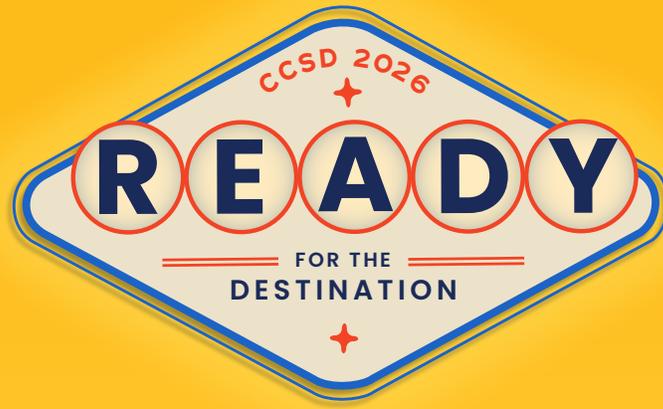


# What We Heard So Far **REPORT**



*Listening, Learning, & Growing Together*





# TOC

|  |           |
|--|-----------|
| <b>LETTER FROM SUPERINTENDENT EBERT</b>                                | <b>2</b>  |
| <b>INTRODUCTION: BECOMING THE DESTINATION DISTRICT</b>                 | <b>3</b>  |
| <b>SUMMARY FINDINGS</b>  | <b>4</b>  |
| <b>HOW COMMUNITY AND STAKEHOLDERS WERE ENGAGED</b>                     | <b>5</b>  |
| <b>WE'RE LISTENING AND LEARNING</b>                                    | <b>9</b>  |
| <i>What We Heard So Far</i>  | <b>10</b> |
| <b>FOCUS AREA 1:</b>   | <b>10</b> |
| LEARNING EXPERIENCES THAT<br>PREPARE STUDENTS FOR LIFE                 |           |
| <b>FOCUS AREA 2:</b>   | <b>17</b> |
| SUPPORTIVE ENVIRONMENTS WHERE<br>EVERY STUDENT CAN THRIVE              |           |
| <b>FOCUS AREA 3:</b>   | <b>25</b> |
| A PLACE WHERE TRUST AND SHARED<br>RESPONSIBILITY DRIVE STUDENT SUCCESS |           |
| <b>WHAT'S NEXT</b>   | <b>35</b> |
| <b>CONCLUSION AND GRATITUDE</b>  | <b>36</b> |





# Letter from Superintendent Ebert

Dear CCSD Community,

Clark County School District is building toward a shared vision of becoming a Destination District – a place where students, families, employees, and community members choose to belong because they believe in what is possible. This work is grounded in optimism for our future and deep respect for the voices of those who know our schools and communities best.

I believe strongly that listening, learning, and growing together is how meaningful progress happens. With this report, I am eager to show you: I'm listening.

Since November 2025, approximately 50,000 of our community members have engaged with us to share input on how CCSD can achieve our Destination District vision. My heartfelt thanks go to all who took time to offer insights on our district and hopes for our future. You've contributed to this effort through multiple engagement opportunities, including a Destination District survey, interviews, and conversations hosted by the Board of Trustees and the Superintendent's Student Advisory Council. This report is a first step in sharing what we have heard so far and highlighting the themes emerging from your input as we shape the District's next strategic plan.

While this is not a final set of decisions, it reflects the priorities, hopes, and experiences that are guiding our work and informing the path ahead.

We are sharing these findings to be transparent about where we are and to affirm that your voices matter. Engagement will continue through Community Dream Sessions held through the end of February, creating additional opportunities to listen, learn, and refine our direction, together. The final strategic plan will be released in early May.

Thank you for your time, your trust, and your belief in what CCSD can become. I hope you see this update as a tangible sign of our earnest intent to deliver on the promise of public education. Together, we are building a stronger future for our students and a District our community is proud to call home.

Sincerely,  

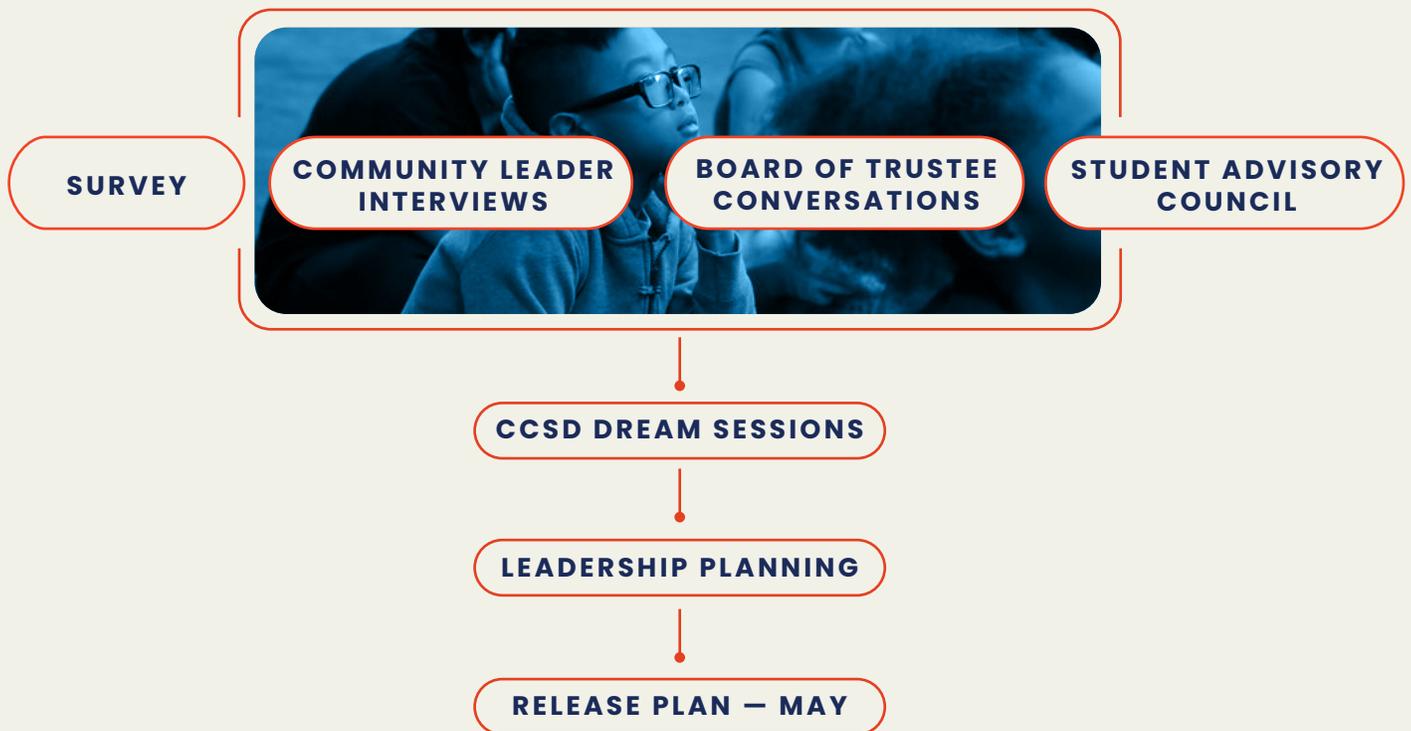

Superintendent Jhone Ebert



## Introduction:

# BECOMING THE DESTINATION DISTRICT

CLARK COUNTY SCHOOL DISTRICT (CCSD) IS DEVELOPING ITS NEXT STRATEGIC PLAN WITH A CLEAR AIM: TO BECOME A *Destination District* – one where students, families, employees, and community members choose to belong because they believe in what is possible. Achieving this vision requires an honest understanding of current realities and a clear response to what the community has said matters most for students.



This report reflects what we have heard so far, highlights emerging themes, and demonstrates how community input is shaping the strategic planning process. These findings are not final conclusions; they are early signals that will continue to be refined through ongoing engagement.

