FOCUS: 2024
Clark County School District's Five-Year Strategic Plan

CCSD CLARK COUNTY SCHOOL DISTRICT

Student success is our primary focus

Everything we do and every decision we make focuses on our young people to ensure they are prepared for the future.

The Focus: 2024 strategic plan articulates a set of priorities and strategies that place students at the core of everything we do. All work is in service of student success because we know that strengthening instruction, operations, and community connections are critical to achieving our ambitious goals.

We also know the only way we will transform our system and provide the educational experiences our students deserve is to recruit, support, and retain the people who help us thrive.

Focus: 2024 will invest in people to drive student success, ensuring all staff support our students to be ready to succeed in a global society.

VISION

All students progress in school and graduate prepared to succeed and contribute in a diverse global society.

STUDENT SUCCESS TARGETS

- All Clark County School District schools will be rated three stars or higher on the Nevada School Performance Framework.
- At least 90% of CCSD students graduate from high school college and career ready.

CORE VALUES

High Expectations • Accountability • Equity • Innovation • Integrity • Customer Service • Communication
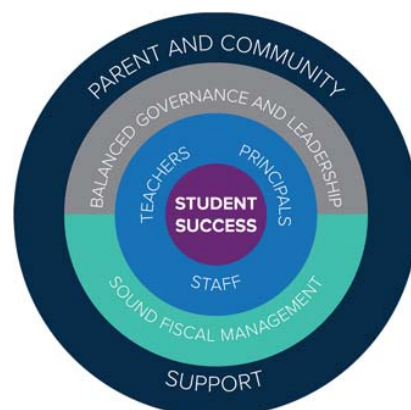
THEORY OF ACTION

Our people drive our success. In order to realize this plan, we must commit to attracting, growing, retaining, and rewarding our people.

One Team, One Goal: Making CCSD #1forkids

Jesus F. Jara
February 28, 2019

Reference 5.01

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INTRODUCTION
About CCSD – Strategic Planning Process
Key Performance Indicator Scorecard

CCSD
CLARK COUNTY
SCHOOL DISTRICT

ABOUT THE CLARK COUNTY SCHOOL DISTRICT

At **320,000 students,** CCSD is the **nation's fifth-largest school district** and the fourth-largest rural district in the state.

CCSD educates 67 percent of the students in Nevada and works closely with community partners and business leaders to educate the workers needed to strengthen our economy.

SCHOOLS

The District operates **360 schools** and also sponsors some of the charter schools in Clark County:
- **226** Elementary schools
- **59** Middle schools
- **49** High schools
- **19** Alternative schools
- **7** Special schools

Schools may be included in a variety of designated categories, such as:
- Prime 6 Schools – **9**
- Title I Schools – **279**
- Victory Schools – **23**
- Zoom Schools – **38**
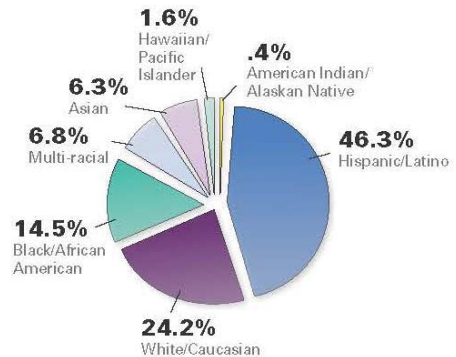
STUDENTS

STUDENT ENROLLMENT
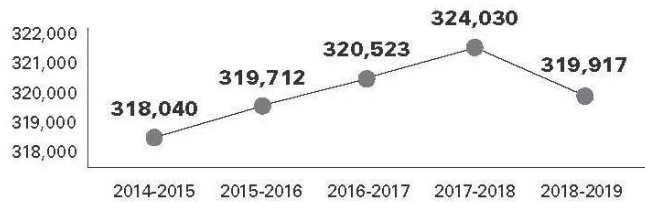
(Previous year enrollment data based on Nevada Department of Education. Current year data from 2018-2019 CCSD NDE Validation Day Enrollment report.)

- Our students come to us from 158 different countries and speak 72 different languages.
- 68.9 percent of our students qualify for free and reduced-price lunch.
- Approximately 15,000, or 3.4 percent, of CCSD's students are homeless.
- We serve students who are highly gifted yet economically disadvantaged and students who need daily educational support but who are economically stable.

2018-2019 CCSD STUDENT POPULATION

- Hispanic/Latino – **147,979**
- White/Caucasian – **77,466**
- Black/African American – **46,239**
- Multi-racial – **21,667**
- Asian – **20,262**
- Hawaiian/Pacific Islander – **5,161**
- American Indian/Alaskan Native – **1,143**

Pie chart percentages:
- 46.3% Hispanic/Latino
- 24.2% White/Caucasian
- 14.5% Black/African American
- 6.8% Multi-racial
- 6.3% Asian
- 1.6% Hawaiian/Pacific Islander
- .4% American Indian/Alaskan Native

WE PROUDLY SERVE THIS BEAUTIFUL TAPESTRY OF STUDENTS.

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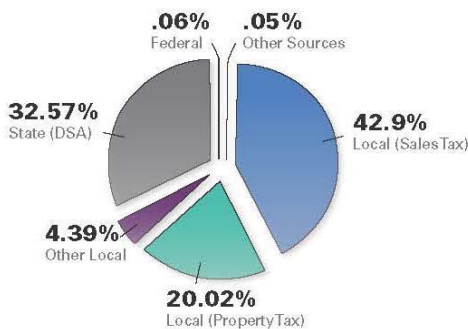
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STAFF

The District is the third-largest employer in Nevada, **employing 40,954 people**:

18,789 licensed personnel (includes teachers)

12,219 support professionals (includes clerical and food service staff, bus drivers, teacher aides, custodians)

1,347 administrators (principals, assistant principals, deans, central office)

149 school police

4,507 substitute teachers

3,943 other temporary/substitute employees

FINANCES

CCSD is funded through a combination of local, state, federal, and other sources. CCSD uses fund accounting to ensure and to demonstrate compliance with government accounting and legal requirements.
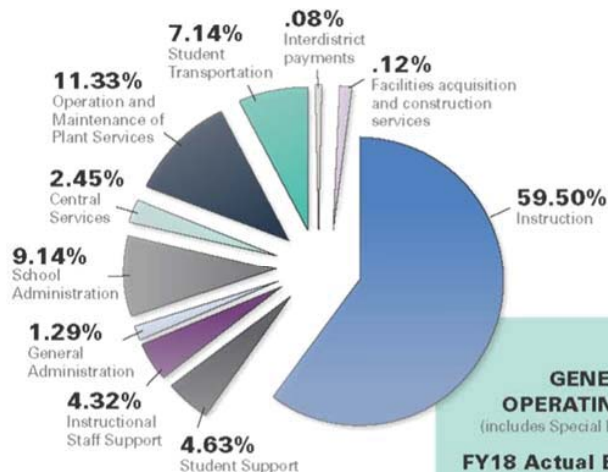
The General Fund combined with the Special Education Fund is known as the General Operating Fund. Although they are required to be reported separately for external purposes, they are generally combined for budgeting and funding purposes.

For more information, please visit openbook.ccsd.net.

Pie chart — Revenues:
- .06% Federal
- .05% Other Sources
- 32.57% State (DSA)
- 42.9% Local (Sales Tax)
- 4.39% Other Local
- 20.02% Local (Property Tax)

GENERAL OPERATING FUND
(includes Special Education Fund)
FY18 Actual Revenues
(in thousands)
$2,327,028

Percentages in the charts above may not total 100% due to rounding

Pie chart — Expenditures:
- .08% Interdistrict payments
- 7.14% Student Transportation
- .12% Facilities acquisition and construction services
- 11.33% Operation and Maintenance of Plant Services
- 2.45% Central Services
- 59.50% Instruction
- 9.14% School Administration
- 1.29% General Administration
- 4.32% Instructional Staff Support
- 4.63% Student Support

GENERAL OPERATING FUND
(includes Special Education Fund)
FY18 Actual Expenditures
(in thousands)
$2,329,198

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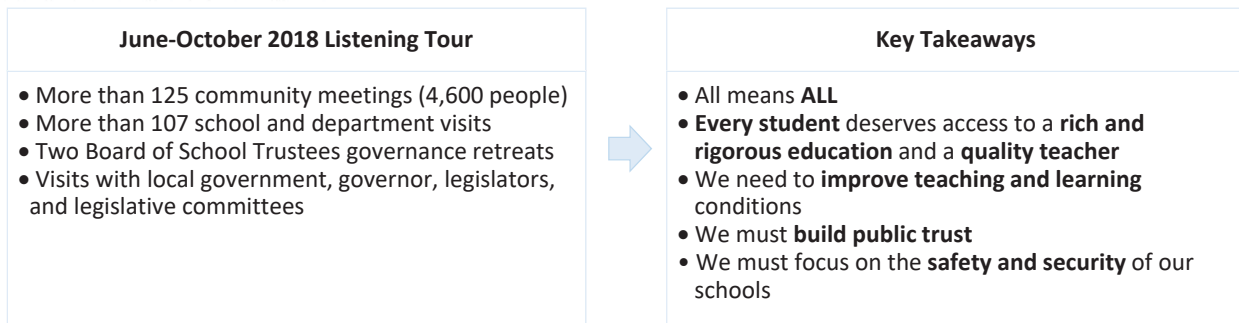
CCSD CLARK COUNTY SCHOOL DISTRICT
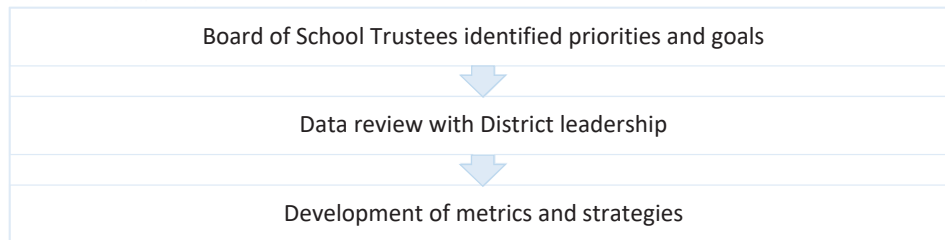
STRATEGIC PLANNING PROCESS

To reach our ambitious student success targets, CCSD underwent a strategic planning process that engaged key stakeholders from across the district, from CCSD central office leadership, to school principals, to families, and business leaders.

Throughout each phase, CCSD defined its vision, theory of action, and priorities that will drive the district's work over the next five years.
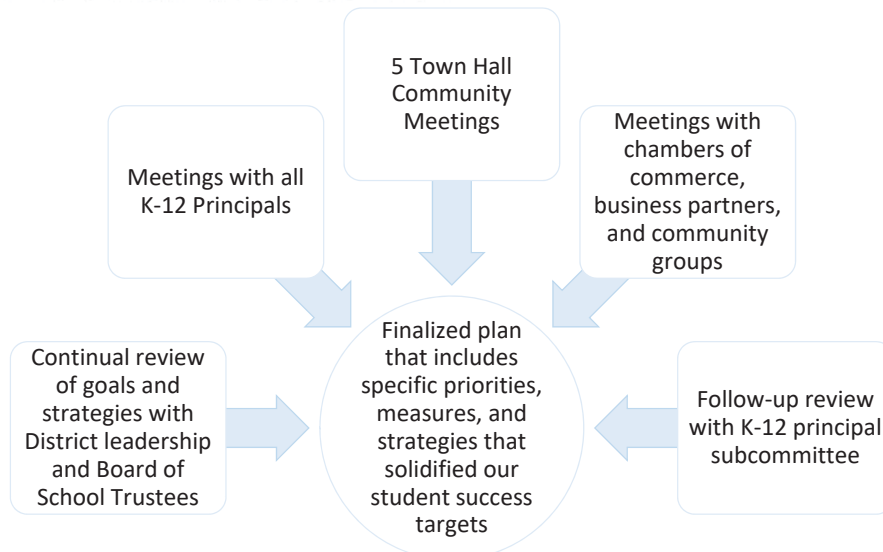
PHASE ONE: DISCOVERY

June-October 2018 Listening Tour	Key Takeaways
• More than 125 community meetings (4,600 people) • More than 107 school and department visits • Two Board of School Trustees governance retreats • Visits with local government, governor, legislators, and legislative committees	• All means **ALL** • **Every student** deserves access to a **rich and rigorous education** and a **quality teacher** • We need to **improve teaching and learning** conditions • We must **build public trust** • We must focus on the **safety and security** of our schools

PHASE TWO: STRATEGY

Board of School Trustees identified priorities and goals

↓

Data review with District leadership

↓

Development of metrics and strategies

PHASE THREE: FEEDBACK AND DEVELOPMENT

5 Town Hall Community Meetings

Meetings with all K-12 Principals

Meetings with chambers of commerce, business partners, and community groups

Continual review of goals and strategies with District leadership and Board of School Trustees

Finalized plan that includes specific priorities, measures, and strategies that solidified our student success targets

Follow-up review with K-12 principal subcommittee

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KEY PERFORMANCE INDICATORS SCORECARD

