

SUMMARY: TEACHING AND LEARNING

DESCRIPTION OF THE UNIT/DIVISION

The Clark County School District (CCSD) Teaching and Learning Unit includes the Deputy Superintendent, three regions supervised by Region Superintendents, the College, Career, Equity, and School Choice Unit and the Curriculum, Instruction, and Assessment Unit to support all 360 schools and 320,000 students. In January 2019, I requested a restructuring of school supervision and some central services positions. This effort took place with the release of our strategic plan, Focus: 2024, to better align school needs with school supervision. Instead of 13 different performance zones with varying messages and support to schools, I organized schools into three geographic regions, with each region led by one Region Superintendent who is supported by two School Associate Superintendents. Schools were grouped under consideration of feeder alignment, balance of school needs, and municipal boundaries, in that order. The three regions were established to provide geographic and feeder alignment while reflecting comparable demographics. This reorganization provided more consistent support and expectations to schools, which was a key theme heard during my 90-day entry plan.

Immediately after my arrival, I established the College, Career, Equity, and School Choice Unit (CCESCU) with an intent to focus on the gaps existing for students related to academic access, future college and career pathways, and discipline disproportionality. The unit is comprised of **Adult Education, Career and Technical Education, Education Services Division, Equity and Diversity Education Department, Grants Development and Administration, Guidance and Counseling, Office of School Choice, Magnet Services, and Title I.**

Another large component of the Teaching and Learning Division includes the Curriculum, Instruction, and Assessment Unit (CIAU), which encompasses **Accountability, Assessment, Research, and School Improvement Division (AARSI); Curriculum and Professional Development Division (CPD); English Language Learner Division (ELL); and Student Services Division (SSD).**

The establishment of these two units took place over the span of several months, and included some refinements and course corrections along the way. After careful consideration of the needs of schools and to secure additional funds due to budget cuts made to the District, central office cuts were made that resulted in a savings of more than \$6 million.

With these changes in place, we focused on how the units could best be equipped to accelerate student achievement. The Instructional Services Unit was renamed the Curriculum, Instruction,

and Assessment Unit and the College, Career, and Equity Unit was renamed the College, Career, Equity, and School Choice Unit in February 2019. At this time, the Equity and Diversity Education Department, Educational Services Division, and Charter Schools transitioned from the Curriculum, Instruction, and Assessment Unit to the College, Career, Equity, and School Choice Unit in order to provide a more streamlined and collaborative approach among departments.

In addition, Multi-Tiered System of Supports and Employee Onboarding transitioned to the CPD Division and the School Improvement Department transitioned to the AARSI Division to strengthen the instructional support provided to teachers and school administrators.

A later transition occurred in June 2019 in which the FACES Department joined the CPD Division. These shifts promote the highest success rate of implementation of the systems and structures to align the curriculum, instruction, and assessment and to provide meaningful professional learning opportunities for educators. Furthermore, the shifts promote access and equitable opportunities for every student to reach high levels of achievement in a safe, positive, and student-centered learning environment.

At this time, we were also faced with the implementation of NRS 388G and the recognition that each school had served as a local school precinct. Schools had traditionally experienced a great deal of autonomy, regardless of each school's student achievement results. As schools have used a variety of instructional materials and resources it has been challenging to ensure high-quality, standards-based instruction for all students to promote a vision of high student achievement and college and career readiness. So, this focus on student-based learning using standards-based instruction with high-quality tools and assessments has become our core work.

UNIT/DIVISION PURPOSE

Since the purpose of Teaching and Learning is to ensure student success, there has been a refocus on implementing high-quality, coordinated professional learning to build capacity with educators. Under the guidance of the deputy superintendent, region principal meetings are focused squarely on the work as a learning organization. Meetings are comprised of time to better understand the elements of a learning organization; the use of timely, formative data; the development of problems of practices at individual school sites; the development and implementation of instructional rounds; the time to work with feeder patterns to identify ways to improve student scheduling and transitions between levels; and the examination of student tasks to accelerate standards-based instruction. Through the development of an academic cabinet and academic leadership team, the deputy meets with all division leaders weekly to provide coherence and understanding of the work expected in all schools, including supporting

English Language Learners and students receiving special education services. This weekly interaction models expectations of best practice and ensures that all Teaching and Learning efforts are focused on the implementation and outcomes of Focus: 2024.

Since investing in human capital is the essential work in increasing student outcomes, we realized there has been a lack of purposeful, research-based learning for many years. The lack of professional learning has had a profound impact on how to utilize systems to accelerate the core work of instruction, curriculum and assessment. In order to address this, my deputy superintendent created an expectation map in the summer of 2018 that provided a framework for developing a leadership pipeline from the teacher through executive leader and the professional development needed at all levels of the organization. It articulated what is needed for personnel currently serving in those roles to address gaps, while forecasting what is needed to help personnel for their future roles in the organization. This map is being used to identify collaborative partners and stakeholders already in place, while creating the plans for the gap areas.

One of the components of the master plan includes the support needed for our current principals. By partnering with the National Institute for School Leaders (NISL), a nationally recognized professional learning model, we are now able to build instructional leadership through the Executive Development Program (EDP). EDP is a job-embedded program that emphasizes the role of school leaders as strategic thinkers, instructional leaders, and creators of a fair and caring school in which all students meet high standards. Currently, 105 administrators are participating in the NISL professional learning sessions. The content of the program spans strategic leadership; standards-based education systems; and instructional practices in the specific content areas of mathematics, English, history, and science. The curriculum consists of 12, two-day units, delivered over the course of the school year, bridged with online coursework, readings, and job-embedded application of key concepts.

In the fall of 2019, a cross-functional team was also established to create and deliver professional learning to elementary and middle school administrators and teachers in order to build the capacity of educators, administrators, and central office personnel. The learning series included professional learning in the following areas for English language arts and mathematics: Unwrapping Standards, Purposeful Planning, Professional Learning Communities, and the Nevada Educator Performance Framework. Ensuring high-quality Tier I instruction in English language arts and mathematics was the focus of the cross-functional team. The team consisted of experts from the: Assessment, Accountability, Research, and School Improvement Department; Curriculum and Professional Development Division; English Language Learner Division; Equity and Diversity Education Department; and Student Services Division. The professional learning series was vetted by school administrators and District leadership.

Teachers and administrators from 15 elementary schools and 31 middle/junior high schools have participated in sessions from this professional learning series, to date.

In addition, all Read by Grade 3 literacy specialists received the same first two parts of the professional learning series in June and August of 2019. The Read by Grade 3 literacy specialists are scheduled to receive the remaining three parts during the 2019-2020 school year.

As a part of ensuring student success, the CCESCU operates for the purpose of increasing equity and access for all students. Specifically, they are developing access for students through college and career pathways to be competitive for future opportunities. To create these intended outcomes, CCEU supports systematic access to high quality and rigorous instructional programming in the K-12 configuration and feeder patterns.

All work in the CCESCU is approached with a lens focused on equity and access for all students. Data analytics provided by the CCESCU to the field exhibit the realities of achievement and opportunity gaps. This deliberate action is intended to ensure that student groups that have historically lacked access to advanced courses, magnet programs, and career and technical education are provided with applicable opportunities by all educators.

The CCESCU also encourages those serving in the field to promote college and career pathways. While college attendance is critical and an important function of the CCESCU, it is necessary to ensure that educators work to prepare students for their future and help them visualize the available pathways existing to the workforce and beyond. Thus far, we have already created partnerships with local businesses to create a student pipeline. We have also begun to realign course offerings so students can complete coursework that increases their chances of earning trade certifications and employment in high demand jobs when they graduate. To strengthen college readiness, we are offering additional dual enrollment options, as well as addressing college remediation data which indicates we need to improve mathematics instruction.

At the same time, the Curriculum, Instruction and Assessment (CIA) unit is developing the professional learning and leadership development that are supporting our implementation of the balanced assessment system, onboarding of new instructional leaders and licensed staff. They are also working to develop a plan to address the inconsistencies in high-quality curriculum and resources across the District. As a response to the student data gaps and the lack of data systems, the team is finalizing a new data dashboard, with input from school leaders, that will provide timely and appropriate data points to guide decisions at the school level.

NOTABLE ACHIEVEMENTS AND AREAS OF IMPROVEMENT

Accomplishments:

To reach our ambitious student success targets, we underwent a strategic planning process that engaged key stakeholders from across the District, including school principals, families, central office staff and business leaders. Throughout each phase, we defined the vision, theory of action, and priorities to drive the District's work over the next five years. As part of the 90-day Entry Plan, several key phases of learning were completed. Phase one (discovery) was a 5-month listening tour consisting of more than 125 community meetings (4,600 people), more than 107 school and department visits, two Board of School Trustees governance retreats, and visits with local government, the governor, legislators, and legislative committees.

