

Palos Verdes Peninsula Unified School District

2018-19 GOALS AND OBJECTIVES

Alex Cherniss, Ed.D.

Superintendent of Schools





“A dynamic learning community in a rigorous academic environment”

Dear Board of Education,

This document, which reflects my annual goals and objectives, will provide a framework for my activities this coming 2018-19 school year and beyond. The plan is broken into three phases covering the course of the next two academic years.

Phase 1: Listening, Learning and Leading (October, 2018 – February, 2019)

Phase 2: Palos Verdes Peninsula USD Assessment Report (March, 2019)

Phase 3: Palos Verdes Peninsula USD 3-Year Action Plan (2019-2020)

To be clear, my work from day one will be toward meeting the following expectations for the Palos Verdes Peninsula Unified School District:

1. All of our students are physically and emotionally safe and healthy at school.
2. All of our students are proficient or advanced in English Language Arts and Mathematics (we are currently below 75%).
3. All students to have opportunities for high quality academic and extracurricular enrichment.
4. Our District will be leaders in education technology, computer science and STEM.
5. Our District to be at the forefront of innovation through the establishment of community partnerships and joint projects.
6. Our teachers to be the best trained and supported workforce in the state.
7. The Palos Verdes Peninsula Unified School District will be the #1 School District in the State of California, using multiple measures.



I am honored to serve as your superintendent of schools. Together we will chart a course toward continued excellence for the Palos Verdes Peninsula Unified School District.

**Palos Verdes Peninsula Unified School District
Superintendent Dr. Alex Cherniss**





PHASE 1: Listening, Learning and Leading, October 2018 – February 2019

Preliminary Observations:

The Palos Verdes Peninsula Unified School District is undoubtedly “a dynamic learning community in a rigorous academic environment”. The academic programs throughout the District are purposeful, and teachers are highly skilled and dedicated to their profession. The majority of our students are high performing and appear motivated to learn. While our District is achieving at the highest levels, there do appear to be opportunities for growth and expansion in the area of teaching and learning.

Over the past several months I have spent significant time examining all facets of the school district, including, but not limited to, curriculum and instruction, student achievement, school safety and security, school facilities, school organization and efficiency, community partnerships, and Board and District communication.

My time here leading this school district has been truly instructive and encouraging. I have been at the school sites getting to know our students, teachers, administration and support staff. I have reviewed the District’s most recent safety and security report and its most recent facilities master plan. I have spoken to our parents at PTA and Booster sponsored meetings to better understand their questions and concerns. I have met supportive donors and parents at Peninsula Education Foundation (PEF) events. I have met with our legislators and civic leaders to better understand and articulate the needs of our school community. I have developed relationships with community partners, some of which have defined roles in supporting our schools and others who may be future collaborators in projects that will directly enhance learning opportunities for our schools. I have met with local college and university leaders to determine ways in which our PVPUSD students can be provided unique learning opportunities that can shape their futures. And I have held several meetings and workshops with our Board of Education to align their goals and objectives with those of the school district, thus further strengthening our mission.

School facilities throughout the District are in dire need of replacement and repair. It should be the goal for the District and community to provide optimal learning environments for our students. It is clear that the high performance by our students, the outstanding instruction from our teachers, and the overwhelming support and high expectations by our parents do not align with the school facilities that our staff and students learn in on a daily basis. A top school district in the State, such as ours, deserves the best facilities in the State, and at the very least deserves much better than average to below average facilities.



Safety and security are closely linked to our school facilities and continues to be evaluated as a top priority for our District. PVPUSD offers relatively open campuses, with some more accessible to the public than others. The benefit of an open campus is that it is typically more aesthetically pleasing to the neighboring community while providing a welcoming school environment. The issue with open campuses is that it is a challenge for school personnel to control who enters the school. Many districts have gone to closed campuses, using fencing and gates as a solution to this issue. However, there is limited research to suggest that gates and fences improve the overall safety and security of the campuses. As a more effective alternative, many districts have employed safety personnel rather than, or in addition to, gates and fences. In the South Bay alone, nearly every high school employs a school resource officer (SRO), which can provide a deterrent to unwelcome people on campus.

