

Minutes
Clark County School District
Regular Meeting of the Board of School Trustees
Edward A. Greer Education Center, Board Room
2832 East Flamingo Road, Las Vegas, Nevada 89121

Thursday, October 24, 2024

5:00 p.m.

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| Roll Call: | <u>Members Present</u> | <u>Members Absent</u> |
| | Evelyn Garcia Morales, President | Adam Johnson, Member |
| | Irene Bustamante Adams, Vice President | |
| | Lisa Guzmán, Clerk | |
| | Isaac Barron, Member | |
| | Lola Brooks, Member | |
| | Linda P. Cavazos, Member | |
| | Ramona Esparza-Stoffregan, Member | |
| | Lisa Satory, Member | |
| | Brenda Zamora, Member | |

Brenda Larsen-Mitchell, Ed.D., Interim Superintendent of Schools

Trustee Garcia Morales:

And I call this regular board meeting of October 24, 2024 to order. The time is 5 o'clock p.m. I'd like to remind everybody to please silence their electronic devices. We acknowledge the land on which we gather today is a territorial homelands of the Nuwu-the Moapa Band of Paiutes and the Las Vegas Band of Paiutes.

Flag Salute

Trustee Garcia Morales:

Before I turn it over to Trustee Zamora to lead the Pledge of Allegiance, I want to acknowledge our students who are here in the room with us Eldorado High School ROTC, Cadet Petty officer Third Class Denali Valenzuela, Cadet Seaman Apprentice Alfredo Aguilar, Cadet Seaman Apprentice Emily Maca, Lead Cadet, Cadet Ensign Kimberley Maca, Led by the instructor, United States Navy, Senior Chief Petty Officer Dean Sayre, Retired Naval Science Instructor. Trustee Zamora.

Trustee Zamora:

Please stand. Thank you.

Trustee Garcia Morales:

All right, thank you. I'm going to turn it over to Trustee Esparza-Stoffregan, who will make the motion to approve the agenda.

Adoption of the Agenda

Motion to adopt the agenda as presented.

Motion: Esparza-Stoffregan Second: Guzmán Vote: Unanimous

Motion passed.

Trustee Esparza-Stoffregan:

Thank you Madam President. Members of the board, I'd like to make a motion to adopt the agenda as presented.

Trustee Garcia Morales:

Thank you, Trustee Esparza-Stoffregan. Trustee Guzmán?

Trustee Guzmán:

I second.

Trustee Garcia Morales:

Thank you, Trustee Guzmán. Colleagues, we have a motion by Trustee Esparza-Stoffregan, followed by Trustee Guzmán. Please cast your vote. Great, thank you. All right, we're going to move on to the consent agenda.

Adoption of Consent Agenda

Motion to approve the consent agenda.

Motion: Cavazos Second: Guzmán Vote: Unanimous

Motion passed.

2.01 Approval of the Minutes.

Consent Agenda items will be voted upon in one motion unless a Trustee makes a motion and receives majority Board approval to take that item separately from the Consent Agenda. Passage of all Consent Agenda items as submitted is recommended. The Consent Agenda is considered a single action item with a 3 minute speaker limit per individual no matter how many sub-items an individual wishes to comment on.

2.02 Appointment of a Member to Fill an Unexpired Term on the Nevada Interscholastic Activities Association Board of Control.

Discussion and possible action to appoint a new member to the Nevada Interscholastic Activities Association Board of Control to replace Kevin McPartlin whose term expires on June 30, 2025. This serves as a request to appoint Christina Brockett, principal, to this

2.02 Appointment of a Member to Fill an Unexpired Term on the Nevada Interscholastic Activities Association Board of Control.

position for the remainder of the term, is recommended. (For Possible Action) [Contact Person: Evelyn Garcia Morales] (Ref. 2.02) (*According to Governance Policy GP-15: Board Committees*)

2.03 Amendment to the Student Training Agreement Between the Clark County School District and the Valley Health System, L.L.C.

Discussion and possible action on the approval of the Amendment to the Student Training Agreement with the Valley Health System, L.L.C., adding the West Henderson Hospital and extending the termination date to October 24, 2028, executed by both Parties, and for the Interim Superintendent of Schools, Clark County School District, and the President and Clerk, Clark County School District Board of Trustees, to sign the Amendment to the Student Training Agreement, with no impact to the general fund is recommended. (For Possible Action) [Contact Person: Dustin Manc] (Ref. 2.03)

2.04 Student Expulsions.

Discussion and possible action on approval of student expulsions according to Nevada Revised Statutes 392.467 (Board Policy 5114 and Regulations 5114 and 5141.1), as listed, is recommended. (CONFIDENTIAL) (For Possible Action) [Contact Person: Melissa Gutierrez] (Ref. 2.04)

2.05 Warrants.

Discussion and possible action on ratification of the warrants as listed in the Bills Payable Transmittal and the Board Memorandum to be presented at the Board meeting, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.05)

2.06 Recap of Budget Appropriation Transfers.

Discussion and possible action on authorization to include the Recap of Budget Appropriation Transfers between governmental functions of all funds for the period beginning September 1, 2024, through September 30, 2024, in the official Board minutes as required by Nevada Revised Statutes (NRS) 354.598005, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.06)

2.07 Engagement with Sherman & Howard L.L.C.

Discussion and possible action on the approval of the engagement with Sherman & Howard L.L.C. as bond counsel and special counsel to the Clark County School District in connection with the General Obligation (Limited Tax) Various Purpose Medium-Term Bonds, Series 2024C, through December 31, 2024, for an approximate fee of \$115,000.00, to be

2.07 Engagement with Sherman & Howard L.L.C.

paid from the 2015 Capital Improvement Program Bond Fund, Fund 3150000000 , Cost Center 1031502060, and for the Interim Superintendent of Schools, Clark County School District, and the President and Clerk, Clark County School District Board of Trustees , to sign the agreement, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.07)

2.08 Unified Personnel Employment.

Discussion and possible action on approval to employ unified personnel, as listed, is recommended.(For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.08)

2.09 Licensed Personnel Employment.

Discussion and possible action on approval to employ licensed personnel, as listed, is recommended. (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.09)

2.10 Licensed Personnel Dismissal Recommendation.

Discussion and resolution to approve the Interim Superintendent's recommendation for dismissal of licensed personnel, as listed, is recommended. (CONFIDENTIAL) (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 2.10)

2.11 Purchasing Awards.

Discussion and possible action on approval to purchase goods or services in the estimated total amount of \$2,687,777.00 in compliance with Nevada Revised Statutes (NRS) 332, as listed, is recommended. (For Possible Action) [Contact Person: Mike Casey] (Ref. 2.11)

2.12 Purchase Orders.

Discussion and possible action on ratification of the purchase orders in the total amount of \$2,633,466.23 as listed, is recommended. (For Possible Action) [Contact Person: Mike Casey] (Ref. 2.12)

2.13 Change in Service: Charles A. Silvestri Junior High School.

Discussion and possible action on ratification of a change in service to the architectural design services agreement for a net increase of \$13,500.00, for Charles A. Silvestri Junior High School to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0015055, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.13)

2.14 Change in Service: Green Valley High School.

Discussion and possible action on ratification of a change in service to the architectural design services agreement for a net increase of \$3,364.00, for Green Valley High School to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0015058, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.14)

2.15 Change in Service: Indian Springs Elementary, Middle, and High School.

Discussion and possible action on ratification of a change in service to commissioning services agreement for a net increase of \$20,000.00, for Indian Springs Elementary, Middle, and High School to be paid from the 201 Capital Improvement Program, Fund 3150000000, Project C0001657, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.15)

2.16 Change in Service: John C. Fremont Professional Development Middle School.

Discussion and possible action on ratification of a change in service to commissioning services agreement for a net increase of \$12,025.00, for John C. Fremont Professional Development Middle School to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0001623, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.16)

2.17 Change in Service: Preparatory Institute, School for Academic Excellence at Charles I. West Hall.

Discussion and possible action on ratification of a change in service to architectural design services agreement for a net increase of \$95,635.00, for Preparatory Institute, School for Academic Excellence at Charles I. West Hall to be paid from the 2015 Capital Improvement Program, Fund 3150000000, Project C0015056, is recommended. (For Possible Action) [Contact Person: Diane Bartholomew] (Ref. 2.17)

Trustee Garcia Morales:

Before I open the consent agenda, if anybody who would like to provide public comment in this section, please submit your yellow card. Otherwise, once we begin public comment, we will no longer accept yellow public speaker cards. Okay, we'll begin with individuals who signed up in advance. Is Mr. Walter Jones present? Okay, I believe that concludes public comment. Colleagues, I'm looking for action on the consent agenda. Trustee Cavazos?

Trustee Cavazos:

Thank you, Madam President. At this time I would like to make a motion to approve the consent agenda and also just add in congratulations to Eldorado principal Christina Brockett for our nomination to have her become a member of the NIAA Board of Control.

Trustee Garcia Morales:

Thank you, Trustee Cavazos. Trustee Guzmán?

Trustee Guzmán:

I second.

Trustee Garcia Morales:

Thank you, Trustee Guzmán. Colleagues, we have a motion by Trustee Cavazos, a second by Trustee Guzmán. Please cast your vote. Thank you colleagues. A motion passes 6 to 0.

We're going to move on to the warrants. All right, I'll turn it over to Trustee Guzmán, who will read the warrants.

Trustee Guzmán:

Thank you, President Garcia Morales. Our ratified warrants is listed in the bill's payable, transmittal and board memorandum number 07-24-25 in the total amount of \$295,143,801.04.

Trustee Garcia Morales:

Thank you, Trustee Guzmán.

3.01 Nevada Educator Performance Framework (NEPF).

Presentation and discussion on the 2023-2024 Nevada Educator Performance Framework evaluations. (For Possible Action) [Contact Person: RoAnn Triana] (Ref. 3.01)

Motion to approve the presentation.

Motion: Brooks Second: Cavazos Vote: Unanimous

Motion passed.

Trustee Garcia Morales:

Colleagues, we're going to move on to item 3.01, trustee and superintendent business items. This is the presentation on the Nevada Educator Performance Framework. This is an action item, so if you would like to provide public comment on this and if you haven't signed up for it in advance already, please submit your yellow public speaker card. Otherwise, once we begin the presentation, we will no longer be accepting public comment on this item. All right, let's go ahead and get started. Where do we begin? At the beginning. Okay.

RoAnn Triana:

Madam President, members of the board, Interim Superintendent Dr. Larsen-Mitchell, RoAnn Triana, Chief Human Resources Officer for the record. Joining me this evening is Dr. Erik Skramstad, Director of Professional Growth System and Nevada Educator Performance

RoAnn Triana:

Framework Department. He also serves as our CCSD NEPF liaison to the Nevada Department of Education. In accordance with NRS 391.485, the Board of Trustees of each school district shall annually review teacher and administrator evaluation implementation pursuant to the statewide performance evaluation system. And now Dr. Skramstad will now present you the item 3.01, the 2023/2024 NEPF evaluation system implementation.

Erik Skramstad:

Good evening Madam President, members of the board, Interim Superintendent Larsen-Mitchell. For the record, my name is Erik Skramstad, Director of the PGS and NEPF Department and CCSD NEPF liaison to the Nevada Department of Education.

The 23/24 Nevada Educator Performance Framework evaluation system implementation is being presented this evening. The NEPF history is provided here, notably the implementation of and updates to the NEPF in each legislative session. The NEPF is revised based upon teachers and leaders council, otherwise known as TLC recommendations to the State Board of Education and through legislative actions. CCSD implementation monitoring of the NEPF by NDE is based on compliance to NRS and implementation data provided at the end of each school year or reporting cycle. No changes were made during the 23 legislative session that impacted the NEPF. However, during the 21 legislative session, there were revisions to the NEPF implementation process effective for 21/22.

June 21, legislative changes to AB57, remove the student learning goal from the evaluation process for the 21/22 school year. And AB266 marks the inclusion of the class size ratio adjustments to teacher evaluations if their student ratio is higher than the NDE recommended class size ratio. This class size ratio adjustment specifically impacts post-probationary teachers who are rated effective or highly effective on their traditional evaluation and excludes probationary teachers and those post-probationary teachers who are rated developing or ineffective or who teach band, choir or orchestra.