“THE OVERALL ENVIRONMENT IS HOPEFUL. THERE IS STILL SOME FRUSTRATION, BUT WE ALL WANT TO SEE CCSD SUCCEED. WHEN CCSD SUCCEEDS, THE ENTIRE COMMUNITY THRIVES.”

# SUMMARY FINDINGS

Community members shared a wide range of aspirations for CCSD’s future. The focus areas below reflect what students, families, staff, and community partners hope to see as CCSD moves forward and will help inform the district’s path toward becoming the Destination District.

Detailed summaries, key themes, and representative quotes are provided on pages 10– 34. At a high level, community hopes and priorities can be grouped as follows:

| <i>Focus Area</i>  | <i>Key Findings</i>   |
|--|---|
| <b>LEARNING EXPERIENCES THAT PREPARE STUDENTS FOR LIFE</b>                 | <ol style="list-style-type: none"><li>1. Development of Foundational Academic Skills and Durable, Life-Ready Skills</li><li>2. Career-Connected Learning for All Students</li><li>3. Engaging, Hands-On, and Experiential Learning</li><li>4. Sparking Interest and Engagement through Extracurriculars and Enrichment</li><li>5. Student Voice and Choice</li><li>6. Balancing High Expectations with Clear Accountability and Support</li></ol> |
| <b>SUPPORTIVE ENVIRONMENTS WHERE EVERY STUDENT CAN THRIVE</b>              | <ol style="list-style-type: none"><li>1. Caring and Committed Educators and Staff</li><li>2. Inconsistency Across Classrooms and Schools</li><li>3. When Educators Feel Valued, Students Thrive</li><li>4. Safety First, Connection Always</li><li>5. Meeting Students’ Emotional, Mental, and Physical Needs</li><li>6. Individualized Attention and Continued Class Size Reduction</li></ol>  |
| <b>A PLACE WHERE TRUST AND SHARED RESPONSIBILITY DRIVE STUDENT SUCCESS</b> | <ol style="list-style-type: none"><li>1. Rebuilding Trust Through Consistency, Clarity, and Follow-Through</li><li>2. Shared Responsibility for Student Success</li><li>3. Schools = Hubs of the Community</li><li>4. Transparent Communication: Listening, Feedback, and Telling the Good News</li><li>5. Strategic, Reciprocal Partnerships</li><li>6. Fixing What Holds Us Back</li></ol>  |



## Process Overview

# HOW COMMUNITY AND STAKEHOLDERS WERE ENGAGED

Clark County School District continues to engage the community through multiple, intentional avenues to inform this report and the path toward becoming a Destination District.

At the outset of this process, district leadership established four success criteria for the strategic plan – centering students, valuing our people, building community and trust, and creating clarity and momentum – which were intentionally reflected in each engagement and used to shape the questions posed to the community.

Nearly 50,000 inputs have been collected through a communitywide survey, in-depth interviews with community leaders, and feedback shared at Trustee Community Engagement and Superintendent’s Student Advisory Council meetings this fall and winter. Respondents were told their feedback would be anonymous to encourage candid input. As a result, quotes in this report are not attributed to individual names or roles.

NEARLY  
**48K**

### **PARTICIPANTS**

in the Destination District Survey (63% of participants were students)

**112**

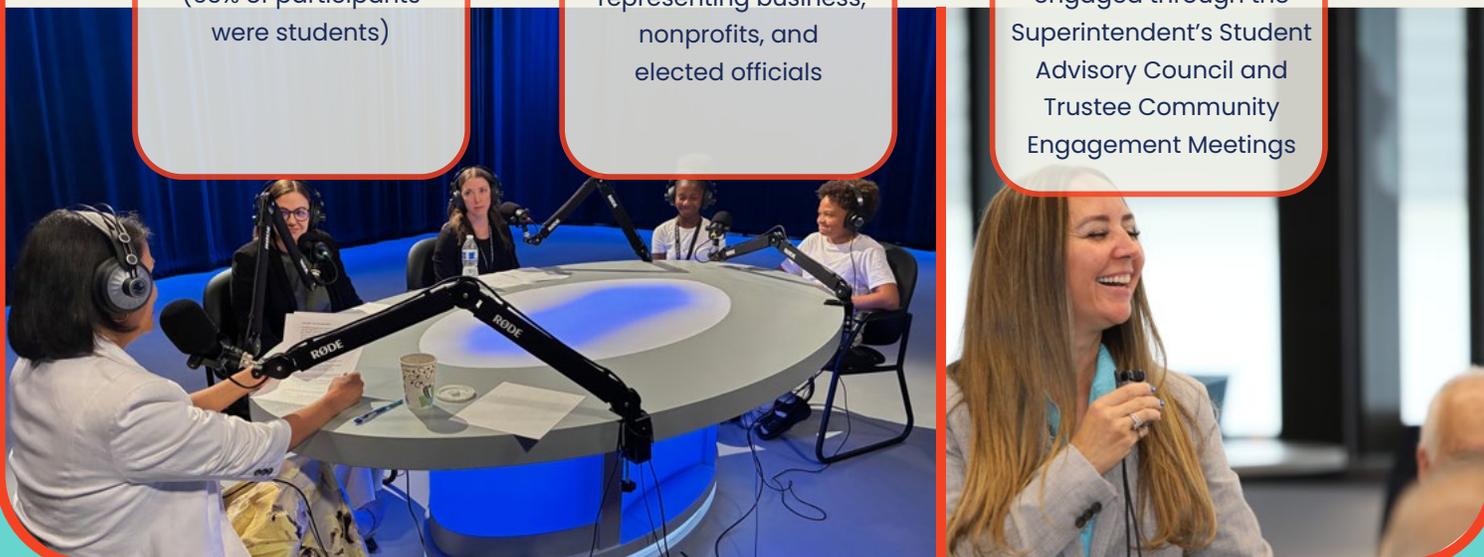
### **COMMUNITY LEADER INTERVIEWS**

representing business, nonprofits, and elected officials

OVER  
**120**

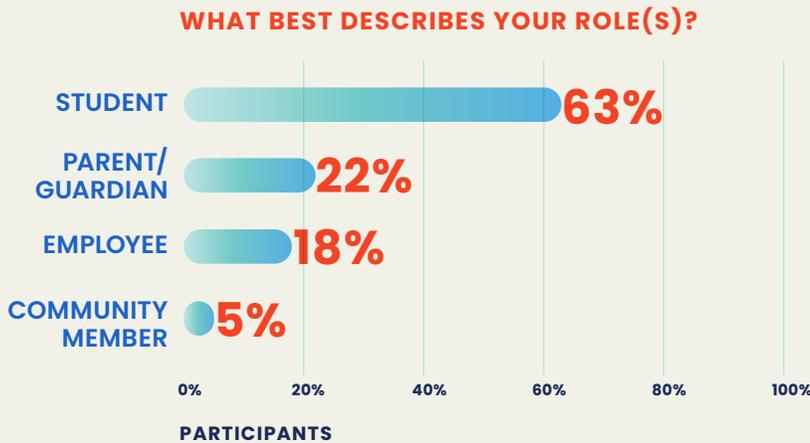
### **STUDENTS & COMMUNITY MEMBERS**

engaged through the Superintendent’s Student Advisory Council and Trustee Community Engagement Meetings



# SURVEY

Nearly 48,000 community members took part in the survey, offered in more than 130 languages, to invite broad participation across CCSD. The Artificial Intelligence (AI)-enhanced experience gave participants space to share their views and expand them—adding context, ideas, and possibilities for the District’s next chapter. Most importantly, students made up the majority of respondents, with 63 percent of survey participants being students, reinforcing CCSD’s commitment to keeping student voice at the center of this planning process.



