



Introductory Section

Board of School Trustees



Irene A. Cepeda
 President
 District D
 Term Expires 2026



Evelyn Garcia Morales
 Vice President
 District C
 Term Expires 2024



Lola Brooks
 Clerk
 District E
 Term Expires 2024



Linda P. Cavazos
 Member
 District G
 Term Expires 2026



Danielle Ford
 Member
 District F
 Term Expires 2022



Lisa Guzmán
 Member
 District A
 Term Expires 2024



Katie Williams
 Member
 District B
 Term Expires 2024

The Clark County Board of School Trustees is a dedicated group of community leaders who are elected to overlapping four-year terms and represent a specific geographic region of Clark County. Although each Trustee represents a different region, they are dedicated to ensuring the success of every student in the District through clear, concise direction to the superintendent. The Trustees bring a wealth of experience and concern for children to their position.

Vision Statement

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

**CLARK COUNTY SCHOOL DISTRICT
CLARK COUNTY, NEVADA
ANNUAL COMPREHENSIVE FINANCIAL REPORT
FISCAL YEAR ENDED JUNE 30, 2022**

Executive Officials



Superintendent of Schools

Jesus F. Jara, Ed.D.

Deputy Superintendent

Brenda Larsen-Mitchell, Ed.D.

Chief of Staff

Shana Rafalski, Ed.D.

Chief Strategy Officer

Kellie Kowal-Paul

Chief Operating Officer

Mike Casey.....Operational Services Unit

Chief Financial Officer

Jason Goudie.....Business and Finance Unit

Chief Communications Officer

Tod Story.....Communications Unit

Chief of Police

Henry Blackeye.....Police Services

General Counsel

Luke Puschnig.....Office of the General Counsel

Chief College, Career, Equity, and School Choice Officer

Dr. Mike Barton.....College, Career, Equity, and
School Choice Unit

Chief Human Resources Officer

Carol Tolx.....Human Resources Division

Chief Academic Officer

Dr. Dustin ManclAcademic Unit

Chief of Facilities

Nathan Miller.....Facilities Services Unit

Chief Information Officer

Dr. Marilyn Delmont.....Technology and Information Systems Services

Chief of Health and Student Services

Dr. Monica Cortez.....Student Services Division

October 24, 2022

Irene A. Cepeda, President
Members of the Clark County School District Board of School Trustees
Residents of Clark County, Nevada:

Members of the Clark County School District Board of School Trustees
Residents of Clark County, Nevada:

The Annual Comprehensive Financial Report of the Clark County School District (CCSD), Clark County, Nevada, for the fiscal year ended June 30, 2022, is submitted in accordance with state statutes. Nevada Revised Statutes (NRS) 354.624 requires school districts to present to their respective boards within four months of the close of each fiscal year a complete set of financial statements presented in conformity with generally accepted accounting principles (GAAP) and audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants.

This report consists of management's representations concerning the finances of the District. Responsibility for both the accuracy of the presented data and the completeness and fairness of the presentation, including all disclosures, rests with the management of the District. The cost of internal controls should not exceed anticipated benefits, as the objective of the District is to provide a reasonable, rather than an absolute, basis for making these representations. Management of the District has established a comprehensive internal control framework designed to compile sufficient reliable information for the preparation of the District's financial statements in conformity with GAAP.

The accounting firm of Eide Bailly LLP, a firm of licensed certified public accountants, was selected to perform the fiscal year 2022 audit. In addition to meeting the requirements set forth in state statutes, the audit was designed to meet the requirements of the federal Single Audit Act Amendments of 1996 and related Uniform Guidance. Eide Bailly LLP concluded, based upon the audit, that there was a reasonable basis for rendering an unmodified opinion that the District's financial statements for the fiscal year ended June 30, 2022, are fairly presented in conformity with GAAP. The auditor's report on the basic financial statements is included as the first component of the financial section of this report. The auditor's report on the internal accounting controls of the District is included in the Compliance and Controls Section and will be filed as a public record pursuant to NRS 354.624.

GAAP also requires that management provide a narrative introduction, overview, and analysis to accompany the basic financial statements in the form of Management's Discussion and Analysis (MD&A). This letter of transmittal is designed to complement the MD&A and should be read in conjunction with it. The District's MD&A can be found on page 6, immediately following the Independent Auditor's Report.

