

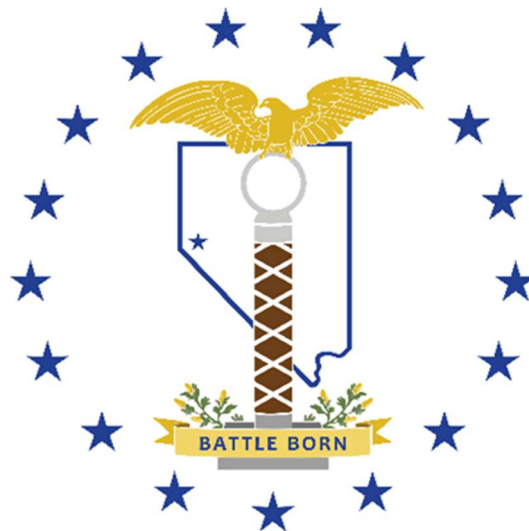
STATE OF NEVADA

Performance Audit

Family and Community Engagement Strategies

Clark County School District
Washoe County School District
State Public Charter School Authority

2026



Legislative Auditor
Legislative Counsel Bureau – Audit Division

Audit Highlights



Highlights of performance audit report on Family and Community Engagement Strategies for Clark County School District, Washoe County School District, and State Public Charter School Authority issued on August 20, 2026.

Legislative Auditor report # LA26-17.

Background

Family engagement is a shared responsibility between schools, families, and communities where all receive equitable access to tools and support needed to successfully work together toward the development of children and youth for college, career, and lifelong learning.

Parental involvement focuses on activities initiated by the school, often with limited two-way interaction. Family engagement emphasizes a collaborative approach where educators, families, and the community work together as equal partners.

Research shows that family engagement positively impacts academic achievement, social and emotional development, attendance, behavior, and school-community collaboration, making it a critical factor in education.

Purpose of Audit

The purpose of the audit was to determine the efficacy of CCSD's and WCSD's efforts for selecting, implementing, and evaluating strategies to increase family and community engagement in public schools; and to determine if SPCSA has an adequate process for approving and monitoring the implementation of family engagement efforts at charter schools.

The scope of our audit included a review of activities and oversight related to family and community engagement in public schools for the 2024-25 school year.

Audit Recommendations

This audit report contains four recommendations to CCSD to improve planning and evaluation, CCSD accepted the four recommendations.

This audit report contains one recommendation to WCSD to improve planning and evaluation, WCSD accepted the one recommendation.

This audit report contains four recommendations to SPCSA to improve monitoring efforts and ensure compliance with Title I family engagement requirements. SPCSA accepted the four recommendations.

Recommendation Status

Each district's 60-day plan for corrective action is due on November 17, 2026. In addition, the 6-month report on the status of the audit recommendations is due on May 17, 2027.

Family and Community Engagement Strategies

Clark County and Washoe County School Districts, and State Public Charter School Authority

Summary

Clark County School District (CCSD) and Washoe County School District (WCSD) selected and implemented strategies to provide family and community engagement. Although the rationale, criteria, or processes used to select these strategies were not documented, the strategies reflect recognized best practices. While districts implemented various strategies, additional planning can help guide strategy selection and implementation. Furthermore, a systematic approach to evaluating strategies would help improve their effectiveness. With limited resources, it is important that districts ensure selected strategies are appropriately aligned to their needs and implementation efforts are achieving intended outcomes.

The State Public Charter School Authority (SPCSA) can improve its oversight of charter schools' family and community engagement efforts. SPCSA did not consistently evaluate schools' engagement efforts as part of the monitoring and recertification processes. Although SPCSA does not control charter schools' engagement activities, as the Local Education Agency (LEA) it has responsibilities to ensure compliance with federal laws and charter schools' contract provisions. Without setting clear expectations and monitoring performance, family and community engagement may not be prioritized by schools and may fall short of approved plans. In addition, noncompliance with federal requirements may put federal funding at risk.

Schools within CCSD, WCSD, and SPCSA implemented family and community engagement strategies to address the unique needs of their families and communities. Our survey of principals also indicated there are areas in which district and school engagement activities can be strengthened. Therefore, the districts have opportunities to enhance their engagement activities through additional coordination with schools.

Key Findings

- The districts implemented widely recognized family and community engagement strategies. Each of the strategies reviewed reflects identified best practices. Since many of the strategies were initiated more than 10 years ago, documentation of strategy selection was limited. (page 6)
- Overall, the districts performed effective planning and evaluation related to their engagement strategies. However, additional planning and evaluation could strengthen strategy implementation at CCSD. Specifically, CCSD's objectives did not clearly align with its strategic plan and its evaluation processes did not seek to correlate success in achieving intermediate or long-term outcomes. Identifying intermediate and long-term outcomes supports strategy implementation and evaluation, and helps staff focus resources appropriately. (page 9)
- SPCSA could improve its recertification and transfer approval processes to monitor and encourage ongoing family engagement activities. While the initial application review process includes an evaluation with standards for family engagement, the renewal, transfer, and site evaluation processes do not. Without setting clear expectations and monitoring performance, family engagement may not be properly addressed by schools. (page 13)
- SPCSA did not always follow Title I family and community engagement requirements. Title I funds were not allocated in accordance with federal requirements and SPCSA did not adopt a family and community engagement policy. Confusion occurred because SPCSA directed schools to assume the role as the LEA, despite Nevada Revised Statutes assigning this responsibility to SPCSA. (page 15)
- Schools implemented many strategies to engage families and the community. For CCSD and WCSD schools, 75% indicated they implemented additional strategies beyond what their districts offer. The primary motivation for implementing school specific strategies came about by a desire to address unique needs of the schools' communities. In addition, schools experience barriers to engagement, with a lack of family time cited most often. (page 17)
- For CCSD and WCSD, survey results indicated there are opportunities to strengthen district and school engagement efforts. Specifically, some schools reported not having family and community engagement plans and a lack of familiarity with district engagement strategies and guidance. In addition, most schools were not sure as to the success of their family engagement strategies. Strengthening family and community engagement efforts at the school level will help ensure district engagement efforts are effectively implemented and can help improve district and school level planning and engagement. (page 19)