We will monitor progress through the following measures of success and will utilize a continuous improvement cycle to inform our actions.		Baseline	January 2024 Target
Priority 1: Student Success			
Student Academic Performance			
Strong, rigorous, standards-based instruction with appropriate opportunities for support and enrichment for all students.			
• Increase student achievement in English language arts, mathematics, and science • Decrease student proficiency gaps in English language arts, mathematics, and science • Increase access and equity to rigorous curriculum and instruction for all students • Ensure students and staff are safe and engaged at school	**Proficient in English language arts***	**47%**	**63%**
	Gap (in percentage points)	*61.8*	*40.8*
	Grade 3 reading performance	**46.6%**	**58.7%**
	Proficient in mathematics*	**34%**	**52%**
	Gap (in percentage points)	*50.9*	*32.1*
	Proficient in science*	**26%**	**43%**
	Gap (in percentage points)	*43.8*	*34.0*
	4-year graduation rate	**83.2%**	**90%**
	Gap (in percentage points)	*24.3*	*16.4*
	*Across all assessed grades		
Priority 2: Teachers, Principals, Staff			
Educator Recruitment, Support, and Effectiveness			
Education is a people business, and the quality of teachers, principals, staff, and resources available to them has a direct impact on student results.			
• Ensure all students have access to highly effective teachers, principals, and school staff	**Classrooms served by licensed teachers**	**97%**	**100%**
Priority 3: Coherent Governance and Leadership			
Communication and Collaboration			
Governance and leadership must allow for the work of education to be completed with fidelity and with the support of the communities we serve.			
• Enhance CCSD's Governance and Leadership structures to reflect the needs of the community	**Schools rated 3 stars or higher**	**55%**	**100%**
Priority 4: Sound Fiscal Management			
Financial and Operational Stability			
Financial stability and operational efficiencies will drive funds into classrooms and ensure schools and educators have materials to achieve all goals.			
• Improve quality, communication, and understanding of district financial information • Improve financial equity and stability and ensure regulatory compliance with finance and budget related requirements • Ensure operational effectiveness and efficiency of school and district facilities and operational resources • Reduce the general fund impact caused by safety concerns resulting in injury or damage	**Implementation of a district weighted student funding formula**	**N/A**	**100%**
Priority 5: Parent and Community Support			
Perception of the District			
Partnering and communicating with parents and community members is imperative to connecting home, school, and community. We must engage our partners to ensure all of our efforts and resources are focused on increasing student outcomes.			
• Leverage internal resources to help parents/guardians support student achievement and attendance • Secure strategic external resources and community partners • Improve trust in and perception of the District	**Parents and staff perceive the District as transparent and open**	**64%**	**80%**

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STUDENT SUCCESS
Student Achievement – Proficiency Gaps
Access and Equity – Safety and Engagement

CCSD CLARK COUNTY SCHOOL DISTRICT

Student Success Priority Area 1
Increase student achievement in English language arts, mathematics, and science

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Student success is our focus.

Currently, the majority of CCSD students are not considered proficient in English language arts (ELA), mathematics, and science—the core academic subjects that are necessary for a strong educational foundation. We must focus on core instruction as we work hard to ensure our young people graduate on time, prepared for the future.

We will do this by investing in our people.

Our people are our most significant resource. Meeting our ambitious student achievement goals requires our educators have the tools, resources, and training to meet the needs of all students. CCSD will make significant investments to ensure all educators are well-trained and equipped to provide high-quality standards-based instruction in every classroom. We will also provide expanded enrichment offerings to inspire and motivate our students.

In order to increase student achievement in English language arts, mathematics, and science, we will seek to achieve the following targets. Annual targets based on the Smarter Balanced Assessment Consortium (SBAC), Criterion-Referenced Test (CRT), and the ACT test are included in the appendix and sample strategies are listed below.

Objectives	Measure	Current State January 2019	January 2024 Target
Increase the percent of students proficient in English language arts on	SBAC ELA proficiency in grades 3–5	49.0%	64.9%
	SBAC ELA proficiency in grades 6–8	45.7%	62.6%
	ACT ELA proficiency in grade 11	44.5%	58.1%
Increase the percent of students reading by grade 3	SBAC ELA proficiency in grade 3	46.6%	58.7%
Increase the percent of students proficient in mathematics	SBAC mathematics proficiency in grades 3–5	41.6%	58.0%
	SBAC mathematics proficiency in grades 6–8	30.1%	48.3%
	ACT mathematics proficiency in grade 11	24.4%	45.3%
Increase the percent of students proficient in science	CRT science proficiency in grade 5	21.8%	39.5%
	CRT science proficiency in grade 8	36.7%	51.0%
	CRT science proficiency in grade 10*	20.8%	38.8%
Increase the four-year high school graduation rate	Four-year high school graduation rate**	83.2%	90.0%

Science assessment given during 9th grade year but reported as a 10th grade cohort from the Nevada Department of Education.
**This is a lagging indicator. 83.2% represents the graduation rate for the class of 2017.*

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STUDENT SUCCESS
Student Achievement – Proficiency Gaps
Access and Equity – Safety and Engagement

Strategies

Provide high-quality, standards-based Tier I instruction for all students aligned to the Nevada Academic Content Standards, support educators to improve their core instructional practice, and provide opportunities for all students to explore their strengths.

Strengthen Instructional Core

- Develop and implement a comprehensive K–12 literacy plan to meet the needs of all students.
- Utilize a balanced assessment system, including a K-8 interim assessment system in English language arts, mathematics, and science to guide and inform instruction.

Develop and Support Teachers, Principals, and Staff

- Implement professional learning opportunities for educators to strengthen their delivery of Tier I instruction for all students.
- Implement and utilize a comprehensive data dashboard to analyze student achievement data and early-warning indicators relative to attendance, behavior, and course completion to guide data-driven decision-making at the school level.*
- Deploy districtwide Multi-Tiered System of Supports to promote students' success in both academics and behavior.

Expand Opportunities for All Students

- Increase early childhood opportunities programs to accelerate academic readiness for Kindergarten.*
- Provide meaningful opportunities for student engagement and promote a sense of belonging at school through programs that include fine and performing arts, career and technical education, foreign language programs, and extra-curricular/co-curricular activities.
- Expand universal screening for gifted programs to include all second graders during testing windows.*
- Examine the model for delivery of services to gifted and talented students.*
- Explore innovative models of practice to support achievement of students in all subgroups.
- Provide opportunities for English Language Learners to develop conceptual understanding of academic content, analytical practices, and sophisticated uses of English simultaneously.
- Develop a transition plan to address the drop in proficiency from elementary school to middle school.

* Additional funding must be sought to implement this strategy.

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STUDENT SUCCESS
Student Achievement – Proficiency Gaps
Access and Equity – Safety and Engagement

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Student Success Priority Area 2:
Decrease student proficiency gaps in English language arts, mathematics, and science

We must accelerate the outcomes for all students. To ensure that students who are significantly behind show a faster rate of improvement, specific strategies must be developed to address these needs.

Objectives	Measure	Current State January 2019	January 2024 Target
Decrease student proficiency gaps in English language arts while increasing proficiency in all subgroups	Gap between highest and lowest performing subgroups in SBAC ELA proficiency in grades 3–5	56.1 percentage points	37.1 percentage points
	Gap between highest and lowest performing subgroups in Nevada Criterion Referenced Test in SBAC ELA (reading) proficiency in grade 3	36.2 percentage points	27.9 percentage points
	Gap between highest and lowest performing subgroups in SBAC ELA proficiency in grades 6-8	64.9 percentage points	43.9 percentage points
	Gap between highest and lowest performing subgroups in ACT ELA Proficiency by subgroup in grade 11	64.4 percentage points	41.3 percentage points
Decrease student proficiency gaps in mathematics while increasing proficiency in all subgroups	Gap between highest and lowest performing subgroups in SBAC Mathematics Proficiency in grades 3–5	53.2 percentage points	32.7 percentage points
	Gap between highest and lowest performing subgroups in SBAC Mathematics Proficiency in grades 6-8	53.8 percentage points	32.6 percentage points
	Gap between highest and lowest performing subgroups in ACT Mathematics Proficiency in grade 11	45.8 percentage points	30.9 percentage points
Decrease student proficiency gaps in science while increasing proficiency in all subgroups	Gap between highest and lowest performing subgroups in CRT Science in grade 5	40 percentage points	31 percentage points
	Gap between highest and lowest performing subgroups in CRT Science in grade 8	54.1 percentage points	42 percentage points
	Gap between highest and lowest performing subgroups in CRT Science in grade 10*	37.4 percentage points	28.9 percentage points
Decrease student achievement gaps in the four-year high school graduation rate while increasing graduation rate in all subgroups	Gap between highest and lowest performing subgroups in four-year high school graduation rate	24.3 percentage points	16.7 percentage points

Science assessment given during 9th grade year but reported as a 10th grade cohort from the Nevada Department of Education.

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STUDENT SUCCESS

Student Achievement – Proficiency Gaps
Access and Equity – Safety and Engagement

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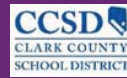
Strategies

In addition to the strategies listed in Student Success Priority 1, we will implement the following to decrease student proficiency gaps in English language arts, mathematics, and science:

Focus attention on students and schools with higher needs

- Incentivize and invest in teacher, principals, and staff application to and acceptance of positions at high-needs schools.*
- Utilize PSAT and Measure of Academic Progress (MAP) data to identify students, beginning in middle school, for college credit-granting courses.*
- Enhance the curricular resources and materials to provide educators tools to assist students with pre-requisite skills and concepts students must know and be able to do to master the Nevada Academic Content Standards.*
- Utilize formative assessment tools within the balanced assessment system, including diagnostic, progress monitoring, and interim assessment tools, to identify students' skill deficits to target and monitor interventions and support to improve students' learning outcomes.
- Implement research-based, intensive interventions and supports aligned to students' skill deficits to accelerate learning outcomes.
- Provide professional learning opportunities for educators to utilize formative assessment tools to guide and inform instruction, monitor students' progress, and to implement research-based, intensive interventions and supports.
- Provide extended-day and extended-year learning opportunities to enrich and accelerate students' learning.*
- Implement early childhood opportunities for students to improve students' readiness levels when entering kindergarten.*
- Implement tuition-free Summer School to provide opportunities for students to master skills and concepts and retrieve credits.*

* Additional funding must be sought to implement this strategy.

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STUDENT SUCCESS

Student Achievement – Proficiency Gaps
Access and Equity – Safety and Engagement

CCSD CLARK COUNTY SCHOOL DISTRICT

Student Success Priority Area 3:
Increase access and equity to rigorous curriculum and instruction for all students

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All students deserve access to accelerated courses of study and enrichment opportunities that prepare them for the future. Many students have the ability to succeed in demanding courses but do not get the opportunity.

CCSD is committed to providing more classes that align to students' goals and interests and will work diligently to increase participation in Advanced Placement, International Baccalaureate, and career and technical education programs, prioritizing representation from all student subgroups. CCSD will also strengthen partnerships with higher education institutions and business leaders to focus on apprenticeships and career and technical education programs that align with community job needs.

Educators will receive training and support to ensure learning environments and instructional approaches are inclusive. We will also ensure educators have the resources to identify students for these courses and can support them to succeed.

In order to increase access and equity to rigorous curriculum and instruction for all students, we will seek to achieve the following targets. Annual targets are included in the appendix and sample strategies are listed below.

Objectives	Measure	Current State January 2019	January 2024 Target
Decrease remediation rates for students entering Nevada System of Higher Education (NSHE) institutions from the Clark County School District at the district level and at each high school	Remediation rates for students entering the College of Southern Nevada	67.6%	25%
	Remediation rates for students entering UNLV	36.4%	15%
	Remediation rates for students entering UNR	36.9%	15%
Increase and diversify student enrollment and achievement in advanced coursework in all subgroups at the district level and at each middle and high school	Enrollment in dual credit classrooms	2,753	4,430
	Average variance between subpopulation enrollment rates in dual-credit classrooms and subpopulation enrollment rates in the District	6.25 percentage points	0 percentage points
	Enrollment in Advanced Placement classrooms	13,955	17,811
	Average variance between subpopulation enrollment rates in Advanced Placement classrooms and subpopulation enrollment rates in the District	4.97 percentage points	0 percentage points
	Advanced Placement tests taken as a percentage of Advanced Placement enrollments	78%	100%

Reference 5.01

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STUDENT SUCCESS
Student Achievement – Proficiency Gaps
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	Algebra I and Geometry participation in middle school	6,834	10,041
	Students scoring greater than a 3 on the summative Advanced Placement exam in all subgroups	12,202	15,573
Increase and diversify enrollment in Level 2 and Level 3 Career and Technical Education (CTE) programs of study including accelerated participation of underrepresented subgroups at the district level and at each high school	Enrollment in level 2 and 3 career and technical education programs	20,330	30,166
	Average variance between subpopulation enrollment rates in level 2 and 3 career and technical education programs and subpopulation enrollment rates in the District	2.67 percentage points	0 percentage points
	Completion rate of level 3 career and technical education programs of study	20.66%	100%
Increase Level 1, 2, and 3 offerings in high-skill and high-demand programs of study including technology, manufacturing, healthcare, and education	Enrollment in high-skill and high-demand programs of study	59,373	83,274
Increase in percentage of International Baccalaureate diplomas awarded	International Baccalaureate diploma awards earners	59%	75%
Increase magnet school enrollment	Enrollment of kindergarten students in elementary magnet schools	0	840

Strategies

Develop and Support Teachers, Principals, and Staff

- Tailor individualized professional development for all AP teachers that connects to annual AP Summer Institutes and supports the use of College Board formative assessments.*
- Identify and use retention strategies for Business and Industry licensed teachers so that high-skill and high-demand courses are taught by content experts for most Level 1, Level 2, and Level 3 CTE courses.
- Provide professional development opportunities and/or teacher mentors to support math instruction in intermediate grades. *
- Utilize vertical alignment and transition meetings to ensure equitable placement of students into advanced coursework in 6th grade.

**Expand Opportunities for All Students**

- College and Career Preparation
  - Expand dual credit opportunities aligned to career and technical education to ensure that high-skill and high-demand sectors target the job growth needs of Clark County and Nevada.*
  - Use academic planning strategically to ensure student awareness of dual credit opportunities and ensure that counselors communicate regularly with families and students regarding dual credit opportunities at specific schools.