Implementation of the NEPF evaluation cycle is prescribed by the NDE NEPF protocols. The evaluation cycle is a five-step process for both teachers and administrators. The NEPF implementation timeline is aligned to the district's school year and instructional days as per NRS and the NDE NEPF protocols. The first observation cycle is comprised of the first 40 days of instruction with students. The second observation cycle occurs between days 41 and 80 of instruction. And the third observation cycle occurs between days 81 and 120 days of instruction with students.

The NEPF for both teachers and school administrators is comprised of three domains that include standards and indicators for the 23/24 school year. The teacher instructional practice standards and indicators measure student parameters while delivering instruction in the classroom and monitoring student engagement. The professional responsibility standards and indicators address what a teacher does outside of instruction to influence and prepare for student learning and to promote the effectiveness of the school community. The student performance domain is comprised of the student learning goal. For administrators the instructional leadership standards and indicators set parameters for measuring administrator instructional leadership attributes while

Erik Skramstad:

monitoring teacher performance. The professional responsibility standards and indicators address administrator responsibilities for supporting or improving teacher practices as well as providing the structural supports to ensure teacher success. The student performance domain is comprised of the student learning goal.

The teacher instructional practice domain is assessed through five standards. Standard one is measured through four supporting indicators. Standard two is measured through four supporting indicators. Standard three is also measured through four supporting indicators. Standard four is measured through three supporting indicators. Standard five is measured through four supporting indicators. In total, there are 19 indicators that assess the instructional practice domain for teachers.

The teacher professional responsibilities' domain is assessed through five standards. Standards one through five are each measured through three indicators. In total, there are 15 indicators that assess the professional responsibilities' domain for teachers. The school administrator instructional leadership domain is assessed through four standards. Standards one, two, and three are each measured through four indicators. Standard four is measured through three indicators. There are a total of 15 indicators that assess the instructional practice domain for school administrators.

The school administrator professional responsibilities' domain is assessed through four standards. Standard one is measured through four indicators. Standard two is measured through three indicators. Standard three is measured through four indicators. Standard four is measured through three indicators, and in total there are 14 indicators that assess the professional responsibility domain for school administrators.

The student performance domain is centered upon the development and assessment of a student learning goal, otherwise known as an SLG. The SLG is focused on alignment to end facts and represents student learning over time. SLG scores are determined by the evaluator and educator based upon a scoring rubric of one to four, with one being the lowest score, where insufficient impact is demonstrated on student learning, and four being the highest score with evidence of high growth and high impact for identified students.

The teacher and administrative summative evaluation ratings are weighted the same. Teachers and school administrators in years two and three of probationary status and those in post probationary status received the summative evaluation rating tool. The student performance domain for 2023/2024 was weighted at 15%. Teachers and administrators in their initial year of probation received the educational practice only summative evaluation. The weighting of instructional practices and leadership standards is higher than the professional responsibility standards.

The summative evaluation rating weightings have varied throughout the NEPF implementation history. The domain weightings are at times adjusted based upon the outcomes of legislative sessions and are outside the control of local education agencies such as CCSD.

The final scoring ranges used to determine the final rating for educators in the 23/24 school year were recommended by the Nevada Department of Education, Teacher and Leader Council and approved by the State Board of Education for 2021/22 and beyond.

Erik Skramstad:

During the 23/24 school year, a total of 14,886 teachers were evaluated on the NEPF, of those, 461 were exempt from receiving the full summative evaluation per NRS 391.690. This statute states that any educator being evaluated on the NEPF who received a highly effective evaluation for two consecutive years will be exempt from receiving a full summative evaluation rating the following year.

We had 2,165 employees that were highly effective, 11,937 that were effective, 56 that were developing and 20 that were ineffective. The percentages are shown to compare with the administrator evaluation ratings that'll be shown next.

During the 23/24 school year, there were a total of 807 administrators evaluated on the NEPF, of those, 10 were exempt from receiving the full summative evaluation per NRS 391.690. There were 84 highly effective administrators, 710 that were effective, 2 that were developing and 1 that was ineffective.

In comparison, non-NEPF administrator ratings are provided here. Of note, there were no Central Office administrators who were rated minimally, effective or ineffective for the 23/24 evaluation year. This concludes the implementation presentation of the NEPF 23/24 evaluation system in CCSD.

Trustee Garcia Morales:

Great. Thank you very much. Colleagues, I'll turn it over to you for questions and/or action to approve the presentation. Trustee Guzmán.

Trustee Guzmán:

I need to set my timer. Hold on a second. I apologize. Okay, thank you. I have quite a few questions, but I only have three minutes. So again, I am going to start hashing on inter-rater reliability. We had 14,000 educators and only 56 are developing and 20 are ineffective. So my question is how many times are principals put through inter-rater reliability training and when do we assess that?

Erik Skramstad:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. For the record, Erik Skramstad. Trustee Guzmán, I do not have a specific number for how many times inter-rater reliability training was provided in 23/24. There were 181 different CCSD and EPF trainings that occurred throughout the year. But which ones were specific to inter-rater reliability, I do not have at this time, but I could research that and provide information at a later date.

Trustee Guzmán:

Oh, that would be great. And then I want to have the same information for the principals because there are only 2 developing and 1 ineffective principal. I would like to know how many trainings the SAS receive on inter-rater reliability and that follow up also because I just feel like... I would love to believe that that was true. I would love it. So if you could get that to me, that would be great. And

Trustee Guzmán:

one, I noticed that you gave us the Central Office and that is fantastic. I appreciate it. It's the first time since I've been a trustee, so I appreciate the information. I'm wondering if next time you do it if you could also include the support professionals. We've never had a presentation on the support professional and their evaluations and how they're doing. And as trustees, we need to support all of the staff. So please. Thank you.

Trustee Garcia Morales:

Thank you.

Trustee Guzmán:

I made it.

Trustee Garcia Morales:

You made it. You made it with three minutes and probably some to spare. Cool. Great. Thank you. I'm going to turn it over to Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

Yes. So can we go back to the slide that had the percentages? We had briefings and I let the team know that I was going to ask these questions because I think it's important for us to do comparisons. So the one thing that I want to point out is the exempt. What does exempt mean? People would not understand who's exempt and why? So could you answer that first then I'll go to the next one that we talked about.

Erik Skramstad:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. For the record, Erik Skramstad. Trustee Esparza-Stoffregan, in relation to exempt teachers or administrators, the requirements are the same. It must be a post-probationary employee that for the two consecutive years prior to the exemption, were both post-probationary and also rated as highly effective on their evaluation to have the opportunity to be exempt. And on top of that, it's at the supervisor's discretion to provide the exemption. So there may be times in which an employee was eligible for the exemption but did not receive it based upon the supervisor's discretion to do a full evaluation instead. So those people that did get the exemption were provided that opportunity from the supervisor and also from the two prior years of highly effective conduct or evaluation ratings.

Trustee Esparza-Stoffregan:

Thank you, I believe it's Dr. Skramstad, for that. So my part two to that which is tied to it is I want to see in the future that there's a trend data over time because of the fact that it takes two years potentially, and I want to see, maybe we could do three to five years and then we can see some trends with some of our staff. Are they staying exempt? Are we moving it to developing? I only asked that because of the fact of the question that Trustee Guzmán was asking about the level of

Trustee Esparza-Stoffregan:

what kind of a trend are we seeing in the time of our leadership. So we've had some switching, some changing, some training that's necessary, but I want to see that over a period of time. So three to five years is something I would hope to see in addition to just one year data and percentages. And I appreciate the end count. That's helpful because when you look at 0.12%, that's one person that's ineffective out of 18,000, I believe. No, this is administrators. There's not 18,000. How many administrators do we have?

Erik Skramstad:

It was about 900 that were [inaudible 00:49:04].

Trustee Esparza-Stoffregan:

Okay, so 900. So one out of... Oh, you flipped it back. Sorry. So 1 administrator out of 900 was ineffective, so, okay. Thank you for that.

Trustee Garcia Morales:

Trustee Satory.

Trustee Satory:

Thank you. And thank you for that presentation. My question and I had also kind of expressed that I was going to ask for this to be discussed as well from the briefing, but my concern is just kind of the correlation with our performance and how the evaluations that our staff is receiving. When I had gone to Florida to observe, I had the opportunity to observe some of their school systems and one of the things I was asking about was their evaluation system, and they were very adamant about the fact that... They have a letter grade rating, ABC that A... The average of the staff, it should correlate with how the school performed. I mean obviously there are some high performing teachers in schools that are not high performing yet, but that overall, when you see it, there should be some correlation with how the school is doing to how the teachers are being evaluated and what feedback they're getting. So it's concerning to see so many is effective when obviously our data is not there yet. We are not seeing that.

Also, when I receive applications with evals, and this kind of goes to the inter-rater reliability that Trustee Guzmán was speaking to. When I get applications from teachers, typically I go to their evals and it's all threes and I look at it and I'm just like, this doesn't tell me anything. So my concern is, yes, I know there's training, but are we really following up with those administrators to ensure that they're putting the time in to get the evidence to give quality feedback to our staff? So my question would be essentially just how can we get evals to be more reflective of, like I said, it should correlate with our performance as a district?

Melissa Gutierrez:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Melissa Gutierrez, for the record. Trustee Satory, student achievement is just one measure. We also take into account growth with teacher effectiveness. We know from NWEA's research that our students are going to need about 6 to 9 months of additional instruction just to catch up to pre-pandemic levels. In addition to that, the student performance component of the NEPF, the SLG is reliant upon progress and it can be modified throughout the school year. Typically, when teachers are experiencing challenges, schools focus their resources on building capacity and coaching and providing support so that students have better experience in the classroom and we can improve student outcomes.

Trustee Garcia Morales:

Thank you. I'm sorry, who has the ball? Who has the ball? Go ahead, Erik.

Erik Skramstad:

I can add some additional insights. Madam President, members of the board, Interim Superintendent Larsen-Mitchell. For the record, Erik Skramstad. Trustee Satory, in relation to trying to match evaluation performance of our teachers and administrators with student achievement data is problematic with the NEPF. This has been known for a while and that's in part due to the Superintendent Jara's focus 2024, when he was here in the district. We were working with RC to try to correlate evaluation and student performance data. There were no correlations. It was unbeknownst to us that NDE had also commissioned a study with UNLV around the same time. And that study that was commissioned by NDE, there was no discernible correlations between the NEPF and student performance. So due to various concerns with the NEPF that UNLV mentioned, it was in part due to the limited rating scale, we have a score of 1, 2, 3, or 4. They could not track any of the indicators and any of the achievement metrics between the two evaluations and student achievement. So there'd be-

Trustee Satory:

Problem of there has to be so many twos for it to [inaudible 00:53:17] or so many fours. So the averages [inaudible 00:53:17]. I definitely think there needs to be a wider range. Do you see any... And I'm sorry, I know my time is up.

Trustee Garcia Morales:

It is. Thank you.

Trustee Satory:

[inaudible 00:53:17].

Trustee Garcia Morales:

Trustee Satory, can I ask you to get back in the queue please? Thank you for that. I'm going to go ahead and jump in and then give Trustee Esparza-Stoffregan a chance to jump in after and then Trustee Satory if she'd like to go next. Please remind us who establishes the NEPF.

Erik Skramstad:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. For the record, Erik Skramstad. President Garcia Morales, the NEPF is based upon NDE recommendations that are in law. So it's part of NRS and CCSD is in a compliance role in relation to what is legislated and what's put into law that we have to follow. And all districts in the state follow the same expectations.

Trustee Garcia Morales:

This is a statewide performance framework that's established by legislation. It's written into law that the way this is established is what we will rate our performance on specifically with teacher performance.

Erik Skramstad:

Correct.

Trustee Garcia Morales:

Yeah. And if there are changes that need to be made to this, to the NEPF, for example, does that mean that it also needs to go before the legislature to make those changes? Or can CCSD just say, "We're going to just disregard or add or change altogether?"