| LANGUAGE              | PERCENTAGE  | COUNT         |
|-----------------------|-------------|---------------|
| ENGLISH               | 96%         | 45,829        |
| SPANISH               | 4%          | 1,949         |
| CHINESE (simplified)  | 0%          | 44            |
| KOREAN                | 0%          | 14            |
| CHINESE (traditional) | 0%          | 12            |
| JAPANESE              | 0%          | 10            |
| FRENCH                | 0%          | 8             |
| ARABIC                | 0%          | 5             |
| RUSSIAN               | 0%          | 5             |
| VIETNAMESE            | 0%          | 5             |
| AMHARIC               | 0%          | 3             |
| PERSIAN               | 0%          | 3             |
| PORTUGUESE            | 0%          | 3             |
| BULGARIAN             | 0%          | 2             |
| SERBIAN               | 0%          | 2             |
| UKRAINIAN             | 0%          | 2             |
| AFRIKAANS             | 0%          | 1             |
| ALBANIAN              | 0%          | 1             |
| CROATION              | 0%          | 1             |
| FILIPINO              | 0%          | 1             |
| GERMAN                | 0%          | 1             |
| HAITIAN CREOLE        | 0%          | 1             |
| ILOKO                 | 0%          | 1             |
| INDONESIAN            | 0%          | 1             |
| ITALIAN               | 0%          | 1             |
| KHMER                 | 0%          | 1             |
| KURDISH (SORANI)      | 0%          | 1             |
| OROMO                 | 0%          | 1             |
| PASHTO                | 0%          | 1             |
| SINHALA               | 0%          | 1             |
| THAI                  | 0%          | 1             |
| TIGRINYA              | 0%          | 1             |
| TURKISH               | 0%          | 1             |
| <b>GRAND TOTAL</b>    | <b>100%</b> | <b>47,913</b> |

After every question, respondents were asked to dive deeper on a part of their response to unpack the most actionable areas where CCSD can evolve. *Questions included:*

**SOME OF THE BEST THINGS ABOUT OUR SCHOOLS AND THE CLARK COUNTY SCHOOL DISTRICT ARE...**

**WHAT DO YOU THINK OUR SCHOOLS CAN DO TO HELP ALL STUDENTS SUCCEED?**

**WHEN YOU IMAGINE THE FUTURE OF CCSD, WHAT WOULD MAKE IT THE BEST PLACE TO LEARN, WORK, AND PARTNER?**

# INTERVIEWS

A total of 112 community and system leaders, representing thousands of voices from across all corners of our community, participated in in-depth interviews to share their perspectives and hopes for CCSD's next chapter. The following questions guided these conversations:

- *From your perspective, what knowledge, skills, and experiences are most essential for CCSD students to thrive in college, career, and community? How well are we preparing them today?*
- *What would make learning in CCSD more engaging, relevant, and connected to Southern Nevada's future?*
- *How can CCSD strengthen partnerships [with organizations like yours] to better support students and families?*
- *What would help strengthen your trust and confidence in CCSD and its direction for the future?*
- *In the next 1–3 years, what progress or changes would show you that CCSD is moving in the right direction?*
- *What do you see as the biggest obstacles to CCSD's success – and how can the community help overcome them?*
- *Your partnership and support are vital to CCSD's success. How would you like to be involved as the District develops and launches its strategic plan?*



# Grateful for Our Partners' Voices

After-School All-Stars Las Vegas

Applied Analysis

Asian Community Development Council (ACDC)

Clark County Black Caucus (CCBC)

CCSD Bond Oversight Committee

Boys and Girls Clubs of Southern Nevada

Bybee Co.

Carpenters Union – Local 1977

City of Boulder City

City of Henderson

City of Las Vegas

City of Mesquite

City of North Las Vegas

Clark County Association of School Administrators  
and Professional-Technical Employees (CCASAPE)

Clark County Chamber of Commerce

Clark County Education Association (CCEA)

Clark County School District Parents / Nevada Court  
Appointed Special Advocates

Clark County, Nevada

College of Southern Nevada (CSN)

Communities In Schools

Council for a Better Nevada

Educate Nevada Now

Education Support Employees Association (ESEA)

Engelstad Family Foundation

Fulfillment Fund Las Vegas

Las Vegas Alliance of Black School Educators (LV-  
ABSE)

Las Vegas Global Economic Alliance (LVGEA)

Latin Chamber of Commerce Nevada

Leadership Institute of Nevada

Make the Road Nevada

Moms for Liberty – Clark County Chapter

Nevada Association of School Administrators /  
Silver State Education Foundation (NASA/SSEF)

Nevada Resort Association

Nevada State Assembly

Nevada State Senate

Nevada State Superintendent of Public Instruction

Nevada State Treasurer's Office

Nevada System of Higher Education (NSHE)

Opportunity 180

Partnership Action Council

Police Officer's Association of the  
Clark County School District (POA)

Power2Parent

Progressive Leadership Alliance of Nevada (PLAN)

Public Education Foundation

R&R Partners

Showing Up for Racial Justice (SURJ)

Spread the Word Nevada

State of Nevada (Executive Branch)

Teach For America Nevada

Teamsters Local 14

The Guinn Center for Policy Priorities

United Way of Southern Nevada

University of Nevada, Las Vegas (UNLV)

UNLV Foundation

University of Nevada, Reno (UNR)

UNLV International Gaming Institute

Urban Chamber of Commerce

YMCA of Southern Nevada

# TRUSTEE ENGAGEMENT AND STUDENT VOICE

During Fall and Winter 2025–26, six CCSD Trustee Community Engagement Meetings provided an additional opportunity for families, staff, and community members to share input in person. Participants were invited to respond to the question, “When you imagine the future of CCSD, what’s one change that would make you proud of our schools?” In total, 61 individuals shared thoughtful feedback that helped surface community priorities, aspirations, and values to inform the district’s strategic direction.

Student voice was also intentionally centered through engagement with the Superintendent’s Student Advisory Council. Through a facilitated gallery walk, students reflected on how school feels today and how it might feel if the vision of the Portrait of a Nevada Learner were fully realized, guided by questions about what, why, how, and where students learn.

*Together, community and student input provide a more complete picture of hopes for CCSD’s future.*

## WE’RE LISTENING AND LEARNING

CCSD leadership and partners are also present in schools every day, listening, learning, and engaging alongside students, families, and employees. Insights from these observations, community meetings, and student conversations are helping refine day-to-day communications and actions and will also inform the District’s strategic plan.



# FOCUS AREA 1:

## LEARNING EXPERIENCES THAT PREPARE STUDENTS FOR LIFE

“We need to prepare kids with the skills and qualities they need to succeed in life...”

Community members shared a clear and aspirational vision for learning in CCSD: a system that prepares students for life beyond graduation through strong core academics and durable skills, engaging real-world learning, and opportunities that allow students to choose paths aligned with their interests. Taken together, these perspectives reflect a desire for learning that is rigorous, relevant, and engaging – where students are known, challenged, and supported through consistent, meaningful experiences that promote both academic success and overall well-being.

### KEY THEMES FROM THE COMMUNITY

#### 1. DEVELOPMENT OF FOUNDATIONAL ACADEMIC SKILLS AND DURABLE, LIFE-READY SKILLS

Community members emphasized that literacy, math, and core academic skills remain essential and called for measurable improvement in foundational outcomes such as early literacy and middle school math proficiency. At the same time, respondents were clear that academics alone are not sufficient. They want students to graduate with critical thinking, communication, collaboration, and problem-solving skills – the durable skills that transfer across careers and prepare students for life.

- “Every student needs to be able to read and write and do basic math. Foundational skills drive success.”
- “Especially at the elementary school level, if students have the foundational skills and kids are confident and learning what they need to learn to be successful, that shows we are moving in the right direction. We need to stay the course with Tier 1 instruction...”
- “Durable and life skills are exactly what students are noting is missing from their education... kids need to know how to read, write, but also need resilience, independence, basic life skills – the world is not fair, it moves faster than it ever has.”
- “I think it is a mix of basic academic competencies – every student needs to be able to read and write and do basic math but also more of the skills for success when it comes to critical thinking and being able to understand and recognize the world around them... communication and interpersonal skills, [International Baccalaureate] learner profile... foundational skills drive success.”
- “We need to prepare kids with the skills and qualities they need to succeed in life. Transferable skills are essential.”



