

Superintendent's Summary Report

High Quality Standards-based Instructional Program

High Quality Staff

Safe and Healthy Environment

Effective Communication and Community Outreach

Managing Fiscal Resources



NATIONAL SCHOOL DISTRICT

2014-2015



Date: October 1, 2015

To: Governing Board Members

From: Chris Oram, Ed.D.
District Superintendent

I am pleased to submit this report to the interested stakeholders in our school district and community. It summarizes our accomplishments during the 2014-2015 school year and outlines our priorities for the current school year.

As you review these pages, I'm quite certain you will notice that our efforts to improve student learning were the result of many hands. I am proud of the commitment our employees demonstrated toward this end--whether it be in a classroom teaching, providing support in an office, preparing nutritious meals, maintaining our campuses, or providing oversight of our instructional program. Each responsibility contributes to our District's vitality and helps us *create successful learners* in National City. This level of collaboration and unity of purpose will serve us well as we continue to work in an era of increased expectations for students.

Above all, our students can be assured that their well-being and academic development will continue to be our highest priority. We are pleased with our accomplishments last year and stand ready to improve upon these successes in the new school year.

CC:yo

STUDENT CAPACITY AND ACADEMIC GROWTH

STUDENT PERFORMANCE DATA SUMMARY

Our foremost mission as a school district is to help every student meet State standards by demonstrating proficiency in Language Arts and Math. Toward that end, we continue to make collective progress, while seeking additional strategies for improving achievement at specific grade levels for specific groups.

RENAISSANCE STAR READING AND MATH ASSESSMENT RESULTS

Table 1 and 2 contain information about how well our students performed on the STAR Renaissance Reading and Math assessments last year. STAR is a computerized reading and math assessment that is used in conjunction with the Accelerated Reading and Math programs. It is a normed reference test, which means that it is not standards-based, but rather compares our students to a sample group of students across the country. They provide standardized scores like grade equivalent and percentile rankings and do not provide users a breakdown related to their performance on individual standards. Normed reference tests were very common in the past and you have probably heard of some of them. They include the SAT, Graduate Record Examination (GRE), and the Wechsler Intelligence Scale for Children (WISC). The State of California used normed tests extensively as part of its state testing system in the past, using tests like the California Test of Basic Skills (CTBS) or the Stanford Achievement Test (SAT 9). When the State discontinued administered the California Standards Test (CST) a few years back, we decided to use the STAR Renaissance assessments as a district measure until the state assessments were reinstated and we had the ability to measure student growth.

Table 1 - Safe Harbor Goals							Table 1A -- Yearly Growth				
English Language Arts							English Language Arts				
SubGroup	Grade	2014	Goal	2015	Growth	Met	SubGroup	Grade	Sept.	June	Growth
All Students	All	49.5	54.4	48.5	-1	No	All Students	All	23.1	48.5	25.4
English Learners	All	32	35.2	24.7	-7.3	No	English Learners	All	3.9	24.7	20.8
Hispanic	All	46.4	51	43.1	-3.3	No	Hispanic	All	19.5	43.1	23.6
Students with Disabilities	All	10.4	11.4	10.3	-0.1	No	Students with Disabilities	All	1.8	10.3	8.5
Matched EOY	All	48.4	53.3	50.2	1.8	No	Matched EOY	All	26.6	50.2	23.6
Table 2 - Safe Harbor Goals							Table 2A -- Yearly Growth				
Math							Math				
SubGroup	Grade	2014	Goal	2015	Growth	Met	SubGroup	Grade	Sept.	June	Growth
All Students	All	53.8	59.2	48.3	-5.5	No	All Students	All	17.2	48.3	31.1
English Learners	All	43.7	48.1	32.2	-11.5	No	English Learners	All	5.4	32.2	26.8
Hispanic	All	51	56.1	44.2	-6.8	No	Hispanic	All	14.8	44.2	29.4
Students with Disabilities	All	13.7	15.1	12	-1.7	No	Students with Disabilities	All	2.3	12	9.7
Matched EOY	All	54.9	60.4	49.6	-5.3	No	Matched EOY	All	21	49.6	28.6

When we compare how this year’s students did compared to last year’s students, we see that every group went down in both language arts and math. The only exception to that was the “matched” student population in language arts. This is the group that has a STAR test score for both last year and this year. That group grew 1.8%. We did not make the Safe Harbor goals in either content area.