Erik Skramstad:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Erik Skramstad for the record. President Garcia Morales, the district does not make their own rules in relation to the implementation of the NEPF. We do follow what NDE prescribes, and it would have to go through the legislative process for there to be changes to be made. The state right now is implementing for 24/25 a field study in relation to a changed or modified evaluation process. The data related to that is not available yet because the school year is not concluded or the evaluation process is not concluded, but the state and the TLC work group typically make those suggestions and then move from there.

There's one time in year in particular that each state or each district in the state provides feedback, which is what's called our interview with the state, and that's where we provide post-evaluation process guidance. And for the last few years, we've recommended increasing the scoring range just to try to get a better distribution curve on ratings, which would include a different rating of 1, 2, 3, 4. We could maybe have a scoring range of 1 to 10 and then have a higher level of differentiation. But all of that would have to be agreed to through the legislative sessions.

Trustee Garcia Morales:

Thank you. And that certainly would take time. It sounds like there's some work in motion already that will help address some of the concerns that have come up from having to learn how this evaluation cycle takes place. So appreciate that insight. The next, I think question that I have more broadly is what happens when an educator or an administrator is seen as ineffective? What does that that [inaudible 00:56:41] yield?

Erik Skramstad:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. For the record, Erik Skramstad. President Garcia Morales, there's going to be various things that would occur if a teacher administrator is identified as ineffective, is going to depend upon their probationary status, whether they're post-probationary or not, or whether they are probationary. If they are probationary, page 17 of the NEPF protocols provide specific guidance in relation to the notifications that have to be provided to the employee, especially if they may be non-renewed from their contract.

If it's a post-probationary employee, then there has to be a significant number of indicators on their evaluation that have evidence to support the reduced rating. This can be extremely problematic because it would basically mean that the supervisor is relatively camped out in the employee's setting, whether it be an administrator in their office or at their school site, or a teacher in a classroom if it's a school administrator. So getting that amount of evidence at times can be a concern. Just the amount of time the supervisor has to spend with that employee. And then what type of supports are being provided to that employee at the discretion of the supervisor? Is there a mentor? Is there a peer collaboration? Are there specific trainings they should attend? Is it a PLC group at the site? So a lot of that can be situational-based upon the concerns that are witnessed during the observational cycles with a supervisor.

Trustee Garcia Morales:

Thank you. Trustee Esparza-Stoffregan, you're up.

Trustee Esparza-Stoffregan:

So part of the question was asked as far as... I think people don't understand. I'm really concerned about retaining our teachers and I think that's a different conversation, so I appreciate that Deputy Gutierrez, you mentioned, that looking at growth is something. Do you know... Because of the fact that I know historically the Department of Education has always included teachers in the process. When the NEPF was created, there were committees that were formed, so they had a lot of say back in the day. Are there conversations that you're aware of that potentially growth might be something that we could look at a little bit further, not just for SLG? Has there been anything with the State Department on that?

Erik Skramstad:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. For the record, Erik Skramstad. Trustee Esparza-Stoffregan, I'm not directly aware of some of those conversations. The TLC work group organized by the state does also include teachers as well as

Erik Skramstad:

administrators to have conversations in relation to, let's say, the weighting of the SLG and let's say the level of perceived importance or the importance that it has on the final evaluation and the evaluation rating. There was the understanding by the TLC work group that those weightings would stay the same because there has been a lot of change over the years. So I want to say in 21/22 is when they locked it into the current rate of like 65, 2015, if I remember the percentages correctly. But outside of that, I'm not aware of any other conversations at this time.

Trustee Esparza-Stoffregan:

Thank you.

Trustee Garcia Morales:

Thank you. Thank you. Trustee Satory, did you want to get back in the queue?

Trustee Satory:

No.

Trustee Garcia Morales:

No. You're good? Okay, great. Teamwork. All right, wonderful. Colleagues that concludes public comment at this time. Excuse me. I need to take public comment and I do not have anyone who signed up in advance or submitted yellow public speaker cards. At this time, I'm looking for a motion or in a motion. Trustee Brooks?

Trustee Brooks:

Thank you, Madam President. I move to approve the presentation.

Trustee Garcia Morales:

Thank you. Trustee Cavazos?

Trustee Cavazos:

Thank you, Madam President. I'll second that motion.

Trustee Garcia Morales:

Thank you, Trustee Cavazos. Colleagues, we have a motion by Trustee Brooks, a second by Trustee Cavazos. Please cast your vote. Thank you colleagues. That motion passes 6 to 0. Thank you. Thank you for your work. Thank you.

3.02 Budget Update.

Presentation and discussion regarding the Clark County School District's budget. [Contact Person: Brenda Larsen-Mitchell] (Reference material may be provided.)

Trustee Garcia Morales:

Okay, we're going to move on to item 3.02. It's a budget update. Presentation discussion regarding the Clark County School District's budget. We're going to allow our team a second to settle in. Thank you. And colleagues, just as a reminder, this item was approved at our last regular board meeting. This was an item that was brought before the appeal process, even though we had a budget item, a very comprehensive budget item last... I want to remind the board, we had a very comprehensive budget item last board meeting at the same time, we also had an item to appeal a request from members who wanted to add a budget item at the earlier October meeting. So here we are. All right, thank you very much. Dr. Larsen-Mitchell.

Brenda Larsen-Mitchell:

Madam President, members of the board. For the record, Brenda Larsen-Mitchell. This evening we will be providing a budget update. With me is Interim Chief Financial Officer, Diane Bartholomew, Chief Strategy Officer Kellie Kowal-Paul. So just linking back to our presentation at the last board meeting, we just wanted to provide an update on some of those components. So looking at our preliminary conclusions in our work over the last two weeks, we have found no reason to change our findings of primary issues or root causes. We remain committed to solving for insufficient process, documentation and communication and organizational processes and silos. Looking at our two separate challenges, one being school budgets and the other being the potential central budget deficit. With schools, schools are moving forward with implementing their budgets. The surplus meetings occurred on October 16th, 2024, and we are currently working on finalizing all processes aligned with surplus.

In regards to our potential central budget deficit, it remains at approximately 10 million. At this time, the district plans to offset any potential central budget deficit with the unassigned ending fund balance in alignment with district regulation 31-10. Any need for the adjustment to the unassigned ending fund balance will be included in the December 12th amended final budget presentation to the board of school trustees.

So looking at our cross-functional improvement cycle, it is well underway. Just this Monday, October 21st, we reviewed the end-to-end school budget development cycle with district leaders and principals on the extended leadership team where we had robust, thoughtful conversations and captured some additional recommendations and wonderings to be considered as we progress. Yesterday, we met with principals on the budget committee to review the end-to-end school budget development cycle. But with this group, they dug down into individual allocation decisions. So this discussion also resulted in some additional recommendations to consider as we progress.

As far as our timeline, we are on track to meet our improvement process timelines and preparation for releasing allocations in January 2025 for the 2025/2026 budgets. Also looking at external support, we do have updated information related to our external report. District team members

Brenda Larsen-Mitchell:

have met multiple times with the LCB audit team and facilitate their requests for any information needed to fulfill their responsibilities. The district also looks forward to participating in a hearing held by the Interim Finance Committee's subcommittee on education accountability on December 16th. The timing of this hearing is appropriate considering our process improvement work will be near completion. And the amended final budget will have been presented to the board. So also looking at additional external support, we have open communication between CCSD, the governor's office, legislative leadership, NDE, and various state agencies. In response to the governor's request regarding the committee on local government finance providing additional oversight, we shared information and had discussions with the committee yesterday on October 23rd.

The committee offered the support of a subcommittee including three members from the committee on local government finance, Paul Johnson, CFO of White Pine, County School District Tom Ciesynski, retired CFO of Washoe County School District, and Jim McIntosh, CFO of the Las Vegas Convention and Visitors Authority, and former CFO of the Clark County School District. We are really, really excited to work with them and are very grateful for their support.

This week we also furthered collaboration with NDE. On Monday, we provided responses to the second round of questions and also touch base with the department's deputy superintendent of student investment regarding our collaboration throughout the process improvement cycle. And so in conclusion, the team has assembled here again this evening and we're happy to take any questions that you may have. Thank you.

Trustee Garcia Morales:

Thank you, Dr. Larsen-Mitchell. Colleagues, I want to remind the public this is not an action item, so we will not be taking public comment on this particular piece, but here we go colleagues. Trustee Barron, you're up first.

Trustee Barron:

Thank you, Madam Chairwoman. Yeah, I had an opportunity to read the questions and the answers that you submitted to the state superintendent and the one line that keeps on coming up again and again, insufficient process documentation, insufficient process. I see that quoted in many of the answers, but that in and of itself is not an answer with all respect. Now, I'm still trying to wrap my head around what initially we heard that caused so much consternation and panic, this 50-odd million budget deficit that seemed to shrink from 50 million down to 20 million down to 12, then down to 10.9. So for instance, again, I'm trying to figure out, so how was it that we thought we had... Either we did or we did not have a budget deficit in the \$50 million range because I don't know how you go from the \$50 million deficit down to 20 just by saying, no, we recalculated. That doesn't seem to make sense.

And again, I'm not a CPA. I'm just like many of the people who are here. I have questions, I have answers. I can balance my own checkbook, but I know if I went from 50 bucks down to 20 bucks, I would be wondering where I made up the 30 million or the 30 bucks. And then just like we reported again that we're at 20 million, then it goes down to 12. Well, where do we find that 8 million? I still

Trustee Barron:

don't have a definitive answer from you, quite frankly, how that happened. Then it gets reported, hey, it turns out it's not 12 million, now we're down to 10.9. So again, we found another \$1 million. I guess maybe I'm missing something or I'm trying to wrap my head around this. Can you please explain that process, how we move from a pretty big amount from 50 million down to 20 million, which is probably more than I'll ever see in my own life? But again, that's almost less than half. How do these numbers change like this?

Diane Bartholomew:

Good evening everybody. Madam President, members of the board. Diane Bartholomew, interim CFO. So you kind of touched on this when we were here October 10th, right? At the time, we're still in the process. We're still right today still closing out FY24. We are literally probably printing out the [inaudible 01:09:29] as we speak. So there is a process with closing out the books. We're still adjusting POs, putting expenses where we need them. We are always updating and refining the books, so in order to close properly for FY24. So FY24 closes out, we get an ending fund balance and that begins our balance for FY25 budget. So that's what we're talking about right now, FY25 budget. So yes, we're still...

Trustee Barron:

[inaudible 01:10:02].

Diane Bartholomew:

I'm trying to explain to you, sir.

Trustee Garcia Morales:

Trustee Barron. Give me one second actually, Diane, thank you. I expect that this conversation takes place in a respectful tone and manner of our staff who are also servants of the school district. And we are again on the same team. This is not an inquisition, this is not a... We're going to gotcha. If you have questions, you're welcome to ask them. And you're actually... Diane has already provided you some responses. If you don't find that sufficient, you're welcome to get back into the queue to ask another question because your time is up. Okay, Diane, is there anything else that you need to add to that? Thank you.

Trustee Barron:

She hasn't answered yet.

Trustee Garcia Morales:

Trustee Barron?

Trustee Barron:

That is not an answer. There's no figures, there's no numbers, there's no reference to anything. There was nothing referenced in-

Trustee Garcia Morales:

We're going to move on. Trustee Barron.

Trustee Barron:

There's no reference materials. I was expecting to see some numbers-

Trustee Garcia Morales:

Trustee Barron, you won't hijack this board meeting. Okay? There's a lot of work still to be done. A lot of people in the queue, and you're welcome to get back in the queue so that you can have your chance on the microphone. Trustee Zamora, you're up next.

Trustee Zamora:

Thank you, Madam President. I just want to clarify some things that I have been hearing. Do we know how many staff positions, licensed professionals, classified positions and administrative positions that were cut as part of the school's reconciliations?

Brenda Larsen-Mitchell:

Madam President, members of the board. For the record, Brenda Larsen-Mitchell. I'll ask Ms. Triana to respond. Thank you.

RoAnn Triana:

Madam President, members of the board, Interim Superintendent Dr. Larsen-Mitchell. RoAnn Triana for the record. Trustee Zamora, 36 licensed professionals were sent to surplus, meaning they were budgeted out. 41 support professionals, the same thing. And then 5 administrators.