# FOCUS AREA 1:

*Learning experiences that prepare students for life*



## 1. DEVELOPMENT OF FOUNDATIONAL ACADEMIC SKILLS AND DURABLE, LIFE-READY SKILLS, CONTINUED...

- "INTERPERSONAL COMMUNICATION IS SOMETHING I WOULD LIKE TO SEE MORE OF."
- "If you talked to kids today, what they are going to tell you is that there is no relevance to the life they experience. Life skills are removed entirely and it's not okay."
- "Students should also actively practice how to handle failure. The education system does not teach how to handle failure, which is a crucial part of the process of learning."
- "WE DON'T KNOW IF THE JOBS WE'RE TRAINING FOR TODAY WILL EXIST A YEAR FROM NOW."
- "Employers say 'give me the right attitude and I'll teach you the skills'. We need durable skills and the expectation that you are humble and hungry. This is modeled well at Northeast [Career and Technical Academy] as well based on how [Principal] Ryan Cordia is preparing his students."
- "We have a Portrait of a [Nevada] Learner, where is that embedded? Needs to be in professional development, a common language."
- "I think the Portrait [of a Nevada Learner] resembles so many of the concepts we need in education... Need to operationalize those and make them successful. Once we do, that's the future, the first step of hope."
- "[WE] RECOGNIZE A NEED FOR THINKING CRITICALLY AND IT IS HINDERED BY AI FOR MANY KIDS. THEY NEED TO KNOW HOW TO THINK FOR THEMSELVES."
- "Leaning into AI, it is important not to ban it, we need to lean in, teach [students] to operate in that world."

*"If you don't see it happening on the ground, the rest doesn't matter*  
PROGRESS MUST BE VISIBLE IN STUDENT OUTCOMES."



## 2. CAREER-CONNECTED LEARNING FOR ALL STUDENTS

Respondents repeatedly highlighted Career and Technical Academies and magnet programs as some of CCSD's greatest strengths and called for expanding access across more schools and grade levels so every student can explore interests, build career-ready skills, and earn credentials for life after graduation. They emphasized the importance of connecting learning to real-world opportunities and Southern Nevada's core industries through aptitude-based pathways, internships, and apprenticeships, not solely college preparation. Participants noted that students are most successful when learning is aligned to local economic opportunities and when they are placed in environments where they feel a sense of agency, connection, and confidence in their path forward.

- ***“I think our Career and Technical Academies are the best in the state. In terms of [trades] and college readiness, we do a great job.”***
- ***“I imagine CCSD being the best place to learn if every high school had awesome Career and Technical Education programs that let students try real-world jobs.”***
- ***“The magnet school offerings are something I have not seen in any other district. The opportunities they provide students are phenomenal.”***
- ***“Students in magnet programs can see exactly how classroom learning translates into real skills needed for future employment.”***
- ***“SOMETHING THE DISTRICT WOULD BENEFIT FROM IS EXPOSING STUDENTS TO BUSINESS OPPORTUNITIES, INDUSTRIES OUTSIDE OF HOSPITALITY.”***
- ***“NOT EVERYONE SHOULD GO TO COLLEGE, OR INCUR RIDICULOUS AMOUNTS OF DEBT. THERE SHOULD BE ALTERNATIVE PARTNERSHIPS WITH CASINOS, THE TRADES.”***
- ***“The [opportunities] to get certifications from robotics/ architecture, and the amount of credits I can get from dual enrollment and Advanced Placement classes that they provide.”***
- ***“My son was able to start college with 15 credits completed. Making good use of his time and money during college.”***
- ***“Beyond basic reading, writing, and math, the ability to transition into today's workforce, whether through higher education, a career pathway, or a skilled trade, is absolutely critical. The District delivers an education system that is an integral part of the local economy.”***

**“YOU CAN'T BE WHAT YOU CAN'T SEE.”**

***“As the world is shifting so quickly and the labor force is shifting so quickly to keep up with the changes of the world, we have this great opportunity to look at what has been a pretty stagnant system of education and think about the adjustments we need to make.”***



### 3. ENGAGING, HANDS-ON, AND EXPERIENTIAL LEARNING

There was strong support for project-based, inquiry-driven, and experiential learning that allows students to apply knowledge, explore interests, and learn by doing. Participants also expressed interest in learning beyond the classroom, including opportunities like field trips and greater flexibility in how learning time and credit are structured. Some noted that when instruction leans too heavily on rigid curriculum implementation or testing, it can be harder to sustain both student and educator engagement.

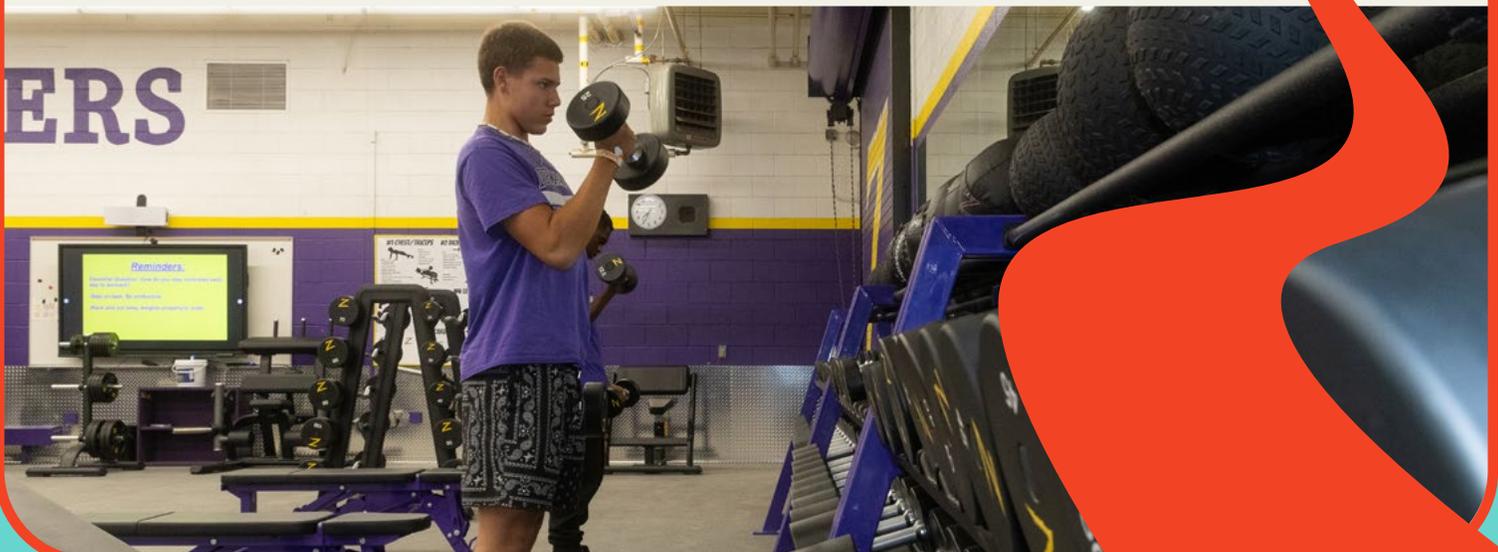
- **“Make learning fun again and personalized. Have students working hands-on in their classes.”**
- *“Project-based learning would help fight boredom. The engagement and excitement are gone when it’s just sitting in a seat.”*
- *“Field trips are the biggest thing. Seeing, feeling, asking questions. They should be asking so many questions.”*
- *“My observation is that the students who are most prepared are exposed to real-life work through internships, job shadowing, field trips, etc. Some students never really leave their communities, so exposing them outside of their smaller community is critical.”*
- **“ENGAGING IN WORK-BASED LEARNING. THE OLD WAY IS ONE-WAY DIRECTION, BUT IT ISN’T WORKING SO MUCH ANYMORE. IF STUDENTS AREN’T MOVING, THEY AREN’T ENGAGED AND LEARNING... WE NEED TO INTEGRATE MORE REAL LIFE EXAMPLES AND FIELD TRIPS WHEN POSSIBLE.”**
- *“Engagement crisis. Chronic absenteeism story, inability [for some students] to find passion and interests.”*
- *“Need to allow kids to think critically, work together, and learn by inquiry. Kids love that. [It] can be challenging for some educators to provide that space when it’s easier to resort to the old school plug in and chug, and worksheets. The last few years provided a lot of that, providing a curriculum for the first time.”*
- *“Civics needs to come in here. [Students] need to understand civics to be engaged.”*
- **“Emphasis on constantly testing whether proficient, growth, etc. I hear it from educators, it’s a big portion of what we do. The days of coming up with a lesson plan that is exciting are over.”**
- *“We get accused of celebrating incremental progress, and it’s not enough... but we’re getting to a point where we need to figure out how to better show if tests aren’t accurately reflecting the knowledge of students.”*

***“Less seat time and more me time.”***

## 4. SPARKING INTEREST AND ENGAGEMENT THROUGH EXTRACURRICULARS AND ENRICHMENT

Extracurricular activities and enrichment such as arts, athletics, clubs, and service learning, were widely viewed as essential to student success. Respondents described these experiences as important “hooks” that help students feel connected to school and invested in their learning. They also build confidence, teamwork, discipline, and a sense of belonging, while increasing engagement and motivation.