Key takeaways from the listening tour guided the next stages of strategic planning. During phase two, the priorities and goals identified by the Board of School Trustees served as the foundation for a review of achievement and operational data by our team. Through this review, leaders developed metrics and strategies to achieve the plan's goals. Phase three allowed for feedback gathering and further development of priorities, metrics, and strategies within the plan to ensure that the finalized plan includes specific priorities, measures, and strategies that solidified our student success targets. Work included continual review of goals and strategies by our team, opportunities for review by all principals, community town hall meetings, meetings with community stakeholders, and a final follow-up review with a subcommittee of K-12 principals. As outlined in our Balanced Governance model, progress from our targets from Focus: 2024 are presented during monthly Board meetings and posted on our website so the community can follow our performance on key indicators.

With the strategic movement of schools into regions, central office staff from ELL, Special Education, CTE, Zoom staff, School Improvement, Educational Services Division and curriculum support were transferred to regional office to work more closely with schools under the guidance of school supervisors.

A principal-led process was created in fall 2018 to further improve communication between principals and central office in all departments and divisions. The deputy superintendent facilitates two-way communication between all chiefs from my executive cabinet and elected principal leads representing all levels of schools. This collaboration determines how items and concerns are addressed, allows personnel to share pertinent information, and sets the agenda for the level meetings. In fall 2019, my deputy superintendent also began the process of utilizing a collaboration tracker to improve accountability in areas of need. This is a transparent tool that all principal leads and chiefs can use to track topics of interest and share information and status across the district. The level meetings agendas are now focused on two-way communication and sharing of best practices on operational items so the region principal meetings can focus squarely on instructional leadership.

In the spring of 2019, we revamped the region principal meetings to become solely focused on instructional leadership and with the intent of building collaboration and knowledge around our instructional core. We also launched a learning organization targeted plan to elevate school leadership to further develop others in that role. Additionally, the work from Elizabeth City's book, Instructional Rounds in Education, introduced instructional rounds and problems of practice as a system and our leaders are now engaged in this learning with each other in schools.

Another key change was developed to provide the most effective principal at every school. The process for hiring school-based administrators was revised, ensuring all appropriate employee candidates were vetted through appropriate reference and employee management relations verifications. I actively engage the SOT representative at all final principal interviews to ensure we have the voice of all stakeholders when selecting a new school leader.

As part of the work of identifying and supporting the role of principals, I heard very clearly that we needed to revise the evaluation process of teachers and administrators. To this end, the Nevada Educator Performance Framework (NEPF) Evaluation Tool was streamlined for licensed educators and administrators. I asked for the personnel in the CPD Division to gather feedback from principals and the centralized personnel and principals presented a revised NEPF Evaluation Tool to the Nevada State Board of Education for approval. Based on the collaborative process, the NEPF Evaluation Tool for CCSD was approved by the Nevada State Board of Education. Due to the approval of the NEPF Evaluation Tool, educators are able to invest more time in the coaching cycle, including pre-observation conferences, observations, and post-observation conferences to improve instruction for all students.

Another key improvement focused on our immediate need to address equity in our district. In April 2019, we partnered with the National Equity Project to help us support our schools in transforming and cultivating. With the growth and demographic changes in the District over the years, it was necessary to focus on building the capacity of staff to create equitable learning environments and outcomes for our students. In addition, several incidents involving racism within our school communities prompted an immediate need for action. The National Equity Project has assisted with the formation of an Equity Design Team consisting of central office leaders, school administrators, teachers, community members, and student leaders. The National Equity Project provided an intensive webinar on implicit bias, structural racialization, equity, professional learning sessions at specific schools, and site-based cultural transformation strategy sessions with a targeted focus to our principals on the need to lead for equity. The National Equity Project has also partnered with several schools to provide focused assessments

of need, identified plans of action and collaboration among stakeholders to reshape expectations at the school site.

When we look at equity, we must also examine student achievement data to gauge the transference of practice to student outcomes. On October 3, 2018, a presentation was provided at a Board Work Session focusing on 2017-2018 student achievement data. The purpose of the student achievement presentation was to provide transparent baseline data focusing on student achievement levels in English language arts, mathematics, and science as outlined in Focus: 2024.

One of the ways we are accelerating student learning is through the expansion of strategies to improve student attendance, reduce out of school suspensions, and ensure equitable practices surrounding disciplinary practices. To that end, the Clark County School Justice Partnership was formed in June 2018. The partnership was created collaboratively to minimize interrupted educational opportunities and provide an alternative to punitive disciplinary practices thus creating diversions away from the criminal court system. The partnership is comprised of voting and advisory members which both include District staff, community members, faith-based leaders, collective bargaining units, Trustees, and local non-profit organizations. The partnership is a cooperative effort that established guidelines for the handling of school-related minor criminal acts known as "Focus Act(s)" and holding students accountable. The Clark County School Justice Partnership meets monthly reviewing real-time data to assist with immediate resolutions.

The Clark County School Justice Partnership assisted with the development and implementation of a district-wide K-12 Student Code of Conduct, school-based re-engagement liaisons, and a Multi-tiered System of Support plan. As a result of creating the K-12 Student Code of Conduct, discipline coding captured in Infinite Campus reduced from 75 actively used discipline codes to 67 discipline codes. Additionally, the discipline codes and actions by schools are reviewed centrally every fifteen days to determine outliers related to minimum and maximum discipline thresholds set in the K-12 Student Code of Conduct. Re-engagement liaison work resulted in data tracking for students returning to comprehensive schools from Spring Mountain Youth Camp and Summit View Youth Center. Each secondary school now has a re-engagement liaison who works with transition counselors from the aforementioned institutions to provide support to youth coming back into comprehensive secondary schools.

We created the K-12 Student Code of Conduct as a result of multiple documents existing and being used at schools within the District. The various documents created confusion and did not align with the K-12 plan. Additionally, the use of discipline codes varied widely and this created a perception of inconsistent discipline consequences to students. The K-12 Student Code of

Conduct now also supports the revamped MTSS training so our school leaders can better see the relationship between the two. For instance, the K-12 Student Code of Conduct is now aligned to minor, major, and urgent infractions, which will serve to align to MTSS structures.

As part of the refocus on accountability to ensure ALL students in the District are afforded high-quality instruction, three CCSD-sponsored charter schools were held responsible for continuous inadequate student achievement. In alignment with the CCSD Rising Stars memorandum from the Nevada Department of Education dated October 1, 2018, four accountability options for 100 Academy of Excellence Elementary School and Middle School, Delta Academy Middle School and High School, and Rainbow Dreams Academy were provided.

Based upon information provided by the schools regarding correcting the deficiencies and in alignment with the memo from the Nevada Department of Education, the 100 Academy of Excellence Elementary School and Middle School and Delta Academy Middle and High School were reconstituted. As Rainbow Dreams Academy was on the Rising Stars List for the first time, it was placed on a remediation plan. As a result of increased accountability, both aforementioned district-sponsored charter schools were required by the Board of School Trustees to develop rigorous remediation plans and reconstitute individual governance boards. Messaging to the schools from the Clark County School District included the requirement to increase star ratings for the schools in a set period of time. Failure to meet set targets in the future will result in action focused on student achievement needs at the district-sponsored charter schools.

Another way that I have ensured our move toward a District accountability model for student learning is through the implementation of a balanced assessment system to strengthen the instructional core. The CCSD Balanced Assessment System (BAS) Framework provides educators with a solid understanding of how an assessment system built on balance and quality can positively impact student learning. The BAS is a coherent collection of assessments; each selected to fill a specific function for which it was specifically designed. BAS is a connective thread between the Nevada School Performance Framework (NSPF), School Performance Plan (SPP), Nevada Educator Performance Framework (NEPF), Student Learning Goals (SLGs), and Response to Instruction and Intervention (RTI2). All components of the BAS support high-level learning for all students, regardless of the school they attend, gender, race, ethnicity, disability, or language status.