Additional funding must be sought to implement this strategy.

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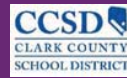
- o Develop timely and targeted Memorandums of Understanding (MOUs) with Nevada System of Higher Education (NSHE) institutions to increase enrollment numbers in sectors aligned to Technology, Nursing, Manufacturing, and Education. Additionally, facilitate quarterly meetings with counselors involving local NSHE representatives to inform them of dual credit opportunities.
  - o Partner with NSHE institutions to address challenges in qualifying to teach dual-credit courses.
  - o Offer PSAT at the 8th, 9th, 10th, and 11th grade levels for all students to acquire systemwide Advanced Placement potential data to make certain that all underrepresented students have access to an AP class in high school.*
  - o Increase 6th and 8th grade course enrollment in honors, advanced, and high school classes.*
  - o Expand course offerings at high schools to allow for schools to address remediation needs.

- CTE Coursework and Certification
  - o Start CTE pathways at earlier grade levels and focus feeder schools on specific pathways.
  - o Increase CTE completer enrollment of master scheduling and data analysis of Level 1, 2, and 3 attrition data.
  - o Consolidate Level 1 CTE pathway offerings to ensure alignment to high-skill and high-demand jobs. Ensure that oversaturated pathways are reduced at high schools.*
  - o Align CTE course offerings to community and state economic needs in middle and high schools.*
  - o Partner with businesses and private industry aligned to high-skill and high-demand pathways to ensure that students are introduced to opportunities, internships, and apprenticeships with related businesses.
  - o Conduct focus groups with students to determine ways to attract them to pathways aligned to high-skill and high-demand jobs.
  - o Utilize articulation rates from CTE level 1 to level 3 courses when determining Perkins grant allocations to schools.

- Magnet Schools
  - o Implement kindergarten classes at elementary magnet schools.*
  - o Develop and implement two K-8 magnet schools to provide the opportunity for continuity for students to attend magnet programs in kindergarten through grade 8 and to provide additional magnet seats at the elementary and middle school levels.*
  - o Develop and implement a dual language Spanish elementary magnet school to provide all students additional opportunities to participate in elementary magnet schools.*
  - o Develop and implement additional middle and high school magnet schools/programs to ensure equitable access and opportunities to these programs throughout the Las Vegas valley.*
  - o Review and revise, as necessary, admission criteria for high school magnet schools/programs, CTAs and Select Schools to provide equitable access and opportunities for students.
  - o Review and revise, as necessary, the recruitment and application process to determine whether there is equitable access and opportunity for all students to attend magnet schools/programs, CTAs and Select Schools.

Additional funding must be sought to implement this strategy.

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STUDENT SUCCESS
Student Achievement – Proficiency Gaps
Access and Equity – Safety and Engagement

CCSD CLARK COUNTY SCHOOL DISTRICT

Student Success Priority Area 4:
Ensure students and staff are safe and students are engaged at school

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Students must regularly attend school to benefit from their educational experience. CCSD strives to provide a safe and engaging learning environment where students can thrive but we recognize we are not doing enough. School safety and behavioral supports must both be addressed.

In 2017–2018 the districtwide chronic absenteeism rate for students in Grades K–12 was 20.7 percent and significant gaps exist between student subgroups. Additionally, both suspension and expulsion rates are cause for concern and disproportionality exists in the rate of suspensions and expulsions among student subgroups, particularly for Black/African American students.

We strive to treat all students fairly and provide them with early interventions that will ultimately reduce time spent out of the classroom. We will ensure our schools are safe places and our classrooms are more inclusive and productive, so that we can empower students to work hard and stay on the right track. We will also call on community partners who can uniquely provide the wraparound supports our students need.

In order to ensure students and staff feel safe and engaged at school, we will seek to achieve the following targets. Annual targets are included in the appendix and list of sample strategies are listed below.

Objectives	Measure	Current State January 2019	January 2024 Target
Increase the percent of students who feel safe at school	Positive responses on the four Districtwide Survey student safety items in Grades 4-5	89.1%	91.6%
	Positive responses on the four Districtwide Survey student safety items in Grades 6-8	79.1%	83.8%
	Positive responses on the four Districtwide Survey student safety items in Grades 9-12	77.2%	82.4%
Decrease chronic absenteeism and Chronic absenteeism gaps	Chronic absenteeism rate	20.7%	16%
	Gap between highest and lowest subgroups in chronic absenteeism, *in percentage points*	23.2	9.1
Decrease the number of student suspensions	Student suspensions in grades K-5	4,757	2,809
	Student suspensions in grades 6-8	12,953	7,649
	Student suspensions in grades 9-12	12,298	7,262
Decrease the disproportionality in the rate of student suspensions	Gap between highest and lowest subgroups in student suspension rate, *in number of referrals per 1,000 students*	237	53.4
Decrease the number of student discretionary expulsion referrals	Student discretionary expulsion referrals in grades 6-8	430	254
	Student discretionary expulsion referrals in grades 9-12	425	251
Decrease the disproportionality in the rate of student discretionary expulsion referrals	Gap between highest and lowest subgroups in discretionary expulsion referrals rate, *in number of referrals per 1,000 students*	13.5	6.5

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STUDENT SUCCESS
Student Achievement – Proficiency Gaps
Access and Equity – Safety and Engagement

CCSD
CLARK COUNTY
SCHOOL DISTRICT

Strategies

Develop and Support Teachers, Principals, and Staff

- Provide professional learning focusing on the components of trauma-sensitive schools including safe and supportive learning environments, assessments of needs and supports, development of social and emotional skills, and collaboration with families and the community.
- Provide cultural competency professional learning to promote safe, inclusive, and respectful learning environments for all students.
- Provide opportunities for students to enhance social and emotional skills infused within high-quality, standards-based instruction in the classroom.
- Implement a districtwide Multi-Tiered System of Supports to promote students' success in both academics and behavior.
- Implement and utilize a comprehensive data dashboard to analyze student achievement data and early-warning indicators relative to attendance, behavior, and course completion to guide data-driven decision-making at the school level.*

Implement Recommendations Developed through the Safety Advisory Committee*

- Require mandatory reporting of every Clark County School District (CCSD) firearm incident and make the report easily accessible on the CCSD website.
- Expand SafeVoice to be a community-wide "see something, say something" program.
- Appoint a community liaison from CCSD to work with the Mayor's Faith Initiative on gun violence and responsible gun storage, utilizing existing community resources to attain safer school campuses.
- Provide crisis response training for students and staff including "active situation" training.
- Require students to wear student IDs on breakaway lanyards.
- Implement optional Socio-emotional Learning Curriculum (SEL) to engage all students and deter disengagement from school and community ideals.
- Improve overall campus security by improving security cameras or installing security access doors at schools.
- Commit to conducting a basic school safety assessment at every school.
- Create eight K-9 Units trained in firearm detection.

Expand Opportunities and Supports for All Students

- Increase partnerships to expand mental health wraparound services, social workers, school safety personnel, behavioral interventionists, and counselors in schools.
- Implement a partnership with the Character Lab Research Network to help students develop character strengths like grit, curiosity, humility, and empathy.
- Utilize the Clark County School Justice Partnership and Restorative Justice practices to ensure students are held accountable for their behavior in order to learn from their mistakes, take responsibility for their actions, and reconnect to the school community by providing them with continuity and support from educators who interact with students on a daily basis.
- Explore educational options for students who commit violent offenses.

* Additional funding must be sought to implement these strategies.

FOCUS: 2024

TEACHERS, PRINCIPALS, AND STAFF
Highly Effective Staff

CCSD
CLARK COUNTY
SCHOOL DISTRICT

Teachers, Principals, and Staff Priority Area 1:
Ensure all students have access to highly effective teachers, administrators, and school staff

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The nationwide teacher shortage has had a significant impact on the ability of the Clark County School District to recruit and retain highly effective diverse teachers, support professionals, leaders, and executives who recognize and support diverse learners. We also recognize that the most important indicator of student success is having a highly effective teacher in every classroom. Over the past four years an average of 97 percent of classroom vacancies have been filled, leaving hundreds of classrooms without an effective licensed teacher. We have a critical labor shortage in the support professional positions of Bus Driver, Specialized Program Teaching Assistant, Heat Ventilation and Air Conditioning. This shortage impacts individual student performance and districtwide student achievement.

Objectives	Measure	Current State January 2019	January 2024 Target
Increase the percentage of licensed teachers in classrooms	Classrooms served by licensed teachers	97%	100%
Increase the number of qualified teachers recruited for the selection pool	Teachers recruited for selection pool	2,005	3,649 annually
Increase the percentage of critical labor shortage support professionals hired and decrease the number of vacancies	Critical labor support professional vacancies	317	0
Provide professional learning to enhance teaching and learning focusing on high-quality, standards-based Tier I instruction aligned to the NEPF	Teachers participating in professional learning to enhance teaching and learning	NA*	100%
Provide professional learning focusing on the coaching cycle and the implementation of high-quality, standards-based Tier I instruction aligned to the NEPF	Learning strategists and teacher leaders participating in annual professional learning to enhance coaching	NA*	100%
Provide professional learning focusing on continuous school improvement to enhance teaching and learning	School administrators participating in professional learning on continuous school improvement	NA*	100%
Improve employee morale and engagement, increase retention rates	Individuals (employees, parents, community members or others) engaged in recognizing employees through employee recognition opportunities	NA**	10,000
	Employees recognized through employee recognition opportunities	NA**	8,000 (1,600 annually)

*This professional learning opportunity is in development
**Comprehensive data not currently collected.

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FOCUS: 2024

TEACHERS, PRINCIPALS, AND STAFF
Highly Effective Staff

CCSD | CLARK COUNTY SCHOOL DISTRICT

Align diversity of administrators, licensed staff, and support staff with the student population of the District	Average variance between subpopulation rates of administrators and subpopulation enrollment rates in the District	13.29 percentage points	0 percentage points
	Average variance between subpopulation rates of licensed personnel and subpopulation enrollment rates in the District	13.32 percentage points	0 percentage points
	Average variance between subpopulation rates of support staff personnel and subpopulation enrollment rates in the District	6.51 percentage points	0 percentage points

Strategies

Recruit Qualified Teachers, Principals, and Staff

- Implement a targeted recruitment plan focused on licensed employees who would benefit from the District compensation package and cost of living.
  - o Recruit through Spanish, Latino, and African American student associations.
  - o Recruit through Historically Black Colleges and Universities (HBCU) and Hispanic Serving Institutions (HSI).
  - o Implement a pilot recruitment program at eight identified middle schools to incentivize teacher recruitment and retention.
- Implement a targeted recruitment plan focused on qualified applicants for the Critical Labor Shortage pool.
- Increase the number of TEACH Nevada Academies in our comprehensive high schools.
- Develop or recreate a CCSD brand to facilitate effective recruitment and retention.
- Create opportunities for principals to collaborate with Human Resources to offer more early contracts of employment.
- Build relationships with student teachers to ensure a 100 percent hire rate.
- Revitalize relationships with College of Southern Nevada, University of Nevada Las Vegas, University of Nevada Reno, and Nevada State College.
- Complete implementation of the District's new Human Capital Management (HCM) System.
- Decrease the employment application processing time.
- Work with the Nevada Department of Education to make license endorsements more accessible.

Improve Teacher Retention and Attendance

- Collaborate with principals to provide professional development to increase teacher retention, reduce teacher transiency, and increase teacher attendance.
- Create opportunities for principals to collaborate with Human Resources to offer more early contracts of employment.
- Examine sick leave and vacation allotment, use, and misuse, as well as incentives for attendance of school-based licensed and support staff.

FOCUS: 2024

TEACHERS, PRINCIPALS, AND STAFF
Highly Effective Staff

CCSD
CLARK COUNTY
SCHOOL DISTRICT

- Revise onboarding processes to reflect expected levels and aspects of professionalism for new teachers.

Reduce the Effects of School Staff Absences on Schools and Students

- Cross-train employees to provide support in the absence of colleagues.
- Provide professional learning for employees serving as substitute teachers and administrators.

Develop, Recognize, and Support Teachers, Principals, and Staff

- Carry out a multi-unit effort to work with principals and employee associations to develop methods to meaningfully recognize employees throughout the District, including support professionals, teachers, and administrators:
    - Identify areas where recognition is needed most urgently, such as hard-to-fill positions.
    - Identify criteria for recognition (areas such as stellar customer service, perfect attendance, high achievement in job performance, innovative ideas, teacher/principal/support professional of the year, etc.).
    - Continue the Superintendent's Honor Roll for principals and teachers.
    - Provide tools to principals to more easily engage with and recognize staff, such as a revamped RAVE review program to recognize quality customer service.
    - Identify additional outside partners to provide employee incentives and recognition for employees who excel.
- Develop and implement the Professional Learning Leadership Pipeline for Instructional Educators to enhance teaching and learning,* to include:
    - Analysis of the curriculum to understand the intent and the rigor of the NVACS.
    - Content knowledge in core-content areas.
    - High-quality, standards-based instruction aligned to the NVACS and NEPF.
    - Data-driven, decision-making processes, including professional learning communities and the development and integration of the School Performance Plan.
    - Coaching cycle, including pre-observation conferences, observations, and post-observation conferences.
    - Multi-Tiered System of Support to promote students' success in both academics and behavior.
    - Equitable integrated student supports, inclusive practices, and differentiated instruction.
    - Cultural competency to promote safe, inclusive, and respectful learning environments for all students.
- Develop and implement career pathways for support professionals.
- Identify gaps between teacher and principal evaluation data and student achievement data at all schools.
- Develop and implement professional learning related to teacher and principal evaluation.

