



togetherforbetter

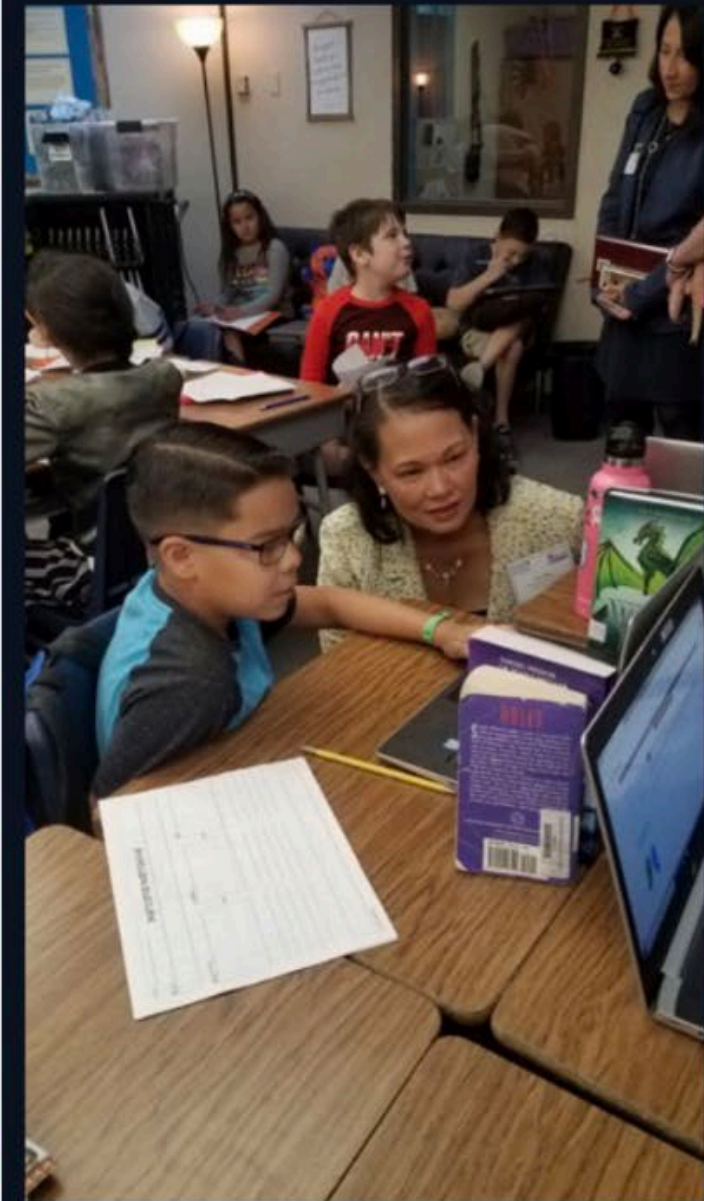
Lisa Satory

Clark County Appointed Trustee

4.1.2025



**Welcome
Superintendent Ebert**



CCSD leadership is transparent in their communication.

Percent Agree

CCSD Staff: **32%**

“Staff lacks information and input on decision-making.”

Source: Clark County School District: Climate & Culture Review Final Report (p. 28 and p. 35)



I am proud of CCSD

Percent Agree

Administrators: **61%**

Support Staff: **54%**

Licensed Staff / Teachers:

