  
Caroline & Adrian Hall  
Tami & Eric Harnish  
Debi & Jeff Heiskala  
Claudia & Martin Hetzer  
Jenny & Eugene Hong  
Catherine Ivey-Lee & Stephen Lee  
April & Jason Lupton  
Jolanda & Frank Messmann  
Kristina & Richard Mottla  
Rosibel Ochoa & Efrain Figueroa  
Carol & Vann Parker  
Molly & Joseph Reid  
Cathy Santone & Scott Owen  
Jill Schulz  
Randi Wallstrom & Howard Takiff  
Carolyn Whitehouse & Billy Stern

#### Honorary Faculty Fellow (\$500+)

Dana & Jules Abraham  
Deanna & Jon Archer  
Jo Anne & Scott Arens  
Kristen & Michael Barsness  
Ron Blumberg  
Wendy & Stephen Blumberg  
Alexandra Borbolla & Serge Brachet  
Michelle & Olivier Bourgeot  
Alexia & Darian Bregman  
Deb & Matt Brinker  
Gabriela & Ed Bryant  
Christina & Jason Callahan  
Laikin & Henry Chan  
Lauren & Matthew Colvin  
Lanie & Troy Combs  
Carrie & Michael Connell  
Laetitia & Charles Cousin  
Deb Critten & Mike Blake  
Alessandra & Jeff Easum  
Liz Ecke & David Meyer

Robin & Leo Eisenberg  
Tracy Frederick  
Karen & Orrin Gabsch  
Craig Gertz  
Jesse & Jason Giessow  
Doug Gillingham  
Erin Hawk-Miller & Jeremiah Miller  
Lisa & Marty Hochman  
Olga & Yolian Ignatov  
Saida & Hassan Ihs  
Angela Irons  
Miki Keller & Andrew Litman  
Tara Kiesel  
Annie Lavoie-Gagne & Sebastien Gagne  
Carolyn & Patrick Lennon  
Holly & Scott Leonhard  
Alex Levine  
Janet & Thomas Lombardi  
Louise Lu & Timothy Diep  
Sarah & Babak Maheronnaghsh  
Amy & Michael Matthews  
Dana & Ryan McCrary  
Margie & Read Mecleary  
Kelli & John Melby  
Louise & John Melcher  
Anne & James Merson  
Susan Nestor  
Tricia & Ben Ochoa  
Susy & Jason Pang  
Nina & Walter Payne  
Ivonne & David Pearson  
Paul Predki  
Tricia & Brad Rambur  
Lori & Jorge Ramirez  
Rebecca Reynolds & Christopher Meyer  
Denise & Eric Rosser  
Leslie & Embry Rucker  
Molly & Paul Scofield  
Reni Schriek & Brent Garduno  
Jen Shirshun & Marcus Bachrack  
Rachel & Solomon Short  
Erin Smith  
Aleksandra Spasic & Jonathan Raymond  
Donna & Randy Spiegel  
Candice & Gavin Stone  
Katy & Mike Tanghe  
Laurie Torkelson & Andrew Worlock  
J.C. Upham  
Sandi & Mike Weir

### **Grauer Fund Member (\$150+)**

Margo Alon  
Lynne & Eric Banach  
John Barbour  
Kathy & Stefen Boehme  
Molly & Dustin Campbell  
Julie Chippendale  
Janet & Joshua Cole  
Cristina & Mark Drewelow  
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