When we talk about the instructional core, we encompass the role of the student, teacher and content and provide a laser sharp focus on the instruction and learning in a classroom. It is based upon the gathering of evidence of student learning and outcomes. To build a strong foundation around this work, we partnered with NWEA to implement the MAP Growth interim

assessment for students in Grades K-9 in English language arts and mathematics and in Grades 3-8 for science. The utilization of one interim assessment throughout CCSD promotes accountability for student achievement results through a consistent measure. Multiple opportunities to participate in professional learning have been provided to prepare for test administration, use of MAP Accelerator from Khan Academy, and analyze data to guide and inform instruction. Both teachers and administrators have participated in professional learning related to the balanced assessment system as follows:

Name of Session	# of Teachers	# of Administrators	Total	# of Schools
MAP Essential Reports	217	104	321	161
MAP Accelerator	148	29	177	114
MAP Growth	59	14	73	26
MAP Test Administration	289	187	476	219
MAP Reading Fluency	160	42	202	135

In an effort to further promote the utilization of data to guide and inform instruction, professional and technical services from the NWEA Partnership, including Achievement Network and Khan Academy, were implemented to provide comprehensive, school-based support and services for school leadership teams and classroom teachers in 90 identified schools. Thirty schools from each region were invited to participate based on a variety of factors, including student achievement data, readiness levels, and region leadership input. Schools participated in an informational session and a webinar regarding the NWEA Partnership to make informed decisions regarding participation. School-based supports and services consist of instructional leadership coaching; targeted content expertise and support; professional development resources; professional learning resources and modules; collaboration and coordination engagements; best-practice sharing events; and quarterly, differentiated teacher support. These school-based supports and services focus on analyzing student achievement data, utilizing data to guide and inform instruction, and providing individual learning paths to enrich and accelerate students' learning. Over 40 meetings and conference calls were held with CCSD and NWEA between July and mid-November 2019 to ensure a coherent plan of implementation.

As part of the process of ensuring we have high quality teachers and leaders, we implemented a process for the utilization of the new Read by Grade 3 (RBG3) learning strategists. In accordance with Senate Bill 391, elementary schools are required to have a learning strategist to coordinate and provide specialized literacy support for kindergarten through Grade 5

teachers. These supports include, but are not limited to: assisting teachers in implementing high-quality, standards-based instruction for all students aligned to the English Language Arts Nevada Academic Content Standards (NVACS) and the Nevada Educator Performance Framework (NEPF); modeling and providing supports for teachers in developing long-range and daily lesson plans using the Curriculum Engine; modeling research-based strategies in literacy; supporting teachers in scaffolding instruction and using research-based strategies to meet the needs of all learners; providing side-by-side, job-embedded coaching; working collaboratively with teachers during data-driven, decision-making processes, including professional learning communities; assisting teachers in using a balanced assessment system, including an interim assessment system, to analyze student achievement data to guide and inform instruction; and providing professional learning opportunities for teachers focused on increasing student achievement in literacy.

As we look at differentiated support in schools that support our students of greatest need, one of the processes includes Zoom schools. The Zoom Initiative authorized by Senate Bill 467 provides for 31 elementary schools and 7 secondary schools in the Clark County School District (CCSD) to implement initiatives for the 2019-2021 biennium, including Zoom Pre-K, Zoom Reading Centers, Class Size Reduction, Direct Interventions, and Zoom Extended Day and/or Extended Year. The Zoom initiative is aligned with the Clark County School District (CCSD) Language Development Approach for English language learners. As English language learners (ELLs) are challenged with simultaneously learning academic content while learning the English language, the Master Plan for English Language Learner Student Success embedded the utilization of the Language Development Approach. This approach informs the work of the CCSD Zoom initiative. The Zoom initiative continued to show positive impact on student achievement. The Zoom initiative continued to show positive impact on student achievement from 2017-2018 and 2018- 2019. Data reflected the following:

1. WIDA Adequate Growth Percentile (AGP) data for the 2018-2019 school year demonstrated growth in Zoom elementary schools. Zoom elementary schools demonstrated a 2.5 percent increase in WIDA AGP from 51.5 percent of students meeting WIDA AGP in 2017-2018 to 54 percent of students meeting WIDA AGP in 2018-2019.
2. Zoom Pre-K included 61 classrooms with a total enrollment of 1,626 students in 2018-2019. The Measures of Academic Progress (MAP) assessment administered during the winter benchmark in 2018-2019 to kindergarten students in Zoom elementary schools documents that students who attended Zoom Pre-K in 2017-2018 outperformed students who did not attend Zoom Pre-K in 2017-2018.
3. Zoom Reading Centers (ZRC) served students at 31 elementary schools in 2018-2019. For students attending the ZRC, the percent of students meeting WIDA AGP was 61.1

percent, while students not receiving services in the ZRC was 49.5 percent, a difference of 11.6 percent.

4. On the Smarter Balanced Assessment (SBA) in mathematics, Zoom elementary schools showed an increase in the number of students proficient from 31.5 percent in 2017-2018 to 33 percent in 2018-2019, an increase of 1.5 percent of students proficient. On SBA in English Language Arts (ELA), Zoom elementary schools showed an increase in the number of students proficient from 36.3 percent in 2017-2018 to 39.1 percent in 2018-2019, an increase of 2.8 percent of students proficient.
5. On the SBA in mathematics, Zoom junior high and middle schools showed an increase in the number of students proficient from 15.4 percent in 2017-2018 to 17.7 percent in 2018-2019, an increase of 2.3 percent of students proficient. On the SBA in ELA, Zoom junior high and middle schools showed an increase in the number of students proficient from 29.2 percent in 2017-2018 to 34.7 percent in 2018-2019, an increase of 5.5 percent of students proficient.

To provide immediate support to our most fragile schools, the K-12 Literacy and Language Development Department worked collaboratively with the K-12 Mathematics Department; the Student Services Division; the English Language Learner Division; and the Equity and Diversity Education Department, to deliver a four-part professional learning series for K-12 administrators and teachers at Targeted Support and Improvement (TSI) Schools, including high-quality, standards-based instruction; purposeful planning; Professional Learning Communities (PLCs); and the Nevada Educator Performance Framework to ensure all students have equity and access to maximum learning of the NVACS. We will continue to monitor the strategies and practices that are moving the needle on student success at our TSI schools.

SUMMARY: BUSINESS AND FINANCE

DESCRIPTION OF THE UNIT/DIVISION

The Clark County School District (CCSD) Business and Finance Unit encompasses the following departments: **Accounting, Budget, Cash Management/Treasury, Facilities and Bond Fund Financial Management, Finance, Grants Fiscal Services, Payroll, Resource Management, Risk and Environmental Services, and Strategic Budget.** The unit includes 172 personnel and manages a financial budget of nearly \$5 billion, over 40,000 employees and hundreds of budgetary units in a highly visible and regulated environment. At the top of the present challenges is the lack of sufficient funding available to the District to adequately address the needs of the students, employees and the physical assets of the District.

UNIT/DIVISION PURPOSE

The primary functions of the unit are to provide accurate financial information, prepare accurate budget information, review risks associated with the operation of the District, recommend ways to minimize losses, handle any resulting claims for damages and to work with operational leaders to provide sufficient financial information to effectively evaluate the operations. The team is very customer-service related and is continually reaching out to other departments in support of any required requests.

NOTABLE ACHIEVEMENTS AND AREAS OF IMPROVEMENT

During the 2018 - 2019 school year, the Business and Finance unit continued to address the extremely fragile financial position of the District. The strategic objectives developed for Focus: 2024 were carefully constructed to maximize the impact on transparency of reporting, improvement of processes and the overall change in the financial discipline of the District. The overall objective was to achieve greater financial stability for the District to ensure that all personnel could focus directly on the academic success of each and every student served in Clark County. The Business and Finance unit has successfully provided a more transparent reporting process to the public, Board of School Trustees, as well as the employees, and has also developed better budget processes to align with the overall Focus: 2024 objectives.

Accomplishments:

1. We introduced a highly-improved finance, budget, forecasting, and review process within the District which has led to balanced budgets, higher public trust, more transparency, and reserves that have increased from \$24.5M on 6/30/18 to an improved reserve of nearly \$90M as of 6/30/19.
2. We assisted in financial discussions with state legislators, lobbyists, and the business community which led to an increase in funding in the 2020/2021 biennium which far exceeded any increases in the last decade.
3. We improved communication with all bargaining units, which has resulted in multi-year contracts for all unions in 2019. Finance also led the negotiations in 2018 for a multi-year contract with CCEA that established the concept of ensuring that District required costs are covered before employee increases are considered.
4. The Finance team's involvement was critical in the creation and passage of SB543 – the new funding model -- during the legislative session.
5. We completed standardized claim procedures protocol and performance guidelines for periodic audits to check for compliance to the standards to reduce claims against the District.
6. We negotiated an Employee Assistance Program (EAP) benefit with United Healthcare to provide much needed assistance resources to all employees of the District. The EAP offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders. Currently, neither the CCEA or CCASAP medical plans provide this benefit. This additional benefit was negotiated at a minimal incremental cost of approximately \$125,000.
7. Provided additional medical resources in partnership with United Healthcare for employees covered by the District's medical plan. This includes more focus on a mobile application that allows tele-medicine at no cost to the employee and a mobile medical center that has visited many employee locations to provide free preventive and screening services.