Trustee Zamora:

Thank you. Another question I have is how many classes were increased? Do we know?

Kellie Kowal-Paul:

Madam President, members of the board. Kellie Kowal-Paul for the record. There are so many variables involved in the decisions that principals have made in adjusting their budgets. We cannot answer a question about whether or not a principal removed a position because of the errors we made or because of enrollment or because of decisions made about instructional planning at the school. And so therefore, we also cannot answer the question about class sizes. We can do an analysis of class size from the spring budget and the fall budget. That's not something we have with us today. But attributing that class size change to the mistakes that we are presenting to you again today would be incorrect really.

Trustee Zamora:

Okay. I appreciate that. Just because we already have an issue with class sizes and then we hear folks are being surplus, so that means students have to go somewhere and figuring out where that is. And then my last question is how many afterschool programs were reduced? Do we have number?

Kellie Kowal-Paul:

Madam President, members of the board. It's the same exact answer.

Trustee Zamora:

Yeah. Afterschool programs I think was also a thing that a lot of families, I don't want to use word afraid of hearing that, right? Because I think that's one of the programs that was talked about as we were talking about the budget deficit. So thank you.

Trustee Garcia Morales:

Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

So I first want to acknowledge the Department of Education. I really think it's important. This is such an important impact to our community because our students in the classrooms have been affected, our staff has been affected. We just heard some of our licensed positions have been surplus, some of our support staff and then our administrators, that process will take its course and then we'll see where people maybe potentially will be reassigned or what that outcome might be. I want to use the document that the Department of Ed provided, because I went through it with just the fine-tooth comb. On page one, where it says at the bottom, that we learned that in January 2024 allocations mistakenly included a central accounting of program management costs. I really want to know what does that language really... What does that mean? Where their additional cost passed to the schools as a result of the deficit?

Kellie Kowal-Paul:

Madam President, members of the board. Kellie Kowal-Paul for the record. No, that's not what that means. What that means is there was a portion of that funding mistakenly withheld from schools. It was discovered that that's not supposed to be withheld from schools and was sent back out. So the entire allocation for weighted funding is in schools in the fall budgets.

Trustee Esparza-Stoffregan:

But the schools did have to use some carryover in certain situations to fill in that budget deficit. So there was an impact to the site in that sense, correct?

Kellie Kowal-Paul:

Madam President, members of the board. Kellie Kowal-Paul for the record. Trustee Esparza-Stoffregan, that's unrelated to that particular statement. So for example, when we receive a grant, a portion of the grant is retained to fund the management of the grant. That's what we would call a program cost or that doesn't apply in terms of weighted. So I think in the fall budgets, we retained a portion centrally for management of those funds. That's not something we're supposed to do. We corrected that in the fall.

Trustee Esparza-Stoffregan:

So the second follow-up question, I'll get back in the queue, is we know what the shortfall for schools are. Was there any surplus from Central Office? Were there any positions or was these numbers inclusive of the Central Office positions?

RoAnn Triana:

Madam President, members of the board, Interim Superintendent Dr. Larsen-Mitchell. RoAnn Triana for the record. There were none.

Trustee Esparza-Stoffregan:

To central. Okay.

RoAnn Triana:

Correct.

Trustee Esparza-Stoffregan:

Thank you. I'll get back in the queue.

Trustee Garcia Morales:

Trustee Guzmán.

Trustee Guzmán:

Thank you. I'm setting my timer. I think one thing that I want to make clear is the definition of surplus because I have a feeling anybody watching us would think that we actually cut 36 teachers, 41 support professionals and 5 administrators based on your answer. And really, when I used to assist with the surplus, we called it a redistribution so that we would move the staff to where they were needed because of enrollment changes and things like that. Could you please explain what surplus is?

RoAnn Triana:

Madam President, members of the board, Superintendent Dr. Larsen-Mitchell. RoAnn Triana for the record. Thank you for that question. I'm glad I get a chance to clarify that. Like I said before, 36 licensed professionals were budgeted out of budgets and zero of those people are going to be

RoAnn Triana:

losing a position, meaning they were in fact able to select another position. We are working with one situation because of a specialized license, but we're about 90% sure we're going to see that person through. In terms of the support professionals, like I said prior, 41 were budgeted out. However, 24 people selected a position at surplus, 3 support professionals resigned, 14 selected no position. And at that point, that's what triggers the bumping, right? We all hear about the bumping. And as a result of that process, we anticipate 4 people losing their position. And those 4 were hired late September, early October. So least seniority in that job family.

Trustee Guzmán:

Okay. All right. And the 5 administrators?

RoAnn Triana:

5 administrators were all, they're in unassigned status right now and they have 90 days to secure a position. And what that looks like is they have to interview for those. And then if I could add one more thing, that's good news. When these jobs go to fly again on November 4th, these four people will be able to apply for a position that they're qualified for and that they're interested in.

Trustee Guzmán:

Okay. And then when we're talking about a rolling budget, this is not balancing a checkbook, is it? So can you explain what a rolling budget is please? Because I know that that means... I'm sorry, I shouldn't be talking, but if you want to explain what a rolling budget is, because the numbers don't come all in at the same time.

Diane Bartholomew:

Madam President, members of the board. Diane Bartholomew for the record. You are correct. I've never heard that term, particularly that often. Old school term, that's okay. But yes, it's not technically a checkbook. We're relying from prior year closeout to begin the new year process. And that's basically it.

Trustee Garcia Morales:

Thank you. I'll turn it over to Trustee Cavazos, who's up next.

Trustee Cavazos:

Thank you, Madam President. I have a couple of questions here. I'll try to stay within my time here. Again, kind of recycling back to the explanation that was given about the insufficient process, documentation and communication and organizational and process silos being like one of the foundational things, the reason for a lot of these issues right now. If we don't have those in place, I was just wondering, how were these notifications and these documentations, how were they handled in the past if we did not have anything in place?

Brenda Larsen-Mitchell:

Madam President, members of the board. Brenda Larsen-Mitchell for the record. Trustee Cavazos, one of the first steps that we did within the continuous improvement cycle is we asked for documentation of processes and gathered those. And based on looking at what we gathered, there was insufficient documentation to outline these steps. So we pretty much relied on knowledge within the team, but the steps and the processes were not documented thoroughly. And then there was a lack of checks and balances. And that's where we have to work more collaboratively as one team, making sure that we're not operating in silos and that we have documented steps to follow for the future. And that's what we're working on right now, Trustee.

Trustee Cavazos:

Thank you, Dr. Larsen-Mitchell. So kind of piggybacking on that, so if we did not have the sufficient protocols in place, are we going to have to go back and look at any of our prior budgets and how things were done?

Brenda Larsen-Mitchell:

Madam President, members of the board. Brenda Larsen-Mitchell for the record. We are meeting almost daily with the budget team, and as we learn new things, we are recording the documents and the processes that we need to determine how we move forward. At this point in time, we're focused on what are those lack of systems and structures and processes in moving forward. Things that we've learned, we definitely corrected for the September 2024 budgets.

Trustee Cavazos:

Thank you, Dr. Larsen-Mitchell. Do I have any time left? A little bit. Okay. All right, the projected timeline then for this collaboration with district leaders and principals. This is January 2025 then that we're hoping to have this in place?

Brenda Larsen-Mitchell:

Madam President, members of the board. For the record, Brenda Larsen-Mitchell. Trustee Cavazos, yes, we have to.

Trustee Cavazos:

All right. Thank you very much. Thank you.

Trustee Garcia Morales:

Thank you, Trustee Cavazos. I see Trustee Barron in the queue. However, I'm going to go to members who have not had a chance to share and then I'll go back to you. And so far I see Trustee Brooks and Trustee Bustamante Adams who have not shared just yet. So I'm going to let them jump in. Trustee Brooks.

Trustee Brooks:

Thank you, Madam President. Thank you to the team. I know you're catching a lot of heat from everywhere and I appreciate you navigating this with grace and composure and I just want to express my gratitude because I don't think you hear it enough. The reality is education financing is very complicated. The questions from the board demonstrate that maybe some of us also don't have a clear understanding of how it works. I think Trustee Guzmán touched on the surplus part. People are kind of mixing these two concepts together and they're not the same. So I think it's very challenging. When you say insufficient process documentation, I take that to mean that maybe you had staff turnover and somebody had knowledge, institutional knowledge, they walked away with it and you were left without somebody who knew how to do something. Does that sound in the ballpark?

Kellie Kowal-Paul:

Madam President, members of the board. Kellie Kowal-Paul for the record. Trustee Brooks, that's very much in the ballpark and then hit out of the ballpark because that's exactly a big part of it for sure. However, we did not include employee turnover as a root cause because we feel like it should be important for this organization to have the systems and structures in place to be able to work through employee turnover. So really the root causes are the lack of systems or processes and then those silos for sure.

Trustee Brooks:

Thank you. I think it's commendable that you're owning up to that because systems and processes, they'll outlast your employees and they should. Good strong systems really help districts stay afloat. My question is about this financing piece. How can you go from 500 million as a deficit to 10 million? I picture it like this and I'm not sure if this is accurate, but you go... You're working on estimates, right? And then you have actuals towards the end of the year. You have some that come in high, some that come in low, and then you balance your books like you do a checkbook at home. Is that how this works or is it different?

Diane Bartholomew:

Madam President, members of the board. Diane Bartholomew, interim CFO. Yes. So I was trying to explain earlier, yes, we're closing out FY24. We do. We have estimates were truing up and making sure expenses where they should be. Maybe we can put something towards a grant, maybe we can't. So we're trying to utilize the dollars the best we can. So yes.

Trustee Brooks:

So just like your checkbook, sometimes something's higher, sometimes it's lower. And then at the end you're left with how much money you either have or don't have?

Diane Bartholomew:

Correct.

Trustee Garcia Morales:

Trustee Bustamante Adams.

Trustee Bustamante Adams:

Thank you Madam President and thank you Interim Superintendent. It has been evident that your team has gone above and beyond to be able to answer everyone's question. NDE, the finance committee that was just this week and continues the list of people who want to know, but I think it's making us better and for that I'm grateful. I would like to ask though, is the briefing also including legislative leadership?

Brenda Larsen-Mitchell:

Madam President, members of the board. For the record, Brenda Larsen-Mitchell. Trustee Bustamante Adams, yes, we have met twice with legislative leadership on a Google Meet joined by Dr. Keating and Todd Story.

Trustee Bustamante Adams:

Thank you. And I appreciate you keeping them updated because they are our funder and so we should be mindful to keep them updated on what's happening. And Diana, it does make sense to me about actual versus budget, but it's also a new process and so thank you for being patient with us as we're trying to understand. My other question has to do with the added recommendations to consider. You mentioned that twice. And so how will you vet that out to see which ones make sense? What's the process?

Kellie Kowal-Paul:

Madam President, members of the board. Kellie Kowal-Paul for the record. Trustee Bustamante Adams, right now we are in collection mode for recommendations. Although our meeting with the principal's budget committee yesterday really started narrowing in on some things that we could take a look at by modeling out what those recommendations would look like in terms of changes to schools. We were trying to make sure that the decisions that we're considering will further our ability to provide students across the district with an equitable educational experience, which is what the law asks us to do. So we're looking to do that.

That is actually a benefit of going through this experience because that's not an error that we discovered, but since we're here looking at the process itself, we're taking the opportunity to see if we can improve some of the decisions that we've had in place. There are a lot of decisions that seem to be rooted in some different historical processes and some different historical legislation that we need to work out. I'm grateful to have the partnership of NDE's finance team through that. They're ready to go to help us kind of comb through some of those decisions as we go as well.

Trustee Garcia Morales:

Thank you. All right, I'm going to go back. Oh, I see Trustee Zamora. You already shared. Yeah. I'm going to go back to the top, Trustee Barron you're up next.