- “[What I like best are] the electives and the large amount of after school activities.”
- **“Once I’m in a sport, it helps me with my academics and keeps my grades up.”**
- “Football teaches you teamwork and how to work with people you may not like.”
- **“Students have access to band, art, culinary, and shop classes without families having to pay outside of school.”**
- “What kept me in school? I wasn’t a band geek, I was THE band geek. That kept me there.”
- **“ART MAKES ME FEEL CONNECTED. I CAN EXPRESS MYSELF AND BE MYSELF.”**
- **“Creativity is our major economic advantage. Sometimes I feel like students lack creativity; are a science, technology, engineering, and mathematics (STEM) or sports student; and only think of creativity as an arts student. Students should have this ability and skill. We don’t know how to teach creativity overall.”**



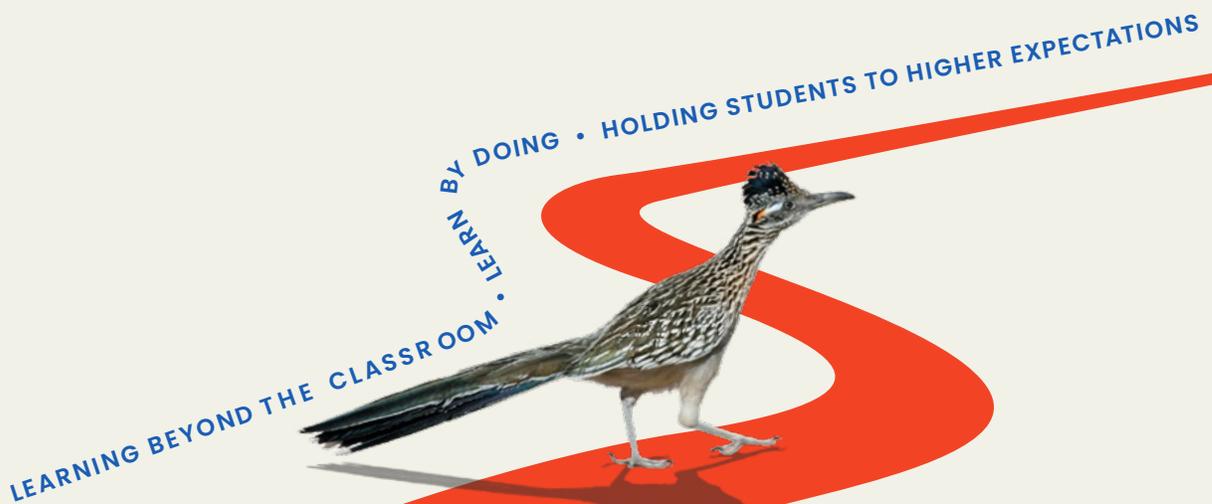
# FOCUS AREA 1:

*Learning experiences that prepare students for life*

## 5. STUDENT VOICE AND CHOICE

Participants emphasized that students are more engaged when they have agency over their learning, including the ability to choose courses, programs, and schools aligned with their interests and strengths. They also expressed a desire to be meaningfully involved in conversations about their education, noting that students want fair, transparent structures for credit and recognition of learning.

- “The best way to help students learn is to tailor learning toward their interests.”
- “WE NEED TO START LISTENING TO STUDENTS AND PAYING ATTENTION TO WHAT THEY’RE INTO TODAY, NOT TEN YEARS AGO.”
- “Offering more classes for different interests helps students feel motivated and challenged.”
- “Students should be able to choose courses of study that keep them engaged and prepared for life beyond graduation.”
- “Things are changing and kudos to Superintendent Ebert because we need student voice back into our Board meetings. What we have going on right now is good, our family engagement department is phenomenal, but students don’t feel fully heard.”
- “Emphasize the student experience. If we want them to be engaged, look at what they are seeing from their eyes.”
- ENROLLMENT, LETTING KIDS VOTE WITH THEIR FEET. [WE] SHOULDN’T FEEL BAD ABOUT THAT, MAYBE MY ZONED SCHOOL ISN’T THE BEST FIT FOR ME.”
- “I like the... Career and Technical Academy model where students are exposed to multiple paths and can pick their levels without shame or judgement and can get involved in dual enrollment or other experiences to deepen their knowledge. These students are empowered with the knowledge and it makes them more well-rounded. This is also what I hear from the business community.”



## 6. BALANCING HIGH EXPECTATIONS WITH CLEAR ACCOUNTABILITY AND SUPPORT



Community members emphasized the importance of holding students to higher expectations with clear accountability. They called for learning that includes appropriate challenge and responsibility, supported by access to advanced coursework, tutoring, and enrichment. At the same time, respondents stressed the need to strike the right balance so expectations motivate and stretch students without contributing to excessive stress or burnout.

- “KIDS WILL RISE TO THE LEVEL YOU CHALLENGE THEM.”
- **“The tutoring and support for struggling students really makes a difference.”**
- “We have an issue with enforcement and accountability across the line.”
- **“I think there are pockets of brilliance in CCSD but overall there’s a lot of work to do. I think CCSD does some very specific things well (magnet, certain zip codes perform well) but I don’t think that CCSD prepares nontraditional students well (special education is a huge failure, education for gifted students, and any student that won’t succeed anywhere).”**
- **“The District has dumbed down the grading scale... [they] are failing students, they don’t have skills when they graduate.”**
- “Proficiency scores are the bottom line for everything. We need to improve across the board and across grades and not by dumbing down criteria for them to get the proficiency scores.”
- “Excessive homework reduces sleep and increases stress, especially for students with jobs or family responsibilities.”



## What We Heard So Far

# FOCUS AREA 2: SUPPORTIVE ENVIRONMENTS WHERE EVERY STUDENT CAN THRIVE

Community members highlighted the dedication and care of many of CCSD's teachers and school-based staff as a significant strength, citing the relationships they build and the supportive learning environments they create. At the same time, respondents noted that these positive experiences are not consistent across all classrooms and schools, which can affect student engagement and outcomes. Participants emphasized that student success relies on consistent conditions districtwide, including safe and inclusive environments, clear expectations, and adequate staffing and supports. They also noted that educator morale, student well-being, and class size shape daily learning experiences, underscoring the need for more consistent, well-resourced systems that help every student feel supported and ready to succeed.



## KEY THEMES FROM THE COMMUNITY

### 1. CARING AND COMMITTED EDUCATORS AND STAFF

Community members overwhelmingly expressed appreciation for teachers and staff who build strong relationships, support students beyond academics, and create welcoming classroom environments, while also underscoring the importance of staffing stability and retaining high-quality educators.