This does not mean, however, that there was no growth this past year. What it means is that we did not have more students scoring proficient or above on the STAR test in 2015 as we did in 2014. We did show growth during the year, however. Table 1A and 2A compare how students scored on these tests at the beginning of the school year with how they scored in June. You can see that the percentage of students scoring proficient or above on their grade level standards increased by between 20-30% in both content areas. The exception to this was the Students with Disabilities group that increased 8.5% in language arts and 9.7% in math.

SMARTER BALANCE STATE ASSESSMENT RESULTS

Students in grades 3–8 and 11 received full-length tests for both English language arts/literacy and mathematics, with approximately seven to eight hours of total testing time for each student. The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student’s academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student’s academic achievement, including such measures as, classroom assignments and grades, classrooms tests, report cards, and teacher feedback. Here are the performance levels for the Smarter Balanced assessments and their descriptors.

PERFORMANCE BANDS	DESCRIPTORS
STANDARD EXCEEDED	The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy (mathematics) knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.
STANDARD MET	The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy (mathematics) knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.
STANDARD NEARLY MET	The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy (mathematics) knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.
STANDARD NOT MET	The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy (mathematics) knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

The grade level summary of how National School District children performed in English Language Arts last year is in Table 2 below.

The percentage of students meeting or exceeding State standards ranged between 30-44%. If we add the students who “nearly met” the standard, the percentages range between 51-77%.

Table 2						
Smarter Balance California Assessment						
English Language Arts						
Grade Level	Not Met	Nearly Met	Met	Exceeded	Met or Exceed	Near, Met or Exceed
Third	41	21	19	11	30	51
Fourth	47	22	21	11	32	54
Fifth	34	27	27	13	40	67
Sixth	22	33	33	11	44	77
All Grades					0	0

Table 3						
Smarter Balance California Assessment						
Mathematics						
Grade Level	Not Met	Nearly Met	Met	Exceeded	Met or Exceed	Near, Met or Exceed
Third	38	31	25	6	31	62
Fourth	40	41	14	4	18	59
Fifth	48	33	14	5	19	52
Sixth	30	39	20	10	30	69
All Grades					0	0

In mathematics, the percentage of students meeting or exceeding State standards ranged between 18-31%. If we add the students who “nearly met” the standard, the percentages range between 52-69%.

A comparison between STAR Reading and Math results to the SBAC Reading and Math results are listed in Table 4 and 5 below.

Table 4			Table 5		
English Language Arts			Mathematics		
Students scoring proficient or above			Students scoring proficient or above		
Grade Level	STAR	SBAC	Grade Level	STAR	SBAC
Third	38.6	30	Third	53.7	31
Fourth	55.9	32	Fourth	55.7	18
Fifth	53.3	40	Fifth	44	19
Sixth	53.4	44	Sixth	46.1	30
All Grades	50.2	0	All Grades	49.6	0

We see the SBAC results were between 9-24% lower than the STAR results in English Language Arts. In math, the SBAC results were between 16-37% lower than the STAR results.

California English Language Development Test

The National School District met Annual Measurable Achievement Objectives 1, 2A and 2B (AMAO) on the CELDT test.

AMAO 1

Percent of English Learners Making Annual Progress in Learning English

Percent Meeting AMAO 1	62.3%
2014-2015 Target	60.5%
Met Target for AMAO 1	Yes

AMAO 2

Percent of English Learners Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort

Percent in Cohort Attaining the English Proficient Level	25.1%
2014-2015 Target	24.2%
Cohort Met Target	Yes

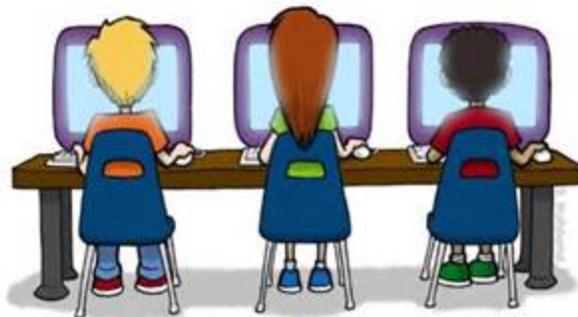
5 Years or More Cohort

Percent in Cohort Attaining the English Proficient Level	52.9%
2014-2015 Target	50.9%
Cohort Met Target	Yes

Met Targets for AMAO 2

Yes

English learners in the National School District exceeded all of the State targets for the California English Development Test last year.