* Additional funding must be sought to implement this strategy.
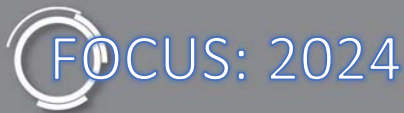
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FOCUS: 2024   **BALANCED GOVERNANCE AND LEADERSHIP**   CCSD CLARK COUNTY SCHOOL DISTRICT
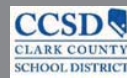
Balanced Governance and Leadership Priority Area 1
Enhance CCSD's Governance Structure and Leadership Structure to reflect the needs of the community

The Council of Great City Schools research in 2002 and 2011 indicates that leadership and governance are the key factors that separate those districts that experience the greatest student achievement.

Objectives	Measure	Current State January 2019	January 2024 Target
All Clark County School District schools will be rated three stars or higher on the Nevada School Performance Framework	Percentage of schools rated three stars or higher on the Nevada School Performance Framework	55% (193 schools)	100%
The Board of School Trustees will devote at least 60% of its time in regular Board meetings progress monitoring student achievement goals and key performance indicators	Self-evaluation and records of Board Meetings	NA*	60%
The Board of School Trustees monitors data consistent with guardrails that the Board identified	Self-evaluation and records of Board Meetings	NA*	100%
The Board of School Trustees and Superintendent conducts its business in a way that was consistent with its code of ethics	Self-evaluation and records of Board Meetings	NA*	100%

Comprehensive data not currently collected.

Strategies

- Adhere to the Balanced Governance policy.
- All School Board Trustees will attend at least two Board retreats on Balanced Governance.
- The Board of School Trustees will review agendas before the meeting is held and will be prepared for discussion.

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FOCUS: 2024

SOUND FISCAL MANAGEMENT - FINANCE
Financial Information – Equity, Stability, and Compliance

CCSD
CLARK COUNTY
SCHOOL DISTRICT

Sound Fiscal Management (Finance) Priority Area 1:

Improve quality, communication, and understanding of financial information of the District

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If the model for funding is improved, then the District will be able to more equitably provide funding to schools and students and direct funds in a better manner.

Objectives	Measure	Current State January 2019	January 2024 Target
Increase the percentage of respondents noting at least a 4 of 5 on understanding and quality of financial information	Financial survey respondents noting at least a 4 in a scale of 1 to 5 on understanding and quality of financial information	N/A*	80%

Comprehensive data not currently collected.

Strategies

- Utilize a survey for the public, school organizational team members, Trustees, and District employees to identify the level of understanding related to Open Book.
- Perform an internal review of Open Book and identify specific gaps and/or areas for improvement.
- Utilize the information from the survey and internal review to update the information provided on Open Book.
- Establish a training/communication document on how to use Open Book that also clearly defines the type of information that is available.
- Establish a communication schedule and plan for the public, school organizational team members, Trustees, and District employees utilizing various methods of delivery including website, e-mail, and in-person presentations.
- Perform a survey at the end of the year to check improvement over the initial survey and then utilize this survey information to further improve the process.
- Provide a more detailed breakdown of the $2.4 billion operating fund budget as it relates to Strategic Budgets, Special Education (restricted under Assembly Bill 469), and Central Service funds.
- Communicate financial information on a regular basis in Board meetings as well as community meetings.

FOCUS: 2024

SOUND FISCAL MANAGEMENT - FINANCE
Financial Information – Equity, Stability, and Compliance

CCSD
CLARK COUNTY
SCHOOL DISTRICT
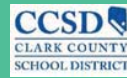
Sound Fiscal Management (Finance) Priority Area 2:
Improve financial equity and stability and ensure regulatory compliance with finance and budget related requirements

If the District is in full compliance with regulations and laws, then there is less risk related to funding for education in the District to serve the students.

Objectives	Measure	Current State January 2019	January 2024 Target
Ensure equitable funding for students through improvement of the funding model for the District	Strategic Budget Task Force recommendations are implemented into the 2020-2021 budget	N/A*	100%
	Complete development of a district weighted funding model and proposal to the Board by fiscal year 2020-2021, including a defined process and plan for utilization of actual salaries	N/A*	100% complete
Ensure an appropriate balance between risk and return on investment related to benefits provided to District personnel	List of benefits, the related costs of the benefits, and forecasted costs provided to the Superintendent by December 31, 2019	N/A*	100% complete
Increase the unassigned ending fund balance from 1.75% to 4% as prescribed by State budget requirements*	Annual projected unassigned ending fund balance	1.75%	3%**
Fully implement AB469 related to school budgets and ensure the financial information for both budget and actuals are provided accurately to the individual financial units (local school precincts and departments) in a timely manner	Compliance with financial components of AB469	Partial compliance	100% compliance

This work is in very early stages or has not yet begun.

**The goal to reach 4% ending fund balance is anticipated to take longer than five years to reach.*

* Additional funding must be sought to implement this strategy.*

Strategies

- Convene a Strategic Budget Task Force of principals, region/school associate superintendents, budget personnel, and department leaders to evaluate and recommend changes to the current strategic budget funding model.
- Identify specific recommendations for the funding model, get approvals for the changes, and implement for the 2019-2020 budget and future budgets.

FOCUS: 2024

SOUND FISCAL MANAGEMENT - FINANCE
Financial Information – Equity, Stability, and Compliance

- Work with the Nevada Department of Education on developing the district weighted funding model for the District as well as moving to the use of actual salaries for personnel in the budget process.
- Participate in meetings with the Nevada Department of Education and their consultant related to the weighted funding model and for the evaluation of the use of actual salaries versus average salaries for school-based funding.
- Develop a task force to identify and develop a weighted funding model for the District that utilizes the work performed at the state level and addresses the specific needs of the District.
- Develop a task force to develop a plan to move the budgetary model from using average salaries to actual salaries.
- Utilize all funds in strategic budgets to align with student achievement.
- Decrease the amount of roll-forward federal dollars.
- Quantify the annual spending requirements as well as the future expectations and communicate to the Board the long-term financial risks of continuing to offer the benefits.
- Identify, quantify, and estimate future required amounts for the specific components of the various benefits provided to District employees including medical, vacation, sick time, pension, and other post-employment benefits.
- Provide the specific details of benefits and amounts noted above to the Superintendent by December 31, 2019.
- Develop a plan with the Superintendent to communicate the overall financial requirements and risks to the financial stability of the District related to the continued offering of the current level of benefits by June 30, 2020.

FOCUS: 2024

SOUND FISCAL MANAGEMENT - OPERATIONS
Effectiveness and Efficiency – Risk and Safety

CCSD
CLARK COUNTY
SCHOOL DISTRICT

Sound Fiscal Management (Operations) Priority Area 1:
Ensure operational effectiveness and efficiency of school and district facilities and operational resources

School facilities are the platforms upon/within which the majority of instructional activity occurs. Likewise, the facilities of the District constitute a significant investment of public funds. Consequently, it is imperative we exercise responsible ownership and sound fiscal management over these assets to both ensure a proper learning environment and to exercise our fiduciary responsibilities as stewards of public funds. By properly maintaining District operational resources, we ensure a safe physical environment and resources to support learning and positive student outcomes, while also increasing the longevity of District assets, as well as the capacity of the Capital Improvement Program. This work focuses on driving resources to the classroom.

Objectives	Measure	Current State January 2019	January 2024 Target
Attain and maintain proper levels of maintenance department levels of service as defined by the Association of Physical Plant Administrators (APPA)	Level of Service in accordance with the APPA	Reactive Management (3.75)	Comprehensive Stewardship (2.0)
Attain and maintain proper level of grounds department level of service as defined by the Association of Physical Plant Administrators	Level of Service in accordance with the APPA	Moderately Low (4.0)	High (2.0)
Ensure continuity of all school operations with zero closures	Building systems in "Danger Zone," "Critical Watch," and "Watch" lists	74%	0%
Provide effective and reliable network connectivity for schools	Cumulative Network Uptime Percentage 75 schools receiving network and WiFi upgrades annually	98.5%	99.5%
Reduce "on-hold" wait time for calls to user support help desk	Average "On-Hold" Wait Time	150 Seconds	105 Seconds
Improve business process efficiency related to human capital management	Reduction of paper forms and manual processes	98%	8%
Reduce number of buses placed out-of-service to reduce service delays	Out-of-service bus rate	25%	3%
Increase school breakfast, lunch and supper participation	School breakfast participation	25.94%	35%
	School lunch participation	49.34%	54%
	School supper participation	0.82%	6%
Reduce bus driver absenteeism to improve service to students and ensure full instructional minutes	Driver absence rate	15%	8%
	On-time services	82%	98%
	Preventable accident rate	1%	0.6%

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FOCUS: 2024

SOUND FISCAL MANAGEMENT - OPERATIONS
Effectiveness and Efficiency – Risk and Safety

CCSD CLARK COUNTY SCHOOL DISTRICT

Decrease processing time, reduce costs, and increase the competitive procurement ratio	Competitive procurement ratio	80%	95%
Reduce shopping cart (requisition) processing time by increasing catalog utilization to 70 percent within the next five years	Catalog utilization	58%	70%

Strategies

Utilize recommendations provided by the Council of Great City Schools

- Acquire the analytical tools to aid departments to better leverage the data we have to make sound business decisions. This includes the leveraging of current assets (e.g., full implementation of the Facility Asset Management Information System (FAMIS) and those on the horizon (human capital management system).
- Evaluate the efficiency and efficacy of some of the smaller functions (e.g., instrument and cabinet repair) within its departments to determine if it is cost-effective to deliver the service in-house.
- Implement bi-annual evaluation of major contract service providers to the District.
- Re-evaluate the construction of schools, to include vertical construction to reduce school footprints and the associated costs with larger school sites.
- Implement the practice of using third party cost estimates when construction bids exceed the budgeted amount.
- Begin the process of rezoning to redistribute the student population, make maximum use of the current infrastructure, and preclude creating unnecessary infrastructure.

Improve Services to Schools and Departments

- Determine and attain staffing for target service levels in Maintenance and Grounds according to the Association of Physical Plant Administrators (APPA) standards.*
- Provide training and support for staff to improve efficiencies.
- Utilize the Facility Asset Information Management System to focus resources on key service level components in Maintenance and Grounds and monitor progress.
- Use annual survey to monitor progress towards service level goal (complimentary/subjective) and adjust tactics as required.
- Reduce time to complete site-funded projects (from request to project completion).
- Implement training and communication on safety for employees.
- Expand CCSD sponsorship of the number of school sites offering supper.
- Assess and improve student perceptions of the taste of food provided to students.

* Additional funding must be sought to implement this strategy.

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FOCUS: 2024

SOUND FISCAL MANAGEMENT - OPERATIONS
Effectiveness and Efficiency – Risk and Safety

CCSD CLARK COUNTY SCHOOL DISTRICT

Improve Cost Efficiencies within Operations

- Facilities and Maintenance
    - Strategically abandon the practice of deferred maintenance.*
    - Complete an inventory of all buildings and acreage of grounds to ensure effective use and space utilization.
    - Utilize contracted resources if necessary to meet staffing targets.
    - Allocate Capital Improvement Program (CIP) funds for the modernization of existing building components with imminent likelihood of failure.
    - Implement strategic energy conservation and Leadership in Energy and Environmental Design (LEED) certification measures.
- Food Service
    - Monitor production records for food spoilage on a daily basis and respond with observation reports, feedback, and regular records reviews, as appropriate.
    - Assess the efficient implementation of food service programs, including Breakfast After the Bell, school lunch programs (including number, length, and point-of-service availability), school supper programs, without increasing adverse effects on instructional goals.
    - Continue to expand the healthy menu choices offered to students.
        - Rework the competitive food bid process to be able to accommodate the trending changes in food choices that students prefer in a timelier fashion.
        - Work with principals to assess the impact of eliminating non-compliant and/or competitive food from outside sources.
        - Ensure districtwide compliance with the District's Wellness Policy and ensure all food sold by outside sources are compliant with District's Wellness Policy.
- Technology
    - Maintain proactive replacement of aging network infrastructure gear with funding from the 2015 Capital Improvement Plan.
    - Maintain enhanced network monitoring to proactively identify network infrastructure that may be nearing failure.
    - Dedicate increased resources towards WiFi replacement.
    - Evaluate call and ticket data to identify areas of need and adjust support resources to accommodate.
    - Increase self-service ticket avoidance options and technology ticket creation alternatives to reduce call volume, hold time and wait time.
    - Complete implementation of the District's new Human Capital Management (HCM) System
- Transportation
    - Staff vacant vehicle mechanic positions and evaluate the pay range to ensure competitive compensation with the private sector.
    - Ensure properly maintained vehicles through proper scheduling and staffing.
    - Strategically prioritize work orders and resource allocations.
    - Establish and maintain preventive maintenance schedules.
    - Continue to expand bus driver attendance initiatives and professionalism training.

* Additional funding must be sought to implement this strategy.

FOCUS: 2024

SOUND FISCAL MANAGEMENT - OPERATIONS
Effectiveness and Efficiency – Risk and Safety

CCSD
CLARK COUNTY
SCHOOL DISTRICT

- Purchasing
    - Work with Teaching and Learning units to identify categories of instructional programs and services for potential competitive opportunities.
    - Push hard-to-bid items and services to competed national purchasing cooperative and other government entity contracts. Hard-to-bid items and services include, but are not limited to time sensitive requirements, sole source (whether based on maintenance of existing infrastructure or the unique nature of a service), and miscellaneous items that do not fit neatly into a single bidding category.
    - Leverage Ariba catalog system to implement mass catalog uploads from large suppliers and reduce manual line-by-line catalog entry where possible.
    - Identify catalog alternatives to customers ordering off contract materials.
    - Increase the catalog utilization by principals to lower cost.