It is important to recognize that the organizational structure of our school district is unique in many ways. First and foremost, the District is made up of 10 relatively small elementary schools located throughout the Peninsula. This structure has many benefits in that each school represents its own school culture unique to the neighborhoods it attracts students from. While the average size of an elementary school in California is closer to 600 students, in PVPUSD most of our ten schools range from 350-500. Small elementary schools often build a strong sense of community and are very attractive to parents. Small elementary schools can also provide better opportunities for teachers, administration and support staff to get to know students individually. While I am not advocating for school consolidation, it is important to acknowledge that it does come at a higher cost to operate. (see below: School Organization)

The District's three middle schools and two high schools are enrolled at relatively average levels while the operation of the continuation high school has a much lower enrollment number for obvious reasons. All three middle schools, Miraleste, Palos Verdes Intermediate, and Ridgecrest have relatively similar enrollment numbers. Students entering high school have a choice as to which schools they may attend. However, there are approximately 30% fewer students enrolled at Palos Verdes High School (1800) than Palos Verdes Peninsula High School (2400). There has been a slight decline in District enrollment, approximately 100 fewer students in each of the last five years. This decline carries with it a financial cost of approximately \$8,000 per student each year over this time period in reduced revenue. This amounts to approximately \$12,000,000 in less revenue since 2014. The total enrollment District-wide is about 11,000 students.

While I have learned quite a great deal about the District, I recognize that there is much more to learn. My goals and objectives over the coming year are to continue the work of listening, learning and leading, while making specific recommendations to support and



enhance the education of our students here on the Peninsula. As part of this mid-year report, I have included recommendations for the District, although this list is not exhaustive, as there is still much to learn.



Focus Area: Curriculum and Instruction

Analyze student achievement at all levels and disciplines, while working to improve the percentage of students at grade level in English Language Arts and Mathematics

Objectives:

- Establish an instructional focus and conduct professional development training for our principals and administrators that educates and empowers them as instructional leaders.
- Assess the effectiveness of the District's curricular programs.
- Focus on student achievement data and identify and analyze achievement gaps among various student populations.
- Assess college readiness through multiple measures.
- Assess the District's Education Technology Plan.
- Understand and assess the District's Local Control Accountability Plan (LCAP).
- Understand and assess current professional development plan for teachers.
- Assess current community partnerships and identify areas for expansion and growth.
- Assess the depth and breadth of extracurricular program offerings District-wide.

PVPUSD consistently ranks among the highest of all the unified districts in the State of California. Currently, the District is #14 in the state as measured by annual standardized tests. The overall quality of instruction is excellent and the students are more than capable of achieving at the highest levels. While the student achievement data is quite impressive, there is room for improvement. Currently, more than 25% of students District-wide are not achieving at grade level in both English Language Arts and Mathematics. Therefore, a primary goal for the District should be to increase the number of students who meet grade level standards through targeted intervention.

Curriculum Development and Professional Development

The District has done an excellent job adopting current core curriculum in the areas of English Language Art and Mathematics, while piloting Next Generation Science Standards curriculum. The District's curriculum office is not well staffed to support such a robust endeavor, thus there is more reliance on our school site principals and teachers to do much of the work. Professional development linked to core curricular areas are primarily funded by federal grants that are minimal in nature. The District should consider financial investment in professional development at the District and site levels to ensure that our teachers are provided the best materials and training available. This investment, if properly planned and implemented, will directly benefit our students.



Furthermore, curricular adoptions in the area of Science and Social Studies require a significant financial investment, both one-time and ongoing. These funds have yet to be assigned out of the District's general fund.

