Board of School Trustees

CLARK COUNTY SCHOOL DISTRICT

Board Report Calendar

In an effort to establish a balanced form of governance, the board requires process information to make good policy decisions and oversight. The board desires to follow a model of Balanced Governance that focuses the board's efforts on the monitoring of progress on District's goals. This shall be accomplished through the focus of Board meetings on Annual Monitoring Board Reports developed and delivered to the Trustees at regular Board meetings by the Superintendent and staff, as designated in the Annual Monitoring Board Report timeline below. It is understood that the Annual Board Report Schedule may need to be revised by the Superintendent as circumstances determine.

	JAN		FEB		IAR	AF	PR	M	AY	JU	JN	JUL	AL	JG	SE	EP	0	СТ	N	vc	D	EC
Regular Board Meeting of each month:	1st 2r	nd 1	st 2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st 2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
Key Performance Indicator Scorecard (State of the Schools)	x																					
Priority Areas, Objectives, and Measures																						
SS-1: Student Success Priority Area 1: Student	Achie	eve	ment																			
 SS-1(A): English language arts SBAC ELA proficiency in grades 3–5 SBAC ELA proficiency in grades 6–8 ACT ELA proficiency in grade 11 																			x			
SS-1(B): Grade 3 reading SBAC ELA proficiency in grade 3 																			х			
 SS-1(C): Mathematics SBAC mathematics proficiency in grades 3–5 SBAC mathematics proficiency in grades 6–8 ACT mathematics proficiency in grade 11 																			x			
 SS-1(D): Science CRT science proficiency in grade 5 CRT science proficiency in grade 8 CRT science proficiency in grade 10 																			x			
SS-1(E): Graduation rateFour-year high school graduation rate	x																					
SS-2: Student Success Priority Area 2: Decreas	e stud	len	t prof	icie	ency	gap	s in	Eng	glish	lar	ngua	age arts	, m	athe	ema	tics	, ar	nd se	cien	ice		
 SS-2(A): Proficiency gaps in English language arts Gap between highest and lowest performing subgroups in SBAC ELA proficiency in grades 3–5 Gap between highest and lowest performing subgroups in Nevada Criterion Referenced Test in SBAC ELA (reading) proficiency in grade 3 Gap between highest and lowest performing subgroups in SBAC ELA proficiency in grades 6-8 Gap between highest and lowest performing subgroups in ACT ELA Proficiency by subgroup in grade 11 																			x			

 SS-2(B): Proficiency gaps in mathematics Gap between highest and lowest performing subgroups in SBAC Mathematics Proficiency in grades 3–5 Gap between highest and lowest performing subgroups in SBAC Mathematics Proficiency in grades 6-8 Gap between highest and lowest performing subgroups in ACT Mathematics Proficiency in grade 11 																			x			
 SS-2(C): Proficiency gaps in science Gap between highest and lowest performing subgroups in CRT Science in grade 5 Gap between highest and lowest performing subgroups in CRT Science in grade 8 Gap between highest and lowest performing subgroups in CRT Science in grade 10 																			x			
Priority Areas, Objectives, and Measures	-	AN Our	FEB		1AR	A		M		JU		JU 1st		٩UG	-	EP	-	CT		VC	DE 1st	
Regular Board Meeting of each month: SS-2(D): Gaps in graduation rate • Gap between highest and lowest performing subgroups in four-year high school graduation rate	X	2nd	1st 2nd	150	<u>2nd</u>	151	2nd	Ist	2nd	1st	2na	1st .	2114 1.	st 2nd	1st	2nd	Ist	2nd	150	2nd	150	2110
SS-3: Student Success Priority Area 3: Increase	ac	cess	and e	quit	ty to	rigo	orou	ıs cı	urrio	culu	m a	nd iı	nstru	ctio	n fo	r all	stu	den	ts			
 SS-3(A): College remediation rates Remediation rates for students entering the College of Southern Nevada Remediation rates for students entering UNLV Remediation rates for students entering UNR 										x												
SS-3(B): Advanced coursework diversity and															1							
 achievement Enrollment in dual credit classrooms Average variance between subpopulation enrollment rates in dual-credit classrooms and subpopulation enrollment rates in the District Enrollment in Advanced Placement classrooms Average variance between subpopulation enrollment rates in Advanced Placement classrooms and subpopulation enrollment rates in the District Advanced Placement tests taken as a percentage of Advanced Placement enrollments Algebra I and Geometry participation in middle school Students scoring greater than a 3 on the summative Advanced Placement exam in all subgroups 			X (Algebra and Geometry in MS only)																X (Exce and Geon in MS	netry		
 SS-3(C): CTE enrollment and diversity Enrollment in level 2 and 3 career and technical education programs Average variance between subpopulation enrollment rates in level 2 and 3 career and technical education programs and subpopulation enrollment rates in the District Completion rate of level 3 career and technical education programs of study 																					x	