STRATEGIC PLAN, CORE VALUES AND THEMATIC GOAL

This is the fourth year of our five year strategic plan. Our plan includes five core strategies: High Quality Standards-based Program, High Quality Staff, Safe and Healthy Environment, Effective Communication and Outreach and Managing Fiscal Resources. Each year we conduct a community forum where we review our progress on our goals and look at current trends to see if modifications to the plan are necessary. The first few years of the strategic plan we conducted the forum in August. This past year, we waited until January so that we could use the information from the Governor’s budget proposal and connect the strategic planning process to the development cycle for the Local Control Accountability Plan (LCAP). As part of this process we have identified our three core values:

- **Children first** – Our number one commitment the National City community is that every decision we make will always put the *children* of our school district *first*.
- **Whatever it takes** – We also commit that we will do *whatever it takes* to support the needs of the students and families of this community.
- **Relationships matter** - We understand that we are a people “business” and that *relationships matter* whether we are working with students in the classroom or parents and community members at the front counter.

As part of the strategic planning process we developed many goals that will be accomplished over the five year span of the plan. To provide greater focus, however, we asked ourselves, what is most important to the success of the National School District and the children and families we serve right now? The answer was clear. We have to do an outstanding job of implementing a curriculum that will allow our students to master the new Common Core State Standards, and in doing so, become well prepared to compete in the 21st century economy. The work that we did to support that vision was accomplished through objectives in three of the five core strategies in the District’s Strategic Plan.

Think Common Core



Local Control Accountability Plan

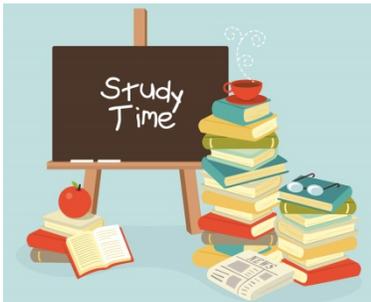
National School District convened its Local Control Accountability Plan (LCAP) Committee in February and March of 2015. The committee is comprised of teachers, administrators, classified staff, parents, Governing Board representatives, and community members. Using data and research, the LCAP committee recommended that the 2015-2016 plan focus on three main areas: Common Core standards implementation, educational technology, and parent engagement. With these recommendations, the next step in development of the LCAP plan was a series of surveys, Town Hall meetings and district committees providing input into the draft of the plan. As a result of the response from all stakeholders, the final plan included personnel for training of teachers and parents in Common Core standards, as well as increased funding for the purchase of technology devices. Each year the LCAP Committee will reconvene to provide the District with direction for the plan, and all stakeholders will have an opportunity to contribute to its development.



HIGH QUALITY STANDARDS-BASED INSTRUCTIONAL PROGRAM

Developing Rigorous Units of Study

“The Common Core standards and the development of specific units have given our district the opportunity to have greater teacher and student engagement. Teachers collaborated in writing the units, and students played a role in piloting and testing in each unit to check for effectiveness. I believe that the units will allow for creative flexibility for our teachers and students, and therefore will better prepare students to be independent, innovative thinkers ready to take on the 21st century world.” -- Sue Prues, Anaheim City School District Governing Board



As part of its District Plan to improve student achievement, National School District contracted with the Leadership and Learning Center to assist teachers in creating Common Core Units of Study that will ensure that a rigorous bar is set for all learners, including English Learners and Students with Disabilities. Throughout the year, grade level teams worked with representatives from Leadership and Learning to designate priority standards, create pre and post-assessments, and engaging learning activities. These units will assist our teachers as they focus in on the new standards. Also, with the use of pre and post assessments, teachers will be able to adjust their instruction to meet the needs of each learner.