Recommendations:

1. Consider investing in professional development based on targeted areas of need
2. Consider increasing the number of Teachers on Special Assignment (TOSA's) to support teaching and learning
3. Consider assigning funds toward curricular adoptions over the next 2-5 years

Education Technology

The use of technology to support instruction appears to be one of the District's strengths in the area of teaching and learning. Students are utilizing Chromebooks beginning in the primary level and many of the core curricular programs have software components that our teachers utilize. Computer labs are present at most schools and many sites are starting to transition the computer lab model to a STEM/Multimedia lab model. This is the trend in many high performing school districts. With the advent of laptop carts and Wi-Fi, every classroom can essentially serve as a computer lab, thus making the traditional computer lab model somewhat obsolete. STEM programs are robust and thriving at the middle and high school levels due to exceptional teachers and highly capable students.

Many high performing school districts have a District Technology Plan to guide their work. The refinement of our current plan would be an appropriate task for the current Technology Advisory Committee (TAC). An area for the TAC to review is the wide range of different supplemental technology software programs that are utilized by the school sites.

Recommendations:

1. Update the District Technology Plan aligned to the District LCAP goals
 - a. Address the funding needs associated with technology required for curricular adoptions and refine the supplemental programs utilized by the sites
 - b. Update the ongoing refresh needed for current technology at school sites
2. Consider the development of Technology Academies where teachers are compensated to participate in training after school over a set period of weeks, with the goal of improving their utilization of instructional technology



3. When proven to be effective, consider transitioning computer labs to STEM/Multimedia labs
4. Continue to support STEM education through financial investment in professional development and instructional materials

Student Intervention

Student intervention is an effective tool in achieving grade level competency for the more than 25% of the District's students scoring below grade level standards. Currently, the District has implemented before and after school intervention programs serving over 1,000 students District wide in grades 1-8. These students have been identified using a variety of assessment tools, including teacher observation, standardized testing and grades. Qualified educators at each school site teach these students utilizing an assortment of instructional programs and strategies.

In addition, each elementary school has a Learning Center which is set up to support students in need of early intervention in the areas of English Language Arts and Mathematics during the school day. These Learning Centers resemble a Response to Intervention (RTI) model. In all cases, the Learning Centers are utilized to address the needs of students who require more support. Special Education teachers typically staff these learning centers, which is not the norm in an RTI model, since this intervention program is a general education function. Therefore, while it appears to be effective in serving students, this model should be further examined.

At the middle school and high school level, the District should consider providing intervention during the school day to support students in need of additional instruction in the areas of English Language Arts and Mathematics. Students at the middle and high school levels are involved in a variety of before and after school activities, thus making targeted intervention more suitable during the school day.

Recommendations:

1. Continue before and after school intervention programs
2. Explore course offerings and scheduling models at the middle school and high school levels to provide students with intervention during the school day
3. Study the current Learning Center staffing and delivery models at the elementary schools



Middle and High School Course Offerings

Course offerings at the middle and high school levels are expansive in many areas, such as foreign language and a diverse number of electives. This breadth of courses encourages student exploration and provides options for students. These inherent benefits to students do come at an increased cost to the District, primarily through staffing. In many cases, class sizes are very low in a number of elective courses (fewer than 10 students) and include multiple levels in one class period. The District should continue to do a cost-benefit analysis for all courses offered and continue to track course enrollment.

PVPUSD's middle school science programs do not include an outdoor science education component. The absence of outdoor education at the middle school level is not the norm when comparing other high performing districts to ours. Outdoor education programs promote active learning, that cannot always be achieved in the classroom setting. With direct personal experiences, students can learn about the world through adventures while enhancing their focus on the environment. It encourages intellectual, physical and social development.

Recommendations:

1. Continue to monitor enrollment in elective courses
2. Work with staff to redesign courses to encourage enrollment
3. Consider exploring ways to consolidate electives at one school site to best serve all students
4. Consider establishing a middle school outdoor science education program
- 5.

Student Mental Health

The District allocates significant time and resources toward addressing student mental health issues. Each of the two high schools has student/wellness centers where students can 'hang out', decompress, and access resources that can improve their mental health. PVPUSD is one of the only school districts in Southern California with licensed therapists on site to counsel students. The District has also assembled a health education task force to study ways in which students can access the new legal requirements related to the health curriculum.