																				1				-
SS-3(D): High-skill and high-demand programs of study																							x	
 Enrollment in high-skill and high-demand programs of study 																								
SS-3(E): International Baccalaureate International Baccalaureate diploma awards earners 																							x	
 SS-3(F): Magnet school enrollment Enrollment of kindergarten students in elementary magnet schools 																							x	
SS-4: Student Success Priority Area 4: Ensure s	stud	lent	s ar	nd st	aff	are	saf	e an	d st	tude	ents	are	e en	gag	ed a	t sc	hoo	ol		:		:		
 SS-4(A): Student safety Positive responses on the four Districtwide Survey student safety items in Grades 4-5 Positive responses on the four Districtwide Survey student safety items in Grades 6-8 Positive responses on the four Districtwide Survey student safety items in Grades 9-12 									x															
Priority Areas, Objectives, and Measures	-	٩N		EB		AR		PR		AY	JU		JL		AL	-		EP	-	СТ		VC		EC
Regular Board Meeting of each month: SS-4(B): Chronic absenteeism • Chronic absenteeism rate • Gap between highest and lowest subgroups in chronic absenteeism, in percentage points	131	2110	X	2110	130	2110	131	2110	X	2110	131	2114	131	2110	131	X	131	2110	131	2114	X	2114	131	2110
							-																	
 SS-4(C): Student suspensions Student suspensions in grades K-5 Student suspensions in grades 6-8 					x							х					x						x	
Student suspensions in grades 9-12 SS-4(D): Disproportionality in student	-																							
suspensions																								
• Gap between highest and lowest subgroups in student suspension rate, in number of referrals per 1,000 students					x							Х					X						X	
SS-4(E): Student discretionary expulsion																								
 referrals Student discretionary expulsion referrals in grades 6-8 Student discretionary expulsion referrals in grades 9-12 					x							x					x						x	
SS-4(F): Disproportionality in student																								
 discretionary expulsion referrals Gap between highest and lowest subgroups in discretionary expulsion referrals rate, in number of referrals per 1,000 students 					x							х					x						x	
TPS-1: Teachers, Principals, and Staff Priority A school staff	Area	a 1:	Ens	ure	all	stuc	dent	ts ha	ave	acc	esst	to h	ighl	ly ef	ffect	tive	tea	che	ers,	prin	cip	als,	and	I
 TPS-1(A): Licensed teachers in classrooms Classrooms served by licensed teachers 													x					х						
TPS-1(B): Qualified teacher recruitment • Teachers recruited for selection pool													x					x						
TPS-1(C): Critical labor shortage Critical labor support professional vacancies 													x					x						
 TPS-1(D): Teacher professional learning Teachers participating in professional learning to enhance teaching and learning 																							x	

 TPS-1(E): Learning strategist/teacher leader professional learning Learning strategists and teacher leaders participating in annual professional learning to enhance coaching 																					x	
 TPS-1(F): School administrator professional learning School administrators participating in professional learning on continuous school improvement 																					x	
 TPS-1(G): Employee morale, engagement, and retention Individuals (employees, parents, community members or others) engaged in recognizing employees through employee recognition opportunities 													x									
Priority Areas, Objectives, and Measures	-	N	FEB		AR	API		MA		JUN	JU		AL	-	SI		00	-	NC		DE	
Regular Board Meeting of each month:	-					-																2nd
BGL-1: Balanced Governance and Leadership I reflect the needs of the community	Prio	rity	Area 1	.: En	han	ce CC	CSD	s Go	ver	nanc	e Str	uct	ure	and	l Le	ade	rshi	p St	ruc	ture	e to	
-	1			1																		
 BGL-1(A): Nevada School Performance Framework Percentage of schools rated three stars or higher on the Nevada School Performance Framework 																			x			
BGL-1(B): Board of School Trustees focus on student achievement goals and key performance indicators • Self-evaluation and records of Board Meetings																					x	
BGL-1(C): Board of School Trustees identified guardrails • Self-evaluation and records of Board Meetings																					x	
BGL-1(D): Board of School Trustees and Superintendent code of ethics • Self-evaluation and records of Board Meetings																					x	
SFMF-1: Sound Fiscal Management (Finance)	Prio	rity	Area 1	l: Im	pro	ve qu	ualit	y, co	mn	nunic	atio	n, a	nd	und	ers	tand	ling	of	fina	ncia	al	
information of the District	1			1		I :	1				I :	1		1		: 1						
 SFMF-1(A): 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 													x									
SFMF-2: Sound Fiscal Management (Finance)	Prio	rity	Area 2	2: Im	pro	ve fir	nanc	cial e	qui	ity an	d sta	abili	ity a	and	ens	sure	reg	ula	tory	1	!	
compliance with finance and budget related r	equ	iren	nents																			
SFMF-2(A): District funding model																						
 Strategic Budget Task Force recommendations are implemented into the 2020-2021 budget 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 			x																			
process and plan for utilization of actual salaries SFMF-2(B): Employee benefits	-						-+		+									_				
 List of benefits, the related costs of the benefits, and forecasted costs provided to the Superintendent by December 31, 2019 			х																			