FOCUS: 2024

SOUND FISCAL MANAGEMENT - OPERATIONS
Effectiveness and Efficiency – Risk and Safety

CCSD CLARK COUNTY SCHOOL DISTRICT

Sound Fiscal Management (Operations) Priority Area 2:
Reduce the general fund impact caused by safety concerns resulting in injury or damage

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Early detection of safety issues allows the District to address items before they result in a costly injury, damage to the facility, or fines issued by enforcement agencies. Regular site inspections enable our safety professionals to work with site-based staff to address these issues promptly and efficiently. The costs associated with safety concerns and employee injuries impact the site with an interruption to the instructional day as well as possible loss of use of all or portions of the facility until the issue is corrected. A proactive approach to safety and a reduction in the costs for injuries allows for more money to be available in the General Fund to support education. It also creates a healthy, positive environment for staff, students, and the community.

Objectives	Measure	Current State January 2019	January 2024 Target
Increase the number of completed risk assessments by 10 percent each year	Completion rate of annual risk assessments at all sites	50%	100%
Reduce the number of safety concerns responded to in exchange for more proactive assessments of the sites	Liability claims related to facility safety issues	23%	10%
	Workers compensation claims related to facility safety issues	37%	16%
	Property claims related to facility safety issues	17%	7%
Reduce the number of workers' compensation claims that have 5 or more days away from work after an injury	Workers' compensation cases that result in 5 or more days away from work after an injury	20%	15%

Strategies

- Reduce processing time to enable additional annual assessments with more rapid response to findings.
- Perform a risk assessment at every school site with corrective action finding(s) to site no later than 5 days after the inspection every school year.
- Reduce the number of safety concerns investigated after an event has occurred by improving on prompt identification and correction of safety issues.
- Identify the proximate cause of loss on liability, property, and workers' compensation claims.
- Partner with and train supervisors to reduce costs of employee absences and injury.
- Develop temporary modified duty (TMD) job descriptions to specifically address employees that cannot return to their current position due to short-term work restrictions related to an industrial injury.

FOCUS: 2024

PARENT AND COMMUNITY SUPPORT
Internal Resources and Partners –External Resources and Partners – Perception of Schools and the District

CCSD CLARK COUNTY SCHOOL DISTRICT

Parent and Community Support Priority Area 1:

Leverage internal resources to help parents/guardians support student achievement and attendance

The 2017-18 districtwide survey found there is progress to be made in ensuring parents perceive the District to be transparent and open. The Family and Community Engagement Services (FACES) department is repurposing resources to educate and engage parents "on the go" so they can support their child's education and ensure they attend school regularly.

Objectives	Measure	Current State January 2019	January 2024 Target
Increase the number of University of Family Learning Workshops to provide families access to 150 learning opportunities in four focus areas: Parents as Teaching Partners, Navigating the School System, Parent Leadership, and Family Wellness and Development	Evening events (per year) through the mobile University of Family Learning "On the Go"	150	200
	Participants per month at the evening University of Family Learning "On the Go"	NA	600
	Saturday mini-conferences held each year, serving at least 800 parents a year total	NA	8
	Parents annually provided with University of Family Learning Attendance Matters classes	1,200	5,000
	Local employers engaged in a partnership to provide on-site training to employees on monitoring their child's Infinite Campus (attendance, grades, and discipline) and on other services provided by the District	N/A*	20
	Parents engaged in training in employee dining rooms and trainings at their place of employment	N/A*	20,000
Expand training of administrators and teachers to more effectively engage with families in alignment with the Nevada Educator Performance Framework (NEPF)	Schools receiving professional development on NEPF Family Engagement standards	NA*	100%

This work is in very early stages or has not yet begun.

Strategies

- Rebrand the Family Engagement Center concept to a mobile University of Family Learning "On the Go" that rotates weekly between the three District regions.
- Increase University of Family Learning (UFL) courses to include more evening and weekend events and online UFL courses.

FOCUS: 2024

PARENT AND COMMUNITY SUPPORT
Internal Resources and Partners –External Resources and Partners –
Perception of Schools and the District

CCSD
CLARK COUNTY
SCHOOL DISTRICT

- o Increase English/Spanish classes for parents and monthly parent UFL mini-conferences on Saturdays to provide in-depth education and discussion on important topics.
  - o Distribute English/Spanish classes throughout the District's regions to provide access for all parents and guardians.
- Provide administrators, teachers, and staff with strategies to support Nevada Educator Performance Framework Family Engagement standard indicators.
  - o Facilitate two-way communication with parents and guardians and include parent or guardian requests and insights into goals of instruction and student progress.
  - o Inform and connect families and students to opportunities and services according to student needs.
- Educate and engage with students, teachers, and parents about impact of chronic absenteeism to a student's academic plan and execute FACES "Attendance Matters" training for parents to decrease student absenteeism rates.
- Partner with local employers to train employees to monitor their child's Infinite Campus (attendance, grades, and discipline) at Employee Dining Rooms, and provide trainings on-site to engage parents in services offered by the District.
- Track and report Infinite Campus access by parents to gauge parent involvement in student progress.
- Educate parents on the importance of school attendance and the importance of an education.

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FOCUS: 2024

PARENT AND COMMUNITY SUPPORT

Internal Resources and Partners –External Resources and Partners – Perception of Schools and the District

CCSD CLARK COUNTY SCHOOL DISTRICT

Parent and Community Support Priority Area 2:
Secure strategic external resources and community partners

The Clark County School District has the lowest expenditure per student of all of the 74 urban school districts in the Council of the Great City Schools -- $8,964 in CCSD compared to the adjusted median of $13,730 of the other major urban school districts in the nation. In the meantime, the percentage of our students receiving free and reduced lunch has increased from 42 percent in 2008 to 67 percent in 2017, increasing by nearly 25 percent. Our students are increasingly facing challenges outside of school. We must partner with our community to provide additional supports and resources to meet the needs of our students, to enable them to meet their full academic potential. Community partnerships will focus on two areas: increasing academic achievement and decreasing chronic absenteeism, which are two key areas of focus in this strategic plan.

Objectives	Measure	Current State January 2019	January 2024 Target
Increase all external partnerships, including financial and in-kind donations, and ensure they are focused on increasing student achievement for all students	New community mentors trained to support students	90	1,000
	Schools adopted by partners and aligned with strategic plan	NA*	100%
	Schools trained to improve customer service	NA**	250
	New major community partnerships to support the strategic plan	2	25

Comprehensive data not currently collected.
**This work is in very early stages or has not yet begun.*

Strategies

- Work with external partners to fund the Strategic Plan and provide opportunities for community support.
- Influence legislation resulting in a modernized education funding formula and an increase in base funding to impact educational opportunities for all students
- Create a new template agreement so that all CCSD schools are adopted in alignment with programming that supports the strategic plan, ensuring a focus on academic achievement.
- Implement stellar customer service training, working with our partners in the resort sector to improve customer service offered to our families and communities.
- Review all external partnerships for alignment with Focus: 2024.
- Increase communication with community members via email.
- Work with the legislature, local government entities, community organizations, non-profits and companies that are adopting schools to educate and explore funding to address chronic absenteeism and improve student achievement by:

FOCUS: 2024

PARENT AND COMMUNITY SUPPORT

Internal Resources and Partners –External Resources and Partners – Perception of Schools and the District

CCSD CLARK COUNTY SCHOOL DISTRICT

- o Increasing effectiveness of existing partnerships such as the Governor's Perfect Attendance Awards, Drive for Excellence, and other incentives for students.
  - o Working with partners to create new programs to celebrate and provide incentives to parents/students who improve attendance.
  - o Subsidizing expenses for PE uniforms, transportation, and other items that can impede student attendance.
  - o Utilizing funds/programming for Tier III intervention teams to support students in crisis.
- Work closely with community organizations to educate and solicit support for CCSD's legislative platform:
  - o Provide resources regarding the importance of updating the funding formula.
  - o Ensure all media and communications are aligned with messaging, electronically and in person.
  - o Ensure all community outreach is aligned with messaging, electronically and in person.

FOCUS: 2024

PARENT AND COMMUNITY SUPPORT

Internal Resources and Partners –External Resources and Partners – Perception of Schools and the District

CCSD
CLARK COUNTY
SCHOOL DISTRICT

Parent and Community Support Priority Area 3:
Improve trust in and perception of the Clark County School District

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The 2018 Community Survey with the Las Vegas Global Economic Alliance of Clark County members of the workforce found that 17 percent viewed K-12 schools as "extremely bad" and 35 percent view K-12 schools in Clark County as "poor." The Community Engagement Unit is positioned to help schools and departments improve customer service, improve communication throughout the community, and ensure that all schools are able to promote what makes them the best choice for students.

Objectives	Measure	Current State January 2019	January 2024 Target
Increase messaging and support of schools, starting with schools in competitive environments	Schools with an effective school marketing plan	0%	100%
Increase strategic media partnerships to celebrate student and employee success	Positive news stories each year	1,400	1,800
Increase media presence across the United States of America.	News stories and articles in national publications each year	NA*	35 annually
Increase social media engagement with families and students	Social media followers	37,500	60,000
Improve perception of the District	Parent respondents indicating "agree" or "strongly agree" on the districtwide survey item stating, "The Clark County School District is transparent and open about how it operates."	71%	80%
	Staff respondents indicating "agree" or "strongly agree" on the districtwide survey item stating, "The Clark County School District is transparent and open about how it operates."	41%	80%

Comprehensive data not currently collected.

Strategies

- Develop and train stakeholders on key resources to show how CCSD is *#1forkids*, including:
  - Local school marketing toolkit for all schools to market what makes them the best choice for kids.
  - Marketing campaigns, publications, and other materials to promote positive and consistent messages about CCSD.
  - Brand standards to promote consistency throughout the organization.
- Increase effectiveness of events and programs that showcase CCSD and engage the community such as Principal for a Day, mentorship programs, Heart of Education Awards, State of the Schools,

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PARENT AND COMMUNITY SUPPORT

Internal Resources and Partners –External Resources and Partners –
Perception of Schools and the District

Administrative Kickoff, Back-to-School Fairs, and the annual School-Community Partnership Program celebration.

- Develop districtwide resource for schools and central office to maximize the use of Parentlink, including guidelines on when it should be used for school and districtwide messages, and tips on how to improve communications utilizing Parentlink.

- Explore ways to survey the community in order to measure a baseline perception of the District.

- Work with other government entities to provide the community with more access to school fields and other facilities when possible, given security and safety concerns.

- Utilize the *Inside Education* show on Vegas PBS to reinforce positive narratives about the District and improve marketing efforts in alignment with Vegas PBS to increase ratings of the show.

- Leverage Vegas PBS Resources to support communication within the district.

- Explore transitioning Channel 10 to new ATSC 3.0 Television transmission standard increasing possibilities for enhanced instructional applications and home targeted messaging opportunities (to include instruction and emergency messaging) throughout the community and CCSD.

FOCUS: 2024

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Key Performance Indicators Scorecard
Calculation Methodologies for Combined Data Points

Proficient in English language arts, mathematics, and science

Proficiency represents the combined total of students proficient in each grade band (K-5, 6-8, 9-12) divided by the total number of students tested in each grade band.

Proficiency gap represents the average of the gap between the highest and lowest performing subgroup in each grade band.

Parent and Staff perception of district transparency (agree/strongly disagree on districtwide survey)

Combined total of the number parents and the number of staff members who indicating "agree" or "strongly agree" on the districtwide survey item stating, "The Clark County School District is transparent and open about how it operates" divided by the total number of parents and staff members who responded to the survey.

Baseline Year Identification

Because student achievement data becomes available during the fall of the subsequent school year, the baseline year for data in the student success priority areas is the 2017-2018 school year. In January 2024, student achievement data for the previous 2022-2023 school year will be reported.

For the remaining priority areas, the baseline data year is the current 2018-2019 school year. In January 2024, data for that current 2023-2024 school year will be reported.

FOCUS: 2024

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Student Success Priority Area 1: Increase student achievement in English language arts, mathematics, and science

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Objective 1: Increase the percent of students proficient in English language arts

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
SBAC ELA Proficiency Grades 3–5	49.0%	57.0%	59.2%	61.2%	63.1%	64.9%
SBAC ELA Proficiency Grades 6–8	45.7%	54.1%	56.4%	58.6%	60.6%	62.6%
ACT ELA Proficiency Grade 11	44.5%	48.5%	51.1%	53.6%	55.9%	58.1%

Targets are based upon Long Term Goals and Measures of Interim Progress (MIP) as determined by the Nevada Department of Education (NDE) 2018 Nevada School Performance Framework Procedures Manual. Targets for the 2022-2023 school year are based upon the same methodology used by NDE of reducing the percent of non-proficient students annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year.

Objective 2: Increase the percent of students reading by grade 3

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
SBAC ELA Grade 3 Proficiency	46.6%	49.3%	51.8%	54.2%	56.5%	58.7%

Targets are based upon the same methodology used by NDE in MIP tables of reducing the percent of non-proficient students annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year.

Objective 3: Increase the percent of students proficient in mathematics

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
SBAC Mathematics Proficiency Grades 3–5	41.6%	48.5%	51.1%	53.5%	55.8%	58.0%
SBAC Mathematics Proficiency Grades 6–8	30.1%	36.5%	39.7%	42.7%	45.6%	48.3%
ACT Mathematics Proficiency Grade 11	24.4%	32.8%	36.2%	39.4%	42.4%	45.3%

Targets are based upon MIP as determined by the NDE 2018 Nevada School Performance Framework Procedures Manual. Targets for the 2022-2023 school year are based upon the same methodology used by NDE of reducing the percent of non-proficient students annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year.