In addition to District resources allocated to supporting students, the District has taken steps to ensure that teachers were trained on suicide prevention. The District suicide risk assessment was revamped with school mental health professionals (counselors,



psychologists and therapists who were trained to use the assessment.

To be better prepared to address a student crisis, the District Crisis Response Protocols were updated and reviewed with all school principals. A District-wide Threat Assessment was also developed last year.

The District expanded the options for students who have medical or social emotional challenges that may prevent them from attending school. When appropriate, independent study and online curriculum have been utilized to allow students to have access to keep up with their school work while working through their circumstances.

Recommendations:

1. Continue to support student resources
2. Continue health education task force
3. Work with parent groups to continue support of student programs
4. Align homework policy to practice

Special Education

Approximately 10% of the District's student population qualifies for special education services. This percentage of students in special education is below comparable high performing districts and neighboring districts in the South Bay. The special education department has cut its legal expenses by half over the past two years to reduce overall expenditures. That said, the District's special education encroachment is equal to or higher than the same comparable districts. This is in part due to classified staffing costs, which is further explained in the financial portion of this report. The District should consider ways in which special education staffing costs can reduce the financial impact on the general fund.

The District offers two preschools, Miraleste Early Learning Academy (MELA) and Valmonte Early Learning Academy (VELA), that are well attended. VELA provides a robust special education preschool program (Sunrise) in coordination with the general education preschool program. Sunrise effectively integrates students into the general education setting as typical peers. The District should consider a model by which all special education preschool students are integrated into general education preschool classes. Therefore, every preschool class consists of general education and special education students rather than the current "push in" model. The District should also consider offering special education preschool programs at MELA so as to better accommodate our parents and students living on the other side of the Peninsula. Of course, these options should be weighed against the possibility of additional costs to a program already encroaching on the general fund.



The District also operates a Transition to Independence Program (TTI) at the Promenade on the Peninsula, located in Rolling Hills Estates. This program meets state mandates to serve special education students from 18-22 years of age. The program is successful in preparing these students with life skills by coordinating job placements and teaching independent living skills. The District should consider additional ways to provide students with expanded life and job skill opportunities.

Recommendations:

1. Consider reducing special education classified staffing
2. Consider operating a special education preschool program at MELA
3. Consider integrating special education and general education students in all preschool classes
4. Consider relocating the TTI program and restructure the goals

Enrichment Programs and Community Partnerships

The District has tremendous opportunities to engage local community organizations to support and enhance the educational opportunities for all students. Currently, the District offers a variety of enrichment programs after school at the elementary and middle school levels. At the high school levels, our students have access to hundreds of clubs, and before and after school activities. At the high school level, approximately 70% of our students are engaged in some type of an after-school activity.

That being said, the District should consider ways to serve students with exceptional needs such as GATE during the school day, particularly at the elementary and middle school level. One such concept is to utilize the Malaga Cove site to serve GATE students and all other students who choose to opt-in to such a program.

In addition, the District should consider utilizing the Malaga Cove site to support enrichment opportunities through the development of a Marine Science Center. This program could serve all students district-wide, and highlight relevant topics unique to the Peninsula like such as sustainability, environmental science, physical and life science, and other areas of study. This Marine Science Center could be a hub for innovation and a bridge between scientific research and K-12 science education.

Over the past several months, the District has been in communication with our high school science teachers, science professors from USC's Dornisfe College of Letters, Arts and Sciences, professors from the Price School of Public Policy, representatives from USC's Wrigley Institute for Environmental Studies, representatives from AltaSea, representatives from the Natural History Museum, and scientists from the Coastal Marine Bio labs, to name a few. These community partners have assisted in laying the framework for the development of a strategic plan to identify resources to support this endeavor.