PROFILE OF THE CLARK COUNTY SCHOOL DISTRICT

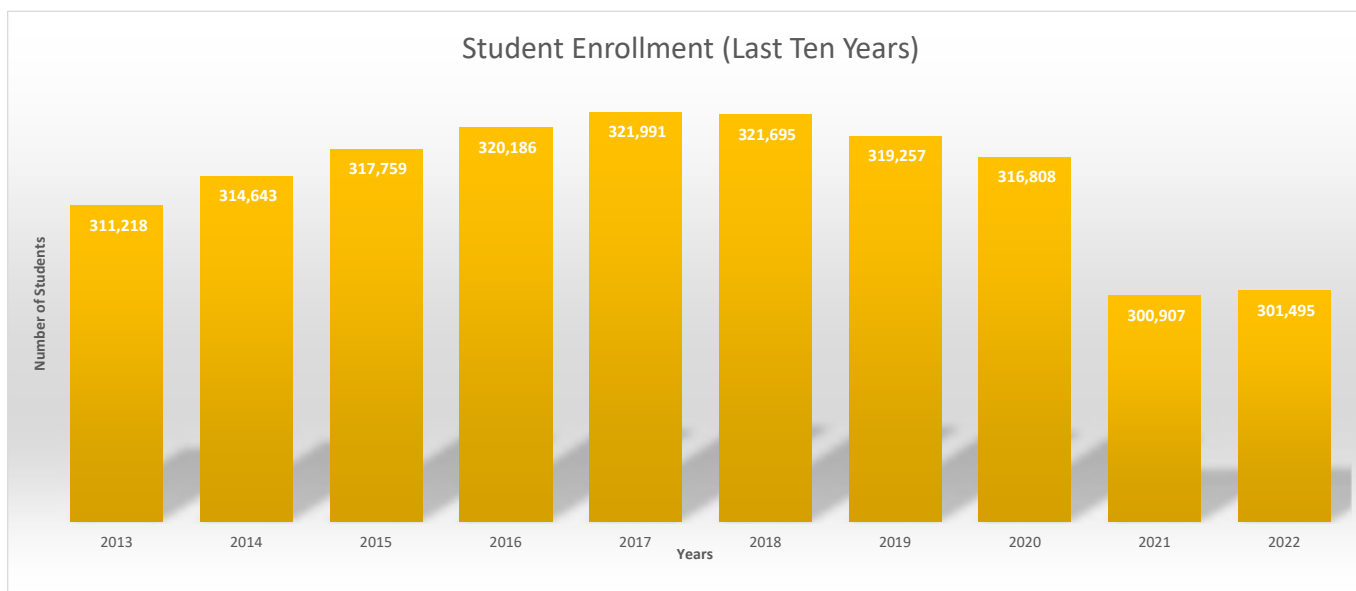
History and Geography

In 1956, Nevada's multiple school districts were consolidated under terms of state legislation, creating countywide school districts. All public educational services provided by the District are restricted to the boundaries of Clark County. Clark County covers 7,891 square miles of land and is in the southernmost part of the state. The largest cities within the county served by the District include Las Vegas, Henderson, and North Las Vegas. Other cities and rural areas served are located as far north as Indian Springs and Mesquite and as far south as Laughlin and Searchlight. Although the District serves the geographic area of Clark County, it is formally a political subdivision of the state of Nevada, which determines the majority of its funding. Along with state authorized revenues, the District receives funding from federal and local sources and must comply with the associated requirements of these funding entities. The District has ongoing relationships with many local, state, and federal government agencies, as well as colleges and universities.

Population

With a high quality of life, low cost of living, and relatively mild climate, Clark County still remains a top choice for relocation. However, Clark County's overall population decreased slightly in 2021, totaling approximately 2.33 million residents. The county decreased in size by approximately 43,591 people from 2020 to 2021, a 1.8 percent decrease. The population in Clark County is predicted to grow at a rate of 1.8 percent in 2022.

The District's audited enrollment for the 2021–2022 school year is 301,495 students, which makes the District the fifth-largest school district in the nation. Pursuant to NRS 388.1233, the student enrollment count mechanism for Average Daily Enrollment (ADE) is reported quarterly on October 1, January 1, April 1, and July 1. The following chart represents a ten-year history of student enrollment:



Student Enrollment Projections

The Demographics, Zoning, and GIS department utilizes current birth rates and cohort projection techniques, including a review of the number of new residents moving into Clark County and the advancement of students through grade levels, to calculate the student enrollment projections.

Student enrollment has increased by less than 1,000 students during the past year. Projections indicate school enrollment may see a slight decrease in ADE for the 2022–2023 school year, down to 299,102 students.

Structure of the District

The District is governed by an elected, seven-member Board of School Trustees (Board). The Board members represent specific geographic areas, are elected by the public for four-year overlapping terms, and have the authority to adopt and administer budgets, as well as establish District policy. The Board employs a superintendent to serve as an administrator for the day-to-day operations of the District.

As of June 30, 2022, the District operates 232 elementary schools, 61 middle/junior high schools, 52 high schools, and 25 alternative and special schools with a total audited student body of 301,495. The majority of the District's 370 schools are organized into three regions aligned geographically. Each region represents from 106 to 119 feeder-aligned schools supervised by a region superintendent. The District is also the largest non-federal, single-entity public employer in Nevada, employing over 40,000 staff.

In addition, reporting directly to the superintendent is the deputy superintendent, the chief financial officer, the chief operating officer, the chief of staff, the chief human resources officer, the chief communications officer, the chief of facilities, the chief of police, the president/general manager for Vegas PBS, the general counsel, and the chief strategy officer. The deputy superintendent oversees three region superintendents that lead the schools, the chief college, career, equity, and school choice officer, the chief academic officer, and the chief of health and student services. The chief financial officer supervises the departments of Finance, Budget, Facilities and Bond Fund Financial Management, Accounting, Grants Fiscal Services, Payroll/Employee Benefits, Resource Management, and Risk Management as well as managing all financial reporting. The chief operating officer oversees Food Service, Purchasing, Transportation, and the Chief Information Officer. The chief of staff is responsible for the Community Services Department, Diversity and Affirmative Action/ADA and Title IX Programs, and Internal Audit. The chief human resources officer is responsible for the Human Resources Division, Employee Management Relations as well as Recruitment and Development for the District. The chief communications officer supervises the departments of Media Relations, Marketing, Government Relations, and Web Design Services. The chief of facilities oversees