Trustee Barron:

Thank you Madam President. For the record, for the public's sake, part of my concern for this official informative discussion here is that there is no supporting documentation that's been attached to this agenda item that supports any assertions or claims that you're literally testifying to. That's a problem and I'll come back to the 50, 20, 12, 10, but look, some numbers just don't make sense. So one thing that was testified here too was that back in January 2024 that there was supposedly a mistake in the way that the average salary for the employees was calculated out to \$115,000, which did not include the 8%, which I get, okay, it's an honest mistake. And then in September it turns out the average salary is about 121,000. Well, I'm looking at the 5,700 bucks times 16,500 employees, which we have, and that should have been, unless my calculator is wrong, that should have been a deficit of 94 million bucks. So it seems to me that the deficit that should have been reported should have been more than \$50 million. Again, it did seem like very nebulous numbers. Can you explain to me again, if we didn't allocate the 5,700 bucks, then how come the budget deficit was only in the \$50 million range and not in the 90 to \$100 million range?

Trustee Garcia Morales:

I want to clarify that there was supplemental information that was provided to us, reference material that's provided to us at the last board meeting and this was simply an update. Is there anything else?

Trustee Barron:

That's a question, please.

Trustee Garcia Morales:

And I also am answering it for you so you can-

Trustee Barron:

No, I'm asking it for staff. This is not a question that I'm asking to the board president. This is a question that I'm asking to staff.

Trustee Garcia Morales:

Trustee Barron, I really want to get to your question, so let's get your question here.

Trustee Barron:

No, that's my question. I would like for the team to please answer it.

Trustee Garcia Morales:

I've answered that part for you.

Trustee Barron:

You're not the one who's supposed to be answering here.

Trustee Garcia Morales:

Maybe you should remember that we had a meeting and we also... Wouldn't have to bring that up.

Trustee Barron:

And this is something that we want. I'm sure that other people want to hear and you do not have the right to answer for them.

Trustee Garcia Morales:

I'm not answering for them. I'm reminding you that you were here to-

Trustee Barron:

Are you going to let them answer or are you not? Please answer.

Trustee Garcia Morales:

Please go ahead. Thank you. Answer whatever that question was.

Kellie Kowal-Paul:

No problem. Madam President, members of the board. Trustee Barron, I think what's happening is we're conflating the two issues. If we were to not have updated the school's estimated salary costs, then the schools would've over spent the district's budget. We did not do that. By allowing schools to make adjustments to their budget, those changes do not become a deficit. The amount of funds that support teacher salaries are in schools not in Central Office. When principals made the decisions within their school budgets to make adjustments that resulted in the surplus processes that Ms. Triana spoke to, that is why that deficit number did not go as high as that math that you stated would suggest. That is not a reality that happened. The potential central deficit right now is an accounting exercise, as our interim CFO has shared with you, that it's completely unrelated to the increased salary cost of staff for schools.

Trustee Barron:

But that was part of the explanation as to why we had it in the first place. Well, unless I heard wrong.

Trustee Garcia Morales:

Thank you, Trustee Barron. That's your time. Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

Because I want to bring back to the fact that some of us have been here for a longer time. We've lived this kind of situation before. I want to go back to Trustee Guzmán's point about the surplussing, rifting is reduction in force and my understanding that there are some potential individuals that are going to be reduced in force potentially, and that does mean that potentially people could lose their positions. I'm just saying to you, speaking as an individual, I lived it. I was

Trustee Esparza-Stoffregan:

rified when I was in the district. And some of our people, even if they get surplussed, they will go potentially depending on the ability of vacancies to a different family or to a different... And I don't mean physical family, I'm talking their job description, which could be a reduction in their pay. So I just want to say to everyone, this is hurting our schools. This is affecting our classrooms.

Yes, some of our classes are larger because even with eliminating our vacancies, you still have positions that are not ever going to be filled. So to your point Trustee Zamora, some of our classrooms are larger. That is correct. And I'm sorry, I had to ask the Central Office. I've done both sides. I was a Central Office administrator. I was a site building administrator. And when you say that there's no positions that are being maybe vacated out of central or hit, it is an optics that our schools absorb this.

So I want to go back to the document because I really think it was helpful and I sent these questions ahead of time to the personnel so that there would be no surprise. So I'm asking about the calculation. When doing the math on page 8, I really want to get into the hourly rate. It's on page 8. The question was determine the average base salary by averaging the estimated annual rate, which is the sum of the adjusted. So I'm not going to read the whole thing, but the question that I have is in the calculations for the site-based licensed staff, you're using \$39 an hour, which is an average hourly base rate, correct? Is that correct?

So I'm having trouble because here's... Diane, teachers are contracted 184 days per year and they work 7 hours and 11 minutes per day. So if you multiply that by their hourly rate, it does not come out to 81,438 33. So can you just explain that because that threw me off?

Kellie Kowal-Paul:

Madam President, members of the board. If I may, Trustee Esparza-Stoffregan. And Kellie Kowal-Paul for the record. I think the report that you're referring to outside of the response to the state superintendent is the average salary report that we have posted on OpenBook, where it states the average hourly rate is \$39. Yeah, that average hourly rate is based on a 2,088 hour work year, which is an illustration of the fact that we pay teachers as a full FTE. It's an accounting exercise. The figure, that \$39 excludes fringe, but that is if you took their total salary, divided it by 2,088 hours, that's where you get to the 39. If you were to calculate the average hourly rate based on the actual 7 hour 11 minute contract, you would get closer to about \$62 per hour, excluding benefits.

Trustee Garcia Morales:

Okay. Thank you. Trustee Guzmán.

Trustee Guzmán:

Thank you. I'm going to go back to talk about the committee that's put together, Paul from White Pine, Tom Ciesynski, I think I said that correctly. And then our past CFO. May I ask because I went to the Council of Great City Schools last week, and I did some digging on the budget and their assistance. And so my question is, will these folks be helping you with systems the way that the council would have or is this something completely different?

Brenda Larsen-Mitchell:

Madam President, members of the board. For the record, Brenda Larsen-Mitchell. Trustee Guzmán, this subcommittee was assigned to us yesterday, so I'm not quite sure what it will entail. I don't know if they'll be spending three or four days with us in a row like the council was, but it was these three gentlemen were assigned to work with us on a subcommittee and then for them to report back with us at an upcoming meeting. So we're excited to work with them, but I don't have the details of what it looks like at this point in time.

Trustee Guzmán:

Okay, great. And I have one other question, and it has to do with HR. From what I remember from last year, HR went through a huge surplus. It could have been last year or the year before, but I feel like Central Office went through a huge surplus when we did reclassification and folks were moved around. Am I not remembering that correctly? I just feel like there were changes made and a huge... And also IT, didn't we just go through a surplus with IT? Are they not considered Central Office? I'm trying to understand what Central Office is versus school-based surplus.

RoAnn Triana:

Okay. Madam President, members of the board, Superintendent Dr. Larsen-Mitchell. RoAnn Triana for the record. This IT people that were surplus in the spring, were not considered central. We take central as Central Office, administration. That's more IT. And so those are supports. They were included in the support professional numbers.

Trustee Guzmán:

Okay. So support professionals are not considered Central Office? I'm trying to understand because support professionals work in the Central Office. Am I wrong?

RoAnn Triana:

Members of the board, Madam President, Superintendent Dr. Larsen-Mitchell. RoAnn Triana for the record. Those site-based technicians, for example, work in schools, so it's a big spread of IT-type people that service schools, they service departments. But right now they're not technically considered when we ask about Central Office support, they were not included in that.

Trustee Garcia Morales:

Thank you.

Brenda Larsen-Mitchell:

Madam, if I may add on to that? Madam President, members of the board. For the record, Brenda Larsen-Mitchell. Trustee Guzmán, my understanding, adding on to site-based, there were also some central tech positions as well that were included in the surplus was my understanding, Trustee Guzmán.

Trustee Garcia Morales:

Thank you. Trustee Zamora, you're up next.

Trustee Zamora:

Thank you, Madam President. I was trying to be quick because on a timer, so sorry if it's just so blunt. Thank you Trustee Guzmán, those were actually really good questions. I think clarification of the words that we use too is very important, right? Even the surplus. And so I appreciate that. I know at the last meeting, Trustee Satory was trying to be proactive and seeing if we can possibly send that presentation to principals just because the presentation was given and they can have it. Did that ever happen?

Brenda Larsen-Mitchell:

Madam President, members of the board. For the record, Brenda Larsen-Mitchell. I don't believe it was directly sent to principals.

Trustee Zamora:

Okay. So did you specifically get any response possibly from principals about that presentation?

Brenda Larsen-Mitchell:

Madam President, members of the board. For the record, Brenda Larsen-Mitchell. Trustee Zamora, yes, I did receive some comments regarding the presentation. They thought it was very clear, very straightforward and appreciated the solution focused.

Trustee Zamora:

And I'm curious to see if there was any clarifying questions that other admins had that we possibly didn't ask that you were able to clarify through messaging back to them?

Brenda Larsen-Mitchell:

Madam President, members of the board. For the record, Brenda Larsen-Mitchell. Trustee Zamora, I would say that most of the clarifying questions, comments that we've received from school-based administrators has come through our extended leadership team and also principal leads and the budget committee where we're working with principals.

Trustee Zamora:

Okay. Just trying to see how we also improve the presentation. If there was something that was really popular or a question that kept coming up from admins in schools. And then as we're talking about support and documents, is OpenBook's being updated?

Brenda Larsen-Mitchell:

Madam President, members of the board. For the record, Brenda Larsen-Mitchell. Trustee Zamora, we have updated OpenBook's as we have discovered inaccuracies. We have made updates to OpenBook.

Trustee Zamora:

Okay. I'm wondering if there is proactive... I'm always trying to think proactively, right? If we can, maybe... I was on the website and seeing if there's a space that we can put up-to-date budget issues or up-to-date budget updates, something like that. But that's on the top of it. So people don't really... Because I was looking at the way the website is and it's a little difficult to navigate through. So how do we make it a little bit easier for folks who are interested in going in a deep dive about this kind of saying here is up-to-date stuff. This last update was two days ago or whatever. So we're being fully transparent.

Brenda Larsen-Mitchell:

Madam President, members of the board. For the record, Brenda Larsen-Mitchell. Trustee Zamora, great suggestion. There's a lot of information there and there are ways that we could flag what's been updated or what is new. Thank you.

Trustee Zamora:

Thank you.

Trustee Garcia Morales:

Thank you. Turn it over to Trustee Cavazos.

Trustee Cavazos:

Thank you, Madam President. Most of my questions have been answered. So I just have a couple of short ones here. Just to clarify, user support people who work at central not at schools, are not considered central? I just wanted to clarify that for a constituent.

RoAnn Triana:

Madam President, members of the board, Interim Superintendent Dr. Larsen-Mitchell. She's going to [inaudible 01:45:15] fingers on the button.

Brenda Larsen-Mitchell:

Madam President, members of the board. For the record, Brenda Larsen-Mitchell. So the spring surplus TISS, there were central positions. There were 26 and all were placed.

Trustee Cavazos:

Thank you very much.

Brenda Larsen-Mitchell:

You're welcome.

Trustee Cavazos:

The other constituent question, and pretty sure I know the answer to this already. You have on page 4 of 13 and happy to see that 31 of the requests that were submitted to support principals who were severely impacted were approved and there were only one. If I got that correct, there was only one that was not approved. So without having to name schools or anything, it says that it was not approved because they did not have significant challenges. So could you give me an example? It doesn't have to be specifically from there, but what was not considered a significant challenge?

Brenda Larsen-Mitchell:

Madam President, members of the board. For the record, Brenda Larsen-Mitchell. Trustee Cavazos. Madam President with your permission, I'll have Ms. Gutierrez respond. Thank you.

Melissa Gutierrez:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Melissa Gutierrez for the record. Trustee Cavazos, some schools were able to balance their budgets without making reductions in staff.

Trustee Cavazos:

So that basically was the bottom line for the decision?

Melissa Gutierrez:

There were requests that were made, so depending on what principals and their SOTs decided they wanted to request, that was the basis for what they submitted. The decision to not fund one school that you were referring to, that school did not have any challenges balancing their budget and closing it. They were just looking for additional funding for staff, not to keep the staff they had.

Trustee Cavazos:

Okay. And I did read the supporting documentation, but it was a constituent question. Thank you very much.

Trustee Garcia Morales:

Thank you. Trustee Barron.