29%

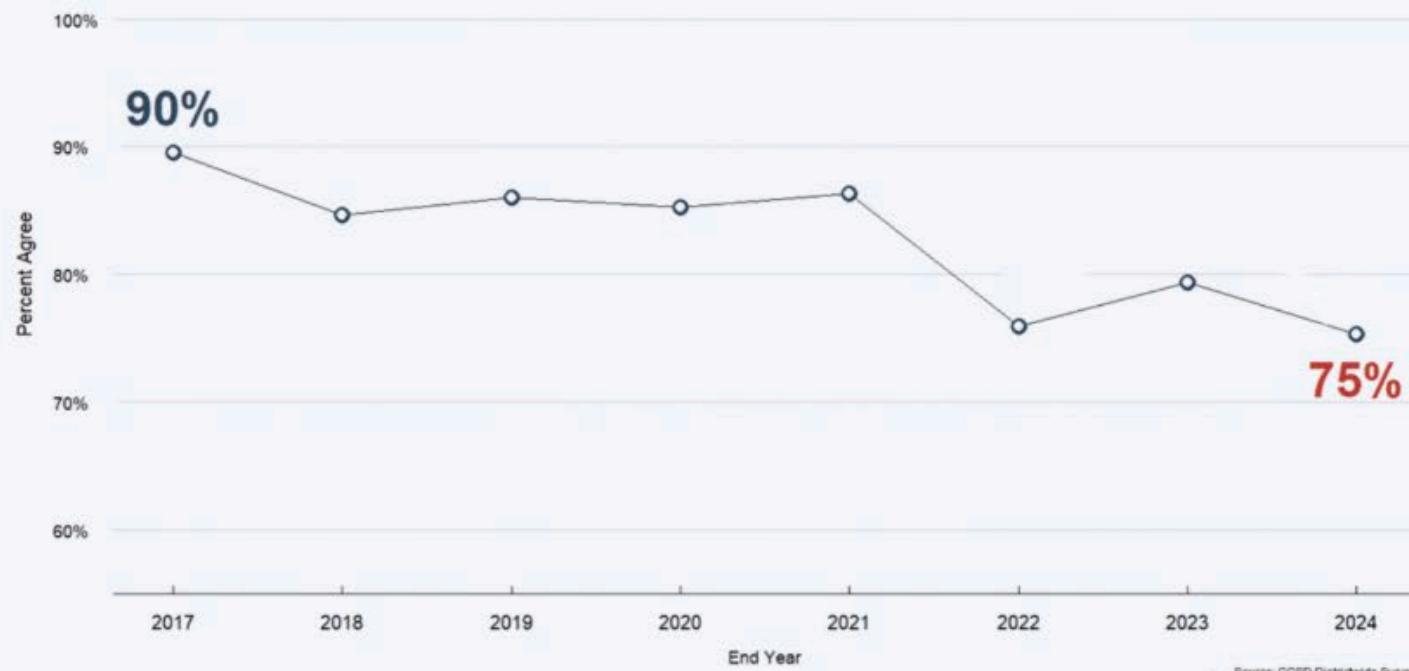
Source: Clark County School District: Climate & Culture Review Final Report (p. 40)



“If we want our students to achieve excellence, we must strengthen our communication.”

I receive effective and useful communication from the District.

Districtwide Survey - Parent Responses



Source: CCSD Districtwide Survey
Results rounded to the whole number.



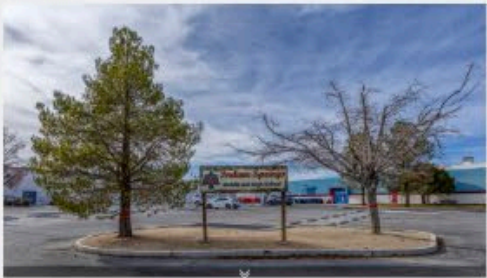
“If we want our students to achieve excellence, we must engage in innovation and partnerships.”

Join the Growing Portrait Movement.



Campus Updates

Indian Springs



SouthCTA



Mountain's Edge



Lundy



TRANSITION OF NEW BOARD MEMBERS



**Tameka
Henry**

Clerk

District C



**Lorena
Biassotti**

Member

District E



**Lydia
Dominguez**

Member

District B



**Emily
Stevens**

Member

District A

Bonding as a Governance Team



Clark County School District Balanced Governance Board Superintendent Search Assistance Proposal 2025

Thomas L. Alsbury, EdD
President, Balanced Governance Solutions™
Professor, Northwest University





Introduction to Improving School Board Effectiveness: *A Balanced Governance Approach*

- ④ A call for balanced governance.
- ④ Can school boards influence improvement in academic performance?
- ④ Values, Beliefs, Actions, Teamwork, Political Conflict, Turnover...



How Board Practices Affect Student Achievement

- ① Hold the system accountable for meeting student learning expectations by evaluating the superintendent on clear and focused expectations.
- ① Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations.
- ① Commit to a continuous improvement plan regarding student achievement at each school and throughout the system.