the Building Department, Construction Management, Comprehensive Planning, Facilities Management, Maintenance Department, Real Property Management, and Sustainability, Energy, and Environmental Services. The chief of police is responsible for police officers and law enforcement issues within the District's jurisdiction. The Vegas PBS president/general manager is responsible for Programming and Production. The general counsel directs attorneys and staff working on behalf of the District's legal interests. The chief strategy officer is responsible for the development, coordination, and implementation of strategic initiatives. The District's organizational chart can be found on page xxiii.

Vegas Public Broadcasting Service (PBS)

The Annual Comprehensive Financial Report includes all funds of the primary government unit, the District, and its component unit, Vegas PBS. Vegas PBS is a local public telecommunications entity and is licensed to the individuals elected as school Trustees of the Clark County School

District. Vegas PBS is a legally separate entity for which the District's Board members may serve as the governing body and for which the District is financially accountable. The District's financial statements include Vegas PBS as a blended component unit. Blended component units, although legally separate entities, are in substance part of the primary government unit's operations and are included as part of the primary government unit. In matters relating to the activities of the public television station, the Trustees act as individuals, not as school Trustees.

Vegas PBS operates four broadcast television channels serving four Nevada counties and portions of Arizona, California, and Utah. Included are six educational websites; a special-needs resource library serving the entire state; an online digital resource library with hundreds of thousands of instructional titles using a federated search engine called One Place; an online teacher training and adult education center; a proctored testing lab serving Human Resources, Adult Basic Education, Title I, and other units; and an emergency communications data repository and network hub supporting School Police and other emergency responders.

School services, staff development, and District public information services are funded by the District and supplemented with competitive grants. Public television services and community engagement outreach services are funded by personal philanthropy, corporate and foundation sponsorships, tuition fees, and federal and state grants.

Budget Process

Budgeting in the District is on a July 1 through June 30 fiscal year basis and normally comprises of three budget filings. The cycle begins in April of the prior fiscal year for the tentative budget and continues until a final budget is filed with the Nevada Department of Education and the Nevada Department of Taxation in June. After the ADE is filed for the first quarter of the fiscal year, the District is required to adopt an amended final budget on or before January 1, reflecting any adjustments necessary as a result of the ADE.

The process of budget formulation begins with the Budget department and is a participation process, led by the chief financial officer, and includes the superintendent's Executive Cabinet. After reviewing various budget needs, the Cabinet members submit their requests for staffing, supplies, and equipment to the Budget department. These requests are then summarized by the Budget department, whose responsibility is to prepare a tentative budget for consideration by the superintendent and presentation to the Board for approval. An amended budget may be approved by the Board in any year in which the legislature increases (or decreases) the revenues of a local government, if the increase (or decrease) was not included or anticipated in the local government's final budget as adopted. The Board adopted the 2021–2022 Final Budget on May 17, 2021. After the Board approves the amended final budget, it becomes the responsibility of the Budget department to implement and monitor the budget. A system of budget allotments are established for each school and departmental unit. Daily review of transaction data is available with user access through network connections, which reflect appropriation levels, encumbrances, and year-to-date expenditures. This reporting system also enables the Budget department to monitor all of the District's budgets on a regular basis and provides the necessary controls.

If it becomes necessary during the course of the year to change any of the departmental budgets, transfers are initiated by department heads and approved by the appropriate administrator. Transfers between programs or function classifications require approval of the Board.

District Services and Programs

By state mandate, the District provides public education in Clark County, Nevada from Kindergarten through Grade 12. The District offers many educational resources, from regular and special education programs to adult and vocational programs, in order to meet the needs of the children and adults of Clark County.



English Language Learner Division

The English Language Learner Division is facilitating professional learning sessions, Understanding Language Development, for all CCSD licensed educators to improve learning outcomes for English Language Learners (ELL). Understanding Language Development aligns with the Nevada Educator Performance Framework and reinforces teachers' application of the Nevada Academic Content Standards, the Nevada English Language Development Standards, and the Language Development Approach adopted by the Board to support simultaneous content and language instruction.



Student Services

The Student Services Division (SSD) provides specialized services and accommodations for students with disabilities as mandated by each student's Individualized Education Program (IEP), as well as, supervising the provision of services for students identified as Gifted and Talented. In addition to direct classroom instruction by highly qualified teaching and related services staff, SSD provides Child Find services, direct services, consultative services, technical support in best practices and requirements mandated by the Individuals with Disabilities Education Act, classroom consultation, transition services, and professional learning for District educators.

SSD provides health and wellness (physical and mental health) support and services for students ages 3–22. SSD is also responsible for the IEP data management system in compliance with state and federal regulations, including state and federal reports, and manages the CCSD Medicaid program, bringing in millions of dollars in Medicaid reimbursements in compliance with state and federal regulations to ensure program solvency. Section 504 Accommodation Plans support and guidance are also provided through SSD.

Additionally, SSD provides guidance and direction for all COVID-19 needs for students and staff in the District.