Trustee Barron:

Yes, thank you very much, Madam President. I'm really happy the way the state, the governor's office, the legislature worked with Clark County School District to help us close the gap with the

Trustee Barron:

number of vacancies that we had, went from 1,500 down to 700, which is still pretty serious, but I'm very happy that we're there.

But if I recall the way governments work, those positions, even though they weren't filled, they weren't staffed, they were definitely funded. So I'm looking here at the 700 and at first, I guess at the beginning of the year it was reported to be 1,000. But even if it's only like right now, 700 funded, but vacant positions, and even if we take it at the erroneous number of \$115,000, that should have been 80,500,000 that's sitting in school budgets somewhere. So how did that play into all this to plug the holes? I mean, if we have \$80 million that again has already been funded but hasn't been expended. Again, these numbers, I don't understand whether we have a \$50 million hole, a \$20 million hole, a \$10 million hole. Where's the money? Was it used? Was it used to plug holes? How does that work?

Kellie Kowal-Paul:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Kellie Kowal-Paul for the record. Trustee Barron, we are unable to utilize school staff budgeted funds to facilitate Central Office budget balancing. This is something that the legislature has mandated in law for the Clark County School District. It is not something that any other school district that I'm aware of is restricted from doing. In fact, I think that's the most common way school districts balance their budget is by using unspent budgeted funds for positions that were not filled. The current vacancies in school-based positions will become carry forward dollars that schools will carry forward into their budgets for next year. So those are not dollars that we can utilize to impact the Central Office potential deficit, which is why that's not one of the recommendations that we will be bringing forward. Is that clear?

Trustee Barron:

I'll go back. I'll get out in the queue for another question.

Trustee Garcia Morales:

Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

Thank you. So I want to look at page 9 of 13, give you guys a second to get there. If you go down past the bullets on item 15, there's a line that says the district was unable to predict the principal's use of carry forward dollars in anticipation of the 24/25 school year. So because now we know we have to do better, what are we doing to track anything that has been encumbered or things that people have planned for with their carryover funds? Do we have a tracking system for that?

Kellie Kowal-Paul:

Madam President, members of the board. Kellie Kowal-Paul for the record. Trustee Esparza-Stoffregan, that's one of the issues that we're tracking and that we're collecting recommendations for from the team to make sure we can improve for next year.

Trustee Esparza-Stoffregan:

I mean, I'm going to put an ask because I think that's important that we start really utilizing a tracker to identify that. And I want to go to an example because I also... Trustee Zamora jumped into the OpenBook and I was lost. It was very tricky. I think we need to do better with that in getting access. So I went to Lundy Elementary School, I went to see their carry forward fund. They have half a million dollars in their carry forward. And I don't know if that's accurate because like you just said, Interim Superintendent, maybe it's not accurate right now, but that's what it says. It's out there in public facing.

So I'm just wondering if that money is there. We know that the legislator passed a bill that said you cannot carry over more than 5% because if they don't spend it down within two years, only 5% of that will come back. So I'm wondering if that school's even aware that that money's there because the SOT has to have say on how that carryover should be spent. So that's just things I'm thinking about that people aren't aware of and schools need to start planning now because that's something that they should have decision making in that, and you know that because you're part of that process.

Kellie Kowal-Paul:

Madam President, members of the board. Kellie Kowal-Paul for the record. Trustee Esparza-Stoffregan, I want to assure you that we've been communicating with principals for a couple of years that they will be required to meet the requirements of that law regarding carry forward. They are all very, very aware. It's also in the guidance that's provided to SOTs each year. So also important to consider is that part of our recommendations that we're looking at are ways to ease the principal's ability to track the expense, the expenditure of those carry forward dollars year-to-year so that they can make sure that they are able to invest the dollars in our kids before we lose it.

Trustee Esparza-Stoffregan:

All right, thank you.

Trustee Garcia Morales:

Thank you. I'm going to turn it over to Trustee Barron.

Trustee Barron:

Yeah, my last couple of questions. So as I understand there were 31 schools that requested some help to balance out and that came up to about what, 7.7 million? Where did those funds come from then?

Kellie Kowal-Paul:

Madam President, members of the board, Trustee Barron. Kellie Kowal-Paul for the record. Those dollars came out of Central Office. What we are doing is trying to make use of unspent grant funds. Some in [inaudible 01:53:47] are federal pandemic relief dollars. We're also looking at some other federal relief dollars we received through the state. So what we're trying to do is identify costs that were applied to those grants that can be applied to statutory reserve funds, which have a very narrow criteria for allowable costs, which will allow us to free up dollars, excuse me, expenditures from general fund and apply those expenditures to grant. So basically we use grant funds to pay for things that are allowable in the grant, which will free up Central Office dollars to allow us to provide that additional support to schools.

Trustee Barron:

Okay. You'll have to excuse my skepticism here. Again, we're throwing big numbers around. I ask a simple question, how do we get from 50 million deficit to 20 to 12 to 10? Still don't have an answer and I don't have any documentation on that. But what I'm hearing here, I guess for the record, did we or did we not have a deficit here? We hear \$50 million... Hey, and a lot of teachers were going crazy and I fielded questions from people who had left jobs to come here to [inaudible 01:55:13]. They were worried that they were going to lose their jobs. We heard so many programs that would be proposed to be cut here. But from what I'm hearing here, everything sounds like everything's all rosy. I guess we never did have a budget deficit then for the schools, only for the Central Offices. Is that what I'm being told?

Kellie Kowal-Paul:

Madam President, members of the board, Interim Superintendent Larsen-Mitchell. Kellie Kowal-Paul, again for the record. Trustee Barron, there is no actual budget deficit until the budget work is complete. What we've been communicating is our best estimate while the budget work is not done. That's not something we typically communicate early. We've been asked a lot of questions that I agree with. Trustee Bustamante Adams are making us think very strongly about the way we work and making us better for sure. But some of the consequences of those extra communications are pieces of information that are incomplete, being shared publicly that are not final.

So when we saw a potential budget deficit at 50 million, we had not yet discovered perhaps some remaining funds in line items in whatever budget that the budget team had not yet reconciled. So as they continue to go line by line, which is what they're doing, and go, "Oh, there's leftover funds here. Oh, there's leftover funds here. We didn't spend this here. We can move this to a grant." All those changes that they find as they continue to reconcile the budget, continue to chip away at what was a potential larger central budget deficit is now 10. We'll probably be able to cover the final deficit by adjusting the ending fund balance, which would in fact result in no deficit.

Trustee Garcia Morales:

I'll turn it over to Trustee Cavazos who is next. Trustee Cavazos. Thank you.

Trustee Cavazos:

Thank you, Madam President. And just kind of circling back, lots of questions about carryover and understanding that and about the teacher increases not being originally included. So just to clarify, if a school did not have what would be characterized as a significant challenge and they were able

Trustee Cavazos:

to balance their budgets, did they have to then ask for the 5,700? Did they not get that? Just trying to clear this up for the public.

Kellie Kowal-Paul:

Madam President, members of the board. Kellie Kowal-Paul for the record. Trustee Cavazos, because the way your question is stated, if the schools had to ask for the additional \$5,700, I need to clarify again that schools were not underfunded \$5,700 per employee.

Trustee Cavazos:

I apologize, Kellie. I worded it the way they asked me.

Kellie Kowal-Paul:

I suspect it as much. Yeah, thank you. But it's worth clarifying anyway, since the questions coming in, schools were not underfunded \$5,700 per position, they were informed that a licensed position was \$5,700 lower than it actually is. So if you could imagine budgeting for some pens and we tell schools you need to buy pens and pens cost \$15 and then you build a budget and you say, "I can buy so many pens because they cost \$15." But then we go, "Oh wait, they actually cost \$20." Then you have to go, "Oh, I can't afford as many pens." That's basically what has happened, only at a larger scale of course, and with greater impact.

Trustee Cavazos:

Okay. And what we wanted and what they, I think needed to hear is that they were not underfunded. Correct?

Kellie Kowal-Paul:

Not as a result of that salary issue. No.

Trustee Cavazos:

All right, thank you so much.

Trustee Garcia Morales:

Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

I really am curious about... Because I think a part of this loop is that in the past, principals were able to make their own budget and they could use spreadsheets like the old school. Now we move to a digital system which does calculations, and then you have analysts that maybe don't have understanding instructionally how that budget's being built. So what I appreciate is you're getting back to the people in the building that need to build that budget. So my question, their recommendations, what were some of those recommendations?

Brenda Larsen-Mitchell:

Madam President, members of the board. For the record, Brenda Larsen-Mitchell. Trustee Esparza-Stoffregan, we heard from principals that they want more professional learning on the budget. We heard from them, they want a technical manual. They want to know how can I predict what my at-risk funding may be. They want to learn more about the grad score. They're very eager to learn. They want their assistant principals to have professional learning as well. So we have committed to those things, Trustee.

Trustee Esparza-Stoffregan:

Thank you.

Trustee Garcia Morales:

I'm going to go down the queue here. Trustee Barron.

Trustee Barron:

Yes. Thank you very much one more time. Again, maybe I don't understand this school budgeting, but I was under the impression that the fiscal year 24 had already been approved. But whenever you do the final reconciliation, I expect to see the documentation for the question that I'm asking for.

Brenda Larsen-Mitchell:

Madam President, members of the board. For the record, Brenda Larsen-Mitchell. Trustee Barron, we will be bringing that to the board in a presentation on December 12th.

Trustee Barron:

Thank you, Interim Superintendent.

Diane Bartholomew:

May I add? Pretty please. Madam President, members of the board. So just know FY24, the financials will be presented November 14th. The budget AFB will be presented December 12th. So there are two different things. I'm not sure what you were asking. Okay, thank you.

Trustee Garcia Morales:

Thank you. All right, Trustee Brooks.

Trustee Brooks:

Thank you, Madam President. Could you remind me, so the actuals, you're closing your books, the actuals expense, what was the difference between the budget and actuals in totality? How much difference was there in those two numbers?

Diane Bartholomew:

Madam President, members of the board. Diane Bartholomew for the record. You're asking for basically our ending fund balance?

Trustee Brooks:

Yes.

Diane Bartholomew:

Which is the difference between those items that you were just mentioning.

Trustee Brooks:

How much does that represent of the budget?

Diane Bartholomew:

So are you looking for a dollar amount or a percentage?

Trustee Brooks:

Percentage?

Diane Bartholomew:

Okay, so currently, so for FY24, we budgeted for 4.5% for FY24. We're doing the same for FY25 budget. We're trying to keep it at 4.5 of unassigned ending fund balance of revenue. You had brought up the NAC and the NRS. The NRS is based on percentage of expenditure and it's for ending fund balance where R31-10 is based on unassigned and it's based on revenue. So yes, we're trying to keep a AFB 2025 at 4.5%. As Ms. Kowal-Paul was mentioning, we may need to use a fraction of that maybe to balance, but we should be over 4%.

Trustee Brooks:

Thank you. I think I was a little unclear.

Diane Bartholomew:

Sorry.

Trustee Brooks:

No, I apologize. My wording was a little unclear. So of the deficit of \$10 million, what percentage of the district's budget does that represent?

Diane Bartholomew:

Madam President, members of the board. Diane Bartholomew for the record. A very small percent, maybe 0.01. We have a \$4 billion general operating, so \$10 million is a fraction of that, obviously.

Trustee Brooks:

Okay. And sometimes, is it possible that this works in reverse? The district is whatever percent under and there's a surplus, and if so, what happens to that surplus?

Diane Bartholomew:

Madam President, members of the board. Diane Bartholomew for the record. It becomes part of our ending fund balance.

Trustee Brooks:

Okay. So it's really similar, right? That's why there's an ending fund balance because sometimes you have to make allowances for things like this. And I think it's important that public understands that sometimes it also works in reverse. And I don't know that you get as much help from people externally when you're 0.3 off and it's in your favor.

Trustee Garcia Morales:

All right, colleagues, let's round this out. We have three more members in the queue, and then I'd like to provide some closing remarks. Trustee Zamora, this is your last chance. Let's go.