SUMMARY: COMMUNICATIONS & GOV'T RELATIONS

DESCRIPTION OF THE UNIT/DIVISION

The Communications & Government Relations Unit engages the talents of 24 professional team members led by the Chief Communications and Government Relations Officer. Four area directors oversee the operations of the Communications, Government Relations, School-Community Partnership Program, and Strategic Projects Offices.

After experiencing several changes in leadership and organizational supervisory structure in the last year, the unit reconfigured to align external-facing areas, create operational efficiencies, and maximize impact.

This unit engages with external stakeholders, including media; local, state, and federal government agencies; educational institutions; corporate and non-profit organizations; as well as Clark County School District (CCSD) business and community partners. Internally, the unit connects on daily basis with the Board of Trustees and my Office, and interacts with every other unit in CCSD. It provides services and support for all Central Office departments, as well as 362 school principals and their teams.

This unit's work impacts every aspect of CCSD, its 320,000 students and their families, its 40,000 employees, the Las Vegas community, and the state. Its work is intrinsically tied to the reputation of the District. The collaborative work and interaction with elected officials and government representatives affects funding for the District, as well as the creation or modification of public policy that directly hinders or enhances the ability of the District to reach its goals and accomplish its mission. Our work with community partners is vital to increasing access to external monetary resources and support systems for schools, and it also helps identify additional engagement and educational opportunities for students.

In addition to limited resources and the increasing workflow, the primary challenge of external-facing departments dealing with media, government entities, corporate partners, community organizations, and the public in general is the lack of ability to control environmental factors outside their scope of direct influence. This unit deals with individuals, organizations, and entities that operate under high-pressure with extremely public and political environments. These often have very different objectives and agendas that may come in direct conflict with

the District's goals.

UNIT/DIVISION PURPOSE

With recent leadership changes and the appointment of the new Chief of Communications, along with the priorities of the **Focus: 2024 Strategic Plan**, this unit has and will continue to undergo significant structural and operational changes in the upcoming months to continue moving towards a culture of high expectations and accountability that transforms itself from reactive to proactive, and follows a planned approach to conducting business.

The Communications and Government Relations Unit improves the perception of the District throughout the community; advocates for student success through public policy development, productive relationships, telling the story of what makes CCSD the #1 choice for kids; and ensures open communications with our students and their families, our diverse communities, the media, government officials, and other partners. This unit provides essential functions and the current work is aligned to the Focus: 2024 Strategic Plan in the following areas:

1. Teachers, Principals, Staff - Priority Area 1: Improve employee morale and engagement, increase retention rates
2. Parent and Community Support - Priority Areas 2 and 3: Secure strategic external resources and community partners and; Improve trust and perception of the Clark County School District

All four offices strive to highlight growth, improvement, and strides gained within the school district. All areas strive to provide high-quality customer service to all District schools, departments, media, elected officials, and community members, whether that is during a time of crisis or for the purpose of promoting important accomplishments or CCSD priorities.

Communications Office, facilitates additional internal and external communication for the District. The office serves students, families, departments, staff, businesses, local agencies, and the community by overseeing or assisting CCSD departments with communication efforts. These efforts include media relations with local, state, and national print and broadcast outlets; writing and distributing press releases, media advisories, and daily social media interactions. The office also coordinates media events and handles daily inquiries from schools to assist with parent messaging regarding events on campus.

Government Relations Office, develops relationships with elected officials, staff and other community leaders to advocate for meaningful policy support of schools, respond to concerns and questions about the District from other governmental agencies, and partner with other government agencies on programming to support schools and students.

School-Community Partnership Program, coordinates business community efforts to complement the curriculum of the District and support the ambitious goals outlined in the Focus: 2024 strategic plan. The office is guided by the Partnership Advisory Council and works with more than 900 business and community agencies that provide opportunities and resources for students and teachers through programs, contests, events, donations, and field trip activities that enrich and support learning in the classroom, and promote academic success. The School-Community Partnership office provides diverse partnerships that are inclusive of all students with diverse learning abilities.

Strategic Projects Office, oversees marketing and events for the school district; the naming and dedication of new schools; internal and external publications; and the marketing of the District as a whole, as well as support with marketing of individual schools to promote achievements and to help position them within a competitive environment.

NOTABLE ACHIEVEMENTS AND AREAS OF IMPROVEMENT

Accomplishments

Communications Office

1. Our efforts to promote student, staff, and school accomplishments and accolades averaged 130 positive local stories a month, totaling more than 1,400 positive stories during the 2018-19 school year.
2. CCSD increased its national presence in the media with 11 stories in publications such as Education Week, Urban Educator, and Bloomberg as well as others. Stories included:
 - June 6, 2019 - Khan Academy, NWEA Team Up to Link Assessment Results With Learning Resources <https://marketbrief.edweek.org/marketplace-k-12/khan-academy-nwea-team-link-assessment-results-learning-resources/>
 - May 20, 2019 – Mental health first-aid kit: Lady Gaga is working on high school program <https://www.today.com/health/mental-health-first-aid-inside-lady-gaga-backed-program-teens-t154454>
 - June 28, 2019 – Las Vegas school connects disadvantaged kids to careers https://magicvalley.com/news/local/education/las-vegas-school-connects-disadvantaged-kids-to-careers/article_af06a5e0-4e8d-5114-96ed-ffcccc207d2e.html

3. We planned a Back-to-School, Teacher Appreciation Week, American Education Week, Nevada Reading Week campaigns, as well as graduation rate announcements. We promoted opportunities and events pertaining to the Week of Respect's "Get Your Blue On," and "Be an UpStander" initiatives.
4. We provided information to a diverse student population regarding various educational opportunities and resources. Additionally, the office has partnered with local Spanish-language media in producing weekly columns in El Tiempo La Zona Escolar (School Zone). It also continued the weekly "What's Cool at School" segment with local CBS affiliate Channel 8 to highlight different schools, students, and staff. Another monthly segment utilized at CBS features the Superintendent and/or Trustees discussing issues impacting students and employees.
5. As the new Superintendent, I created and established a formal 90-day entry plan to begin work together to ensure the best quality of instruction in all classrooms. There were three phases of my entry plan:
 - Phase I – Pre-entry: (Listening and Learning)
May 3 – June 29, 2018
 - Phase II – Entry: (Listening, Learning, and Leading)
July 1 – September 28, 2018
 - Phase III – Development of Action Plan
October 1 – December 3, 2018

During my listening tour, I was able to go to 125 community meetings, 107 school and department visits, two Board of School Trustees governance retreats; local government visits – Clark County, Henderson, Las Vegas, Mesquite, North Las Vegas; visits with governor, legislators, and legislative committees. The "Java with Jara" and the "Juice with Jara" were organized to listen to the community, families, students, and CCSD's own team. **Focus: 2024**, an ambitious five-year plan for the District was an outcome of this work and has established goals and a strategic plan for accomplishing them. In total, I was able to connect and visit with nearly 4,600 individuals.

Government Relations Office

1. Working with Trustees and Government Relations Office, we outlined a District legislative platform and advocated on behalf of that platform during the 80th Legislative Session. Almost all of our priorities were implemented and/or funded, including the District's top priority: to modernize Nevada's education funding

formula for the first time in more than 50 years.

2. In 2018, I created the Government Relations Working Group. Members included trustees, legislators, associations, and community members. I formed this group so that a conversation could be started prior to the legislative session about the needs of CCSD. This working group met seven times and received presentations from the Legislative Counsel Bureau, Nevada Department of Education, Applied Analysis; and collaborated on shared goals that were ultimately included in the District's legislative agenda, which was approved by the CCSD Board of Trustees. Along with myself, members included: Trustee Linda Cavazos, Co-Chair, Assemblyman Tyrone Thompson, Co-Chair, Trustee Lola Brooks, CCSD, Trustee Chris Garvey, CCSD, State Senator Mo Denis, State Senator Joyce Woodhouse, State Senator Keith Pickard, Assemblyman Olivia Diaz, Assemblywoman Brittney Miller, Felicia Ortiz, State Board of Education, Vikki Courtney, CCEA, Virginia Mills, NSEA/ESEA, Ruben Murillo, NSEA, Rusty McAllister, AFL-CIO, Caryne Shea, HOPE.
3. During the 2019 Legislative session, the Government Relations Office sent weekly updates on the legislature to a list of several thousand subscribers to the online newsletter, Session Spotlight. The department then analyzed more than 140 bills that could affect CCSD and distributed information to all departments that need to help implement the bills. The department is also regularly tracking the implementation of bills passed in 2019.
4. We created several guiding documents, including the 2019 Legislative Platform and the 2019 Session Spotlight – Legislative Wins, which guided the work and informed key stakeholders.