Magnet Schools and Career and Technical Academies (CTA)

These programs offer learning opportunities related to various themes or focus areas for interested students. Students from across the District may apply for entrance into one of these programs based on their own interests and abilities. The purpose of the Magnet and CTA programs is to increase student achievement, promote diversity, and create an awareness of career opportunities relative to fields of study in which students may be interested. There are currently 42 Magnet and CTA schools in the District consisting of 11 elementary schools, 12 middle schools, one Kindergarten through Grade 8, and 18 high schools.

Change of School Assignment

The Change of School Assignment (COSA) process allows students to attend a school other than the school in which they are zoned through an application process as outlined in Policy and Regulation 5112. Schools that are eligible for this process are determined annually based on the schools available capacity and enrollment, projected future enrollment, and current building utilization. To learn more about the COSA process, visit itsyourchoice.ccsd.net.

Alternative Education Programs

The District provides alternative education programs designed to give students who are credit deficient and/or require a nontraditional approach to education options for an extended day, alternate school hours, or childcare, creating an opportunity to complete their course requirements. The District also provides an alternative setting for students experiencing chronic behavioral problems and in need of behavior modification. Alternative programming includes programs for students who are being detained by Juvenile Courts pending adjudication, as well as for students who have been adjudicated and sentenced to either of the local youth camps.



Acceleration Academies is now partnered with the District to provide even more options for alternative education. Acceleration Academies is a national leader in re-engaging young adult's not experiencing success in a traditional high school setting by providing a personalized academic program to achieve the dream many had thought out of reach: a high school diploma. Acceleration Academies helps students regardless of their circumstances or past experiences within the school system. Graduation candidates come from all backgrounds and include young parents, young adults providing for their families, immigrants, young adults managing medical conditions, and many more students who have not been successful in the school district.

Charter Schools

Charter schools within Clark County operate as independent public schools funded by the state and are strategically designed to provide alternative educational opportunities to students and their parents. An

independent governing body oversees each school. Charter schools are allowed to offer an alternative educational environment within the confines of state law and regulation. In addition, charter schools must meet mandated sponsorship requirements and are monitored by the District and the Nevada Department of Education. CCSD sponsors six public charter schools within Clark County, while the responsibility of monitoring all others falls to the Nevada State Public Charter School Authority.

Online and Blended Learning

Through its distance education program, the District provides students with online and blended learning at comprehensive elementary, middle, and high schools, and through the Nevada Learning Academy at CCSD for both full-time and part-time students in elementary, middle, and high school. District elementary, middle, and high schools have access to content for site-based online and blended learning programs for original credit and credit retrieval. These online options provide educational opportunities for students in all areas, including general education, special education, and students developing language proficiency. Nevada Learning Academy saw tremendous growth following the COVID-19 pandemic as some families continue to choose digital learning options.

Financial Position

The Board approved the Amended Final Budget for fiscal year 2022 on December 9, 2021. The General Operating Fund budget reflected a total operating budget of approximately \$3.7 billion. This budget also reflected the District’s priorities to accomplish the Board’s objectives of improving student achievement with a major focus on classroom instruction.

The District provides a website called “Open Book.” This website provides insight into District finances and keeps the public informed of how taxpayer money is spent. Some of the interactive tools the website includes are for budget comparison, food services analysis, actual salaries and benefits by function, strategic budget by school, and financial reporting that addresses sections of NRS 388G. These tools provide transparency and accountability for the District’s budgeted appropriations and staff positions by department and major functional area. The District encourages community feedback through an online “suggestion book” where visitors can submit ideas for additional budget savings.

Long-Term Financial Planning

The District’s Demographics, Zoning, and GIS department is responsible for analyzing enrollment trends, student demographics, monitoring residential developments, and engaging in long-term capital planning to ensure sustainable educational environments. During the 2015 Legislative Session, Senate Bills 119 and 207 passed, which extended the authority of the District to issue bonds for the construction and renovation of schools through 2025. The District expects to receive \$4.1 billion in capital funds over this 10-year period. On May 30, 2021, the Nevada Legislature adopted Senate Bill 450, which was signed by the Governor on June 7, 2021, extending the District’s authority to issue general obligation bonds secured by the tax rate for debt service of \$0.5534 for another 10 years ending March 3, 2035.

Even with a decline in enrollment over the past several years, the District continues to address over-capacity schools in specific geographic regions. The District continued to respond to areas of need by opening a new elementary school and middle school in the 2021–2022 fiscal year. Additionally, the District is replacing older campuses, building additional classrooms in overcrowded campuses, and modernizing major building system failures such as air conditioning and roof replacements. As of June 30, 2022, the total number of schools in operation is 370. Because of the continuous construction of new buildings over the life of the previous 1998 bond program, 16 of the District’s 370 schools have been built in the last 10 years, which makes the average age of a school building 29 years old (see statistical table 21 for more information). A number of new facilities and replacement projects are planned in the coming years as growth trends continue in several areas of Clark County.