Trustee Zamora:

Thank you, Madam President. Interim Superintendent Brenda Larsen-Mitchell, you mentioned that admin has a taste and a hunger to learn more about the budget, right? I'm really excited to hear that. And I know with Kellie, during our briefing, I don't know, weeks ago, we talked about SOT and involving them. I'm wondering if simultaneously, as you're working on some type of a learning for admin, if there's something to include for SOTs, license, parents and anyone who's part of the SOT?

Kellie Kowal-Paul:

Madam President, members of the board. Kellie Kowal-Paul for the record. Trustee Zamora, there's always room for that. We revised the SOT training annually, send it to the state, the Department of Ed for approval. I'm sure they would be more than happy to see a little bit of extra budget detail in there. And really, like I said a couple of weeks ago sitting here, although the very short-term goal of our process improvement work is to prepare for January 2025 budget release, my overarching goal is to broaden and deepen our understanding of how funds are allocated to the

Kellie Kowal-Paul:

district and throughout our system. And I would love for that broader and deeper understanding to be felt by all of our stakeholders.

Trustee Zamora:

Thank you. Thank you, Kellie. And I trust that you're as passionate about this because I know we've bonded about SOTs and how important they are. It's just unfortunate that we had to go through this process, right? Because I did talk to SOT members and they were just confused. I

Trustee Zamora:

think worried more than anything. And just how do we fix that? How do we move into a better space with that? So thank you.

Trustee Garcia Morales:

Thank you, Trustee Zamora. Trustee Esparza-Stoffregan.

Trustee Esparza-Stoffregan:

So I had some of the administrators share with me that they had to go into general supplies. So the same process that you did for appealing to fix the shortfall, will that still be an offering? That I would hate for a school to not have a supply during the year if they come to that because they can't predict some things that they're going to need. So there'll be a process for that for them to be able to have resources before the school year's over.

Brenda Larsen-Mitchell:

Madam President, members of the board. For the record, Brenda Larsen-Mitchell. Trustee Esparza-Stoffregan, we have typically not had the appeal process beyond when budgets need to be submitted. Of course, if there's a school in extreme need, they can always reach out to their principal supervisor and we can problem solve.

Trustee Esparza-Stoffregan:

Thank you for that because I see on the news, kids don't have homework because they don't have paper. So I know there's a lot of layers to that. So I think it's just the key thing that I appreciate this team is that you guys are owning the situation. Thank you for being true leaders. Thank you for being transparent and thank you for really trying to make it better. And just as the last two requests, two things, wanting to know where the surplus process when it's complete, how everyone lands and how that is going to unfold? Just to have that as a final report for all of us. And then of course, I already mentioned OpenBook needs to be revised so that it's really friendly and not so cumbersome. Thank you.

Trustee Garcia Morales:

Trustee Bustamante Adams.

Trustee Bustamante Adams:

Thank you, Madam President. And I am grateful. I know the statement was made earlier by Trustee Barron that we are making progress in moving the gap between the licensed teachers being in the classroom. So thank you to our HR team. My question is for our interim CFO, so you mentioned that our goal for FY 2025 would be to keep it at 4.5%. NRS says it's 4%. Is that accurate or is it 4.2?

Diane Bartholomew:

Madam President, members of the board. Diane Bartholomew. Yes, the NRS is 4% our Reg is 2%. I hope I said that the right way. Yes.

Trustee Bustamante Adams:

Our Reg is 2%. And so if we're going to use the ending fund balance to be able to maybe fill the gap, then do we go and generate more revenue somewhere? How does that work?

Diane Bartholomew:

Madam President, members of the board. Diane Bartholomew for the record. So you mean... No, we're not going to generate more revenue. We're going to get in what we can, right? Whatever the state. We get revenue in from several sources, but the making up the 4.5% is just the difference between our expenses and our revenue. I'm not sure [inaudible 02:10:04].

Trustee Bustamante Adams:

Maybe I'm not asking it correctly, but I just know that if we use some of the... After we do the budget versus actuals, there's an amount we might take from that amount. So how are we going to make up that difference the following year? And that may be a deeper question. I know I'm trying to understand the budget, but I don't know how that gets refilled, if that's the right word.

Diane Bartholomew:

Madam President, members of the board. Yes, you're asking a very good question. So as we are going into a legislative session, so we're hoping we do okay with the legislative session. That's why we have our lobbyists, why we go up there to fight for every dollar we can get, and that's what we do. It depends on negotiations, depends on a lot of pieces.

Trustee Bustamante Adams:

Okay. Starting to make sense to me. Thank you.

Trustee Garcia Morales:

Thank you. Curiosity, how does the schools, just along these lines, that doesn't necessarily have to do with the update, but along the lines of funding, where does CCSD have its own ability to generate funds on its own? Like other school districts across the country?

Diane Bartholomew:

Madam President, members of the board. Diane Bartholomew for the record. If we're generating money, it's usually at the school level, right? They're having maybe a fundraiser, but that's all part of their school generated funds. I mean I could have a car wash if you want, but no, there's not a mechanism centrally for the district to raise money. We're reliant on the legislature and grants for our funding.

Trustee Garcia Morales:

And that's just based-

Diane Bartholomew:

We're not a taxing entity.

Trustee Garcia Morales:

Thank you for that. And not being a taxing entity means that we're not able to raise taxes at the local level, which would mean additional revenue. So as a result, we are really just beholden to however the legislature budgets, resources for school systems, and I think it's an important thing to note in other districts across the country, school districts have their own ability make changes to generate resources or funding by changing tax at the local level, charging tax at the local level that would benefit students and families.

Great. Thank you. Thank you very much. I want to take a moment to acknowledge Dr. Larsen-Mitchell and your team and the people who are here in front of us today, but also the many people who work very, very diligently to prepare for presentations, to write out presentations, to anything and everything that had to do with the budget. Thank you for owning this from day one. Thank you for making... I want to really acknowledge you and your team for making progress and strides towards ensuring that the learnings that take place do not go in vain and really ensuring that we continue to be stronger as a system and really just acknowledge the strength and the courage it takes to stand before a body, to share what concerns have come before us.

And I don't know many people who have the strength and the courage to be before a body, to have to answer questions that are... To have a degree or level of scrutiny that has existed. So thank you for your willingness to just continue to put the work forward and focus on our kids. On behalf of our children and our families, incredibly grateful for the work that's taking place here. Thank you.

Public Comment on Items Not Listed as Action Items on the Agenda

Trustee Garcia Morales:

Great. Colleagues, we're going to now move on to public comment on items not listed as action items on the agenda. This is an opportunity for members of the public to provide public comment. We have individuals who signed up in advance and some members who've submitted yellow public speaker cards. If you would like to provide public comments on items, please submit your yellow public speaker card. Otherwise, once we begin, we will no longer take yellow cards. Colleagues,

Trustee Garcia Morales:

with your permission... I see Mr. Jones is here. He did not have a chance to provide public comment during consent agenda items. With your permission, may I ask him if he can do public comment now at this time? Mr. Jones, you want to come on up? You'll be first in line followed by Misty Olmos and Jan Giles.

Public Hearing

Walter Jones III:

Hello everyone. Dr. Mitchell. Hello. How you doing? One of my concerns is we have a lot of parents here that can be at home doing things with their kids. We need to start using this time more value. Means that we just discussed, it should be done some other time. We need to be more concerned about our school, about the kids. One of my questions is, is the students failing or are we failing the kids? That's what we need to be more concerned about. We waste more time... I just sat here for 1 hour and 45 minutes. Listen to something that we never got an answer on. You guys are [inaudible 02:15:31] the same question, never got an answer. I'm hoping this next board that come up, they get elected, have enough consideration to understand you have parents that have kids. These things that you guys are discussing about the budget and everything else, do that on your time, but bring the real stuff to the parents that want to know what's going on, but we need to concentrate more on these schools.

We still rank 48th and we're talking about we don't have money. Barron asked a question, never got an answer. That's an embarrassment. If kids are not failing, we are failing the kids. That's what we need to concentrate on. I looked at the thing as far as expulsion of our kids, and it's an embarrassment to look up and see, most of the kids that's black and brown are being suspended at the schools that's in areas, the 89106, the 89030s, the 89031s. Let's find a better way that we don't have to suspend these kids and work with the kids. That's what we need to be concentrating on. We need staffing. That's what we need to concentrate on. There's other things that we need to be doing other than discussing a budget when peoples can be at home with their kids. You having a meeting at 5 o'clock. Here it is at 6:45. Really, let's get serious about this. We are failing our kids. Thank you.

Trustee Garcia Morales:

Is Misty present? Misty come on up. Followed by Jan Giles and Angie Joye.

Misty Olmos:

Good evening, President Garcia Morales and trustees. My name is Misty Olmos. I have worked in CCSD for 17 years as a paraeducator and I'm also the secretary treasurer of ESCA. My work at CCSD has been with our most vulnerable students. Tonight, many of us are asking for the trustees to get involved with the numerous safety issues that are facing our support staff and vulnerable students at CCSD. During my employment, I have been hit, scratched, spit, bitten on, bitten and have had to restrain students that were doing harm to themselves and others. And I am not alone in this. Myself and my colleagues have reached out to numerous departments like Risk

Misty Olmos:

Management, School Police and SSD. Unfortunately, the district does not have the resources to provide an adequate solution to help with these matters. We have parents pulling their students out of schools just because we can't keep them safe enough and unfortunately, we are losing support staff left and right due to the lack of training and lack of living wages.

I love what I do and I know that CCSD can do better, but we are not trained enough to provide the skills that are required to keep us all safe and we need help. Support employees are not providing ongoing training and education that CCSD should be providing to all employees. In fact, they're often thrown in classrooms with zero training and often no real knowledge of what the job is. We all love the students and are being pushed out of education because we cannot continue to survive like this and must find something safer and more dependable.

Recently parents filed a class action calling on the district to provide proper education to our special needs students. I can tell you our special needs classrooms are not properly staffed. CCSD administrations have been aware of the need to support our employees in these rooms. The revolving door of support staff in these classrooms continue due to the lack of support. I am just one of thousands of support professionals who want to see better for our students and profession. It does no good for our students if we continued the revolving door at CCSD. I am asking for CCSD to implement a true safety committee with representation, representatives from appropriate job families at CCSD. The safety committee should be appropriately funded and time to meet with quarterly reports to trustees for outcomes and action items. Thank you.

Trustee Garcia Morales:

Jan. Followed by Angie and then Theodore Schwartz.

Jan Giles:

Good evening President Garcia Morales, Superintendent Dr. Brenda Larsen-Mitchell and trustees. For the record, I am Jan Giles, President of ESEA. ESEA represents over 8,000 support professionals at CCSD. Tonight I'd like to bring to your attention article 34-1 of the CCSD ESEA negotiated agreement. It states the district will provide safe, healthy working conditions for all employees. I come before you on behalf of the dedicated support professionals that are working in unsafe environments. In our positions, we are often the first in the line of defense for school fights, weapon confiscations, working outside our job classification to cover vacancies, working off district property, sustaining injuries, working with special needs students and providing care. In these positions, support professionals are often punched, bitten, spit upon, scratched and sworn at. Support professionals know our risks of our jobs, but per the contract, we expect our employer CCSD to ensure procedures and staffing is in place to minimize the risks.

Instead, staff shortages, lack of proper training and protocols, administrative disregards and retaliation to employees that report safety issues is continuing our members at risk and ultimately the students. Tonight I'm asking for you to get involved and demand that CCSD keep everyone safe. ESEA has requested multiple times that CCSD implement the required safety advisory group per article 34-7 of our contract. These requests have gone unanswered. ESEA is requesting again that this safety advisory group to start meeting monthly. The group should provide monthly reports

Jan Giles:

on safety issues and incidents to the trustees. I look forward to ESEA being an active participant in making CCSD safe for employees and students. Thank you.

Trustee Garcia Morales:

Thank you. Is Angie present? Followed by Theodore. Is Theodore present? And then Sharon Roth.