- “The best thing about the whole school is how the teachers treat the students.”
- “I can go to my teachers for advice. They make it obvious that they love their job and create a very safe and open space.”
- ***“The teachers at Desert Oasis High School actually care about your wellbeing and strive to help students wherever needed.”***
- “STUDENTS WOULD RATHER GO TO A CLASS WHERE THEY KNOW THE TEACHER IS WELCOMING AND POSITIVE.”
- “If we can’t solve the staffing crisis, it doesn’t matter what other changes we make – the kids won’t have the stability they need to learn.”
- ***“Teachers who genuinely care about their students, care about them and love them.”***
- **“MY DAUGHTER’S TEACHERS HAVE ALWAYS DONE A GREAT JOB COMMUNICATING IF SOMETHING IS GOING ON.”**
- “Teachers are working harder than ever to help students.”
- **“THE TEACHERS I HAVE ARE GREAT.”**
- **“The sense of community and care from educators and staff—they truly embody the values of empathy, integrity, kindness, and respect.”**
- “TEACHERS MAKE THE BIGGEST IMPACT ON STUDENTS. WHEN OUR TEACHERS ARE SUPPORTED AND BECOME HIGHLY EFFECTIVE, OUR STUDENTS THRIVE.”
- “Education has to be changed [to a different] modality... [we can] learn and teach anyplace, anytime. We have to meet them where students are rather than expect students to come to us.”

# FOCUS AREA 2:

*Supportive environments where every student can thrive*

## 2. INCONSISTENCY ACROSS CLASSROOMS AND SCHOOLS

While many educators were praised, respondents also noted inconsistency in instructional quality, staff engagement, and expectations across some schools and classrooms, which can impact student trust and engagement.

- “I’ve seen students stop trying when teachers bring negative energy.”
- “Schools should make sure teachers are actually teaching students, not just playing videos.”
- **“I want to walk into any 5th grade class and if the teacher is teaching fractions, everyone is getting consistent content, deep math understanding. The bar should be the same at every school.”**
- “Consistency from school to school. I have a lot of [students] who move from school to school.”
- **“Inconsistency across schools reflects uneven systems, not a lack of talent.”**
- “YOU DON’T HAVE TO BE A MAGNET TO EXPOSE CHILDREN TO TRADES AND NEW TECHNOLOGY AND THE BASICS OF ROBOTICS.”
- “We have to continue to create and revise our internal procedures, policies, regulations, and rules so they are consistent and support doing the right thing.”
- **“Seeing disparity gaps [for] English Language Learners, special education [students], for Black males... Would like to see the District have a clear performance framework with goals we’re working toward. Put in some goals with measurable outcomes that all schools anchor to.”**
- “It’s like turning the Titanic. You have to continue to stay the course in terms of using research-based practice and high expectations.”



### 3. WHEN EDUCATORS FEEL VALUED, STUDENTS THRIVE

Participants strongly emphasized that student learning environments are inseparable from educator and staff working environments. Respect, fair compensation, manageable workloads, clear expectations, autonomy, and meaningful professional growth were seen as critical to morale and retention. Respondents also highlighted the importance of creating a culture where educators are trusted and supported with the resources and flexibility to innovate, adapt instruction, and try new, engaging teaching approaches that better meet student needs.

- **“STUDENTS’ LEARNING ENVIRONMENT IS OUR WORKING ENVIRONMENT.”**
- **“Allow good teachers to teach, good leaders to lead.”**
- “Respect for employees has to improve.”
- “Allowing principals and teachers to customize instruction for the needs of students in front of them.”
- **“Data will speak for itself. Kids and employees feel valued. I should be excited to go to school and teach. It starts with leadership in buildings to make people feel valued. What you do is worth it.”**
- **“Special education teachers do not have enough time during the contract work day to complete both sets of responsibilities.”**
- “Giving teachers the ability to have autonomy around their own classrooms. In public education, teachers are handcuffed, with no ability to teach outside of the curriculum. The end result is the answer: every kid in the same classroom learns the same way. Teachers need the ability to run classrooms, teach best for students in classrooms, and not be held negatively accountable for it.”
- “Happier teachers who are paid what they deserve have less burnout and more motivation to support students.”

“LET US TEACH.

*Stop adding more to our plates without training and support.”*



# FOCUS AREA 2:

*Supportive environments where every student can thrive*

## 4. SAFETY FIRST, CONNECTION ALWAYS

Safety and connection emerged as foundational to student success. Participants emphasized the importance of physically safe school environments, including protection from bullying, violence, and disruption, alongside inclusive school cultures where students of all backgrounds and abilities feel welcomed, respected, and represented. They also emphasized the importance of meaningful relationships as part of the learning experience, noting that social connection is reinforced through friendships, peer relationships, and caring adults. Clear, fair, and consistently-applied expectations and accountability were seen as important in supporting both safety and a strong sense of connection across schools.

- **“[It’s] simple. Knowing my child is safe in the school... safe, valued, loved in [the] classroom.”**
- “LEARNING NEEDS TO BE A SAFE PLACE. IF STUDENTS DON’T FEEL SAFE, THEY WON’T LEARN.”
- “Safer schools all over the district so kids want to come to school.”
- **“A place where students can feel safe and ready for success.”**
- “A SAFE, SECURE AND HAPPY ENVIRONMENT.”
- “Safe learning and working environment too. If [I’m] getting beat up all day, [I] don’t want to be there. [We’re] at our wits end trying to do our job.”
- **“A huge portion of kids now are having to deal with violence across the district and country. A lot of times they are impacted by that, and do not feel safe at school.”**

INCLUSIVE SCHOOL CULTURES WHERE

ALL BACKGROUNDS AND ABILITIES FEEL WELCOMED, RESPECTED, AND REPRESENTED



#### 4. CONTINUED...

- “We are reinforcing negative behaviors when there are no consequences.”
- “A STRONG, CONSISTENT DISCIPLINE SYSTEM HELPS BOTH STUDENTS AND STAFF SUCCEED.”
- “ALL SCHOOLS SHOULD HELP BUILD STRONG CONNECTIONS WITH STUDENTS AND HAVE RESPECTFUL RELATIONSHIPS WHERE CONCERNS CAN BE SHARED.”
- “When students and families feel part of their community, it transfers to the classroom and learning.”
- “WITH THE HELP OF YOUR PEERS, YOU CAN CREATE IDEAS YOU NEVER WOULD HAVE THOUGHT OF ON YOUR OWN.”
- *“My friends help me with schoolwork and support me.”*
- *“My friends that help me along the way.”*

*“The diversity creates a rich environment... it teaches tolerance and openness to others who are different from them.”*



# FOCUS AREA 2:

*Supportive environments where every student can thrive*

## 5. MEETING STUDENTS' EMOTIONAL, MENTAL, AND PHYSICAL NEEDS

Respondents emphasized that students learn best when their emotional, mental, and physical needs are met. They highlighted the growing need for counseling and mental health services, noting that learning is difficult when students are overwhelmed by stress, trauma, or unmet needs. Participants also stressed that basic conditions matter, pointing to quality facilities, adequate materials, and nutritious food as essential wraparound supports that sustain student focus, energy, dignity, and readiness to learn.

- **“More is possible when you are comfortable and ready to learn.”**
- *“I’VE SEEN KIDS MY AGE STRUGGLE WITH MENTAL HEALTH. THEY NEED HELP.”*
- *“When students feel supported emotionally, they are more likely to succeed academically.”*
- *“Young children need to know how to verbalize and manage their emotions to be able to navigate through tough situations, school year transitions and life experiences.”*
- *“FOOD IS ENERGY. IF STUDENTS DON’T EAT, THEY CAN’T FOCUS OR LEARN.”*
- *“Proper funding allows classrooms to have the materials students need to succeed.”*



## 6. INDIVIDUALIZED ATTENTION AND CONTINUED CLASS SIZE REDUCTION

Many participants felt that, although class sizes continue to decrease, the reductions have not gone far enough. Participants noted that current class sizes make it difficult to meet growing academic, behavioral, and social-emotional needs. They noted that larger class sizes can limit individualized instruction and contribute to educator burnout, particularly in classrooms with discipline challenges and some special education settings.