In 2019, the Nevada Legislature adopted the Pupil Centered Funding Plan (PCFP), which became effective July 1, 2021. The PCFP replaced the 54-year-old Nevada Plan for School Finance and established the State Education Fund to fund public education; the PCFP prioritizes equity by funding students based on their unique needs and circumstances. The plan seeks to provide all students

with a base level of resources and to provide greater support to those who need it. In addition, for the first time ever, Nevada’s education funding formula accounts for the adjusted costs of providing education in urban, rural, large, and small district and school settings across our State. Additionally, through the PCFP, school districts’ excess unspent operating funds will be deposited into the Nevada Education Stabilization Account, which can provide more reliable funding from year to year. In 2021, the Nevada Legislature approved Senate Bill 439 and 458. These two bills lay out the framework to implement the PCFP and fund Nevada’s Kindergarten through Grade 12 programs for fiscal years 2022 and 2023.

Pledged revenues from the room tax and real property transfer tax in the city and county also secure additional funding for school construction. The District consistently monitors the three main revenue sources for the bond construction program and is required by statute to maintain a debt reserve account to ensure its ability to service the debt.



Financial Policies

It is the District's policy that revenue recognition is handled in accordance with the modified accrual accounting method, which requires that the timing of revenue-related inflows of financial resources be considered. GAAP directs that governmental funds recognize revenues "in the accounting period in which they become susceptible to accrual - that is, when they become both measurable and available to finance expenditures of the fiscal period." Financial resources should be considered available only to the extent they are "collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period." The District uses an availability period of 60 days from its fiscal year end for the purpose of revenue recognition. An example of the District's revenue recognition policy would be the following:



The District receives monies from the Clark County Comptroller's Office for personal property. However, the monies for the current period were not received until after the end of the fiscal year, but within the 60-day period of availability. In these instances, the District records a receivable for taxes and recognizes the revenue.

The Board requires that the District legally adopt a budget for all funds. The budget must be filed with the Clark County auditor, the Nevada Departments of Taxation, and the Nevada Department of Education by June 8, preceding the beginning of the fiscal year on July 1. The budget serves as the foundation for the District's financial planning and control systems.

The appropriated budget of the District is prepared by fund, program (e.g., regular, special, etc.), function (e.g., instruction, transportation, etc.), and object (e.g., salaries, benefits, etc.). State statute allows transfers among programs or functions within a fund if there is no resulting increase in total appropriations and they are made with appropriate administrative approval, with Board advisement.

Expenditures within governmental funds that exceed budgeted appropriations at the function level violate state statutes. Within proprietary funds, expenditures should not exceed budgeted operating and non-operating appropriations. Budget-to-actual comparisons are provided in this report for each individual fund.

ECONOMIC CONDITION

Local Economic Outlook

Clark County's favorable tax base and tax policies helped attract 39 new and expanded companies in the past year, which, in part, helped contribute to the creation of over 6,000 jobs and \$49 million in local and state tax revenue for 2021. Since Nevada does not impose a corporate tax, personal income tax, franchise tax on income, inventory, estate, inheritance, or gift taxes, the state remains a favorable business climate for many companies looking to relocate.

The Clark County housing market has remained resilient during the pandemic. In April 2022, the Clark County median home price was \$445,000, a 29 percent increase over the prior year. On May 20, 2022, Nevada Governor Steve Sisolak proclaimed the end of the Declaration of Emergency, originally declared on March 12, 2020, to facilitate the State's response to the COVID-19 pandemic. Clark County continues to trend toward pre-pandemic times as hotels, restaurants, and small businesses adjust to post-pandemic operations.

Gaming and Tourism

Las Vegas is Clark County's largest city and home to 10 of the largest hotels in the country. Tourism, gaming, and hospitality remain the key drivers for Las Vegas and the surrounding area's economy. While gaming revenue and visitor volume declined during the COVID-19 pandemic, in 2021, Nevada reported a record \$13.4 billion in gaming revenue. Clark County accounted for \$11.4 billion in gaming revenue.

Las Vegas continues to be one of the top destinations for business travel. To accommodate convention and trade shows, there are multiple state-of-the-art facilities that provide some of the most modern and versatile meeting centers in the world. The Las Vegas Convention and Visitors Authority (LVCVA) has access to nearly 15 million square feet of meeting and exhibit space, citywide. Additionally, the LVCVA is projecting another 791,000 square feet of convention space in Southern Nevada by 2024.

Over the past two decades, Las Vegas has become known for more than just legalized gaming as visitors are also offered top quality entertainment, fine dining, shopping, recreational, and cultural opportunities. Beyond the Strip and casinos, tourists can enjoy Red Rock Canyon National Conservation Area, Lake Mead National Recreation Area, Hoover Dam, Mount Charleston, Valley of Fire State Park, and many other outdoor attractions.

New Construction

Oak View Group announced, in March 2022, its recent purchase of 25 acres of land in Las Vegas with plans to build a \$3 billion sports and entertainment district to include an 850,000 square foot 20,000-seat arena, a hotel, a casino, and a theater. Groundbreaking and construction for the project will begin in 2023 and will be located south of the strip near the intersection of major highways I-15 and I-215. Oak View Group is said to have a focus on prioritizing technology, sustainability, and green initiatives. The project is expected to create thousands of temporary and permanent jobs for the Clark County community.