Response to Intervention (Rti)

When a student is not at grade level, teachers and support personnel provide interventions to support the child. If the student doesn't show any progress, than another form of support is provided. This system, termed "Response to Intervention," is an integral part of each school's instructional program. From a District perspective, we want to make sure that all schools are using best practices in their RTI program, and that there is continuity across the ten schools, as there is a lot of mobility in our student population.

In 2014-2015, a representative group of classroom teachers, principals, and support personnel met on a bi-monthly basis to develop standard RTI practices. The result of this work is a draft of a district-wide Response to Intervention guide. The RTI task force will again meet in 2015-2016 to complete its work by standardizing forms, and developing training and communication surrounding RTI practices.



Instructional Enrichment Wheel

“Repeatedly, we have witnessed the power of the arts to ignite a genuine interest in learning other core content material. It has been well observed by teachers and principals alike that visual and performing arts, particularly when woven into core academic area content, can improve students’ communication skills, nurture varied modes of intelligence, sharpen critical thinking, develop students’ practice of judgment, encourage imaginative problem solving, and intensify skills of observation.” -- Collaboration of Teachers and Artists (CoTA)

At the end of 2013-2014, stakeholders worked together to create the Local Control Accountability Plan. This plan included strategies to increase student achievement through increased teacher collaboration, as well as providing enrichment opportunities for our children.

The Instructional Enrichment Wheel began with a unique idea of having three of our site principals collaborate on the development and implementation of the program. Beginning in July, the “12 Month Principals” screened and hired 18 teachers and trained them on National School District practices including lesson design and strategies to support English Learners. These principals developed schedules and supported the development of an Arts curriculum. The start-up process took eight weeks, but at the end of that time, our Enrichment Teachers began the year-long program that resulted in all of our students experiencing visual and performing art, music, and physical education. All lessons were based on California’s Visual and Performing Arts Standards, and the Enrichment Teachers met frequently to collaborate and continue development of the interactive presentations. At the end of the year, a survey was disseminated, the results of which showed a high degree of satisfaction regarding the program by classroom teachers, Instructional Enrichment Wheel teachers, and principals.



Data Team Meetings

“Things get done only if the data we gather can inform and inspire those in a position to make a difference.” -- Mike Schmoker

Classroom teachers are released twice monthly by the Instructional Enrichment teachers to engage in Data Teams meetings. During these meetings the teachers follow a five step agenda where they analyze student data and prioritize needs, set or review targeted student goals, determine instructional strategies for distinct student needs, and designate results indicators. Principals and teacher leaders from each site were trained on the Data Teams process at the beginning of 2014-2015, and all teachers received professional development on the concepts at the October 6th District-wide staff development day.

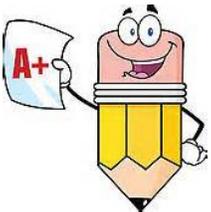


Principals were an integral part of the introduction and monitoring of the initiative, and they received additional training during Leadership Meetings. Principals also held “Ad Hoc” meetings where they aligned Data Teams processes and made commitments for consistent practices.

As the year progressed student achievement increased. Principals reported that all grade levels either met the goals they had set for the priority standard or had come close. If a grade level did not meet a goal, then the Data Team would determine strategies to assist with struggling students.

The new rigorous units of study, data team meetings and the Instructional Enrichment Wheel all work together to support student learning and achievement in a very powerful way. The units of study provide the instructional map that teachers will follow. The Instructional Enrichment Wheel provides teachers with release time to review how students are doing and to plan what needs to happen in classrooms so that all students are successful. Data Teams provide the structure that will assist us in maximize the effectiveness of the teacher collaboration when they are released during Instructional Enrichment Wheel time.