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Objective 4: Increase the percent of students proficient in science

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
CRT Science Proficiency Grade 5	21.8%	25.7%	29.4%	32.9%	36.3%	39.5%
CRT Science Proficiency Grade 8	36.7%	39.9%	42.9%	45.7%	48.4%	51.0%
CRT Science Proficiency Grade 10	20.8%	24.8%	28.6%	32.2%	35.6%	38.8%

Targets are based upon MIP as determined by the NDE 2018 Nevada School Performance Framework Procedures Manual. Targets for the 2022-2023 school year are based upon the same methodology used by NDE of reducing the percent of non-proficient students annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year.

Objective 5: Increase the four-year high school graduation rate

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
Four-Year High School Graduation Rate	83.2%	84.3%	86.0%	87.7%	89.4%	90.0%

Targets are based upon MIP as determined by the NDE 2018 Nevada School Performance Framework Procedures Manual. Targets for the 2022-2023 school year are based upon the same methodology used by NDE of reducing the percent of non-proficient students annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year for the cohort of 2017.

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Student Success Priority Area 2: Decrease student proficiency gaps in English language arts, mathematics, and science

Objective 1: Decrease student proficiency gaps in English language arts while increasing proficiency in all subgroups

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
SBAC ELA Proficiency Grades 3–5						
District	49.0%	57.0%	59.2%	61.2%	63.1%	64.9%
American Indian/Alaska Native	41.1%	42.5%	45.4%	48.1%	50.7%	53.2%
Asian	70.0%	75.4%	76.7%	77.8%	78.9%	80.0%
Black/African American	30.2%	42.6%	45.4%	48.2%	50.8%	53.3%
Hispanic/Latino	41.0%	48.2%	50.8%	53.2%	55.6%	57.8%
Multiracial	55.4%	64.4%	66.2%	67.9%	69.5%	71.0%
Pacific Islander	51.5%	57.9%	60.0%	62.0%	63.9%	65.7%
White/Caucasian	64.3%	67.4%	69.0%	70.6%	72.1%	73.5%
Free and Reduced Lunch	41.1%	46.8%	49.4%	51.9%	54.4%	56.7%
Limited English Proficient	21.3%	41.4%	44.4%	47.2%	49.8%	52.3%
Individualized Education Program	13.9%	30.0%	33.5%	36.8%	39.9%	42.9%

Targets are based upon MIP as determined by the NDE 2018 Nevada School Performance Framework Procedures Manual. Targets for the 2022-2023 school year are based upon the same methodology used by NDE of reducing the percent of non-proficient students annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year. Highest and lowest performing subgroups which determine the gap for 2017-2018 are shaded in yellow.

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
SBAC ELA proficiency in grade 3						
District	46.6%	49.3%	51.8%	54.2%	56.5%	58.7%
American Indian/Alaska Native	42.7%	45.5%	48.2%	50.8%	53.3%	55.6%
Asian	67.9%	69.5%	71.0%	72.4%	73.8%	75.1%
Black/African American	31.7%	35.2%	38.4%	41.5%	44.4%	47.2%
Hispanic/Latino	40.1%	43.0%	45.9%	48.6%	51.2%	53.6%
Multiracial	55.1%	57.4%	59.5%	61.5%	63.4%	65.3%
Pacific Islander	49.9%	52.4%	54.7%	57.0%	59.2%	61.2%
White/Caucasian	64.7%	66.4%	68.1%	69.7%	71.2%	72.6%

Targets are based upon the same methodology used by NDE in MIP tables of reducing the percent of non-proficient students annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year. Highest and lowest performing subgroups which determine the gap for 2017-2018 are shaded in yellow.

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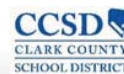
Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
SBAC ELA Proficiency Grades 6–8						
District	45.7%	54.1%	56.4%	58.6%	60.6%	62.6%
American Indian/Alaska Native	42.0%	43.4%	46.3%	49.0%	51.5%	53.9%
Asian	71.1%	75.9%	77.1%	78.2%	79.3%	80.3%
Black/African American	26.1%	37.8%	40.9%	43.9%	46.7%	49.4%
Hispanic/Latino	36.1%	45.1%	47.9%	50.5%	53.0%	55.4%
Multiracial	53.9%	61.3%	63.2%	65.0%	66.8%	68.5%
Pacific Islander	48.5%	53.2%	55.5%	57.8%	59.9%	61.9%
White/Caucasian	61.2%	66.3%	68.0%	69.6%	71.1%	72.5%
Free and Reduced Lunch	34.6%	44.4%	47.1%	49.8%	52.3%	54.7%
Limited English Proficient	6.2%	24.3%	28.1%	31.7%	35.1%	38.3%
Individualized Education Program	6.5%	21.9%	25.8%	29.6%	33.1%	36.4%

Targets are based upon MIP as determined by the NDE 2018 Nevada School Performance Framework Procedures Manual. Targets for the 2022-2023 school year are based upon the same methodology used by NDE of reducing the percent of non-proficient students annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year. Highest and lowest performing subgroups which determine the gap for 2017-2018 are shaded in yellow.

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
ACT ELA Proficiency Grade 11						
District	44.5%	48.5%	51.1%	53.6%	55.9%	58.1%
American Indian/Alaska Native	41.4%	41.9%	42.4%	42.9%	45.8%	48.5%
Asian	67.6%	67.9%	68.2%	68.5%	70.1%	71.6%
Black/African American	28.5%	31.4%	34.8%	38.1%	41.2%	44.1%
Hispanic/Latino	33.7%	36.5%	39.7%	42.7%	45.5%	48.2%
Multiracial	55.0%	58.1%	60.2%	62.2%	64.1%	65.9%
Pacific Islander	45.0%	48.8%	51.3%	53.7%	56.1%	58.3%
White/Caucasian	62.4%	66.3%	68.0%	69.6%	71.1%	72.6%
Free and Reduced Lunch	33.8%	37.7%	40.8%	43.7%	46.6%	49.2%
Limited English Proficient	3.2%	17.5%	21.6%	25.6%	29.3%	32.8%
Individualized Education Program	7.1%	15.7%	19.9%	23.9%	27.7%	31.3%

Targets are based upon MIP as determined by the NDE 2018 Nevada School Performance Framework Procedures Manual. Targets for the 2022-2023 school year are based upon the same methodology used by NDE of reducing the percent of non-proficient students annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year. Highest and lowest performing subgroups which determine the gap for 2017-2018 are shaded in yellow.

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CCSD
CLARK COUNTY
SCHOOL DISTRICT

Objective 2: Decrease student proficiency gaps in mathematics while increasing proficiency in all subgroups

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
SBAC Mathematics Proficiency Grades 3–5						
District	41.6%	48.5%	51.1%	53.5%	55.8%	58.0%
American Indian/Alaska Native	35.7%	34.3%	37.6%	40.7%	43.7%	46.5%
Asian	66.3%	68.8%	70.4%	71.9%	73.3%	74.6%
Black/African American	22.2%	32.3%	35.7%	38.9%	42.0%	44.9%
Hispanic/Latino	33.8%	39.6%	42.7%	45.5%	48.2%	50.8%
Multiracial	46.7%	55.3%	57.5%	59.6%	61.6%	63.5%
Pacific Islander	44.0%	48.3%	50.9%	53.4%	55.7%	57.9%
White/Caucasian	57.2%	59.3%	61.3%	63.3%	65.1%	66.8%
Free and Reduced Lunch	33.9%	39.0%	42.0%	44.9%	47.7%	50.3%
Limited English Proficient	21.7%	35.8%	39.0%	42.0%	44.9%	47.7%
Individualized Education Program	13.1%	28.6%	32.1%	35.5%	38.8%	41.9%

Targets are based upon MIP as determined by the NDE 2018 Nevada School Performance Framework Procedures Manual. Targets for the 2022-2023 school year are based upon the same methodology used by NDE of reducing the percent of non-proficient students annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year. Highest and lowest performing subgroups which determine the gap for 2017-2018 are shaded in yellow.

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
SBAC Mathematics Proficiency Grades 6–8						
District	30.1%	36.5%	39.7%	42.7%	45.6%	48.3%
American Indian/Alaska Native	24.7%	28.4%	31.9%	35.3%	38.6%	41.7%
Asian	57.4%	58.6%	60.6%	62.6%	64.5%	66.3%
Black/African American	12.3%	23.5%	27.3%	31.0%	34.4%	37.7%
Hispanic/Latino	21.1%	29.3%	32.8%	36.2%	39.4%	42.4%
Multiracial	36.7%	40.6%	43.6%	46.4%	49.1%	51.6%
Pacific Islander	31.3%	36.9%	40.1%	43.1%	45.9%	48.6%
White/Caucasian	45.6%	47.1%	49.8%	52.3%	54.7%	57.0%
Free and Reduced Lunch	20.2%	29.2%	32.7%	36.1%	39.3%	42.3%
Limited English Proficient	4.1%	20.2%	24.2%	28.0%	31.6%	35.0%
Individualized Education Program	3.6%	18.6%	22.7%	26.5%	30.2%	33.7%

Targets are based upon MIP as determined by the NDE 2018 Nevada School Performance Framework Procedures Manual. Targets for the 2022-2023 school year are based upon the same methodology used by NDE of reducing the percent of non-proficient students annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year. Highest and lowest performing subgroups which determine the gap for 2017-2018 are shaded in yellow.

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Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
ACT Mathematics Proficiency Grade 11						
District	25.0%	32.8%	36.2%	39.4%	42.4%	45.3%
American Indian/Alaska Native	21.2%	23.1%	27.0%	30.6%	34.1%	37.4%
Asian	47.3%	50.3%	52.8%	55.1%	57.4%	59.5%
Black/African American	10.1%	18.4%	22.5%	26.4%	30.1%	33.6%
Hispanic/Latino	15.0%	22.9%	26.8%	30.4%	33.9%	37.2%
Multiracial	32.2%	37.0%	40.1%	43.1%	46.0%	48.7%
Pacific Islander	23.7%	29.3%	32.8%	36.2%	39.4%	42.4%
White/Caucasian	39.0%	44.3%	47.0%	49.7%	52.2%	55.0%
Free and Reduced Lunch	15.3%	24.0%	27.8%	31.4%	34.8%	38.1%
Limited English Proficient	1.5%	14.5%	18.8%	22.9%	26.7%	30.4%
Individualized Education Program	2.3%	12.4%	16.8%	20.9%	24.9%	28.6%

Targets are based upon MIP as determined by the NDE 2018 Nevada School Performance Framework Procedures Manual. Targets for the 2022-2023 school year are based upon the same methodology used by NDE of reducing the percent of non-proficient students annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year. Highest and lowest performing subgroups which determine the gap for 2017-2018 are shaded in yellow.

Objective 3: Decrease student proficiency gaps in science while increasing proficiency in all subgroups

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
CRT Science Proficiency Grade 5						
District	21.8%	25.7%	29.4%	33.0%	36.3%	39.5%
American Indian/Alaska Native	18.2%	22.3%	26.2%	29.9%	33.4%	36.7%
Asian	41.7%	44.6%	47.3%	50.0%	52.5%	54.9%
Black/African American	8.7%	13.2%	17.6%	21.7%	25.6%	29.3%
Hispanic/Latino	15.0%	19.0%	23.0%	26.9%	30.5%	34.0%
Multiracial	28.5%	32.1%	35.5%	38.7%	41.8%	44.7%
Pacific Islander	19.2%	23.3%	27.1%	30.7%	34.2%	37.5%
White/Caucasian	37.4%	40.6%	43.5%	46.4%	49.0%	51.6%
Free and Reduced Lunch	16.2%	20.3%	24.3%	28.1%	31.7%	35.1%
Limited English Proficient	1.7%	6.6%	11.3%	15.7%	19.9%	23.9%
Individualized Education Program	4.9%	9.7%	14.2%	18.5%	22.5%	26.4%

Targets are based upon the same methodology used by NDE in MIP tables of reducing the percent of non-proficient students annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year. Highest and lowest performing subgroups which determine the gap for 2017-2018 are shaded in yellow.

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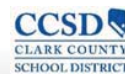
Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
CRT Science Proficiency Grade 8						
District	36.7%	39.9%	42.9%	45.7%	48.4%	51.0%
American Indian/Alaska Native	31.6%	35.0%	38.3%	41.3%	44.3%	47.1%
Asian	59.2%	61.3%	63.2%	65.0%	66.8%	68.5%
Black/African American	18.2%	22.3%	26.1%	29.8%	33.3%	36.7%
Hispanic/Latino	27.7%	31.3%	34.7%	38.0%	41.1%	44.0%
Multiracial	44.1%	46.9%	49.5%	52.0%	54.4%	56.7%
Pacific Islander	33.2%	36.5%	39.7%	42.7%	45.6%	48.3%
White/Caucasian	54.7%	57.0%	59.1%	61.2%	63.1%	65.0%
Free and Reduced Lunch	26.3%	30.0%	33.5%	36.9%	40.0%	43.0%
Limited English Proficient	5.1%	9.8%	14.3%	18.6%	22.7%	26.5%
Individualized Education Program	6.0%	10.7%	15.2%	19.4%	23.4%	27.3%

Targets are based upon the same methodology used by NDE in MIP tables of reducing the percent of non-proficient students annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year. Highest and lowest performing subgroups which determine the gap for 2017-2018 are shaded in yellow.