Recommendations:

1. Present a plan to the Board of Education for the utilization of the Malaga Cove site for enrichment opportunities for GATE students and all other students who choose to opt-in to such a program
2. Present a plan to the Board of Education for the develop of a Marine Science Center at Malaga Cove
3. Continue to search for community partnerships that will benefit our students

Focus Area: Public Confidence

Establish public trust and confidence through open and honest communication and positive relationships among stakeholder groups

Objectives:

- Increase personal knowledge and understanding of the Palos Verdes Peninsula Unified School District and the Peninsula's communities, culture, traditions, history, and expectations for the District.
- Communicate with parents and establish positive partnerships with PTA/PTSA representatives and PTA council.
- Communicate with booster clubs to better understand their goals and objectives.
- Connect with local community organizations including youth sports programs and visual and performing arts organizations.
- Connect with political leadership and members of business, service, not for profit, philanthropic, and political organizations within the Palos Verdes Peninsula communities to establish clear lines of communications, advocacy, and support for the District's students.
- Connect with local city managers and city councilmembers.
- Establish an open and positive relationship with local media outlets.

It is clear that much of the success of the PVPUSD is a direct result of the amazing parents and community members who are unwavering advocates for our students, our schools, and public education on the Peninsula. This tremendous support for our District has been a consistent theme during my thousands of interactions with school community members. Over the past several months, I have had the opportunity to speak at a variety of events such as PTA and PTSA meetings, PTA Council meetings, PTA Legislation Rep meetings, Chamber of Commerce meetings, PV Rotary Club meetings, Booster Club meetings, and Peninsula Education Foundation meetings. I have also met with city managers, mayors and councilmembers, individual parents as well as representatives



from the League of Women's Voters, citizen groups like PV Watch, and local media outlets. Throughout this time, I have sought to provide open and honest communication at all these venues in order to gain public trust.

As such, it is necessary to establish communication procedures and methodologies that recognize knowledge is power and our parents and community members deserve accurate and timely information. The newly developed District newsletter is an example of this intent. Moving forward, I have developed the following recommendations to continue to strengthen community support for our school district.

Recommendations:

1. Establish a Superintendent's Advisory Committee
 - a. Comprised of community members with significant school and civic experience on the Peninsula
 - b. Advise the superintendent while providing historical context and background
2. Regularly distribute a District Newsletter to all parents and community groups
 - a. Continue to include a student voice through high school journalism classes
 - b. Highlight all schools and exemplary programs district-wide
3. Develop a District Communications Plan
 - a. Consider a Communications Director
4. Consider developing a District Mobile App
5. Provide consistent messaging to all stakeholders
6. Model transparency in our District's actions

Focus Area: School Organization

Increase Organizational Effectiveness and Efficiency

Objectives:

- Understand and assess the District's budget and fiscal outlook.
- Understand and assess the nexus between District priorities and budgetary expenditures.
- Determine "where we are and where we need to go" in terms of each division, department,



and direct report within the organization to ensure a student achievement focused agenda.

- Consider consolidation and streamlining of similar functions in order to maximize service and support to schools.
- Consider program expansion in areas necessary to support and enhance student achievement.

Fiscal Analysis:

State and Local Funding

The PVPUSD has fiscal challenges, in large part stemming from California's school funding system called the Local Control Funding Formula (LCFF). This funding model provides low socio-economic communities with enhanced funding compared with more affluent communities. Thus, high performing school districts in affluent communities such as PVPUSD must rely on local revenue to provide an adequate level of funding for the education of their students.

Here in PVPUSD, the District relies on local revenue primarily through a parcel tax, the Peninsula Education Foundation (PEF), as well as site-specific PTA and Booster Club donations. In total, the local revenues from the parcel tax and these volunteer organizations make up approximately 10% of the District's revenues. These local funds are critical in providing adequate per-pupil funding. It is important to note that even with all these local revenue enhancements through the generosity of this school community, the average per-pupil funding amount is still only about average for the state as a whole and far less than the average per student in Los Angeles USD.

Fiscal Outlook

The District is operating at an overall deficit with expenditures outgrowing revenues at an accelerated pace, which will be referred to as Deficit Spending. The steady increase in public employee pension obligations, step and column salary increases, and potential negotiated employee raises all contribute to expenditures outstripping revenues. This, coupled with a steady decline in enrollment (100 students annually) to the tune of approximately \$12,000,000 total lost revenue since 2014, puts the District in a precarious financial position moving forward. To combat these challenges, the District assembled a Budget Advisory Committee to compile potential expenditure reductions and revenue enhancements. Many of the recommendations by this committee related to expenditure reductions are conceptually in line with my recommendations and those of my executive cabinet.