Common Core Report Cards



The Common Core Report Card Task Force was established at the beginning of the 2014-2015 school year with representatives from every school in the District and grade level representatives from all grades, TK-6. The Task Force began by reviewing common core report cards from other districts and looking at previous report cards used in the District. After reviewing, teachers began working on grade level specific report cards. Throughout the process across the year, the Task Force came to consensus on grading criteria, headings, and formatting. In addition to completing the Common Core Report Cards for TK-6, the Task Force developed a parent brochure, an FAQ sheet for teachers, a grading criteria handout to explain how to grade and mark the report cards, and a power point to be used at the school site to explain the new report cards. The finished report cards are being translated into Spanish and are currently being uploaded into the OARS system for use during the 2015-2016 school year.

Golden Bell

One of the most prestigious honors a school district can achieve is the California School Boards Association's Golden Bell Award. In 2014-2015, National School District was awarded a Golden Bell for its accomplishments in the Collaboration of Teachers and Artists (COTA) program. The COTA program provided training in arts integration for teachers at Olivewood, Lincoln Acres, and John Otis schools. Teaching artists modeled lessons in visual and performing arts, and worked with the classroom teachers to create lesson plans infused with art concepts and activities. Children in those schools showed marked growth in academics and arts concepts. The COTA program continues at those sites, and NSD has plans to extend the program to its other schools.



Technology

The purpose of technology in the classroom is to transform teaching and learning in order to increase student achievement. To this end, a representative group of stakeholders were brought together to develop a "North Star Statement," that will guide NSD through the future years of technology purchases, trainings, and uses. Joe Hartman of San Diego County Office of Education assisted the team as they answered the question "What is the purpose of technology in the classroom?" The following statement was the answer upon which the group agreed:

"Technology fosters student ownership of learning through authentic educational experiences in and out of the classroom."

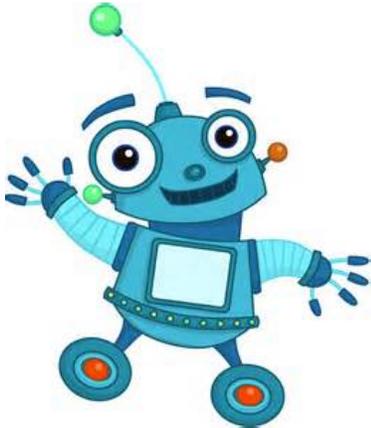


Using the above statement, there is a clear direction for district purchases of devices, development of teacher training, and involvement of community partnerships.

Teacher training in classroom use of technology in 2014-2015 included Google Apps for Educators, Edmodo and Wixie. Google Apps allow teachers to fully engage students in the learning process by providing avenues for student creativity during lessons. Edmodo is a program that provides opportunities for teachers to collaborate online with their peers. The Wixie program is an online teaching tool that enables students to create presentations with a multimedia approach.

Plans for 2015-2016 include Districtwide purchases of devices, and differentiated teacher professional development.

Instructional Software



Imagine Learning: Imagine Learning is an award-winning language and literacy software program that features interactive activities, videos, and games. It's research-based, instructionally differentiated, and incredibly fun to use. It develops critical language skills, by focusing on basic vocabulary, academic language, and grammar. Through sound instruction, Imagine Learning nurtures and bolsters a child's ability to effectively communicate with the world around them. The program also teaches kids hundreds of words that they will encounter in language arts, science, math, and social studies, helping them bridge the gap between the two most important areas of their lives: the playground and the classroom.

SuccessMaker: SuccessMaker is a software program that provides instructional support in language arts and math. The program has over 50 years of research and results with kids in classrooms all over the United States. SuccessMaker does what good teachers do. Teachers present new concepts, model skills, and allow for practice and exploration. They adjust their delivery, pacing, and content based on how well their students are doing. The adaptive technology motion that powers SuccessMaker follows the same general rule. SuccessMaker begins with an initial placement, or starting level for each student. The goal is to meet the learner at his or her level, making sure the content is neither too easy nor too hard. Once adaptive placement occurs, the system adjusts the curriculum based on student performance at key decision points.



Dual Language Program

In 2014-2015, Kimball extended its Dual Language program to second grade. The program, in which students receive 50% of their instructional day in Spanish, and the other 50% in English, began in 2013-2014 with Kindergarten and first grade. Teachers at Kimball have received additional training in best practices to assist students in second language acquisition, and have been to other Dual Language schools to observe and learn. Principal Sonia Ruan has been working with experts from the San Diego Office of Education to ensure that Kimball's long-range plan for Dual Language includes all the necessary components to achieve the best educational program possible, so that its students matriculate to the middle school bi-literate and bilingual.