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
CRT Science Proficiency Grade 10						
District	20.8%	24.8%	28.5%	32.1%	35.5%	38.7%
American Indian/Alaska Native	12.7%	17.1%	21.2%	25.2%	28.9%	32.5%
Asian	39.0%	42.1%	45.0%	47.7%	50.3%	52.8%
Black/African American	8.4%	13.0%	17.3%	21.5%	25.4%	29.1%
Hispanic/Latino	14.4%	18.7%	22.8%	26.6%	30.3%	33.8%
Multiracial	26.0%	29.7%	33.2%	36.6%	39.7%	42.7%
Pacific Islander	14.9%	19.2%	23.0%	27.0%	30.7%	34.2%
White/Caucasian	32.4%	35.8%	39.0%	42.0%	44.9%	47.7%
Free and Reduced Lunch	14.1%	18.4%	22.5%	26.4%	30.0%	33.5%
Limited English Proficient	1.6%	6.5%	11.2%	15.6%	19.9%	23.9%
Individualized Education Program	3.9%	8.7%	13.3%	17.6%	21.7%	25.6%

Targets are based upon the same methodology used by NDE in MIP tables of reducing the percent of non-proficient students annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year. Highest and lowest performing subgroups which determine the gap for 2017-2018 are shaded in yellow.

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Objective 4: Decrease student achievement gaps in the four-year high school graduation rate while increasing proficiency in all subgroups

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
Four-Year High School Graduation Rate						
District	83.2%	84.3%	86.0%	87.7%	89.4%	90.0%
American Indian/Alaska Native	83.8%	84.6%	85.3%	86.1%	86.8%	87.4%
Asian	93.3%	93.5%	93.7%	93.9%	94.1%	94.4%
Black/African American	72.8%	73.2%	74.0%	76.1%	78.2%	79.3%
Hispanic/Latino	81.8%	82.5%	83.3%	85.1%	86.9%	88.7%
Multiracial	84.0%	84.4%	84.7%	86.4%	88.1%	89.8%
Pacific Islander	85.2%	83.3%	85.5%	87.1%	88.7%	90.3%
White/Caucasian	87.5%	88.2%	88.8%	90.1%	91.4%	92.7%
Free and Reduced Lunch	80.2%	80.4%	80.6%	82.5%	84.4%	86.3%
Limited English Proficient	83.4%	84.3%	85.1%	86.8%	88.5%	90.2%
Individualized Education Program	69.0%	70.1%	71.1%	73.3%	75.5%	77.7%

Targets are based upon MIP as determined by the NDE 2018 Nevada School Performance Framework Procedures Manual. Targets for the 2022-2023 school year are based upon the same methodology used by NDE of reducing the percent of non-proficient students annually by 5%. Baseline is based upon actual CCSD results reported for the 2017-2018 school year for the cohort of 2017. Highest and lowest performing subgroups which determine the gap for 2017-2018 are shaded in yellow.

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CCSD
CLARK COUNTY
SCHOOL DISTRICT

Student Success Priority Area 3: Increase access and equity to rigorous curriculum and instruction for all students.

Objective 1: Decrease remediation rates for students entering Nevada System of Higher Education (NSHE) Institutions from the Clark County School District at the district level and at each high school

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
College of Southern Nevada	67.6%	59.1%	50.6%	42.0%	33.5%	25.0%
University of Nevada, Las Vegas	36.4%	32.1%	27.8%	23.6%	19.3%	15.0%
University of Nevada, Reno	36.9%	32.5%	28.1%	23.8%	19.4%	15.0%

Objective 2: Increase and diversify student enrollment and achievement in advanced coursework in all subgroups at the district level and at each high school

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Enrollment in Dual-Credit Classrooms						
District	2,753	3,028	3,331	3,664	4,030	4,430
American Indian/Alaska Native	9	11	12	13	15	16
Asian	510	192	211	232	255	280
Black/African American	194	438	481	529	582	640
Hispanic/Latino	998	1,401	1,541	1,695	1,864	2,049
Multiracial	65	205	226	248	273	300
Pacific Islander	60	49	54	59	65	71
White/Caucasian	917	733	806	887	976	1,073

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Enrollment in Advanced Placement Classrooms						
District	13,955	14,653	15,386	16,155	16,963	17,811
American Indian/Alaska Native	35	53	55	58	61	64
Asian	2,306	928	974	1,023	1,074	1,127
Black/African American	696	2,117	2,223	2,334	2,451	2,574
Hispanic/Latino	5,472	6,778	7,118	7,473	7,847	8,239
Multiracial	1,169	992	1,042	1,094	1,148	1,206
Pacific Islander	82	236	248	260	273	287
White/Caucasian	4,128	3,547	3,725	3,911	4,107	4,312

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Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Middle school enrollment in Algebra I	6,250	6,750	7,290	7,873	8,503	9,183
Middle school enrollment in Geometry	584	631	681	735	794	858

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Students scoring greater than a 3 on the summative Advanced Placement exam in all subgroups						
District	12,202	12,812	13,453	14,125	14,832	15,573
American Indian/Alaska Native	24	25	26	28	29	31
Asian	2,752	2,890	3,034	3,186	3,345	3,512
Black/African American	380	399	419	440	462	485
Hispanic/Latino	3,586	3,765	3,954	4,151	4,359	4,577
Multiracial	1,077	1,131	1,187	1,247	1,309	1,375
Pacific Islander	33	35	36	38	40	42
White/Caucasian	4,249	4,461	4,685	4,919	5,165	5,423
Other/non-Reported*	101	106	111	117	123	129

*College Board reporting data.

Objective 3: Increase and diversify enrollment in Level 2 and Level 3 Career and Technical Education

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Enrollment by female students in Level 2 Career and Technical Education Programs						
District	5836	6420	7062	7768	8544	9399
American Indian/Alaska Native	30	23	25	28	31	34
Asian	551	406	447	492	541	595
Black/African American	661	928	1,020	1,122	1,235	1,358
Hispanic/Latino	2602	2,970	3,267	3,593	3,952	4,348
Multiracial	352	435	478	526	578	636
Pacific Islander	73	103	114	125	138	151
White/Caucasian	1567	1,554	1,710	1,881	2,069	2,275

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CCSD
CLARK COUNTY
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Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Enrollment by male students in Level 2 Career and Technical Education Programs						
District	6786	7465	8211	9032	9935	10929
Asian	735	27	30	33	36	39
American Indian/Alaska Native	22	473	520	572	629	692
Black/African American	598	1,079	1,186	1,305	1,436	1,579
Hispanic/Latino	2842	3,453	3,798	4,178	4,596	5,056
Multiracial	357	505	556	611	673	740
Pacific Islander	107	120	132	145	160	176
White/Caucasian	2125	1,807	1,988	2,187	2,405	2,646

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Enrollment by female students in Level 3 Career and Technical Education Programs						
District	3735	3922	4118	4324	4540	4767
American Indian/Alaska Native	23	14	15	16	16	17
Asian	422	248	261	274	287	302
Black/African American	361	567	595	625	656	689
Hispanic/Latino	1709	1,814	1,905	2,000	2,100	2,205
Multiracial	217	266	279	293	307	323
Pacific Islander	48	63	66	70	73	77
White/Caucasian	955	950	997	1,047	1,099	1,154

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Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Enrollment by male students in Level 3 Career and Technical Education Programs						
District	3973	4172	4380	4599	4829	5071
American Indian/Alaska Native	7	15	16	17	17	18
Asian	513	264	277	291	306	321
Black/African American	290	603	633	665	698	733
Hispanic/Latino	1659	1,930	2,026	2,127	2,234	2,346
Multiracial	210	282	297	311	327	343
Pacific Islander	63	67	71	74	78	82
White/Caucasian	1231	1,010	1,060	1,113	1,169	1,228

Objective 4: Increase Level 1, 2, and 3 offerings in high skill and high demand programs of study including technology, manufacturing, healthcare, and education.

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Enrollment in high-skill and high-demand programs of study by category						
District	59,373	63,529	67,976	72,734	77,826	83,274
Information and Media Technology	27,002	28,892	30,915	33,079	35,394	37,872
Education, Hospitality and Human Services	12,053	12,897	13,799	14,765	15,799	16,905
Health Science and Public Safety	11,254	12,042	12,885	13,787	14,752	15,784
Skilled and Technical Sciences	9,064	9,698	10,377	11,104	11,881	12,713

Objective 5: Increase in percentage of International Baccalaureate diplomas awarded

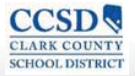| Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
International Baccalaureate diploma awards earners	59%	63%	67%	69%	73%	75%

Objective 6: Increase magnet school enrollment

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Enrollment of kindergarten students in elementary magnet schools	0	0	463	600	700	840

Reference 5.01

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CCSD
CLARK COUNTY
SCHOOL DISTRICT

Student Success Priority Area 4: Ensure students and staff are safe and students are engaged at school

Objective 1: Increase the percent of students who feel safe at school

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
Districtwide Survey Cumulative Responses on 4 Items on Student Safety						
Grades 4–5	89.1%	89.6%	90.2%	90.7%	91.1%	91.6%
Grades 6–8	79.1%	80.1%	81.1%	82.1%	83.0%	83.8%
Grades 9–12	77.2%	78.3%	79.4%	80.5%	81.4%	82.4%

Targets are based upon reducing the percent of non-positive responses annually by 5%. Baseline is based upon actual CCSD results reported for the 2017-2018 school year. Data includes responses from all non-charter District schools.

Questions included in this indicator are:

- I sometimes stay home because I don't feel safe at this school.[1]
- Students feel safe in this school.
- This school has safety procedures that work.
- This school is safe.

[1] Since data is reversed on this question, percent positive represents percent responding negatively.

Objective 2: Decrease chronic absenteeism and chronic absenteeism gaps

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
Chronic Absenteeism Rate						
District	20.7%	19.7%	18.7%	17.7%	16.9%	16.0%
American Indian/Alaska Native	31.4%	25.1%	20.1%	16.1%	12.9%	10.3%
Asian	8.3%	7.5%	6.8%	6.1%	5.5%	5.0%
Black/African American	31.3%	25%	20%	16%	14.8%	11.8%
Hispanic/Latino	20.7%	18.6%	16.7%	15.1%	13.6%	12.2%
Multiracial	20.7%	18.6%	16.7%	15.1%	13.6%	12.2%
Pacific Islander	23.5%	21.2%	19.1%	17.2%	15.5%	14.0%
White/Caucasian	16.7%	15%	13.5%	12.2%	11%	10.0%
Free and Reduced Lunch	23.8%	21.4%	19.3%	17.4%	15.7%	14.1%
Limited English Proficient	19.4%	17.5%	15.8%	14.2%	12.8%	11.5%
Individualized Education Program	28.6%	22.9%	18.3%	14.6%	11.7%	9.4%

Targets are based upon the methodology of reducing the percent of chronically absent students annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year. Highest and lowest performing subgroups which determine the gap for 2017-2018 are shaded in yellow.

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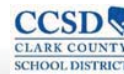
Objective 3: Decrease the number of student suspensions[2]

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
District	30,008	27,007	24,306	21,876	19,688	17,719
Elementary School	4,757	4,281	3,853	3,468	3,121	2,809
Middle School	12,953	11,658	10,492	9,443	8,498	7,649
High School	12,298	11,068	9,961	8,965	8.069	7,262

Targets are based upon the methodology of reducing the number of (duplicated) student suspensions annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year.

[2] Data provided by Education Services Division for AARSI Division to calculate rates.

Objective 4 Decrease the disproportionality in the rate of student suspensions[2]

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
District	92.7	83.4	75.1	67.6	60.8	54.7
American Indian/Alaska Native	112.8	101.5	91.4	82.2	74.0	66.6
Asian	22.4	20.2	18.1	16.3	14.7	13.2
Black/African American	259.7	194.8	146.1	109.6	82.2	61.6
Hispanic/Latino	72.5	65.3	58.7	52.9	47.6	42.8
Multiracial	91.8	82.6	74.4	66.9	60.2	54.2
Pacific Islander	77.0	69.3	62.4	56.1	50.5	45.5
White/Caucasian	53.8	48.4	43.6	39.2	35.3	31.8

Targets list the rate of student suspensions per 1000 students in the subgroup. Highest and lowest rates by subgroup which determine the gap for 2017-2018 are shaded in yellow. (Initial gap in highest and lowest subgroups in student suspension rate is 237.3 per 1000.) Rates are calculated based upon the total number of suspensions by subgroup (numerator) and official count day enrollment by subgroup (denominator).

[2] Data provided by Education Services Division for AARSI Division to calculate rates.

Objective 5: Decrease the number of student discretionary expulsion referrals[2]

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
District	855	770	693	623	561	505
High School	425	383	344	310	279	251
Middle School	430	387	348	313	282	254

Targets are based upon the methodology of reducing the number of student (duplicated) discretionary expulsions annually by 5%. Baseline is based upon actual CCSD results for the 2017-2018 school year.

[2] Data provided by Education Services Division for AARSI Division to calculate rates.

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Objective 6: Decrease the disproportionality in the percent of student discretionary expulsion referrals[2]

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
District	5.0	4.5	4.1	3.7	3.3	3.0
American Indian/Alaska Native	12.1	10.9	9.8	8.8	7.9	7.1
Asian	1.0	0.9	0.8	0.7	0.6	0.6
Black/African American	14.5	10.9	8.2	6.1	4.6	3.4
Hispanic/Latino	4.0	3.6	3.3	2.9	2.6	2.4
Multiracial	4.0	3.6	3.2	2.9	2.6	2.3
Pacific Islander	2.9	2.6	2.4	2.1	1.9	1.7
White/Caucasian	2.8	2.5	2.2	2.0	1.8	1.6

Targets list the rate of student suspensions per 1000 students in the subgroup. Highest and lowest rates by subgroup which determine the gap for 2017-2018 are shaded in yellow. (Initial gap in highest and lowest subgroups in discretionary expulsion rate is 13.5 per 1000.) Rates are calculated based upon the total number of expulsions by subgroup (numerator) and official count day enrollment by subgroup (denominator).