Currently, 82% of the District's expenditures on are human capital: comprised of certificated salaries, classified salaries, and employee benefits. Therefore, in order to make a significant reduction to the District's expenditures and better position itself toward a balanced budget, reductions in staffing are necessary.

School Organization

To exacerbate the fiscal challenges here in PVPUSD, the District operates 16 schools and one continuation school. All of the elementary schools are below the state average in per pupil enrollment. While operating small schools has many benefits, most of which are qualitative in nature, it can also be an expensive proposition. As an example, the District operates 10 elementary schools, most of which range between 350 and 500 students and considered small compared to other schools throughout the State. There is a higher cost of running so many small elementary schools, since in addition to the requisite number of teachers, each school requires support staff, administration, facility maintenance and operations, utility costs, etc.

Staffing

Certificated Staffing:

The elementary and middle school student to teacher ratios are comparable to other high performing school districts and similar to neighboring districts in the South Bay. That said, there are some middle school classes that are excessively high and should be addressed. The high schools have a slightly lower student to teacher ratio, in part because of the number of course offerings and electives. This typically drives the student to teacher ratio lower and is more expensive to operate. That said, it is a benefit to our students that we offer such a breadth of electives and foreign languages, outnumbering nearly all other high schools in the South Bay. These benefits should be weighed against the District's ability to stay financially solvent amid rapidly increasing public employee pension costs, and salary increases due to fixed step and column, and potential negotiated raises. Therefore, targeted reductions to certificated staff should be considered.

Classified Staffing:

The classified staffing levels in the areas of maintenance and operations, office support, and food services appear to be appropriate District-wide. All these departments are operating at minimal to appropriate levels of support, and all these positions are critical to support teaching and learning at the school site level.



The District employs approximately 270 special education aides which is significantly higher by percentage than comparable high performing districts, and significantly higher than neighboring districts in the South Bay. This area of expenditures, is directly attributable to a higher special education cost to the general fund than like districts with similar special education populations. The classified staffing levels in the area of special education should be considered for reductions.

Administrative Staffing

The District's management team is more than appropriately staffed, as the per pupil expenditure on management is lower than comparable high performing districts and lower than neighboring districts in the South Bay. That said, in order to maximize efficiencies, redirect funds toward students and partially absorb increased costs for public employee pension obligations, step and column, and other salary enhancements to employee bargaining units, I recommend that a reduction in management expenditures be considered.

Recommendations:

Expenditure Reductions

In order to combat deficit spending and produce a balanced budget in the current and future fiscal years, it is recommended that the District look at a reduction in staffing expenditures. My recommendation is that the District cut expenditures by a minimum of \$2,000,000 or approximately 2% of the District's total expenses. Therefore, I have instructed my executive cabinet to prepare a list of reductions for the Board of Education to consider at the February 27th Board of Education Meeting:

Staffing: \$1,500,000

1. Administrative Staffing
2. Office and Administrative Support Staffing
3. Certificated Staffing
4. Classified Staffing

Other Expenditures: \$500,000

1. Superintendent's Budgets
2. Board of Education Budgets
3. District Office Budgets



4. Site Budgets
5. Legal Expenses
6. Other Miscellaneous Expenses_

Revenue Enhancements

1. Enrollment:
The District should explore ways in which enrollment can be expanded, such as marketing, grandparent inter-district permits and / or preschool permits.
2. District Property:
The District should explore ways in which our property can be utilized through the use of long-term leases.
3. Peninsula Education Foundation:
The District should work with PEF to explore ways in which this organization can increase revenues through community partnerships, community outreach, alumni associations, and/or fundraising events.

Focus Area: School Climate

Establish a supportive, positive and effective District climate and culture singularly focused on student achievement and continuous school improvement.