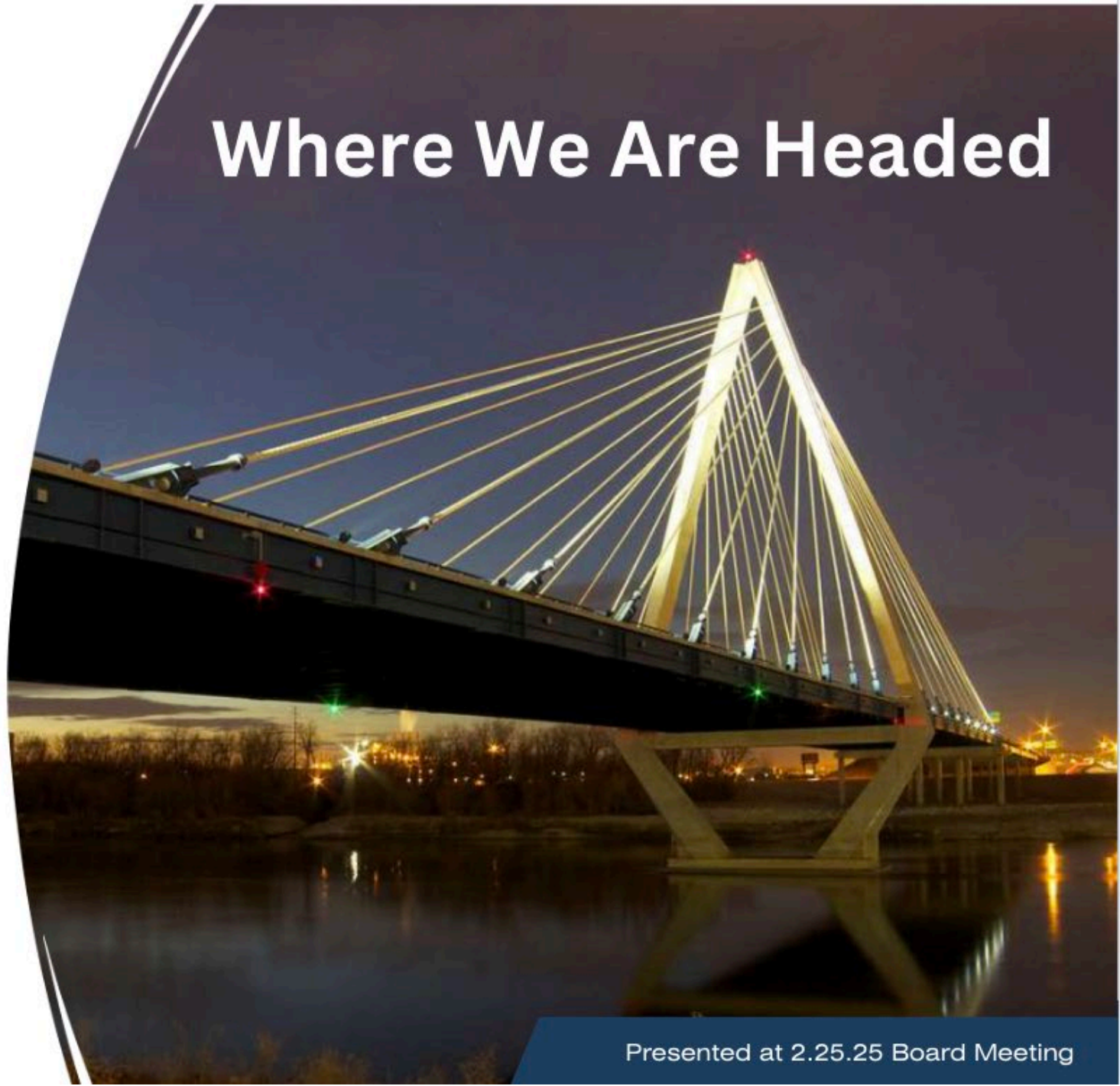
How Board Practices Affect Student Achievement

- ① Provide responsible school governance by conducting board and district business in a fair, respectful, and responsible manner.
- ① Engage the local community and represent the values and expectations the community holds for its schools.
- ① Model responsible school system governance by working as an effective and collaborative team.
- ① Create (or support) systemwide conditions for student and staff success.

School Boards in their Environment: *Balancing Bridging & Bonding*

- ④ Enhance Social Capital.
- ④ Assess and promote bonding.
- ④ Assess and promote bridging.
- ④ Build and Sustain trust.