[2] Data provided by Education Services Division for AARSI Division to calculate rates.

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CCSD
CLARK COUNTY
SCHOOL DISTRICT

Teachers, Principals, and Staff Priority Area 1: Ensure all students have access to highly effective teachers, administrators, and school staff

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Objective 1: Increase the percentage of licensed teachers in classrooms

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Percentage of licensed teachers in classrooms	97%	100%	100%	100%	100%	100%

Objective 2: Increase the number of qualified teachers recruited for the selection pool

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Percentage/number of teachers recruited	2,005	3,649*	3,649	3,649	3,649	3,649

Targets represent three applicants recruited for each anticipated vacancy. Year 2-5 targets may adjust based on population growth, attrition, retirement, and other employment variables.

Objective 3: Increase the percentage of critical labor shortage support professionals hired and decrease the number of vacancies

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Increase critical labor shortage support professional hired/decrease number of vacancies	317	20% / 265	40% / 199	60% / 132	80% / 66	100 / 0

Objective 4: Provide professional learning to enhance teaching and learning focusing on high-quality, standards-based Tier I instruction aligned to the NEPF

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Teachers participating in professional learning to enhance teaching and learning	*	40%	60%	80%	100%	100%

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Objective 5: Provide professional learning focusing on the coaching cycle and the implementation of high-quality, standards-based Tier I instruction aligned to the NEPF

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Learning strategists and teacher leaders participating in annual professional learning to enhance coaching	*	40%	60%	80%	100%	100%

Objective 6: Provide professional learning focusing on continuous school improvement to enhance teaching and learning

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
School administrators participating in professional learning on continuous school improvement	*	60%	80%	100%	100%	100%

Objective 7: Improve employee morale and engagement, increase retention rates

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Individuals (employees, parents, community members or others) engaged in recognizing employees through employee recognition opportunities	N/A	2,000	2,000	2,000	2,000	2,000
Employees recognized through employee recognition opportunities	N/A	1,600 annually	1,600 annually	1,600 annually	1,600 annually	1,600 annually

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Objective 8: Align diversity of administrators, licensed staff, and support staff with the student population of the District

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Variance between subpopulation rates of administrators and subpopulation enrollment rates in the District, in percentage points						
White/Caucasian	45.69	36.55	27.41	18.28	9.14	0.00
Black/African American	4.05	3.24	2.43	1.62	0.81	0.00
Asian	3.73	2.98	2.24	1.49	0.75	0.00
American Indian/Alaska Native	0.04	0.03	0.02	0.02	0.01	0.00
Hispanic/Latino	34.46	27.57	20.68	13.78	6.89	0.00
Pacific Islander	1.41	1.13	0.85	0.56	0.28	0.00
Multiracial	3.67	2.94	2.20	1.47	0.73	0.00

Data excludes employees who select "other" for race/ethnicity, as this is not a category reported for students.

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Variance between subpopulation rates of licensed personnel and subpopulation enrollment rates in the District, in percentage points						
White/Caucasian	45.19	36.15	27.11	18.08	9.04	0.00
Black/African American	6.85	5.48	4.11	2.74	1.37	0.00
Asian	0.63	0.50	0.38	0.25	0.13	0.00
American Indian/Alaska Native	0.24	0.19	0.14	0.10	0.05	0.00
Hispanic/Latino	35.06	28.05	21.04	14.02	7.01	0.00
Pacific Islander	1.11	0.89	0.67	0.44	0.22	0.00
Multiracial	4.17	3.34	2.50	1.67	0.83	0.00

Data excludes employees who select "other" for race/ethnicity, as this is not a category reported for students.

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Variance between subpopulation rates of support staff personnel and subpopulation enrollment rates in the District, in percentage points						
White/Caucasian	12.19	9.75	7.31	4.88	2.44	0.00
Black/African American	9.85	7.88	5.91	3.94	1.97	0.00
Asian	1.33	1.06	0.80	0.53	0.27	0.00
American Indian/Alaska Native	0.14	0.11	0.08	0.06	0.03	0.00
Hispanic/Latino	17.06	13.65	10.24	6.82	3.41	0.00
Pacific Islander	0.71	0.57	0.43	0.28	0.14	0.00
Multiracial	4.27	3.42	2.56	1.71	0.85	0.00

Data excludes employees who select "other" for race/ethnicity, as this is not a category reported for students.

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CCSD
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SCHOOL DISTRICT

Balanced Governance and Leadership Priority Area 1: Enhance CCSD's Governance Structure and Leadership Structure to reflect the needs of the community

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Objective 1: All Clark County School District schools will be rated three stars or higher on the Nevada School Performance Framework

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Percentage of schools rated three stars or higher on the Nevada School Performance Framework	55% (193 schools)	64%	73%	82%	91%	100%

Objective 2: The Board of School Trustees will devote at least 60% of its time in regular Board meetings progress monitoring student achievement goals and key performance indicators

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Self evaluation and Records of Board Meetings	TBD	TBD	TBD	TBD	TBD	60%

Objective 3: The Board of School Trustees monitors data consistent with guardrails that the Board identified

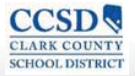| Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Self evaluation and Records of Board Meetings	TBD	TBD	TBD	TBD	TBD	100%

Objective 4: The Board of School Trustees and Superintendent conducts its business in a way that was consistent with its code of ethics

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Self evaluation and Records of Board Meetings	TBD	TBD	TBD	TBD	TBD	100%

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Sound Fiscal Management (Finance) Priority Area 1: Improve quality, communication, and understanding of financial information of the District

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Objective 1: Increase the percentage of respondents noting at least a 4 of 5 on understanding and quality of financial information

Indicator	Baseline 2017-2018	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
Financial survey respondents noting at least a 4 in a scale of 1 to 5 on understanding and quality of financial information	N/A	N/A	N/A*	70%	75%	80%

*This is the first year of survey.

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Data Tables, Annual Targets, and Business Rules

CCSD CLARK COUNTY SCHOOL DISTRICT

Sound Fiscal Management (Finance) Priority Area 2: Improve financial equity and stability and ensure regulatory compliance with finance and budget related requirements

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Objective 1: Ensure equitable funding for students through improvement of the funding model for the District

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Strategic Budget Task Force recommendations are implemented into the 2020-2021 budget	N/A	50%	100%	100%	100%	100%
Complete development of a district weighted funding model and proposal to the Board by fiscal year 2020-2021, including a defined process and plan for utilization of actual salaries	NA	NA	100%	100%	100%	100%

Objective 2: Ensure an appropriate balance between risk and return on investment related to benefits provided to District personnel

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Provide list of benefits, the related costs of the benefits, and forecasted costs to Superintendent by December 31, 2019	NA	100%	100%	100%	100%	100%

Objective 3: Increase the unassigned ending fund balance from 1.75% to 4% as prescribed by State budget requirements*

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Annual projected unassigned ending fund balance	1.75%	2.00%	2.25%	2.50%	2.75%	3.00%

The goal to reach 4% ending fund balance is anticipated to take longer than five years to reach.

Objective 4: Fully implement AB469 related to school budgets and ensure the financial information for both budget and actuals are provided accurately to the individual financial units (local school precincts and departments) in a timely manner

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Full compliance with AB469 (NRS 388G)	NA	100%	100%	100%	100%	100%

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Sound Fiscal Management (Operations) Priority Area 1: Ensure operational effectiveness and efficiency of school and district facilities and operational resources

Objective 1: Attain and maintain proper levels of maintenance department levels of service as defined by the Association of Physical Plant Administrators (APPA)

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Level of Service	Reactive Management (3.75)	Managed Care (3.25)	Managed Care (2.75)	Comprehensive Stewardship (2.25)	Comprehensive Stewardship (2.0)	Comprehensive Stewardship (2.0)

Objective 2: Attain and maintain proper level of grounds department level of service as defined by the Association of Physical Plant Administrators

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Level of Service	Moderately Low (4.0)	Moderately Low (3.75)	Moderate (3.25)	Moderate (3.0)	Moderate (2.5)	High (2.0)

Objective 3: Ensure continuity of all school operations with zero closures

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Building systems in "Danger Zone" and "Critical Watch" lists	74%	60%	43%	26%	4%	0%

Objective 4: Provide effective and reliable network connectivity for schools

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Cumulative Network Uptime Percentage	98.5%	98.5%	98.75%	99%	99.25%	99.5%

Objective 5: Reduce "on-hold" wait time for calls to user support help desk

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Average "On-Hold" Wait Time	150 seconds	180 seconds	150 seconds	135 seconds	120 seconds	105 seconds

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Objective 6: Improve business process efficiency related to human capital management

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Reduction of paper forms and manual processes	98%	48%	38%	28%	18%	8%

Objective 7: Reduce number of buses placed out-of-service to reduce service delays

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Reduce Out-of-Service bus rate	25%	21%	16%	12%	7%	3%

Objective 8: Increase school breakfast, lunch and supper participation

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
School breakfast participation	25.94%	27.00%	29.00%	31.00%	33.00%	35%
School lunch participation	49.34%	50.34%	51.34%	52.34%	53.34%	54%
School supper participation	0.82%	1.5%	3%	4%	5%	6%

Objective 9: Reduce bus driver absenteeism to improve service to students and ensure full instructional minutes

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Reduce driver absence rate	15%	10%	10%	10%	10%	8%
Increase on-time services	82%	85%	88%	92%	95%	98%
Reduce preventable accident rate	1.0	1.0	0.8	0.7	0.7	0.6

Objective 10: Decrease processing time, reduce costs, and increase the competitive procurement ratio

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Competitive procurement ratio	80%	80%	85%	86%	87%	95%

Objective 11: Reduce shopping cart (requisition) processing time by increasing catalog utilization to 70 percent within the next five years

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Catalog utilization	58%	60%	65%	70%	70%	70%

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Sound Fiscal Management (Operations) Priority Area 2:
Reduce the general fund impact caused by safety concerns resulting in injury or damage

Objective 1: Increase the number of completed risk assessments by 10 percent each year

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2022-2024
Completion rate of annual risk assessments at all sites	50%	60%	70%	80%	90%	100%

Objective 2: Reduce the number of safety concerns responded to in exchange for more proactive assessments of the sites

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Liability claims related to facility safety issues	23%	22%	19%	17%	14%	10%
Workers compensation claims related to facility safety issues	37%	35%	32%	27%	22%	16%
Property claims related to facility safety issues	17%	15%	14%	12%	10%	7%

Objective 3: Reduce the number of workers' compensation claims that have 5 or more days away from work after an injury

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Workers' compensation cases that result in 5 or more days away from work after an injury	20%	19%	18%	17%	16%	15%

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Parent and Community Support Priority Area 1:

Leverage internal resources to help parents/guardians support student achievement and attendance

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Objective 1: Increase the number of University of Family Learning Workshops to provide families access to 150 learning opportunities in four focus areas: Parents as Teaching Partners, Navigating the School System, Parent Leadership, and Family Wellness and Development

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Evening events (per year) through the mobile University of Family Learning "On the Go"	150	200	200	200	200	200
Participants per month at the evening University of Family Learning "On the Go"	NA	600	600	600	600	600
Saturday mini-conferences held each year, serving at least 800 parents a year total	NA	8	8	8	8	8
Parents annually provided with University of Family Learning Attendance Matters classes	1,200	5,000	5,000	5,000	5,000	5,000
Local employers engaged in a partnership to provide on-site training to employees on monitoring their child's Infinite Campus (attendance, grades, and discipline) and on other services provided by the District	N/A	4	8	12	16	20
Parents engaged in training in employee dining rooms and trainings at their place of employment	NA	4,000	8,000	12,000	16,000	20,000

Objective 2: Expand training of administrators and teachers to more effectively engage with families in alignment with the Nevada Educator Performance Framework (NEPF)

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Schools receiving professional development on NEPF Family Engagement Standards	NA	20%	40%	60%	80%	100%

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Parent and Community Support Priority Area 2:
Secure strategic external resources and community partners

Objective 1: Increase all external partnerships, including financial and in-kind donations, and ensure they are focused on increasing student achievement for all students

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
New community mentors trained to support students	90	200	400	600	800	1,000
Schools adopted by partners and aligned with strategic plan	NA	20%	40%	60%	80%	100%
Schools trained to improve customer service	N/A	50	100	150	200	250
New major community partnerships to support the strategic plan	2	5	10	15	20	25

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Parent and Community Support Priority Area 3:
Improve trust in and perception of the Clark County School District

Objective 1: Increase messaging and support of schools, starting with schools in competitive environments

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Schools with an effective school marketing plan	NA	20%	40%	60%	80%	100%

Objective 2: Increase strategic media partnerships to celebrate student and employee success

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Positive news stories each year	1,400	14,80	1,560	1,640	1,720	1,800

Objective 3: Increase media presence across the United States of America.

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
News stories and articles in national publications each year	NA	8	15	22	29	35

Objective 4: Increase social media engagement with families and students

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Social media followers	37,500	42,000	46,500	51,000	55,500	60,000

Objective 5: Improve perception of the District

Indicator	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024
Parent respondents indicating "agree" or "strongly agree" on the districtwide survey item stating, "The Clark County School District is transparent and open about how it operates."	71%	73%	75%	76%	78%	80%
Staff respondents indicating "agree" or "strongly agree" on the districtwide survey item stating, "The Clark County School District is transparent and open about how it operates."	41%	49%	57%	64%	72%	80%

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