HIGH QUALITY STAFF

Professional Development

Common Core State Standards require a shift in teacher instructional practices. In order to provide teachers with the professional development needed to bring about these shifts, several content specific work groups were organized. The Common Core English Language Arts, Math, and Writing Committees met regularly during 2012-2013 to plan the training that teachers would need during the “awareness” phase of the transition to Common Core State Standards.

This past year staff development for teachers included technology, math, English Language Development, and English Language Arts training were all included in the plan. In addition to the professional learning opportunities, teachers in the District piloted new Common Core math materials, with the final selection of “Go Math!” for the 2015-16 school year.

National School District Contracted with Houghton Mifflin/Harcourt’s Leadership and Learning Center to work with teachers in developing units of study that are based on research and best practice. Under the guidance of two consultants, a team of teachers spent 18 days in 2014-2015 developing units that include prioritized Common Core Standards, pre and post-tests, “Engaging Learning Experiences,” along with recommendations for vocabulary and instructional strategies to support all learners.

Teacher of the Year:

Katie Crosbie

Teacher of the Year 2015

Ms. Crosbie was hired by National School District as a fifth grade teacher at El Toyon School. She has taught second, third, fourth and fifth grades at Rancho de la Nación, Palmer Way and Ira Harbison Schools. Ms. Crosbie is currently teaching second grade at Ira Harbison School and has been working for National School District for 15 years.

Ms. Crosbie's greatest strengths include her commitment to the students and to the entire school community. She is involved in many leadership positions, and serves on a multitude of committees. She is an effective liaison, relaying information in a timely manner to all vested parties. Ms. Crosbie takes pride in her craft and is constantly researching ways to plan innovative lessons and bring concepts to life for her students.

Ms. Crosbie believes in providing students the experiences necessary to reach their potential as well as steering them towards becoming confident and adaptable problem solving individuals. She creates an environment that values independent interests and models the hard work that learning requires. She guides students by providing them appropriate support, suitable challenges, and a safe environment. She believes that this tenuous formula of scaffolding, differentiation, and incorporating students' interest is a fundamental part of students' success.



Classified Employee of the Year:

Kurt Secrest

Classified Employee of the Year 2015

Mr. Secrest was hired by National School District as a Custodian-Night at Lincoln Acres School. In October 1988, he was promoted to Custodian-Day at Olivewood School. Mr. Secrest currently holds the Custodian-Day position at Central School.

Mr. Secrest greatest strengths include his motivation and interest in his job. He is always willing to take the extra step needed to motivate and participate in school activity functions.

Mr. Secrest is a friendly and pleasant individual who is always willing to help when needed.

SAFE AND HEALTHY ENVIRONMENT

CHILD NUTRITION SERVICES

The 2014-15 school year was busy for Child Nutrition Services. We served over 975,000 free nutritional lunches and over 520,000 free healthy breakfasts. All meals feature menu items rich in whole grains, and exceed all other USDA requirements. Fresh produce was a primary focus of the department this past school year. Some highlights include increased selections of fresh fruits and vegetables made available every day to students. Also our Farmers Markets, Super Salad Bars, and our Farm Fresh programs were very popular.

Fresh Fruits and Vegetables Every Day!

This past school year the CNS department discontinued serving canned fruit as a selection on the salad bars. Fresh fruit and vegetables are now served on all salad bars exclusively. On any given day, students choose from a wide variety of fresh fruits and vegetables, including watermelon, honeydew melon, cantaloupe, strawberries, grapes, broccoli, cauliflower, carrots, spinach, apples, bananas, oranges, and many other selections.



Farmer's Market



Throughout the past year, Farmer's Markets were held at almost all school sites. The children were given lessons in the benefits of fresh fruits and vegetables before having the opportunity to go shopping with play-money provided to them. The produce was priced to make it understandable for them as they shopped for the items they wanted, within their budget. The markets were very popular with the kids and staff.