Station Casinos broke ground on its newest project in Las Vegas in early 2022. The \$750 million Durango Casino and Resort, located in the southwest valley of Las Vegas near I-215, will include over 200 guest rooms and suites, 83,000 square feet of casino floor space, state-of-the-art race and sportsbook, 20,000 square feet of convention space, four signature food and beverage outlets, and a food hall concept featuring fast-casual restaurants. The project is scheduled for completion in late 2023.

The Majestic Las Vegas, an \$850 million luxury resort hotel, began construction in January 2022. The luxury resort will be located just two blocks east of the strip and directly across from the Las Vegas Convention Center. The first-of-its-kind ultra-luxury resort will be non-gaming, non-smoking, and will feature a 720-suite five-star hotel, six freestanding restaurants, 270,000 square feet of Corporate Sky Suites, and an all-encompassing medical wellness spa and fitness facility. The project is estimated to be completed in 2024.

The Madison Square Garden (MSG) Sphere at the Venetian is a sphere-shaped music and entertainment arena currently under construction. The venue will accommodate 17,500 people sitting or 20,000 people standing. When the venue is complete, the sphere will be 366 feet tall and more than 500 feet wide at its broadest point. In May 2022, construction crews completed the topping-off ceremony, which occurs when the highest point of the construction project is completed. The next phase includes bolting the high-definition screens to the interior and exterior of the building. The now \$1.9 billion project is scheduled to open in late 2023.

Brightline West Company has proposed building an all-electric train system between Las Vegas, NV and Victor Valley, CA. The project is expected to cost \$5 billion. It will create over 40,000 construction jobs and over 1,000 permanent jobs. The train will travel up to 200 miles per hour, remove 400,000 tons of carbon dioxide annually, and will be the cheapest alternative when considering travel between the states. In early 2022, Brightline West set a new tentative date to break ground in 2023. Previous plans were announced to begin construction in 2020 and 2021 but were delayed because of the pandemic. If construction does begin timely, the train system could begin passenger services in 2026.

Major Initiatives

Teaching and Learning

Unprecedented and targeted support was provided through Region and District leadership to school teams, prioritizing the goals in FOCUS: 2024, CCSD’s Five-Year Strategic Plan, through monitoring and accountability measures. Tiered assistance was given to schools with the greatest need and critical conversations about the strategic use of budgets to support student learning has been ongoing. Fifty percent of schools in the Differentiated School Support Framework (DSSF) experienced improved STAR-equivalent ratings with 25 percent of the DSSF schools earning double-digit point gains in index scores. Further analysis of proficiency data as a result of this support has shown promising gains at all levels, especially for our Black/African American and Hispanic/Latino student groups, with the greatest increases in reading, mathematics, and science proficiency at the elementary level. In addition, principal pipeline work and ongoing professional learning has been prioritized to support all educators in our schools. The academic unit engaged in a monumental districtwide rollout of the critical components for high-quality Tier I instruction and Multi-Tiered System of Support framework.



The Curriculum Engine, which houses pacing guides and instructional resources, has been widely used by teachers and Professional Learning Communities (PLCs) during collaborative planning. As part of the commitment to Read by Grade 3, comprehensive literacy training for all elementary literacy educators was provided through a partnership with Language Essentials for Teachers of Reading and Spelling (LETRS). Tier I instructional materials in mathematics were adopted and 100 percent of elementary and middle schools opted-in to the districtwide central purchase of science instructional materials. CCSD also centrally purchased Social-Emotional Learning (SEL) supplemental instructional materials intended to be integrated into Tier I instruction. The College, Career, Equity, and School Choice Unit prioritized support for students’ academic, social, emotional, and physical success. The team coordinated an Anti-racism, Equity, and Inclusion Task Force, which worked to pass policy.

In addition, goals, and the commitment to restorative practices to address disproportionality in discipline data was prioritized, along with efforts to combat chronic absenteeism following a change in Board policy. The Student Services Division, in collaboration with school counselors and social workers, provided mental health support for crisis situations throughout the year to the sites and also worked to provide additional opportunities for Pre-Kindergarten at schools to increase early student achievement for students in general education and special education. Finally, schools successfully implemented the Universal Gifted and Talented Education (GATE) screener in Grade 2. The Assessment, Accountability, Research, and School Improvement Division (AARS) supported the principal-led grading reform initiative. Throughout the school year, the grading reform committee, composed of principal representatives, met to collaborate on resources and professional learning development. The Leadership and Professional Learning Department introduced several new supports in the past year. For the first time, all CCSD new teachers and principals were provided mentoring and induction support. As a way to diversify those in District leadership, several partnerships have been added including partnerships with Howard University and Insight Education Group, the CCSD Women in Policy Leadership Network through Voice4Equity, and Harvard University's Building Your Entry Plan to Lead for Equity in Education.

Student Achievement

Focus: 2024 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. Under this plan, the District is dedicated to providing students with equitable access to high-quality, rigorous instruction. CCSD will ensure our teachers, administrators, and staff have the tools they need to succeed, will provide opportunities for rich and rigorous learning for every student, including more pathways to college and career readiness, will put every available dollar to work efficiently in support of instruction, and will increase family and community engagement to better support our schools and students. Student success targets include all CCSD schools being rated three stars or higher on the Nevada School Performance Framework and at least 90 percent of CCSD students graduating from high school college and career ready. Academic performance data shows CCSD students are rebounding following a full school year of in-person learning. There were 133 CCSD schools that increased index scores from 2019 to 2022 in the 2022 Nevada School Performance Framework (NSPF). Overall, the increases across the board are encouraging and are trending toward pre-pandemic levels.