Where We Are Headed





Compliance Monitor Report

Yolanda King, Managing Principal
King Strategies, LLC

FEBRUARY 27, 2025

General Fund Operating Budget

General Operating Revenues

(Estimation of funds to be received in next year's budget)

- State Sources
- Local Sources
- Federal Sources
- Other Financing Sources

General Operating Expenditures

(Estimation of funds to be spent in next year's budget)

- Salaries
- Benefits
- Purchased Services
- Supplies
- Property
- Miscellaneous
- Transfers (EL, Gate, Graphic Arts Funds)

Fund Balance

- Non-spendable (Inventories, Prepaids)
- Restricted (School Carryover, donations, bonds)
- Assigned (Indirect Costs, Energy Incentives, Litigation)
- Unassigned

NRS 388G – Carryforward Balance* and Uses to Support the School Plan of Operation (Listed in order of priority)

- ▶ Tutoring or other supplemental academic achievement programs within local school precinct;
- ▶ Programs to support social and emotional learning within the local school precinct;
- ▶ Extracurricular programming for pupils within the local school precinct;
- ▶ Tutoring or other supplemental academic achievement programs within the large school district;
- ▶ Extracurricular programming for pupils within the local school precinct within the large school district; and
- ▶ Any other instructional training, program or activity designed and intended to improve the achievement of pupils enrolled in the local school precinct.

*Unspent carryforward balances remaining 24 months after the end of the school year from which the year-end balance is carried forward shall be transferred to the State's Education Stabilization Account.

Carryforward Balance for Ongoing Operating Expenditures

▶ Budget Shortfalls:

- ▶ If the organization relies on one-time/temporary funding for permanent costs, it creates a structural budget deficit (an imbalance between revenues and expenses) when funding is no longer available.
- ▶ Future budgets will need to fill the gap, often leading to budget cuts or require new funding sources to cover the shortfall.

▶ False Sense of Financial Stability:

- ▶ It may appear that the budget is balanced for a year, but the next cycle faces deficits without a replacement of a ongoing consistent revenue stream.
- ▶ Once temporary funds are depleted, the organization may face a fiscal crisis instead of sustainable financial planning.

Best Practices

Carryforward balances shall be used to support the purposes as outlined in NRS 388G.650.

- ▶ **Pilot Programs or Short-Term Initiatives**
 - ▶ **Avoid funding salaries/benefits or permanent staff positions unless tied to a pilot or short-term project**
- ▶ **Professional Development**
- ▶ **Enrichment Programs – Doesn't require long-term funding**
- ▶ **Technology Improvements or Upgrades**
- ▶ **Facility or Equipment Improvements or Upgrades**

Compliance Monitoring Update

YOLANDA KING, MANAGING PRINCIPAL
KING STRATEGIES, LLC

MARCH 27, 2025

REORGANIZATION

Reorganization Background

► Assembly Bill (AB)394 (2015-Legislature)

- Creates an Advisory Committee to develop a plan and recommendations to reorganize large school districts (>100,000 pupils enrolled) into local school precincts.
- AB 394 directed the State Board of Education to adopt regulations necessary to carry out the plan and recommendations.
- During the interim, the Advisory Committee developed a plan and recommendations to reorganize CCSD.
- The State Board of Education adopted a regulation to carry out the plan and recommendations, which was approved by the Legislative Commission and filed with the Secretary of State in September 2016.

► Assembly Bill (AB)469 (2017-Legislature)

- The regulations created under AB 394 to carry out the plan and recommendations for reorganization are codified under AB 469 (NRS 388G).
- Important: AB 469 was a bipartisan effort, jointly sponsored and unanimously approved by Republicans and Democrats.
- AB 469 deems each public school to be a "local school precinct," which is operated under site-based decision-making.
- AB 469 provides that specific responsibilities that have traditionally been carried out by the large school district should instead be carried out by the local school precincts.

AB 469 (NRS 388G)
Superintendent SHALL
transfer to EACH
school precinct the
authority to:



Select teachers, administrators, and other staff who are under the supervision of the principal.



Direct the supervision of staff including without limitation taking any necessary disciplinary action.



Procure equipment, services, and supplies to carry out the plan of operations.



Develop a balanced budget for the use of the money allocated to the local school.



Additional authority as determined by the superintendent, principals, school associate superintendents, and organizational teams.