SFMF-2(C): Unassigned ending fund balance					X										
 Annual projected unassigned ending fund 					(Work										X
balance					Session)										
SFMF-2(D): AB469 compliance			x												
Compliance with financial components of AB469															
SFMO-1: Sound Fiscal Management (Operatio	ns)	Prio	rity Ar	ea 1: Er	sure o	peratio	nal effe	ctiven	iess a	nd	effici	ency	of so	:hool	and
district facilities and operational resources															
SFMO-1(A): Maintenance department levels															
of service									x						
Level of Service in accordance with the APPA															
									_						
SFMO-1(B): Grounds department level of															
service									X						
• Level of Service in accordance with the APPA									_						
SFMO-1(C): School operations continuity															
• Building systems in "Danger Zone," "Critical									X						
Watch," and "Watch" lists															
Duisuitu Aussa Ohiastiusa and Massuras	14		ГГР	NAAD		RAAV					СГІ		ОСТ	NOV	
Priority Areas, Objectives, and Measures Regular Board Meeting of each month:		N 2nd	FEB	MAR	APR	MAY	JUN 1st 2nd	JUL 1st 2n	Al Ict	JG 2nd	SEF 1st 2		OCT	NOV	
SFMO-1(D): Network connectivity	150	2110	150 2110	130 2110	130 2110	150 2110	130 2110	130 211	- 150	2110	131 2	1.	2110	131 211	. 130 211
Cumulative Network Uptime Percentage															
 75 schools receiving network and WiFi upgrades 											X				
annually															
SFMO-1(E): Help Desk "on-hold" wait time															
Average "On-Hold" Wait Time											X				
SFMO-1(F): Human capital business process															
efficiency											x				
 Reduction of paper forms and manual processes 															
SFMO-1(G): Out-of-service buses									_						
 Out-of-service bus rate 												х			
SFMO-1(H): School breakfast, lunch and									_						
supper participation															
School breakfast participation								x							
School lunch participation															
 School supper participation 															
SFMO-1(I): Bus driver absenteeism															
Driver absence rate															
On-time services												х			
 On-time services Preventable accident rate 															
SFMO-1(J): Competitive procurement ratio	-								-			+			+
Competitive procurement ratio												х			
SFMO-1(K): Catalog utilization															
Catalog utilization												х			
SFMO-2: Sound Fiscal Management (Operatio	nc)	Drio	rity Ar	00 7. Pr		ho gong	aral fun	dimo	act cr		d by	cofe		ncorn	-
resulting in injury or damage	115)	FIIU		ea 2. ne	euuce ti	le gene		u iiiipa		iuse	uby	Sale	:19 00	ncern	>
SFMO-2(A):Completed risk assessments	1														
Completion rate of annual risk assessments at													<		
all sites												1	`		
SFMO-2(B): Safety concerns and proactive															
assessment															
Liability claims related to facility safety issues															
 Workers compensation claims related to facility 													<		
safety issues															
 Property claims related to facility safety issues 															
SFMO-2(C): Workers' compensation claims									_						+ +
 Workers' compensation claims Workers' compensation cases that result in 5 or 													<		
more days away from work after an injury												'	`		
more days away from work after an injury	<u> </u>														