School Organizational Teams (SOT)

NRS 388G mandates that each school has its own SOT consisting of licensed staff members, non-licensed staff members, parents, school principals, students, and community members. These SOTs assist and advise the principal with the development of the budget and school performance plan. The statutes require that at least 85 percent of unrestricted funds will be in the school budgets.

Nevada Academic Content Standards (NVACS)

The NVACS establishes clear learning expectations focusing on the concepts and skills that all students need to learn at each grade level in English language arts, mathematics, science, social studies, and other content areas. As the NVACS are aligned to the expectations of college and career readiness, the standards promote all students being ready to participate in college and careers after successful completion of high school. In addition, the NVACS provides consistent learning expectations to ensure that students, parents/guardians, educators, and community members clearly understand what is expected for every student to learn at each grade level. The development, review, and revision of curriculum aligned to the NVACS involves stakeholders throughout Nevada and is an ongoing and critical component to ensuring Nevada students in every classroom receive current and relevant learning experiences.

Nevada Educator Performance Framework (NEPF)

NEPF is the performance model used to evaluate licensed education personnel. The goals of the NEPF are to foster student learning and growth, improve educators' instructional practices, inform human capital decisions based on a professional growth system, and engage stakeholders in the continuous improvement and monitoring of a professional growth system. Originally, the model was to be implemented at the beginning of the 2013–2014 school year, and initially required 50 percent of the evaluation to be based on student achievement; however, implementation was delayed by both the 2013 and 2015 legislative sessions. Each legislative session has seen revisions to the NEPF. During the 2021 legislative session, the passage of Assembly Bill 57 and 266 revised NRS Chapter 391. These changes include the reduction of the Student Performance Domain weight from 15 to 0 percent for the 2021–2022 school year (returns to 15 percent for the 2022–2023 school year) and a class size adjustment on select indicators for non-probationary, effective, or highly effective teachers who teach classes with per pupil counts above those recommended by the Nevada State Board of Education. Additional information can be found on the Nevada Department of Education NEPF website at doe.nv.gov.

Nevada Accountability System

The District uses the Nevada School Performance Framework (NSPF), a measurement tool designed by the Nevada Department



of Education, which is aligned to meet the requirements of the Every Student Succeeds Act. The NSPF assigns points relative to specific levels of achievement, growth, English language proficiency, graduation rates, college and career readiness, and student engagement. Schools are annually assigned an overall star rating of one to five stars, relative to total points earned in each of the identified measures. NSPF measures are disaggregated by the seven federally required race/ethnicity subgroups and three special populations that have identified goals in which improvements need to be met annually. Schools demonstrating low overall performance or low performance within subgroups are identified for support and improvement.

Specialized schools serving high-need students will be evaluated using the Alternative Performance Framework (APF). The APF provides program evaluation for schools that offer services such as credit recovery, behavioral/continuation programs, or special education services for students with identified disabilities. Eligible schools apply to and receive approval from the Nevada State Board of Education in order to be included in the APF.

The School Rating Report for each school is located at www.nevadareportcard.nv.gov. Due to the COVID-19 pandemic, the Nevada Department of Education did not publish School Rating Reports for the 2020–2021 school year. The system portal was updated with new accountability data in September 2022.

Safety and Security

Due to local and national focus on school safety and the prevention of school violence, the Emergency Management Department utilized safety assessment findings to begin districtwide security enhancements in all of our schools, including plans for campus hardening, single point of entry, and other security measures.

AWARDS AND ACKNOWLEDGMENTS

The excellence of CCSD Magnet School programs has once again been recognized by Magnet Schools of America (MSA). MSA selected 38 CCSD programs at 36 schools as Merit recipients for the 2021–2022 school year. There were 14 CCSD Magnet Schools awarded Schools of Excellence designation and 22 schools awarded Schools of Distinction designation. Southeast Career and Technical Academy (SECTA) was named the winner of the Dr. Ronald P. Simpson Magnet School of Merit Award of Excellence, MSA's most prestigious award for magnet schools.

CCSD boasts having seventeen Governor's designated STEM Schools and two newly named and highly coveted Blue Ribbon Schools of Excellence at Charlotte Hill Elementary School and Frank Lamping Elementary School.

The Purchasing Department received the 2022 Achievement of Excellence in Procurement Award from the National Procurement Institute. This award recognizes organizations that demonstrate commitment to innovation, professionalism, productivity, e-procurement, and leadership attributes. This is the twentieth consecutive year the Purchasing Department has received this prestigious recognition.

The Government Finance Officers Association of the United States and Canada (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to the District for its Annual Comprehensive Financial Report for the fiscal year ended June 30, 2021. This was the thirty-sixth consecutive year that the District has achieved this prestigious award.

The District also received the Association of School Business Officials (ASBO) International Certificate of Excellence in Financial Reporting for the Annual Comprehensive Financial Report for the fiscal year ended June 30, 2021. This was the eleventh consecutive year that the District has achieved this prestigious award.