Objectives:

- Ensure a collaborative learning environment for all staff.
- Establish positive relationships with all direct reports, principals, and key District leadership to meet, evaluate, and establish all as important and critical to the District's success.
- Establish a positive, professional, and collaborative relationship with employee associations' and employee groups' leadership to ensure all decisions are made in the best interest of students and the improvement of the conditions for teaching and learning.



I have consistently observed a culture of collaboration and a healthy school climate focused on teaching and learning when visiting school sites, talking with teachers and support staff, and discussing school related matters with principals and administrators. The focus should always be on what is best for the students in this district. My contribution to the school climate will continue through my efforts to be present at the school sites, to be available to teachers and support staff, and to maintain a focus on what is best for our students.

Leadership Development

Leadership is critical to supporting student success. As such, the District has added the Clear Administrative Services Credential Program to establish Leadership for Excellence in Administrative Development (LEAD). New administrators within the District engage in a job- embedded, coach and competency-based induction program to support their growth and development for the first two years of their administrative position. The program embodies the tenets of effective school leadership, with a focus on integrating research-based theory with practical application. The program emphasizes reflection and application of learning by analyzing an area of need, where each candidate examines data to solve a school-based problem with an improved student achievement-centered solution.

In addition to PV LEAD, the District has been working on a leadership development and training academy for teacher leaders desiring to build their leadership capacity. The leadership training academy will consist of sessions in the area of business, educational and technological services as well as general leadership development.

Recommendations:

1. Continue Leadership Team meetings and Leadership Team professional development opportunities
2. Continue weekly site visits with the goal of being at each school site every month
3. Continue to meet with certificated and classified leadership to listen and address their questions and concerns
4. Continue to inform the Board of Education of the District's numerous accomplishments and highlight our District's success
5. Implement professional development opportunities that are impactful toward improving teaching and learning and respectful of our employee's time
6. Negotiate with our employee collective bargaining units with honesty and integrity
7. Continue to support leadership development for new administrators and teacher leaders



Focus Area: School Safety and Security

- Review the current Facilities Master Plan.
- Assess the safety and security measures in place at all school sites.
- Meet with facilities officials and custodial and grounds staff to gain an understanding of the facility challenges within our District.
- Meet with site principals and walk every campus to better understand layout and design of all schools.

School Facilities

I have completed an extensive analysis of the PVPUSD school facilities through a variety of strategies. I have spent significant time walking all our school sites and evaluating our facility needs. I have spoken with our parents and community members at several events and PTA meetings and listened to their questions and concerns related to our physical plants at each school site. I have also gathered input on our school facilities through parent and community surveys. I have held several meetings with our school principals and discussed the educational needs of our students and how our school facilities impact the teaching and learning district-wide. In addition, I have studied our current Facilities Master Plan, debriefed with our Director of Maintenance and Operations as well as our Associate Superintendent of Business Services.

As a result of my inquiries, I have found overwhelming evidence to support the premise that many of the District's facilities are inadequate. The goal must be to provide optimal learning environments for our students. We, as a school community, expect the highest levels of teaching and learning and hold our education professionals to the highest standards, yet the facilities with which we expect them to teach in are far less than optimal.

Simply put, the best District in the state deserves the best facilities in the state. This should be our goal as a school community. I have witnessed firsthand when these basic infrastructure necessities fail in our District, at which point the teaching and learning in the classroom comes to a halt. Our teachers and our students deserve better and it should be a District goal to provide our schools with facilities that match our educational expectations.



Recommendations:

1. Utilize the newly established Facility Advisory Committee (FAC) to review the Facilities Master Plan (FMP) and accomplish the following tasks:
 - a. Vet the current FMP and identify potential errors or omissions, such as additional air conditioning for school sites
 - b. Update the costs projections in the FMP based on current construction costs
 - c. Prioritize the projects identified on the FMP based on district-wide need
2. Establish a school facility team for each site
 - a. Instruct the school facility team to vet the current FMP projects at each respective school site
 - b. Identify an FAC liaison to each school facility team to allow for a flow of communication between the FAC and the school facility team

Safety and Security

There is a direct correlation between the District facilities, which in many cases are aging and inadequate, and the safety and security of our schools. Recently, the Board of Education commissioned a School Safety and Security report. This report identified areas the District should address to improve the safety and security of our school sites. The District is in the process of reviewing and implementing many of these recommendations, including the installation of security cameras, exit gates, a visitor management system and other measures.