Post – AB 469 Decentralized Budgeting

- Individual schools have more autonomy over their finances and people resources. Allows principals to make financial spending decisions based on students' specific needs of the local school precinct. School principals manage their own budget allocations.



Centralized vs. Decentralized

	CENTRALIZED	DECENTRALIZED
Decision-making	Central office control.	School-level autonomy, schools base spending on specific needs.
Budget Allocation	Uniform, standardized.	Customized to student and community needs.
Responsiveness	Slower due to administrative oversight.	Quicker, direct action, can address urgent needs without waiting for district approval.
Financial Oversight	Stronger oversight, centralized accountability, consistent financial management.	Varies; depends on local expertise, not all schools have the expertise to manage budgets effectively.
Equity	Potentially more equitable across schools based on District priorities.	Risk of resource disparity.
Innovation	Limited due to uniformity.	Higher potential for innovative solutions, flexibility to implement unique programs and curriculum changes.

Budgetary Controls for Decentralized Budget Environment

Budgetary Control	Effective Budgetary Control Practices
Policies & Guidelines	<ul style="list-style-type: none">• Clearly documented policies outlining how budgets should be developed, managed, monitored, and reported.• Define spending authorizations.• Approval protocols for budget adjustments and reallocations.
Monitoring & Reporting	<ul style="list-style-type: none">• Regular detailed budget-to-actual variance reports.• Periodic internal or external audits to ensure compliance & identify discrepancies or inefficiencies.
Financial System	<ul style="list-style-type: none">• Utilize financial systems to automate controls and alerts that trigger warnings when schools approach spending limits or deviations occur.
Training	<ul style="list-style-type: none">• Regular training sessions for schools and finance staff on budget prep, management, accounting practices, and compliance requirements.• Professional Development: Ongoing opportunities for professional growth in financial management skills to build internal expertise at the school level.
Communication & Support	<ul style="list-style-type: none">• Clear, Consistent, and Continuous Communication at all levels—both top-down and bottom-up—is essential throughout the process.

“Effective budgetary controls are crucial in a decentralized budget environment. Because school budgets are managed at the individual school precinct level, robust **budgetary controls must be established** to ensure that **greater autonomy** results in enhanced financial management and **increased accountability**.”

Teachers Health Trust Report

TEACHERS HEALTH TRUST:

2023-24 Audit

CCSD Board of Trustees Meeting
March 27, 2025



Teachers Health Trust Report

THT's Comeback Story

Oct. 1983	CCSD and CCEA collaborate to establish THT as the health plan for its educators.
1983 - 2015	THT is regarded as a "best in the community" health plan.
June 2021	THT faces the threat of dissolution due to a \$55M debt to providers.
July 2021	THT installs new leadership. CCSD provides \$35M prepayment to THT.
June 2022	THT settles all provider debts, closes the fiscal year with \$3M in cash.
June 2023	THT closes the fiscal year with \$20.2M cash on hand.
June 2024	THT repays the \$35M prepayment to CCSD while maintaining \$22.5M in cash reserves.
Dec. 2024 (unaudited)	THT closes December 2024 with \$33.5M in cash. <i>THT achieves solvency as net assets exceed net liabilities.</i>

Total Expense Breakdown



Teachers Health Trust Report

2024 Audited Financial Report

Unqualified Audit Opinion

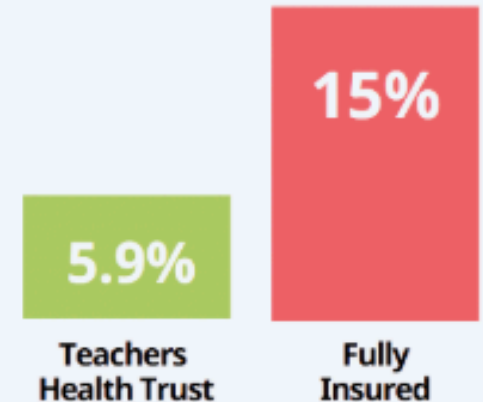
- **Clean Report**
The audit report reflects no material issues or findings.
- **Financial Statements Presented Fairly**
The auditors affirmed that the financial statements are accurate in all material aspects.
- **Conformity to GAAP**
THT's financial practices comply with generally accepted accounting principles (GAAP), ensuring transparency and integrity.