- “While the District aims to inspire learners, the student experience is frequently defined by the physical and emotional strain of overpopulated classrooms and chronically underfunded supplies. These foundational gaps mean that many students are focusing on navigating a crowded environment rather than mastering the skills needed for a competitive workforce.”
- “More teachers equals fewer students equals greater success.”
- **“SMALLER CLASSES ALLOW TEACHERS TO WORK MORE CLOSELY WITH STUDENTS.”**
- **“LOWER CLASS SIZES.”**
- *“I’ve seen success with inclusive classrooms that provide individualized support and social-emotional learning for all students.”*

**“I THINK OUR SCHOOLS CAN HELP ALL STUDENTS SUCCEED BY GIVING THEM THE RIGHT SUPPORT FOR THEIR INDIVIDUAL NEEDS, COMMUNICATING CLEARLY WITH FAMILIES, AND CREATING A WELCOMING ENVIRONMENT WHERE EVERYONE FEELS INCLUDED AND SAFE.”**



## FOCUS AREA 3:

### A PLACE WHERE TRUST AND SHARED RESPONSIBILITY DRIVE STUDENT SUCCESS

*“I am feeling hopeful.  
People have a desire to see improvement.”*

Community members described CCSD as a district at a crossroads, with many bright spots and strong potential yet struggling with eroded trust, uneven engagement, and distance between the district, schools, families, and the broader community. Participants emphasized that rebuilding confidence will require strong and consistent leadership, transparent communication, a clear student-first focus, and shared responsibility with families and partners. They expressed a desire for CCSD to show up consistently, listen openly, and follow through in visible ways, creating engagement that is simple, welcoming, and rooted in real dialogue rather than one-way communication.

While frustration and apathy remain for some, many expressed hope and shared a willingness to re-engage if CCSD reduces barriers, empowers school-based relationships, and makes it easier for families, community organizations, and businesses to partner in meaningful ways. Respondents also noted renewed optimism tied to the new superintendent’s accessibility, honesty about challenges, and clear commitment to putting students first.

*“The more positive, respectful interactions we’re seeing at Board meetings are helping create shared understanding and confidence in our direction.”*

*“Superintendent Ebert is all about students, always about kids...people are waiting for us to act in a different way.”*

## KEY THEMES FROM THE COMMUNITY

### 1. REBUILDING TRUST THROUGH CONSISTENCY, CLARITY, AND FOLLOW-THROUGH

Many respondents described a pervasive lack of buy-in rooted in diminished trust and a sense that engagement does not lead to results. This disengagement is often experienced as apathy, but respondents were clear that it stems from repeated disappointment rather than indifference. Participants emphasized that rebuilding trust will require consistency, clarity, transparency, and follow-through.

- “Starting with acknowledgement of what isn’t working. Everyone knows what isn’t working well.”
- **“We have a pervasive feeling of apathy in the community because families don’t trust the system to deliver.”**
- **“CONSISTENT COMMUNICATION THAT IS AUTHENTIC... RECOGNIZE WHERE WE ARE TO HEAD SOMEWHERE DIFFERENT.”**
- “If you want honest family feedback, [families] have to know why it matters and have to believe something is going to come out of it.”
- “If you say you will do something, do it and tell us how we can help you and what the outcomes are, what the improvements are. Where there are no improvements, why and how can we fix that.”
- **“We are not pretending everything is okay all the time. We are not pretending 20 percent proficiency does not exist. We’re owning the things that are not going well, acknowledging them, [and that] helps with trust and confidence.”**
- “[With] the new superintendent [it] feels like everything has settled... had a lot of dust, disruption, bargaining problems, uproar... [it] was tense, there was no psychological safety, [there was] constant fear. The last six months feel settling. It’s different.”



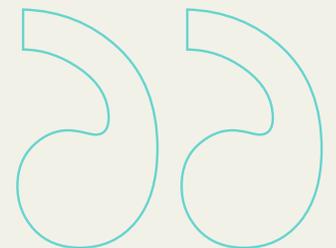
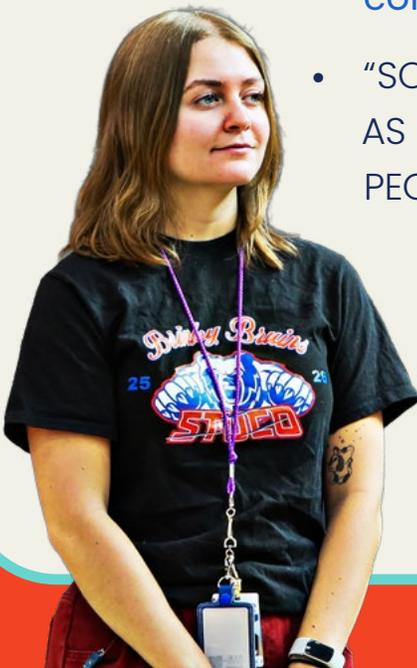
# FOCUS AREA 3:

*A place where trust and shared responsibility drive student success*

## 2. SHARED RESPONSIBILITY FOR STUDENT SUCCESS

Respondents described student success as a shared responsibility among families, students, educators, the district, and the broader community. They emphasized that schools cannot do this work alone and called for stronger family engagement, including clearer communication and tools to support learning at home. Participants expressed frustration when responsibility feels unbalanced or follow-through is inconsistent, and stressed the importance of shared ownership, honest communication, and meaningful collaboration with families and community partners to support student success.

- **“As CCSD goes, so goes the state.”**
- “Give parents tools to also help the kids with additional practice.”
- **“WE NEED TO TURN A CORNER. THAT INCLUDES MORE ENGAGEMENT WITH PARENTS AND MORE OWNERSHIP BY STUDENTS OVER THEIR OWN EDUCATION.”**
- “INVOLVE THE PARENTS. If students’ parents do not value education, it is hard for a child to see the benefit.”
- **“More collaborations with other organizations to bring in relevant learning. Increase and improve family and community engagement. All learning shouldn’t happen at school. We have to engage families - it is a partnership.”**
- “A trabajar juntos con los maestros y en casa con los padres a ayudar.”
- “SO MANY POTENTIAL COMMUNITY PARTNERS AS LAS VEGAS CONTINUES TO EXPAND. A LOT OF PEOPLE ARE HUNGRY TO IMPACT YOUTH.”





# FOCUS AREA 3:

*A place where trust and shared responsibility drive student success*

## 3. SCHOOLS = HUBS OF THE COMMUNITY

Participants emphasized that schools should serve as welcoming hubs of their communities, meeting families where they are geographically, culturally, and logistically. They called for engagement that considers when and where activities are held, the languages used, and supports such as childcare and food. Respondents also called for schools to be more deeply embedded in community life by connecting families to social services such as housing, legal, and health resources that address out-of-school barriers to learning. When principals are empowered to build these connections and schools feel accessible, inclusive, and connected to broader supports, participants believe family engagement strengthens and student outcomes improve.

- “Meet families where they are.”
- **“We need family voice at the table. This is how we get families to show up: location, timing, food, accessibility, child care.”**
- “BRINGING SCHOOL TO FAMILIES WHERE THEY LIVE AND WORK.”
- **“WE AREN’T CONNECTED TO FAMILIES AND STRENGTHS FAMILIES HAVE.”**
- “Making school more of a social center, interaction center.”
- **“As we look at repurposing facilities, how do we make them more wholesome to a neighborhood. Look at childcare, places for parents to seek out resources.”**
- **“Refocus schools as community hubs rather than closing a facility down.”**
- **“I feel strongly about too many things coming from District down. [We’re] better off creating principals and senior teachers as ambassadors so the communications are there – getting buy-in, listening to [families].”**
- “For a lot of parents, [we’re] such a diverse community, transient community... [the] closest person to them is the principal. The District does not ask or trust them enough to be communicators to tailor communications to their communities.”