Super Salad Bars

The Super Salad Bar is an ongoing special promotion that we have at all school sites throughout the year. The students are treated to two salad bars, each stocked with a large selection of their favorite fruits and vegetables. The Super Salad Bars are exciting for students, who generally think it's a party! It is very rewarding to see how much National School District students embrace and enjoy fresh fruits and vegetables.



Farm Fresh

The Farm Fresh program offers students an opportunity to consume fruits that are harvested and sent directly to the school site within one week, every week of the school year. The fruits are fresh, sweet, and delicious. Over the past year the types of fruits have included Satsuma Mandarins, Kiwis, Pink Lady Apples, Asian Pears, Red Crimson Seedless Grapes, Pluots, Murcott and Golden Tangerines, Cara Cara Oranges, Granny Smith and Golden Delicious Apples, and giant fresh strawberries and blueberries.

Wellness

With a kick-start from a Federal Grant, the District began its Wellness program in 2010. Since that time, a Wellness Policy has been adopted by the District, and even though there have been no further Federal funds, the school sites have continued efforts to set good examples for our students. In 2014-2015 the emphasis was on healthy fund raising. All school sites ran “healthy” Fall Festivals featuring slimmed down nachos, cucumber treats, and grapes on a stick. Several schools also held walk-a-thons and fun runs to raise money instead of chocolate sales. Child Nutrition provided a brochure to all PTOs and teachers that contained healthy options and choices for fundraising. Finally, National School District joined many other school districts and city governments to become a “Live Well San Diego” partner.



COMMUNITY COLLABORATION & COMMUNICATION

Customer Service

This past year we developed a customer service survey that is available to all visitors to schools and departments in the District. The surveys ask visitors to rate our performance in the following ways:



- Staff greeted you when you entered the office.
- Staff was helpful in solving your issue or concern.
- Staff was courteous.
- Staff was knowledgeable of policies and procedures.
- Overall, how would you rate our customer service?

We want everyone who visits one of our schools or the District Office to be welcomed and to feel like we are here to do everything in our power to respond to their needs. This survey was our first step in monitoring our effectiveness in serving our community. It is our hope that every time you visit, you will take a few moments to let us know how we are doing.

Peachjar

Peachjar is an electronic flyer management system that is used at each of our ten school sites. School flyers are placed in Peachjar which then sends them electronically to parents of the school. They are also posted on the school's website. Parents receive the flyers in their email inbox as visually engaging images and can click to sign up for activities and events. Additionally, parents can forward flyers to friends and share them on social media.

RED Alert System

RED is the first interactive communications and scheduling platform which allows administrators and staff to schedule their events and ensure that all participants are notified if something changes— instantly. RED alerts groups as small as five or as large as 30,000+ with the right information in minutes. Connecting with your members and staff is as easy as logging in to RED and sending a text message, email, or social media alert -- all from one place. We encourage all parents and staff to subscribe to RED at <https://red.revdel.com/?k=89>



REACH

The South Bay YMCA began providing before and after school services in the Recreation, Education and Academics for Children (REACH) program in 2014-2015. The new program features full-time supervisors at every site, providing consistency of supervision and education from morning to afternoon. Another feature of REACH is the enrichment program that allowed students to choose from a variety of activities such as drama, dance, music, and athletics. The REACH coaches provide homework assistance for students an hour every day, and the site supervisor works closely with the school principal to ensure activities in the REACH program align with the activities in the regular school day. The Director and Coordinator of the program established community relationships with A Reason to Survive (ARTS), the Chamber of Commerce, service clubs and Southwestern Community College. The REACH program also formed a unique partnership with After School All Stars to provide soccer tournaments for our students. Plans for the program in 2015-2016 is to capitalize on the community partnerships to provide even more opportunities for our children.



Ocean Connectors

The non-profit Ocean Connectors program uses migratory marine life to educate and connect youth in coastal communities in the United States and Mexico. National School District has been involved in the program since 2010, and in 2014-2015 increased the number of participating schools from four to six. Frances Kinney, the program director had worked with NSD Educational Services Director Dr. Cindy Vasquez, to provide the unique environmental learning experiences to fourth, fifth, and sixth grade students. Ocean Connectors aligns with national learning standards and fulfills Common Core requirements in reading, writing, speaking and listening, language and science and mathematics. The program also covers ocean and climate literacy principals, and promotes behaviors that lead to a cleaner, healthier environment. In 2015-2016, eight of our ten schools will be utilizing the program, with all ten schools included by 2016-2017.