The Certificate of Achievement is the highest form of recognition in the area of governmental accounting and financial reporting, and its attainment represents a significant accomplishment by a government and its management. In order to be awarded a Certificate of Achievement, a government must publish an easily readable and efficiently organized Annual Comprehensive Financial Report. This report must satisfy both generally accepted accounting principles and applicable legal requirements. A Certificate of Achievement is valid for a period of one year only. The District believes the current Annual Comprehensive

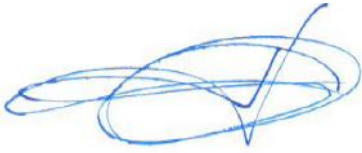


Financial Report continues to meet the Certificate of Achievement Program's requirements and will submit it to GFOA and ASBO to determine its eligibility for another certificate.

The timely preparation of this report could not have been accomplished without the efficient and dedicated services of the entire staff of the Accounting Department and the staff of its independent auditors, Eide Bailly LLP. We would like to express our appreciation to all members of the departments who assisted in and contributed to its preparation.

We would also like to thank the members of the Board of School Trustees for their interest and support in planning and conducting the financial operations of the Clark County School District in a responsible and progressive manner.

Respectfully submitted,



Jesus F. Jara, Ed.D.
Superintendent of Schools

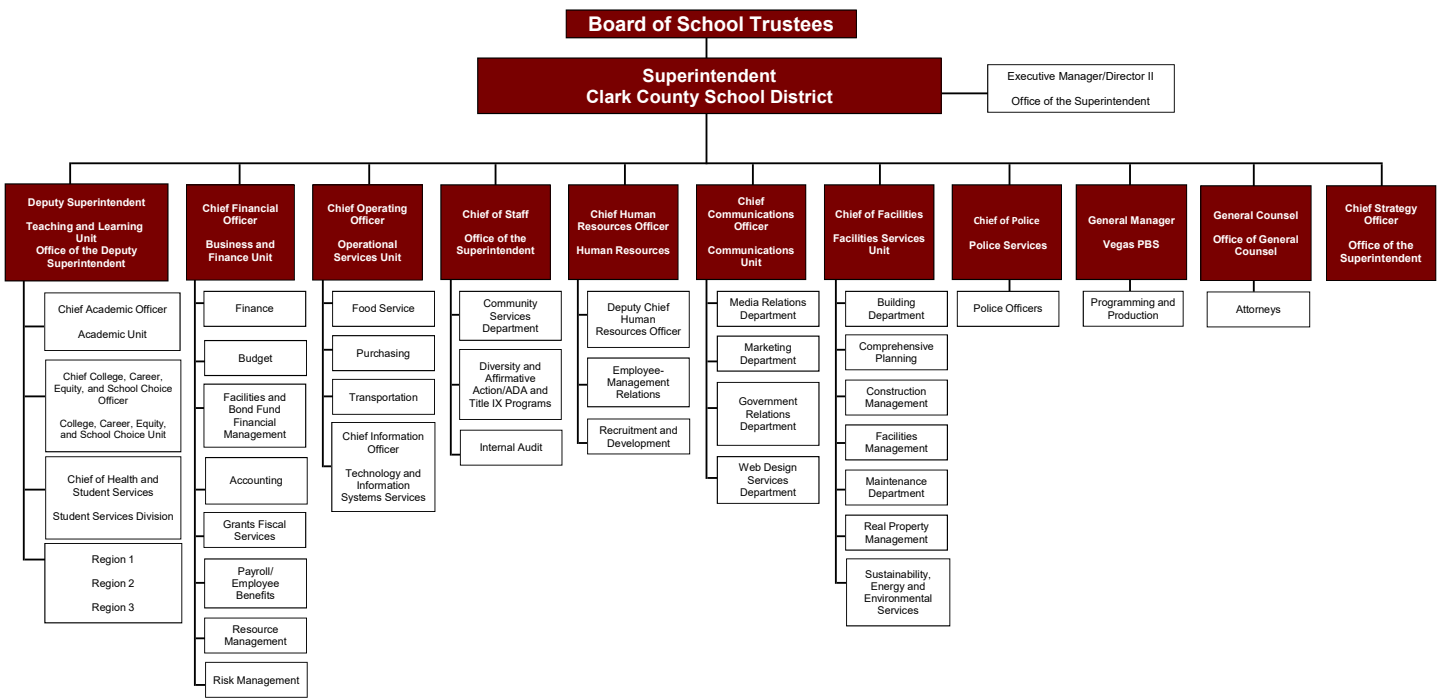


Jason A. Goudie
Chief Financial Officer



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Organizational Structure





Government Finance Officers Association

Certificate of
Achievement
for Excellence
in Financial
Reporting

Presented to

**Clark County School District
Nevada**

For its Annual Comprehensive
Financial Report
For the Fiscal Year Ended

June 30, 2021

Christopher P. Morill

Executive Director/CEO



ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL

**The Certificate of Excellence in Financial Reporting
is presented to**

Clark County School District

**for its Annual Comprehensive Financial Report
for the Fiscal Year Ended June 30, 2021.**

The district report meets the criteria established for
ASBO International's Certificate of Excellence in Financial Reporting.



A handwritten signature in black ink, reading 'William A. Sutter'.

William A. Sutter
President

A handwritten signature in black ink, reading 'David J. Lewis'.

David J. Lewis
Executive Director

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