School – Community Partnership Program Office

1. We streamlined the two previously-existing mentoring programs into a comprehensive, K-12 mentoring program. Increased the number of participants by 202.
2. Increased STEM partnerships by 26 new business and organizations, which is more than a 5 percent increase.
3. Increased major partnerships to support academic achievement and decrease chronic absenteeism by 13.
4. Increased the number of volunteers in the Professionals and Youth Building a Commitment (PAYBAC) program by 80 new speakers. Added the diversity component to the questionnaire to properly capture diversity aspects of volunteers for reports.

Strategic Projects Office

1. In collaboration with the Communications Office, the Strategic Projects office put on dozens of events to celebrate CCSD successes, including the my 90-day listening tour that engaged 4,604 community members in all Trustee districts with support professionals and licensed employees. The offices also coordinated events including the State of the Schools, the Heart of Education, and the Superintendent's Honor Roll.
2. The Strategic Projects Office launched the school marketing toolkit, called the Schoolkit, to help schools better position themselves as the best choice for families in their communities. We established a principal marketing committee was established and the department's work with schools in competitive environments has already begun, with a goal to ensure every school has a marketing plan by 2024. Three Marketing and Muffins seminars were offered to schools to provide in-depth guidance on marketing topics.
3. The Strategic Projects Office produced key District publications, including the new Pocket Guide to highlight the District's successes and the annual Back to School Reporter which is distributed to every CCSD student, and develops web pages such as the getinvolved.ccsd.net page to highlight how the community can support the Focus: 2024 strategic plan.
4. The Clark County School District (CCSD) *Pocket Guide* is a handy, condensed guide, especially for external audiences. As the subtitle for the *Pocket Guide* notes, it is "A little book about all of the big things happening in the Clark County School District." The *Pocket Guide* lays out the mission and vision of the nation's fifth-largest school district, offers CCSD's noteworthy accomplishments, and includes key information on academics, programs, and finances.
5. The Strategic Projects Office created a comprehensive Standards and Style Guide to ensure districtwide marketing standards. Many templates and graphics were also developed and made available on the Graphic Arts Center web page.
6. The office provided administrative support to the School Name Committee, overseeing the naming of four new schools after valued community members, and the renaming of portions of many other facilities in compliance with District policies.

AREAS/STRATEGIES FOR IMPROVEMENT

The unit overall needs to identify particular action plans to address areas of improvement, which include process and guideline development to create uniformity of work and increase product quality. The unit also needs to move from a constant state of reactive work towards long-term strategic planning. It needs to focus its efforts by creating measures to assess every project and action to identify potential areas of efficiency. Below are some of the areas/strategies I plan to implement:

Communications Office

1. Increase positive news stories and social media interactions, especially among national publications.
2. Create a comprehensive Strategic Communications Plan that addresses the needs of the District and includes supporting strategies for Focus: 2024 objectives.
3. Establish structures to increase support internal communications
4. Increase the knowledge of key stakeholders regarding media relations' best practices by providing focused training.
5. Set up a repository of data for the District to create information and data cohesion and reliability.
6. Increase the number of partnerships and media outreach with non-traditional media, especially channels targeting diverse audiences.

Government Relations

1. Coordinate timely discussions with internal stakeholders to develop a proposed government relations plan at the local, state, and national level. Have a focused and targeted approach to influence policy proactively at all levels.
2. Prepare the legislative platform for review of the Board of Trustees with proper anticipation to be able to proactively inform and engage all internal and external stakeholders and partners.
3. Create informational materials to move the agenda forward and meet with key stakeholders in advance of the 2021 Nevada Legislature.
4. Integrate new responsibilities as key contact for chambers of commerce and other organizations.

School – Community Partnership Program Office

1. Increase support to find partners to help support unfunded Focus: 2024 objectives.
2. Increase the number of major business and community partnerships exceeding \$25,000 or reaching 10 schools.
3. Increase the number of mentors to achieve the goals established in the Focus: 2024 Strategic Plan.
4. Increase the rate of growth for participation in programs ran by the office.
5. Increase the review of alignment to Focus: 2024 for the District's existing partnerships.
6. Increase reach of existing employee recognition programs in coordination with Human Resources.

Strategic Projects Office

1. Finalize the creation of individual marketing plans for schools as per the Focus: 2024 objectives.
2. Increase support for schools, starting with those in competitive environments.
3. Increase effectiveness of events and programs that showcase CCSD and engage the community.
4. Enhance and promote an event management model and event execution guidelines.
5. Create guide for Parentlink use guidelines.
6. Maximize reach of existing publications, including employee and community newsletters.

SUMMARY: FACILITIES SERVICES

DESCRIPTION OF THE UNIT/DIVISION

The Facilities Services Unit has over 800 employees and encompasses various departments that provide direct services to schools and administrative buildings:

Facilities Asset Management Department is responsible for managing the preservation and life-cycle planning of CCSD's assets at all school sites and administrative buildings. The asset management team gathers important key factors, such as age and performance, of all the systems that make up CCSD's inventory of assets. This collection of data allows our employees at CCSD to develop a long-range plan for ongoing and preventive maintenance, and allows the District to make cost-effective decisions based on prioritized needs. Our Asset Management staff is also responsible for establishing performance measures and monitoring the condition of all assets regularly.

Construction Management (CM) Department is responsible for managing the planning, design and construction phases of all of CCSD's projects in progress with funding from the 2015 Capital Improvement Program (CIP). From inception to completion, our project management team works directly with top-of-the-line architects, engineers, and general contractors to design and build the most sustainable schools and administrative buildings for the District. The CM department also oversees the pre-qualification process for general contractors.

Real Property Management (RPM) Department manages the District's real estate asset portfolio including existing school sites, administrative buildings, vacant sites and land parcels. RPM manages, acquires, plans, and secures the District's real property in compliance with District, state, and federal regulations, ensuring the effective and efficient stewardship of the District's assets.

Our RPM department is also responsible for the acquisition of properties by purchase or lease and the disposition of real property and the relocation of District assets. Obtaining and coordinating with local government jurisdictions the issuance of entitlements and/or easements to occupy district owned property. Expediting interdepartmental and intra-agency contracts, agreements, memorandums of understanding. Providing District leaders and the Board of School Trustees, professional expertise to administer its real estate and space needs requirements.

Building Department is dedicated to ensuring the safety and sustainability of all schools and administrative buildings through the enforcement of building codes and standards. CCSD's Building Department operates under [Nevada Revised Statute \(NRS\) 393.110](#), which requires the Board of School Trustees to establish a building department exclusively for the school district. Our experienced team of plan examiners and certified International Code Council (ICC) inspectors are responsible for reviewing plans, designs, and specifications for the construction of new schools, additions, maintenance alterations, and site funded projects for all schools and administrative buildings. Additional services include issuing building permits, performing all code compliance inspections, roof replacement inspections and monitoring the services of any professional testing service agencies that partner with CCSD.

Demographic, Zoning and Geographic Information Systems (DZG) is responsible for analyzing enrollment trends within the District, student demographics, monitoring residential developments, and managing classroom space needs in order to maintain a stable learning environment for the District's 320,000+ students at 362 schools. This includes, but is not limited to:

- Forecasting and projecting the number of new and matriculating school-aged children and enrollment for annual budget development, staffing, and facilities.
- Engaging in long-term capital planning based on the need to construct new capacity in areas where population growth is occurring, and conversely, managing underutilized space to ensure sustainable educational environments.
- Allocating the use of/and coordinating the relocation of portable classrooms. Coordinating the annual activities of the Attendance Zone Advisory Commission (AZAC) by developing and recommending attendance zone boundaries for review.
- Tracking residential development including student yield projections from new housing units and monitoring growth trends.
- Managing all of the address files for Infinite Campus. Providing demographic analysis and GIS mapping services for individual schools and Central Office staff and faculty.
- Maintaining the Zoning Search database.
- Assisting various departments with District disproportionality evaluations of the District's desegregation plans, demographics, socio-economics, school choice options, and magnet programs to promote student diversity throughout the District.