Coupled with the facility challenges is the reality that most of our school sites are open campuses. While open campuses do present an aesthetically pleasing look, they have become less and less prevalent in public schools. With recent school tragedies directly linked to unauthorized visitors on school grounds, many school districts have opted to install perimeter fencing and gates to close their campuses. The concept of closing the PVPUSD school campuses was highlighted as an option in this report. The costs associated with closing the campuses would be millions of dollars.

The deployment of security personnel has proven to be an effective method to enhance the safety and security of a school campus. School Resource Officers (SRO) have been utilized by school districts, particularly at the high school level to enhance school security on campuses. There are currently over 20,000 SRO's nationwide, and in the South Bay alone, nearly every high school campus has an SRO.



Recommendations:

1. Implement the safety and security recommendations from the commissioned report
2. Consider the deployment of School Resource Officers or school security personnel
 - a. Engage city government from Palos Verdes Estates, Rancho Palos Verdes, Rolling Hills and Rolling Hills Estates in developing a shared funding model to provide school security personnel

Focus Area: Board of Education

Ensure effective District governance through positive and productive Board-Superintendent relationships

Objectives:

- Establish the Board and Superintendent as a cohesive leadership team with a student-centered agenda.
- Build a positive, productive and trusting working relationship with Board members as individuals.
- Establish and implement communication protocols between the Board and Superintendent.
- Establish, educate and implement practices and procedures in adherence to the Brown Act.

Effective communication between the Board of Education and the Superintendent is critical to the success of the PVPUSD. Upon the seating of the new Board, I organized a Board and Superintendent Workshop to lay a foundation for effective communication, and provide for a Brown Act Training session. In addition, the Board is advised on District projects, events and issues regularly through weekly updates, weekly individual meetings, and ongoing communication as needed. The weekly updates to the Board have been revised for ease of access and efficiency, and school related events have been included in these notifications. The Board of Education has also been included in District Leadership Team activities, all-staff professional development activities, and various sub-committee meetings.

Recommendations:

1. Consider a Board Workshop in July or August of 2019 to plan our goals and objectives for the 2019-2020 school year



2. Continue to include the Board of Education, when applicable, in Leadership Team activities
3. Continue to meet with Board Members individually
4. Continue to articulate the Superintendent's Goals and Objectives to the Board of Education



PHASE II: PVPUSD Assessment Report (See Above)

Provide the Board of Education with the Superintendent's PVPUSD Assessment Report based on the six focus areas outlined in Phase I.

Objectives:

- Update the Board of Education on the superintendent's activities related to the 2018-19 Annual Goals and Objectives.
- Where applicable, provide the Board of Education with an overall assessment of the District, including its strengths, challenges and areas of focus as identified in the superintendent's annual goals and objectives.
- Identify key areas needing to be addressed in the District's 3-Year Plan

BOARD OF EDUCATION



Linda Reid
President



Suzanne Seymour
Vice President



Richard Phillips
Clerk



Matthew Brach
Member



Megan Crawford
Member



PHASE III: District 3-Year Action Plan, 2019-2020 **Recommended to begin September, 2019**

The Board of Education will be presented with the Palos Verdes Peninsula USD 3-Year Plan for approval

Objectives:

- Work with key stakeholders throughout the District to identify and develop goals and objectives within the following key areas:
 - Curriculum and Instruction
 - Academics
 - Athletics
 - Arts
 - STEM
 - Activities
 - Technology
 - Education Technology
 - Technology Infrastructure
 - Fiscal Outlook
 - District Budget
 - Supplemental Funding
 - Parcel Taxes
 - Peninsula Education Foundation
 - PTA
 - Other Local Revenue
 - Safety and Security
 - Facilities Master Plan
 - Facility Funding
 - Security Assessment