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December 4, 2023

Dear Committee Members:

Jesus F. Jara, Ed.D., Superintendent

I would like to express my deep appreciation to the Anti-Racism Advisory Committee (AAC) for their relentless dedication and tireless efforts in advancing inclusivity and cultural responsiveness across our school communities. Through constructive dialogue offering practical solutions to address inequities, their collective focus generated significant momentum, aligning with Clark County School District (District) Policy 5139, and paved the way for a more equitable and just school system for all. The AAC's commitment to assisting the District in fostering a tolerant and accepting environment has not gone unnoticed, and I wholeheartedly acknowledge their contribution. With immense gratitude, I accept this report.

The annual report, prepared by the AAC membership and the staff of the Equity and Diversity Education Department, highlights the District's actions in addressing the Barriers Leading to Cycles of Inequity, as identified in the *Superintendent's Student Equity and Access Commission* report published in January 2020. Recognizing that change can be challenging and obstacles daunting, the annual report outlines the collective efforts underway across the District to enhance learning environments, conditions, and opportunities, ultimately striving for 100 percent of our classrooms and schools to honor, respect, and celebrate the diverse backgrounds of all students and staff. This, in turn, ensures that all feel safe, welcomed, and valued, leading to improved learning and maximized academic performance and achievement.

I would like to underscore other actions implemented by the District in response to some of the AAC's recommendations in the attached report. To ensure the recognition, appreciation, and integration of the diversity among our students, the District developed numerous courses that engage students in instruction and learning experiences focused on cultural identity, history, and contributions. These courses, such as the Advanced Placement (AP) African-American studies course, offered at seven high schools, provide students with academic excellence while promoting social justice and action. This AP offering will be expanded to other high schools. In collaboration with the Curriculum and Instruction Division and the English Language Learner Division, the District has partnered with several high schools and middle schools to extend these learning experiences through courses like Latinos in Leadership/Action and Dual Language Immersion programs.

In the District's commitment to eliminating systemic barriers for both staff and students, almost 10,000 employees have received cultural competency professional learning to understand their own cultural identity, biases, and experiences of privilege and marginalization. This professional learning equips staff with the necessary skills, knowledge, and personal growth needed to establish meaningful connections with students and families from diverse cultural backgrounds. All employees are on track to complete this cultural competency professional learning by July 1, 2024. All employees are also required to complete an additional learning module on an annual basis to familiarize them with the components of Policy 5139.

The District has also made strides in improving access for underrepresented student groups through the centralization of the Change of School Assignment (COSA) process. Enrollment data for the 2023–2024 school year demonstrates an increase in African American and Hispanic/Latino student enrollment through COSA, bringing us closer to overall enrollment demographics. While these increases may seem modest, they represent important progress. See the COSA data [here](#).

Transportation barriers, a concern highlighted in the AAC's earlier recommendations, have improved as driver vacancies have decreased. We will continue to address transportation challenges and explore additional partnerships to ensure access to advanced coursework.

The victim and offender data on racially motivated incidents is reported annually, and it is essential for the community to consider these statistics in the context of overall enrollment for individual student groups.

	Offender	Percent of Enrollment	Victim	Percent of Enrollment
American Indian/Alaska Native	7	0.74%	3	0.32%
Asian	82	0.46%	55	0.31%
Black/African American	483	1.02%	719	1.52%
Hispanic/Latino	739	0.52%	433	0.31%
Native Hawaiian/Pacific Islander	30	0.60%	18	0.36%
Two or More Races	172	0.75%	200	0.87%
White	390	0.63%	157	0.25%

Our efforts focused on equity also include master scheduling for equity sessions with high school principals during the 2022–2023 and 2023–2024 school years. This initiative, led by the Teaching and Learning Unit, expanded advanced coursework opportunities for underrepresented student groups. The District experienced remarkable success in student access to Dual Enrollment and AP courses, with enrollments exceeding established targets. The Guidance and Counseling Department also partnered with the College Board to provide professional learning to secondary counselors, helping parents and guardians understand the benefits of advanced coursework and self-advocacy aligned with course placement and opportunities.

Sustaining accountability in this work will require ongoing collaboration and clear expectations for the enforcement of Policy 5139. The five guiding principles continue to drive the District's efforts, challenging the status quo that can persist in school systems not fully committed to serving all students and families. The entire CCSD team remains committed to eliminating long-standing, adult-centered practices and ideas that do not align with Policy 5139 and may distract from our mission.

Once again, I extend my gratitude for preparing this report and the ongoing work you do for all students in the Clark County School District. I eagerly anticipate continuing our equity-based initiatives that benefit our most vulnerable and underrepresented students and employees as we continue to work together to move all of these efforts in the right direction.

Sincerely,



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

Attachment

c: Board of School Trustees

via email