UNIT/DIVISION PURPOSE

The Facilities Services Unit is responsible for managing the maintenance of schools, master planning and asset management, and overseeing the District's construction efforts under the

capital improvement program. The mission of the Facilities Services Unit is to build, modernize, repair and maintain schools and administrative facilities that support student achievement and employee productivity. The goal is to create a collaborative work environment that encourages all colleagues to provide conscientious stewardship of district financial resources and physical assets, and to deliver services recognized by all customers as excellent. Facilities staff is constantly in communication interdepartmentally throughout CCSD to provide assistance. The Facilities Services Unit is transitioning from a reactive approach to a proactive methodology while implementing an integrated system that will reduce cost and expand CCSD capabilities. Currently, the district's total area of buildings is more than 37 million square feet, comprised of:

- School Buildings = 33,959,783 gross square feet
- Portable Buildings = 1,821,539 gross square feet
- Administrative buildings = 1,554,547 gross square feet
- Total area = 37,335,869 gross square feet
- 362 schools
- 22 administrative buildings
- 2,168 portable classrooms
- 326,166 students enrolled (School Year 2018-2019)

Notable Achievements and Areas of Improvement

Accomplishments:

1. As Superintendent, I requested the support of the Council of Great City Schools (CGCS). Their recommendations guided many of our improvements surrounding school construction, to include vertical construction to reduce site footprint and to lower associated cost have been incorporated and are part of the plan for additional construction designs.
2. I hired a new Chief of Facilities to ensure that improvements were occurring on time and on budget. As an educator, I understand the direct correlation between efficient schools sites and high caliber education.
3. CGCS recommendations regarding utilization of third-party cost estimates when construction bids exceed the budgeted amount have been implemented.
4. Strategic energy conservation and leadership in energy and environmental design have resulted in working plan to implement a permanent Building Engineer Program, transition from 4 zones to 3 zones, hire leaders for the 3 zones and for Facilities Asset Maintenance and Sustainability, Energy and Environmental Services.

5. Realignment of Operations Managers facility assignments and Construction Management will oversee the process of site funded projects. This is allowing us to support our infrastructure by implementing a preventive maintenance program and by performing emergency maintenance.
6. Implemented an additional space management module within the Facility Asset Management Information System (FAMIS).
7. Created a new website (www.facilities.ccsd.net) for the Facilities Division to assist school staff, administrators, and the public, to better connect with the Division.
8. Improved the effectiveness of the FAMIS system by reducing mistakes, capturing actionable maintenance data, obtaining accurate accountability of personnel, and funding.
9. Collected and documented all District owned square footage into FAMIS' Space Management module.
10. Due to our use of coil cleaning at Silverado and Shadow Ridge we saw a 30% cost reduction at both sites and we anticipate a 10% decrease in energy costs district wide after all of the coils have been cleaned. The process of getting every coil cleaned will take roughly two years, but the process is underway. Silverado and Shadow Ridge were both cleaned with a PH neutral foam that doesn't use hydrochloric acid or caustic chemicals. The work was performed by Blue Box, which uses a compact system roughly the size of a briefcase that uses a small air compressor and water to push the foam through crevices and hard to reach places. Moving forward, our approach will be proactive instead of reactive as we implement a Strategic Comprehensive Renovation Program. By continuing to keep our coils cleaned and keeping our cooling towers serviced, CCSd will reduce our carbon footprint and will create better learning environments for our student population and employees.
11. Improved communication with schools in order to provide more accurate and efficient substitute custodial coverage by utilizing FAMIS and e-mails.
12. Constructed six (6) brand new elementary schools
13. Numerous classroom additions and replacements.

Additionally, below are some strategies for improvement that are in process and already generating success, or which are under consideration:

1. Construction department is developing an option to reduce construction costs.
2. Facilities has implemented mid-shift painting and emergency response teams.
3. Coil cleaning service
4. Calculations for the total cost of ownership for all schools will be completed by January 15th 2020. This will assist with requesting proper funding to properly maintain schools.

5. Building Engineer program at 11 schools (August 1st 2019). Tracking total work orders completed and proactive preventative maintenance.
6. DX Unit Replacement.
7. Transition from 4 zones to 3.
8. Updated Site Funded Projects process.

SUMMARY: THE OFFICE OF GENERAL COUNSEL

DESCRIPTION OF THE UNIT/DIVISION

The Office of General Counsel (OGC) provides legal services to its client, the Clark County School District, acting through its Superintendent, administrators, schools and other personnel for the benefit of the children and employees of CCSD. As of November 2019, the OGC consists of ten attorneys, four full-time legal assistants, one part-time legal assistant and two unemployment personnel. Much of the district's legal needs are handled in house, but the expertise and capacity of outside counsel is often utilized for litigation involving special education abuse cases and labor disputes.

UNIT/DIVISION PURPOSE

The purpose of the OGC is to provide advice and counsel to representatives of CCSD regarding applicable state and federal laws, proposed contracts and initiatives and to defend CCSD and its current and past employees as required by Nevada law. The goal of the OGC is to figure out how administrative policies and objectives can be implemented and to provide advice concerning how applicable laws affect such policies and objectives.

During the past twelve months, the focus of the OGC is to improve the legal services provided by the attorneys who are employed by OGC, as well as outside counsel, by:

1. Streamlining the Office of General Counsel to reduce costs and provide more effective legal services by:
 - a. Reorganizing attorneys into specific practice areas that align with the needs of CCSD and eliminating those who were not productive, either in terms of expertise, work product or other assessments of productivity;
 - b. Tracking the progress of each litigated matter monthly and requiring initial and quarterly status reports from all counsel (in house and outside) regarding strategy, cost and potential resolution;
 - c. Focusing in-house attorneys on developing expertise in specific areas of need, creating a more efficient use of staff, reducing the likelihood of gaps in responding to needs;
 - d. Increasing accountability and professionalism of in-house attorneys by:

1. requiring attorneys to conduct research and prepare legal memoranda on specific legal issues which are maintained so that they can be referenced in the future;
 2. Requiring attorneys to be personally accountable for their opinions and work, in writing.
2. Working to reach a resolution early in litigated matters, when appropriate, while protecting CCSD's interests. One of the chief goals of OGC is reducing the cost of settlements and judgments paid by CCSD so that those funds can be better spent on actions that benefit student learning.
 3. Providing training to administrators and school personnel on matters including, but not limited to, how to conduct evaluations, custody issues faced by schools and lessons learned from lawsuits filed against CCSD.
 4. With the assistance of the Deputy Superintendent and former Chief of Staff, conducting mediations between General Counsel, parents, and administrators to resolve problems through facilitated negotiations before lawsuits are filed.
 5. Recently, a position was created within the OGC for "Chief Negotiator and Assistant General Counsel".

SUMMARY: HUMAN RESOURCES DIVISION

Description of the Unit/Division

Clark County School District's (CCSD) Human Resources Division's primary activities are focused around recruitment (including processing of applications) for all District positions, supporting Principals in filling their open positions with the most appropriate talent, ensuring compliance with leaves of absences and other labor law requirements, and ensuring that compensation processes are well executed and in compliance with the 5 Negotiated Agreements. Specifically, this work occurs through 139 employees within the following 10 departments in the Division:

- Licensed School and Department Recruitment
- ALTA Programs and Preservice Placements
- Support School and Department Recruitment
- Administrative Services
- Substitute Services
- Human Capital Management Services
- Compliance and Building Operations
- Contracting (Licensed Compensation)
- Support Pay Data Services
- Curriculum and Professional Growth System

In order to invest in our teachers, we recently reorganized. This transition included shifting the Employee Onboarding and Development Department (EOD) to the Curriculum and Professional Development Division, all in an effort to streamline all development programs. In addition, several changes in statutes have led to new work (processing of volunteer applications and ongoing background checks for support professionals). The team has many dedicated and long tenured employees who are committed to executing on all expectations. A culture of continuous improvement and customer service is the focus moving forward.

Challenges remain in developing both short- and long-term solutions for reducing teacher shortages in an environment where there is a national teacher shortage and a strong economy with many other employment opportunities available. Additional challenges are in providing a high level of service to applicants and employees in an environment where some of the processes are manual as a result of antiquated systems and procedures that are in need of being updated to reflect current volume, staffing, and, most importantly, that incorporates the input of customers.

Unit/Division Purpose

The purpose of CCSD's Human Resources Division is to support the improvement of student achievement by providing excellent service and achieving expected results in attracting, rewarding, and supporting employees who drive success.

Understanding that one of this department's primary purposes is to support student achievement by having licensed teachers in every classroom, the team has been able to maintain a 95% to 97% licensed classroom teacher staffing rate over the past year. We have also worked hard to increase the number of applicants in the licensed selection pool and decrease the number of vacancies in the bus driver positions which has been identified as a critical labor shortage support professional position. To put these achievements into context, the Division processes over 7,000 applications each year. The above-mentioned improvements were achieved through collaboration with departments and schools in an effort to better serve their needs.