Angie Joye:

Good evening trustees. My name is Angie Joye and I'm a first grade teacher at Mountain View Elementary School and I'm here today to voice concern over the continuing budget questions that remain unanswered. The responses to the follow-up questions from Jhone Ebert is far from building clarity. It creates more questions in all of our minds. This is frustrating and infuriating as an educator for a number of reasons. Two years ago, I was a part of a group of CCSD educators that went to Carson City and lobbied for funds that would come to our district and now to see how poorly it has been managed with no accountability. It has been shocking, but not surprising, if that makes sense. I was a part of the negotiations team representing CCA, and I remember vividly when CCSD's negotiation team came in unprepared several times and could not produce numbers of staff. Numbers such as the number of licensed teachers in different positions. The cost of that licensed personnel.

I feel like that same indifference that caused negotiations to go on for 10 long months is the same sort of indifference that is being paid to the budget. At what point is I don't know and I'm not sure not good enough? The follow-up response is confusing and lacking a lot of details, especially regarding the discrepancy around that \$5,700. Question 11 asked about the average cost of a teacher and a substitute. A cost was given for a teacher but not for a sub because the district does not produce an average salary for a sub, yet number 13, the budgeted salary versus the actual salary for the sub is referenced. Number 12 from my understanding was asking for figures as in numbers to identify the discrepancies in the estimated strategic budgets released in January and the budgets released in September 2024.

Easy opportunity to enhance the answer with the actual budgetary numbers, but instead you get sentence fragments referencing the categories from which actual numbers should come from. Number 14 asks about negative carryover dollars and ask for a calculation to be included, but none is given. The response to question 10 says that principals should have been notified in the spring regarding the fall school budget tool, but later in response to 21 it says they were notified, no date is given as to when. Further in 22 it says some dates in September.

At least 8 of the 22 questions have the cut and paste answer, insufficient process documentation and communication and organization and process silos. Does that clear up a lot for you? Because it does not clear up a lot for me. Then it finishes out with a line that no school budgets have been impacted by the potential Central Office deficit, and I find that to be false. I have talked to SOT members that keep seeing changing budgets without sufficient answers and just today I asked my admin if there was money for our first graders to get a bus for a field trip in November to a horse farm. Would you like to guess what I was told? No. Because of the budget issues. The budget isn't

Angie Joye:

settled, so not now, but most likely in the spring when the budget is accurately updated. To me that's proof that school budgets are being impacted.

Trustee Garcia Morales:

Thank you. Theodore. Is Theodore present? No. Okay. Sharon Roth. Ed Gonzalez. Okay. Move on to... Hey, I'm sorry. You're good. Then we'll go to Kenny Belknap.

Ed Gonzalez:

Thank you. Madam President, Superintendent Brenda Larsen-Mitchell, members of the board. For the record, my name is Ed Gonzalez. You will hear me not say I'm a member of the Hickey SOT. I'm not speaking on the SOT. And I'm in the weird part of October where I'm not actually on the team because our team meets on Monday and I have to be voted on, so I have to go through the same process of explaining my qualifications and trying to win a vote, an election later on. But the reason I came here today is on the budget... When I signed up, it was for budget, but I'm actually not going to talk much about the budget because we've had a lot of conversations. You've had two meetings onto it as you saw me walk in a bit later in the day. I don't think it's appropriate when you don't have all the information to comment on the budget.

So while I do have some opinions on stuff, I don't think it's the appropriate form at this time to say a comment in public unless you heard all the conversations, gone through the questions that the superintendent had sent out, so I just want to make that clear onto it. But what I do want to talk about is that we've had a lot of people looking into this. When I was at the State Board of Education meeting, I asked them to have their AB469 subcommittee come meet. I'm asking this body to do the same thing on their AB469 subcommittee. I think it's important for this board to have more of a process if you feel like it's necessary. The issue is that the members on that committee will be leaving shortly from the board and we have one who has resigned, and so I think as you look into that possibility, if you choose to do so, I would actually ask this body to, if you're going to do that, to look at two people that I would recommend to sit on.

One of them would be Trustee Irene Bustamante Adams. She was a legislator when we voted for both AB394 and 469, so she does have an understanding of what the legislature was talking about when we had it during that time. The second one I would actually ask would be, because this body is much different than when you formed it, you have appointed members. I would ask for Trustee Ramona Esparza-Stoffregan to sit on it too. She was a principal at Valley. In fact, I had the pleasure a couple of times actually attending her SOT meetings and I was always generally surprised because she had a student chair who I can tell you could explain at that time the Zoom victory and I don't know if we had SP178 at that moment, but I was surprised how well they can explain it more than the average public.

But I do think if that's something this body wants to do, I'd get more into some details and look at more policies. That's the main reason I come by. Our SOT, who I'm not speaking for has been active in making recommendations. So I do appreciate Dr. Brenda Larsen-Mitchel response to it. We make recommendations if you're welcome. I saw a little bit of the presentation. If you're looking for recommendations, I mean we could always make more, but that's up to the [inaudible 02:28:43]

Ed Gonzalez:

organizational team, which I'm not speaking on at this time. But that being said, that's the only reason I came here to speak, to recommend or suggest that you may want to look at having your own subcommittee reformed. Thank you.

Trustee Garcia Morales:

Kenny. Followed by Jason Gateley.

Kenny Belknap:

Good evening school board of trustees. My name is Kenny Belknap. I am a social studies teacher at Liberty High School and I also serve as the Vice President of the Clark County Education Association. I'm speaking tonight about this budget crisis that our district has been facing. Since there was a budget shortfall reported last month, the public, state lawmakers and governor have been asking the same question, how did this happen? How did this happen when we have received more funding than in the history of this district? And when pressed for answers by the Department of Education, state lawmakers or the governor, CCSD has listed off a number of reasons, whether it's a miscalculation of at-risk funds, they didn't project accurately the new cost of educators, overspent on legal fees or cybersecurity issues, but what's been absent in all of this discourse is the cause. What caused these miscalculations?

It comes down to mismanagement, plain and simple. Since this whole issue has began... Larsen-Mitchell has overseen this district for months now. She's the one that presented this budget to you riddled with holes and riddled with a deficit. This is her mess, and we urge you all to get to the bottom of how this happened. When pressed or when the questions that we've heard referenced several times already when BLM was asked by State Superintendent Jhone Ebert, if the errors were foreseeable or preventable, and responded with, in her words not mine. "In my opinion, the errors in the budget preparation were not foreseeable because they were caused by mistakes. However, the mistakes were preventable. In my opinion, the mistakes were a result of insufficient process, documentation and communication and organization and process silos. The mistakes were not acceptable and should not have occurred."

How does that make sense? How is that an acceptable answer to give? And how can the state, public and the governor's office have any confidence that this isn't going to happen again? I do believe that some of you up there do want to get to the bottom of this, and I want to give you kudos and urge you to continue finding answers from the interim superintendent and not whatever word salad she throws out there like that response to the state superintendent. It's also very clear there's some of you on this board more than willing to accept her non-answers and sweep this whole situation under the rug, which is unacceptable and will only continue to erode trust in our system.

In February, the legislative session opens. If this board just accepts these non-answers and there is no telling what steps the state might take to bring accountability to the Clark County School District. In 2023, CCEA broke with then Superintendent Jara because he was a liability in Carson. He had shown that he could not improve CCSD and made it hard for lawmakers and the governor to trust any investment made by the state would be put to good use. So I'm going to leave you with this one question. With what's transpired over the last month, do you think the state, the governor,

Kenny Belknap:

or lawmakers will have any trust in us when the session opens up in February? Our students deserve better.

Trustee Garcia Morales:

Jason, are you Jason? Jason? Nope, you're not Jason. Jason, come on down please. Followed by Jenna Robertson.

Jason Gateley:

For the record, my name is Jason Gateley, representative of Teamsters Local 14, in partnership with ESEA. [inaudible 02:32:37], I'm going to read a letter that was sent to the trustees. Good evening trustees. I'm going to read a letter that was sent to you the previous week.

We're writing to express a serious concern about regarding the safety and well-being of students and employees at Western High School, specifically related to the conduct of the school's principal. The principal is instructing staff to leave property to perform work on private property, including painting over graffiti placed by gangs, often referred to as tagging crews. This puts staff in significant risk as evidenced by one encounter where staff was confronted by the gang that had done the graffiti. The principal's directive was in clear violation of the worker's scope of work in places both employees and students in a dangerous environment.

It's not appropriate for principals of any school or any school official to send employees off school grounds to perform duties unrelated to their contract of responsibilities, especially in a high-risk situations like these. The issue has already been grieved and through the proper channel. However, the EMR and the Department of CCSD has denied the grievance. EMR's stance, which condones placing workers in harm's way is alarming and completely unacceptable. It is our belief that every CCSD employee deserves a safe and secure environment, free from unnecessary risks.

We believe the Board of Trustees should take action in the same position. We urge the Board of Trustees to take immediate action to rectify the situation and ensure that CCSD employees is not subjected to unsafe directives and working conditions in the future. The forced painting over of graffiti by custodians and the direction of the principal is not only placing workers in harm's way, may also place students at Western High School at risk from retribution from these tagging crews. Failure to address this manner promptly will leave us no choice but to initiate a public awareness campaign. This campaign will jointly be done by ESEA and Teamsters Local 14. We will also seek assistance from other labor organizations and partners bringing awareness to these unlawful and dangerous actions by CCSD, Western High School and the principal. The campaign will include bantering, leafleting and other forms of communication directly to the public to make awareness of the safety violations. Thank you for your time.

Trustee Garcia Morales:

Is Jenna present? Come on up.

Jenna Robertson:

President Garcia Morales, members of the board, Interim Superintendent Larsen-Mitchell. I am Jenna Robertson for the record. Mom of five. My five kids have a 10 year spread. 10 years for five kids. I was a foster parent. I had multiple infants, newborns, babies, toddlers, all at one time. Five in diapers at once, as a foster parent. I have never been more tired than I have been the past three months since becoming a full-time vacancy sub in one of your elementary schools. I'm exhausted. Your meetings are long. I know you do important things. I really hope that you'll take the time to listen to teachers and to meet them where they are because I came here tonight after working late at school, decided there's a board meeting. Let's check out what's on the agenda. I'm a fairly aware parent. I have not seen one meeting in person since the school year started. I'm tired and I'm just a sub. I wasn't going to make any comment until President Garcia Morales last comment to the staff that presented here and your last comments were to thank them for their bravery for facing questions about the budget. I appreciate what y'all do. I really appreciate you Superintendent. I do. That's not bravery. That's doing their job. Your teachers are brave. Your subs are brave. We get no training for things like special needs kids, higher needs behaviors. We get no training for things like that. Your subs are so undervalued and underappreciated in this district, not only by the board, I'm sorry, not only by the board, by other teachers. They're undervalued. If you don't like what subs do in your classroom, don't ask for us. We are going to go where we're valued.

It's not the classroom that pays me the most that I'm going to go to. I'm going to go where somebody says thank you. Thank you for being here today. I don't need a Starbucks gift card. Nice. I'm going to spend it and not going to tell you, but I don't need that. I only need somebody to tell me where the bathroom is. Where can I go to the bathroom on my break? When is my break?

Thank you for taking the time to every teacher who writes those things down. I wasn't going to say a word. I appreciate what you do. I appreciate what these people do and it can't be easy to face these questions. I get it. That's not bravery. They're doing their job and I hope that they're doing it very well. I hope we get answers soon. I know you all want answers too. I do. But bravery is the teachers that are in your classroom every day and bravery is the subs. Not myself. I have a really fun job. I'm not going to say what it is because I have haters here, but I have a really fun job and I love what I do. I'm tired. I'm tired. Teachers are brave. Thank you.

Upcoming Meeting of the Board of Trustees

Trustee Garcia Morales:

Okay, colleagues, our next upcoming meeting is Wednesday, here in the boardroom, October 30th at 9 a.m. I'm now seeking a motion to adjourn. Trustee Guzmán?

Adjourn: 7:10 p.m.

Motion to Adjourn.

Motion: Guzmán

Second: Zamora

Vote: Unanimous

Motion passed.

Trustee Guzmán:

I move to adjourn.

Trustee Garcia Morales:

Thank you. Trustee Zamora?

Trustee Zamora:

I will second that motion.

Trustee Garcia Morales:

Thank you. Colleagues, we have a motion by Trustee Guzmán, a second by Trustee Zamora. Please cast your vote. Thank you colleagues. That motion passes 6 to 0. The time is 7:10 p.m. Thank you.