Going Concern

- **Excess Benefit Obligations**
As of 6/30/24, benefit obligations exceeded net assets; however, this was resolved by 12/31/24, with excess net assets over obligations.
- **Ongoing Litigation: Legacy Case from 2014**
Goodsell vs. Teachers Health Trust is THT's only outstanding case, and it pertains to historical issues rather than current operations.
- **\$7M Loan**
The \$7M loan was repaid by 12/31/24, and THT has no remaining debt.

Administrative Cost Comparison

Administrative costs encompass all non-claim expenses. THT allocated only **5.9%** of revenue to administrative costs, significantly lower than the fully-insured industry standard of **15%**. This resulted in approximately **\$20 million** in additional healthcare benefits for teachers.





MOMENTUM OF BOARD

- 
- **IMPACT OF MUNICIPALITIES**
 - **CHANGES PROMOTED BY APPOINTED MEMBERS
(PRIOR SUPERINTENDENT, SHEDDING LIGHT ON
PRACTICES, LUNDY, BOARD COUNSEL)**
 - **UNANIMOUS VOTE FOR BALANCED GOVERNANCE**
 - **UNANIMOUS VOTE FOR SUPERINTENDENT**
 - **ATMOSPHERE OF THE BOARD ROOM**
 - **LEGISLATION AND VOTING RIGHTS**

APPENDIX I: STATE OF THE DISTRICT ITEM ANALYSIS

Percentages of parents, students, administrators, teachers, community members, and other constituents selecting 5 (Strongly Agree) or 4 (Agree) for each item are presented below.

	All (13,749)	Administrator (563)	Community Member (Inclusive Of ... (433)	Former District Employee (252)	Parent/Guardian Of CCSD Student (6,678)	Student (1,508)	Support Professionals (1,081)	Teacher/Licensed Professional (3,234)
OVERALL								
Please rate the overall quality of education in CCSD.	22%	35%	10%	11%	23%	30%	23%	15%
VISION AND VALUES								
CCSD provides a clear, compelling shared vision for the future.	26%	54%	9%	15%	26%	29%	32%	20%
CCSD is heading in the right direction.	24%	52%	11%	12%	25%	24%	29%	18%
CCSD has high performance standards for all students.	28%	50%	11%	18%	25%	37%	30%	28%
CCSD makes decisions based on information from data and research.	25%	53%	9%	23%	22%	30%	31%	23%
CCSD is working to close achievement and opportunity gaps.	32%	66%	18%	26%	28%	34%	35%	35%
TEACHING AND LEARNING								
CCSD provides a well-rounded educational experience for all students.	28%	44%	11%	13%	30%	33%	32%	23%
Teachers personalize instructional strategies to address individual learning needs.	42%	44%	21%	38%	37%	45%	42%	55%
CCSD schools are safe.	34%	53%	20%	24%	34%	27%	38%	35%
The social and emotional needs of students are being addressed.	32%	52%	12%	21%	30%	26%	38%	37%
Students are on track to be ready for the next grade and ultimately college and career ready.	25%	31%	8%	12%	28%	35%	24%	14%
Technology is integrated into the classroom.	73%	82%	47%	65%	70%	74%	73%	83%
COMMUNITY ENGAGEMENT								
CCSD engages the community as a partner to improve the school system.	29%	47%	14%	18%	30%	27%	37%	25%
There is transparent communication from CCSD.	27%	32%	9%	11%	34%	27%	27%	14%
CCSD engages with diverse racial, cultural and socio-economic groups.	48%	66%	33%	41%	44%	58%	52%	50%
MANAGEMENT								
Facilities are well maintained.	43%	38%	25%	31%	50%	34%	44%	37%
CCSD is fiscally responsible.	20%	36%	10%	12%	21%	25%	25%	11%
CCSD employs effective teachers, administrators and support staff in its schools.	44%	57%	30%	35%	42%	42%	45%	49%
Employees are held accountable to high standards.	40%	48%	17%	37%	34%	40%	43%	53%
CCSD technology infrastructure is sufficient to support use of technology in the classroom.	49%	59%	24%	42%	48%	51%	51%	51%

A circular inset image on the left side of the slide shows a classroom scene. Several students are visible, with their hands raised in the air, indicating they want to ask a question or answer. The background is a solid blue color.

Questions?

We are 
CCSD