PCS-1: Parent and Community Support Priorit	y Ar	ea 1	L: Le	vera	age i	nte	ernal r	eso	urce	es to	hel	p p	areı	nts/	gua	ardia	ans	sup	por	t st	ude	nt	
achievement and attendance																							
PCS-1(A): University of Family Learning																							
Workshops																							
• Evening events (per year) through the mobile																							
University of Family Learning "On the Go"																							
• Participants per month at the evening University																							
of Family Learning "On the Go"																							
 Saturday mini-conferences held each year, 																							
serving at least 800 parents a year total																							
 Parents annually provided with University of 															х								
Family Learning Attendance Matters classes																							
• 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																							
 Parents engaged in training in employee dining 																							
rooms and trainings at their place of																							
employment																							
Priority Areas, Objectives, and Measures	JA	AN	FEI	в	MA	R	APR	M	AY	JL	JN	JL	JL	AL	JG	S	EP	0	СТ	N	νc	D	EC
Regular Board Meeting of each month:	1st	2nd	1st 2	nd	1st 2	nd	1st 2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
PCS-1(B): Family Engagement training																							
Schools receiving professional development on															Х								
NEPF Family Engagement standards																							
PCS-2: Parent and Community Support Priorit	y Aı	rea 2	2: Se	cur	e str	ate	egic ex	terr	nal r	eso	urce	es a	nd c	om	mu	nity	par	tne	rs				
 New community mentors trained to support students Schools adopted by partners and aligned with strategic plan Schools trained to improve customer service New major community partnerships to support the strategic plan 															x								
PCS-3: Parent and Community Support Priorit	y Aı	rea 3	3: Im	pro	ove t	rus	t in an	d p	erce	eptio	on o	f th	e Cl	ark	Со	unty	/ Scl	hoo	l Di:	stric	t		<u> </u>
PCS-3(A): Messaging and support of schools															х								
Schools with an effective school marketing plan															^								
PCS-3(B): Strategic media partnerships															х								
Positive news stories each year															~								
PCS-3(C): National media presence																							
 News stories and articles in national 															Х								
publications each year	<u> </u>					_												<u> </u>		<u> </u>			
PCS-3(D): Social media engagement															х								
Social media followers															~								
PCS-3(E): 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."								X															
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."																							
Number of Objectives presented at each regular meeting			<u> </u>			_		-	1		-		1					1		L			-
Number of objectives presented at each regular meeting	3	0	2	3	4	0	1	3	0	1	4		n/a	F	8	7	7	3	0	10	0	15	n/a

Board of School Trustees

CLARK COUNTY SCHOOL DISTRICT

Board Report Frequency and Timeline

Formal reports to the Board shall adhere to the following timelines and according to the dates specified in the Annual Monitoring Report included in this policy.

Strategic Plans Goals

• One Board monitoring report shall be provided each year within 30 days of the State's release of the previous school year's school performance framework data. The report shall assess progress on each Strategic Plan goal. The report will be considered a formative report in all years except the final year of the plan, when it will be considered a summative report.

Other Long-term Plan goals

This would include, at a minimum, reports added by agreement between the consensus of the Board and the Superintendent, and reports required by the state legislature and the State board of Education.

- The Equity and Accountability commitments and annual goals/target measures shall be included as an annual progress monitoring report.
- One formal monitoring report shall be provided each year within 30 days of the State's release of the previous school year's school performance framework data. The report shall assess progress on each long-term plan goal. The report will be considered a formative report in all years except the final year of the plan, when it will be considered a summative report. These long-term plan reports shall be presented together with the strategic plan reports annually.
- One formal summative progress monitoring report reflecting school performance on the Nevada School Performance Framework.

From time to time, the Board and/or Superintendent may initiate an additional report to the Board, as needed, to address an emerging issue, a change in plan, or a deeper tracking of something already being reported to the Board.

Board of School Trustees

CLARK COUNTY SCHOOL DISTRICT

Reports Posted to the Community

To promote focus on the District goals and commitments, and to facilitate our value of collaboration by keeping all stakeholders informed the Superintendent shall ensure that progress towards all goals and commitments is posted on the district website within one week of the presentation date indicated on the Annual Monitoring Report Timeline.

Additional Reports

It is not uncommon for the District to present to the Board a variety of reports that are required by state statute and/or that support transparency and accountability for District operations, but that do not directly monitor progress in the District toward Strategic goals or Annual Plan goals. Reports of this type (e.g. field trips, construction progress or change orders, budget updates, etc.) shall generally be included as a Consent Agenda item. Occasionally, if these reports contain areas that require a formal presentation or further discussion, Board or the Superintendent can request that those reports or sections of the report be moved to the Action or Discussion Items portion of the Board meeting. At least annually the Superintendent will provide the Board with a demographics and enrollment report.

Note that state, federal, and other legally and contractually (e.g., for grants) required reports not listed under the above list of reports shall first comply with any relevant mandated reporting requirements and shall then address relevant aspects of reporting from this policy, as determined appropriate by the Superintendent, in consultation with the Board.

The Superintendent will enumerate and maintain a list of all legally required reports and timeline requirements. Occasionally, the Board may request an additional report of the Superintendent. The Superintendent may also choose to issue additional reports to help provide important information to the Board.