Finally, another key element of the work this Division produces is that all hiring decisions need to meet the District's fiscal responsibility. Our team ensures compliance with the strategic budget by collaborating with them to ensure optimal position control.

Notable Achievements and Areas of Improvement

The Human Resources Division has 3 primary Focus: 2024 objectives:

- Increase the percentage of licensed teachers in the classroom.
- Increase the number of qualified teachers recruited for the selection pool.
- Increase the percentage of critical labor shortage support professionals hired and decrease the number of vacancies.

A copy of the Focus: 2024 Presentation detailing results of these objectives is attached. In summary, the aggressive targeted goals were not achieved, significant progress was made toward the 2 latter objectives. Specifically, the number of qualified teachers recruited for the selection pool was increased by 26% (a 54% increase if ALTA applications are included). Additionally, the critical labor shortage of support professional (bus driver) vacancies was decreased by 54%.

An additional achievement is found in a department strategy for achieving these objectives. The HR Division was tasked with developing or recreating a CCSD brand to facilitate effective recruitment and retention. The team worked hard and collaborated with others to launch this branding campaign. Development of the campaign began in August 2018 and was officially

launched in January 2019. It features CCSD students and employees. Attached are some examples of targeted locations where this is utilized in CCSD recruitment efforts.

A key area of improvement is in increasing the percentage of licensed teachers in the classroom. Attached is a report entitled "Filled PACS by Experience Level". The report indicates that as of October 24, 2019, we hired more licensed positions than in the previous 2 years at the same point in time, however, not all were classroom positions. Very modest increases in licensed hiring is currently occurring, while the need to continue to grow with additional demand and schools is being ramped up each year. We are currently working on updating the district recruitment plan with the goal of improving this outcome for students and schools. The plan should be in place by the end of 2019. Additionally, the district is currently reviewing application processing steps in an effort to streamline the hiring process and allow for a more seamless experience for prospective employees.

SUMMARY: OPERATIONAL SERVICES

DESCRIPTION OF THE UNIT/DIVISION

The Operational Services Unit (OSU) of the District includes; Food Service, Purchasing, Warehouse, Mail Services and Graphic Arts (PWMG), Technology and Information System Services (TISS), Transportation, and Vegas PBS. The size and scope of these operations are as follows:

Food Service employs 2,454 workers and provides approximately 45 million meals annually in accordance with the National School Lunch Program, School Breakfast Program, and Child & Adult Feeding Program. Food Service supports 339 CCSD school sites (226 of which are CEP and Provision 2) and 6 charter schools and community partners.

Purchasing is comprised of 57 employees and is responsible for the procurement of all goods and services over \$2,000 as well as construction projects for schools and departments in compliance with Nevada Revised Statutes (NRS) 332 and 338 and District policy and regulation. In February 2019, the Contracts, Procurement, and Compliance Unit was transferred from Facilities to Purchasing. Additionally, Purchasing piloted an automated sourcing and evaluation platform in March 2018 and fully implemented the system in March 2019.

Warehouse/Mail Services/Graphic Arts employee count consists of 16, 7, and 16, respectively. The Warehouse is responsible for receiving and distributing supplies, furniture and equipment, pickup and transfer of materials between sites; management of District surplus material; electronics recycling; management of the furniture and equipment standards program; and management of the FOSS science kit subscription service. Mail Services is tasked with the pickup and delivery of intra-district and U.S. mail at over 400 sites. The Graphic Arts Center provides graphic design, copying, and printing services for the District.

TISS is divided into seven (7) main functional areas: Student Records Services, Student Information Systems, HR/Payroll Systems (Human Capital Management System), Networking Services and Telecommunications, Central Information Systems (Finance and Database systems), Technical Resources (Internet, Cybersecurity and District Websites), and User Support Services. There are approximately 200 employees serving in the Division. A Major change impacting the Division consists of the addition of Student Records Services. The departments

work well together, as they focus on their core competencies and support each other as every system relies on systems and data from so many others.

Transportation provides daily services for all transportation eligible students to include general, special, athletic, transition and field trip services. The Department consists of more than 2,550 positions/employees, which are responsible for servicing more than 122,000 students each day. CCSD is the largest District owned and operated school bus fleet in the Nation, maintaining a fleet of 1,910 buses. The Department's primary challenge is to ensure a professional, qualified person is behind the wheel of each school bus. Ongoing vacancies, long term absences and daily call-in rates have a major negative impact to customers and on-time performance. The Department continues to actively manage these challenges by collaborating with HR and monitoring daily performance measures as emphasized in the Focus 2024 plan.

Vegas PBS has a staff of 80 Full time employees to provide its Public Service Media programs to the community and also its Educational Services to CCSD. Vegas PBS is a community and CCSD resource in providing professional development, emergency communications, and video-based teacher classroom curriculum materials. One of Vegas PBS' biggest challenges continues to be generating greater awareness of the resources Vegas PBS has to offer to employees, the parents, and the students of CCSD.

UNIT/DIVISION PURPOSE

The Operational Services Unit provides me with guidance, using analytic data, to assist in making decisions that align resources in the most efficient and effective manner while supporting my vision for Focus: 2024.

Food Service is dedicated to meeting the nutritional needs of students by providing quality meals with exceptional customer service. Additionally, the Department strives to ensure children have the nutrition they need throughout the day to learn and reduce food insecurity, obesity rates and poor health.

Purchasing/Warehouse serve as responsible custodians of tax payer funds, ensuring maximum value for each dollar spent. The Department upholds the highest ethical and legal standards ensuring that all suppliers and customers are treated equally and fairly. The Department strives to ensure the right products are available at the right time at the best value to support educators in their pursuit of increased student achievement.

Technology and Information Systems Services (TISS) Division provides technology leadership, coordination, and resources in support of both the District's mission and local school precincts'

School Operational Plans. TISS supports the work of CCSD by providing the District's central information systems such as payroll, student accounting, human resources and the parent communications system; provides Internet services and maintains local and wide area networks (LAN/WAN) throughout the District.

Transportation provides an essential service to CCSD students and schools as a means of "Safely moving the communities' children to a brighter tomorrow in the hands of caring people." This focus serves as the "why" that motivates and connects the Transportation team.

Vegas PBS utilizes "television and other technologies to educate and empower individuals and to extend and amplify the effectiveness of community organizations". This is achieved through broadcast, cablecast and webcast of PBS programs, local program productions, community town halls and educational

NOTABLE ACHIEVEMENTS AND AREAS OF IMPROVEMENT

Food Service during the 2018-19 FY generated an 11.6% increase in meals served over the Extended School Year (ESY) period by increasing the number of sites offering the Seamless Summer Option (SSO) from 92 to 106.

Meal Participation continues to trend favorably for all meal periods. Through September of the current year, Breakfast Participation of 28.7% has out-paced the year-end goal of 27.0%. Likewise, Lunch Participation of 51.2% has surpassed the year-end goal by 82 basis points. Supper Participation of 1.3% currently trails the year-end target by 20 basis points, but surpassed the comparable prior year rate by 55 basis points.

The increase in participation rates can be attributed to adding points of service at school locations, such as breakfast carts, classroom breakfast delivery, and utilizing additional windows to generate greater "throughput." Additionally, there is a greater focus on food quality and presentation. Food Service also expanded menu offerings, while eliminating low performing entrees and increased the frequency of popular items.

Purchasing during the 2018-19FY produced Cost Savings/Cost Avoidance of \$38,388,783 on \$361,822,245 worth of non-construction spend. The Department was also able to increase its Competitive Procurement Ratio to 91% over the baseline rate of 80%. The increase is attributable in part to the utilization of purchasing cooperatives and other government agency contracts for hard to bid items. In addition, the Department generated a notable 13 percentage point increase in Catalog Utilization over the baseline, finishing the year at 71%. Also of note, the Department received NPI's Achievement in Excellence in Procurement Award. This annual

program recognizes procurement organizations that embrace Innovation, Professionalism, Productivity, Leadership and e-Procurement.

TISS has been highly focused on the development and imminent roll-out of the district's new Human Capital Management System (HCM). That project is on-time and is on-budget, with the system scheduled for January 2020. This system will affect every employee of the CCSD and will enable enhanced transparency and reporting for employees, district leadership and the state of Nevada.

TISS has also accelerated efforts to upgrade technology systems in the schools (during the 18-19 school year 77 schools received WiFi upgrades, 159 schools received new computers, projectors, etc.) over the last three years (with funding from the 2015 Capital Improvement Program) are allowing our schools to utilize advanced technologies in the curriculum and better prepare CCSD's students with 21st Century skills.