Olivewood Gardens

National School District continued its collaboration with Olivewood Gardens in 2014-2015. Las Palmas, Lincoln Acres, and Olivewood third graders again experienced the fun and learning that occurs when you plant seeds, harvest your own vegetables, and cook your own meals. The professionals at Olivewood Gardens make sure that the learning experiences reinforce the Common Core State Standards, and also provide opportunities for intentional language experiences for our English Language Learners. We will continue this “fruitful” collaboration in 2015-2016.



End of Year Awards

Distinguished Scholars: Each year we honor an outstanding sixth grader from each school who has:

- ***Demonstrated Academic Excellence:*** Recipients of this award have demonstrated consistent, high standards of written work and classroom participation throughout their educational careers in elementary school.
- ***Community Service:*** Recipients of this award have made significant, recognized efforts to assist members of their community over time or have organized some outstanding community effort to benefit others.
- ***Leadership Ability:*** Recipients of this award have demonstrated outstanding leadership performance over time in school affairs.

Perfect Attendance: We had three students who had perfect attendance for all seven years of elementary school (kindergarten through sixth grade).



MANAGING FISCAL RESOURCES

Pass General Obligation Bond

The National School District is 143 years old – one of the oldest school districts in San Diego County. In all of that time, the District has never tried to pass a school bond measure, until now. On November 4, 2014 voters passed Measure N, a \$26.1 million school bond that is totally dedicated to the improvement of the facilities for students in all ten of the National School District schools.

Specifically, in the first phase, the bond is being used to install, upgrade and replace outdated heating, ventilation and air-conditioning systems in every classroom in the District. It is also being used to expand and improve access to classroom technology and the Internet.



Summer Construction Projects

Four schools are slated to get air conditioning during the summer of 2015. Those schools are Central, El Toyon, Ira Harbison and Lincoln Acres. Four more will get air conditioning during the summer of 2016. Those schools are Las Palmas, Olivewood, John Otis and Kimball. All ten schools will get upgraded Internet connectivity during the summer of 2015.

Pre-Construction Meeting



Storage Containers Delivery



Loading Furniture



Moving Furniture



Deep Cleaning Classrooms



Preparing for Demolition



Demolition



Demolition



Structural Beams



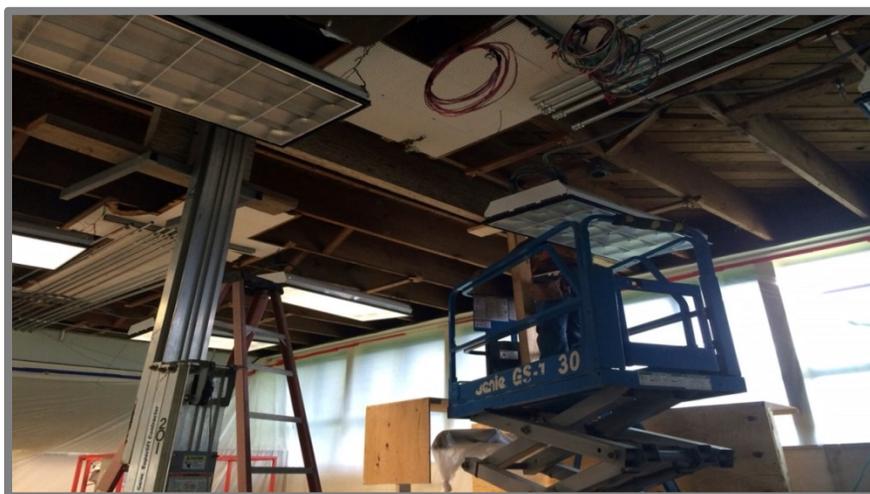
Installing Beams



Installing Beams



Installing Beams



Technology Upgrades



Trimming out Cables



Asphalt Repair



Asphalt Repair



Duct Cleaning



Duct Cleaning