#### 4. TRANSPARENT COMMUNICATION: LISTENING, FEEDBACK, AND TELLING THE GOOD NEWS

There is a strong call for clear, consistent, and transparent communication in two key areas: (1) sharing stories of success and (2) listening and following-through. Participants want to hear more about the strong programs in schools and the success of alumni as a way to build pride and confidence. At the same time, they emphasized the need for listening, clear feedback loops, and shared understanding of decisions, data, and tradeoffs. Fragmented tools, inconsistent messaging, and limited visibility into decision-making were viewed as barriers to trust.

- “We need a strategy to welcome families back by showing them the quality that actually exists here.”
- *“We need to give teachers the opportunity to ‘show off’ what they teach and what their students are achieving. That is how you build a culture of excellence.”*
- **“Building confidence in the community starts with telling the stories of the ‘cool stuff’ kids are doing every day that currently goes unnoticed.”**
- **“[THERE ARE] GOOD STORIES IN CCSD BUT NO ONE SEES IT BECAUSE THE MEDIA LIKES TO TELL BAD STORIES FIRST... IT’S IMPORTANT, KIDS ARE PAYING ATTENTION TO THIS TOO.”**
- **“Clear, consistent, and transparent communication with families, students, and community partners.”**
- “With technology as advanced as it is today... it might be helpful if there was one place teachers and parents could go to communicate.”
- “Collecting and sharing data in a more open way... share with the public in a way that is useful.”
- “Greater transparency in decision-making, including resource allocation and budgeting.”
- **“WE ARE HEADED IN THE RIGHT DIRECTION. WE HIRED A SUPERINTENDENT WHO BELIEVES IN TRANSPARENCY... JHONE IS DOING THE RIGHT THING.”**
- *“[The District is] actually communicating, it never happened in the past. They are asking questions, engaging. They want to know how they can help.”*
- **“Transparency, consistency, and follow through. [Superintendent Ebert] is taking command of a big ship, figuring out assets and resources. So far [I’m] very pleased with communications and expectations. She is very communicative about what she wants from us, helps manage expectations and the direction I’m going.”**
- “We need to become more transparent. Own it, no excuses. We will make mistakes. Teachers will. Support staff will. We need to help each other when parents are upset. We need to own it, we are not where we need to be.”



*“The Board is listening more, arguing less, and focusing more on the work. That change matters.”*



# FOCUS AREA 3:

*A place where trust and shared responsibility drive student success*

## 5. STRATEGIC, RECIPROCAL PARTNERSHIPS

Respondents emphasized the importance of mutually beneficial partnerships that are clearly aligned to District priorities, with strong enthusiasm for mentorships, internships, and co-designed programs with employers and community organizations. They noted that successful partnerships often depend on school-level capacity and leadership, and highlighted the need to equip principals with the training and support to sustain strategic partnerships. While some partners described productive relationships with the District, others shared frustration with inconsistent processes, limited access, and challenges navigating District systems or scaling what works.

- “We want to be involved in planning conversations and co-facilitating... not on the sideline, but in the game.”
- **“Frequently, opportunities to scale partnerships [are challenging]... every school is an island.”**
- “To be more welcoming, there is a lot of red tape... if you want our help, you have to make it easier for us.”
- “Processes that expand partnerships are not there... Everyone should know where to go to be helpful.”
- **“It would be better if there was more of a ‘teamwork’ collaboration environment overall.”**
- “Having more structured partnership and engagement with higher education, economic development, and workforce development folks to make sure they are reviewing and connecting Career and Technical Education programs across schools and making sure they are relevant... [That] could be really helpful in figuring out a way to be nimble and responsive in those ways rather than a five year plan that is outdated in five years.”
- “We have one of the most engaged workforces out of any county in the country. The workforce in Southern Nevada is ready to partner, provide insight, and be incredibly engaged in the community.”
- **“Creating partnerships that are actual partnerships, give and take, shared stake in the outcome, shared responsibility for that.”**
- **“Collaboration is going well, I’m hopeful for change... Jhone and her team have been open to feedback, made adjustments, and a good process. It’s about having good conversations, making changes, and building trust.”**





STRONG AND CONSISTENT LEADERSHIP, TRANSPARENT COMMUNICATION, A CLEAR STUDENT-FIRST FOCUS



# FOCUS AREA 3:

*A place where trust and shared responsibility drive student success*

## 6. FIXING WHAT HOLDS US BACK

Participants were clear that district efforts will be stifled – and student success hindered – unless a handful of enabling conditions are addressed. They pointed to Nevada’s long-standing funding challenges, slow and confusing systems, frequent leadership changes, and declining enrollment driven by lower birth rates and growing competition from charter and private schools as significant challenges. Respondents called for increased funding, less red tape, clearer direction from district leadership, empowered school leaders, and an unwavering focus on what is best for students.

- **“Nevada’s resource gap is real. Progress requires a clear community and legislative decision to fund education.”**
- **“Can’t improve outcomes for students if they don’t have funding.”**
- “Lower student enrollment. Resizing the District and schools. Could mean closing, combining, reconfiguring.”
- **“THE SIZE [OF THE DISTRICT]... BRINGS IN LAYERS OF BUREAUCRACY THAT [FEEL] IMPOSSIBLE TO OVERCOME.”**
- “How about responding to people in a timely manner... streamline the process and make it better.”
- **“Start first and foremost at the school level to make principals and teachers want to be advocates for our public education system.”**
- **“I worry that in Nevada education conversations have not figured out how to bring it all together. The CCSD strategy process is one of the most important parts of how to bring it all together.”**
- “Boldness. We’re afraid of public perception more than not. [It’s] the shadow of what we’re afraid of rather than what we can make possible.”

*“I believe the Superintendent is going about changing things the right way—moving us away from a system that protects adults toward one that holds everyone accountable for student results.”*

# WHAT'S NEXT

*“Set the course and stay the course, with confidence.”*

Community input has provided a strong foundation for CCSD's path forward. The themes in this report reflect early signals that will be refined and translated into shared priorities and student-centered strategies in the coming months.

## COMMUNITY DREAM SESSIONS

Community Dream Sessions will invite the broader community to imagine what it would look like for CCSD to become the Destination District. Facilitated by the Center for the Future of Learning, these thoughtfully designed conversations will build on the themes in this report and create space for students, families, educators, and community members to share aspirations, ideas, and solutions. Feedback from these sessions will help ensure the strategic plan reflects the community's highest hopes and priorities for students.

## HELP US PLAN

**Rancho High School**, Wednesday, January 28, 5:30–7:30 p.m.

**Virtual Meeting** in English and Spanish, Thursday, February 5, 6–7 p.m.

**Arbor View High School**, Tuesday, February 10, 5:30–7:30 p.m.

**Durango High School**, Wednesday, February 11, 5:30–7:30 p.m.

**Charles West Preparatory Academy**, Tuesday, February 17, 5:30–7:30 p.m.

**Virtual Meeting** in English and Spanish, Saturday, February 21, 11:00 a.m.–12:00 p.m.

**Foothill High School**, Tuesday, February 24, 5:30–7:30 p.m.

*“We have had many, many promises over the decades in CCSD... Progress to me would be seeing this strategic plan actually followed through.”*

## UPCOMING PLANNING MILESTONES

In the coming months, CCSD will continue to engage stakeholders while developing and refining the District's strategic priorities.

Key milestones include synthesizing community input, identifying focus areas and goals, and defining measures of success. The plan will be shared with the public at the **MAY 7, 2026 CCSD BOARD OF TRUSTEES MEETING** and will officially kickoff in Fall 2026.

## *Conclusion and Gratitude*

This work would not be possible without the time, honesty, and commitment of the thousands of students, families, educators, and community partners who have shared their perspectives so far. Your voices have shaped the themes in this report and are helping to define what success should look like for CCSD's next chapter.

Your voice will remain central to this process. As planning continues, please join us for a Community Dream Session and watch for public updates.

Together, CCSD and its community are paving the way for a shared vision and a collective commitment to ensuring families, students, employees, and community members choose CCSD and that every student has the opportunity to thrive in the *Destination District*.



*Thank you!*

*We are*   
**CCSD**  
DESTINATION DISTRICT

[CCSD.NET](http://CCSD.NET)