Transportation is in process of implementing its leadership reorganization as recommended by the Council of Great City Schools audit, with the goal of achieving a Supervisor to Bus Driver/Aid ratio of 1:42. The Department is currently at a ratio of 1:38 but is on pace to achieve the target through attrition of the remaining TOA positions.

With a focus on community engagement and improved school services Transportation launched the ONBOARD bus tacking application for the 2019-20FY. The ONBOARD application, which was developed within CCSD "For Students by Students," allows parents, students, and staff to track school bus location and estimated time of arrival (ETA). To date, 18,496 individuals have downloaded the app and 17,207 of those can be considered active users of the platform.

With regard to Focus 2024 measures, the Department's current NHP Out-of-Service inspection rate of 11% is favorably below the 2019-20FY target of 21%. Additionally, Transportation was able to reduce its 2018-19FY Driver Absence Rate to 14% from a baseline of 15% and continues to focus on improving this result by implementing attendance workshops that message the importance of employee attendance as it relates to student achievement as well as initiating a new approach to improve employee attendance by better connecting employees to mobile and on-line medical services. The aforementioned will in turn help to bolster the Department's 2018-19FY On-time rate of 88%, which reflects 6 percentage point improvement over the baseline.

Vegas PBS' Educational Media Services (EMS) department is dedicated to assisting parents, teachers, and other school officials by providing students with the best education possible; through the use of television, technology, tools, and media sources that support their

curriculum. EMS services extend throughout all areas of the District, and also aligns its priorities with the Clark County School District Board of School Trustees, Focus: 2024 initiatives.

The Ready to Learn (RTL) workshops leverage the early childhood educational television programs from PBS by designing literacy, health, science and math-based family engagement workshops with high quality educational resources and delivering them to schools and families. RTL focuses approximately 90% of its outreach efforts on CCSD Title I schools and neighborhood centers. Over 7,400 parent surveys were collected showing that 94% of parents learned new skills to help their child learn through RTL workshops and 91% will use the information at home.

The Vegas PBS computer training lab provides District employees and members of the community an opportunity to improve their career through a variety of course offerings. In early 2019 Vegas PBS was approved to begin offering the PRAXIS exams. Since its launch, over 556 people have been taken the exam and over 158 new teachers are in CCSD classrooms as a result. In addition, during the 2018-19FY, 240 typing tests for jobs in CCSD were given, 433 ParaPro exams administered, 12 workplace exams for accounting positions provided, 1,119 Hi-Set exams were given for high school graduation in partnership with CCSD Adult Ed and 210 OSHA 10 and 30 courses were provided to CCSD Food Service employees.

SUMMARY: POLICE SERVICES

DESCRIPTION OF THE UNIT/DIVISION

The Clark County School District Police Department (CCSDPD) has 193 police officers that provide police services to the District 24/7/365. Two campus-based school police officers are assigned to each comprehensive high school while all middle schools and elementary schools are served by patrol officers. The department has four firearm detection K-9 teams and a motorcycle traffic unit to assist campus and patrol officers in achieving its mission in providing a safe and secure learning environment. Additionally, the department operates a police dispatch center, technical support bureau, investigation bureau, training bureau, internal affairs unit, emergency management department and security systems department.

The CCSDPD provides 24-hour police dispatch services to school police officers, district staff, students, and the public for incidents that occur within a school police officer's jurisdiction. Police dispatch receives calls for service from the community by telephone, e911, SafeVoice, School-to-Police Radio Program, and other local, state, and federal public safety communication centers. Police dispatch also monitors school cameras, fire alarms, motion sensors, temperature sensors and other supported technologies. All police dispatch activities are tracked, monitored and recorded 24 hours a day.

The Technical Support Bureau (TSB) provides information technology equipment, access and problem-solving services necessary for officers to communicate with police dispatch, emergency first responders, records management, evidence vaults, local law enforcement agencies, judicial jurisdictions, and district personnel. All school police officers are issued equipment and provided access to sensitive law enforcement technologies to perform daily peace officer responsibilities.

Criminal incidents occurring on school property often require specialized investigative skills and equipment. The Investigations Bureau provides technical forensic specialists, crime scene technicians, and detectives who specialize in a host of investigative disciplines. All school police officers receive support and guidance from the Investigations Bureau for incidents that require an extensive investigative effort, including sexual misconduct, child abuse, embezzlement, etc. In addition to the specialized investigative services provided to school police officers, the Southern Nevada Counter Terrorism Center is staffed with a school police liaison that is

available for direct communication with all local, federal, and state law enforcement agencies and emergency first responder agencies as needed.

The Training Bureau is responsible for school police officer training. School police officers perform peace officer duties through powers vested by the Nevada Peace Officer Standards and Training Category I certification. The Training Bureau is also responsible for new-hire orientation, field training, continuing education, and joint training with all local, federal, and state law enforcement agencies. Joint training includes active assailant response, MACTAC, and emergency communication procedures.

Internal Affairs is responsible for the investigation of all allegations of school police officer misconduct pursuant to NRS 289, General Order 301 Internal Investigations, and applicable CCSD regulations. Internal Affairs investigators complete official reports and testify at administrative hearings. Additionally, Internal Affairs is responsible for maintaining and updating the electronic use of force reporting system and gathering statistics (e.g., vehicle accidents, officer injuries, and Early Warning Alert system).

The Emergency Management (EM) department responds to school emergencies by providing technical support, threat assessment, risk analysis, crisis intervention, and emergency management expertise to school administration. EM develops school-based crisis response plan templates and training guidelines for school administration to ensure compliance with Nevada law.

Security Systems is responsible for the design, inspection and acceptance testing of new intrusion alarm and security camera systems to meet CCSD and national standards. Security Systems ensures the efficient use of technology resources to support the 24/7/365 operation of intrusion alarm systems in over 370 facilities.

UNIT/DIVISION PURPOSE

The Clark County School District Police Department has its own procedure manual (General Orders) that includes a mission statement, code of ethics, values statement, and the police role (attached). These procedures embody the purpose of law enforcement and describe the expectations of all police officers. Furthermore, these procedures ensure all police activities are conducted with the highest level of integrity in accordance with Federal, State, and local laws.

NOTABLE ACHIEVEMENTS AND AREAS OF IMPROVEMENT

Accomplishments:

1. We created a K-9 Unit to address the needs of our schools as it relates to the presence of unlawful firearms. Four firearm detection K-9 teams were deployed districtwide in January of 2019. The K-9 teams provide another means of detecting firearms in schools. They conduct demonstrations of their capabilities throughout CCSD, provide another level of deterrence at school arrivals and dismissals, conduct random classroom sniffs, and assist police officers while responding to calls for service.
2. Our team developed procedures and training to be active participants in the SJP. Partnerships with The Harbor and Juvenile Justice has led to the development of warning citations and other alternatives to criminal citations and arrests for minor misdemeanor crimes for students.
3. We proactively patrol with Las Vegas Metropolitan Police Department (LVMPD). During the 2018-2019 school year, spring break, officers from CCSDPD and LVMPD joined forces to address juvenile crime during school breaks. The success of the spring break initiative led to the project being conducted throughout the summer months.
4. After the death of a Canyon Springs High School student, we assigned an officer to the Major Case Team Task Force housed at LVMPD. The task force focuses on school related gang activity that impacts the community. Task force officers work hand in hand to combat the negative impact of gang violence in the community and in CCSD schools.
5. Crime Gun Intelligence Center and Alcohol Tobacco and Firearms (CGIC/ATF) have joined forces with CCSDPD to address firearm possession incidents in CCSD schools. Our partnership involves the immediate processing of all firearms confiscated by CCSDPD both on and off campus. CGIC/ATF provides timely forensic analysis of firearms for CCSDPD.
6. We participated in nineteen Hostile Event Trainings were conducted with City of Las Vegas Fire, Las Vegas Metropolitan Police Department, and Las Vegas City Marshals. This training involves the response and action of emergency responders after an initial active shooter event has occurred. This training focuses on the priorities of public safety personnel for the immediate four hours after an event has occurred.
7. We effectively and successfully reorganized CCSDPD to align police command areas with the new District Regions. The reorganization involved the assignment of staffing to appropriate region areas through the creation of revised police mapping in computer aided dispatch software. Additionally, a fourth captain position was created to align CCSDPD's command structure with the new Region Superintendent positions.

AREAS/STRATEGIES FOR IMPROVEMENT

1. We will continue, with officer growth, to provide campus officer coverage to middle schools.
2. Technology upgrades and support for communications systems (portable radios and network hardware).
3. Expanded partnerships with other law enforcement agencies to enhance the level of service provided to the District.