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This report contains the findings, conclusions, and recommendations from our performance audit, *Family and Community Engagement Strategies – Clark County School District, Washoe County School District, and State Public Charter School Authority*. This audit was required of the Legislative Auditor by Assembly Bill 517 (Chapter 454, Statutes of Nevada, 2023). The purpose of legislative audits is to improve state government by providing the Legislature, state officials, and Nevada citizens with independent and reliable information about the operations of state agencies, school districts, programs, activities, and functions

This report includes four recommendations to Clark County School District, one recommendation to Washoe County School District, and four recommendations to the State Public Charter School Authority to improve the planning, monitoring, and evaluating of family and community engagement strategies. We are available to discuss these recommendations or any other items in the report with any legislative committees, individual legislators, or other state officials.

Respectfully submitted,

A handwritten signature in black ink, reading "Daniel L. Crossman".

Daniel L. Crossman, CPA
Legislative Auditor

July 27, 2026
Carson City, Nevada

Family and Community Engagement Strategies

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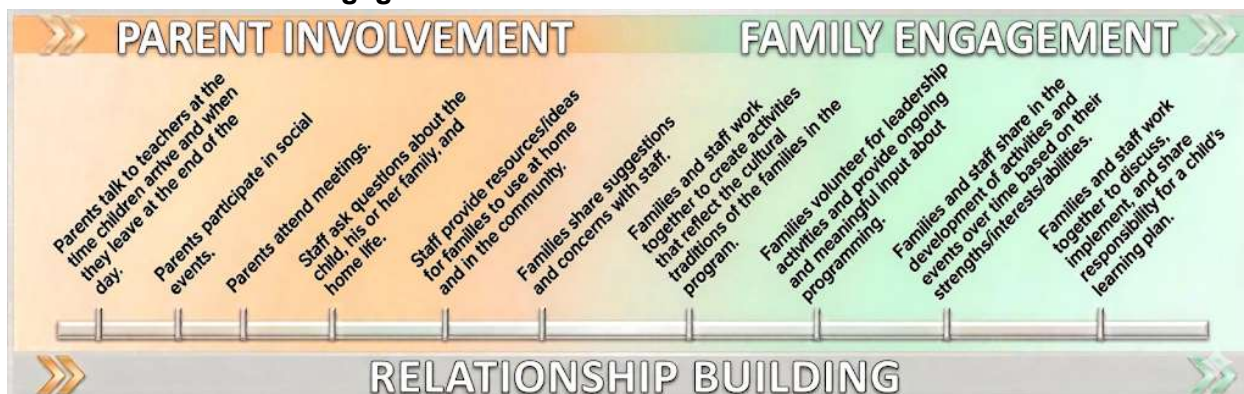
Introduction

Background

Nevada defines family and community engagement as a shared responsibility between schools, families, and communities where all receive equitable access to tools and support needed to successfully work together toward the development of children and youth for college, career, and lifelong learning. The Nevada Department of Education's Family Engagement Guide of 2025 clarifies the distinction between parental involvement and family engagement. Parental involvement focuses on activities initiated by the school, often with limited two-way interaction, while family engagement emphasizes a collaborative approach where educators, families, and the community work together as equal partners. Exhibit 1 illustrates the continuum between parent involvement and family engagement.

From Involvement to Engagement

Exhibit 1



Source: Nevada Department of Education's Family Engagement Guide.

Evidence demonstrates that family engagement supports students' success. According to the Nevada Department of Education's Family Engagement Guide of 2025, many studies have shown that, regardless of income or background, family engagement leads to:

- improvement in school attendance and behavior;
- increased social-emotional skills;

- higher grades and test scores;
- higher enrollment in advanced programs;
- increased graduation rates; and
- higher college enrollment rates.

Family engagement is identified as one of several characteristics found most often in high-performing schools. These schools intentionally link family engagement strategies to academic goals and make family engagement a part of their school improvement plan.

Overview of the School Districts and Authority

Clark County School District

Established in 1956, Clark County School District (CCSD) is the largest school district in Nevada and the fifth largest in the United States, overseeing 301,697 students in 377 schools at the beginning of the 2024-25 school year. CCSD offers a variety of programs, including Magnet Schools, Career and Technical Academies, and Advanced Placement programs. In the 2020-2024 strategic plan, CCSD identified Parent and Community Support as a priority with objectives including:

- leverage internal resources to help parents and guardians support student achievement and attendance;
- secure strategic external resources and community partners; and
- improve trust in and perception of the district.

CCSD has a Family Engagement Department with 27 staff whose mission is to empower, educate, and support families so they can help their children succeed academically and socially. According to CCSD, the Family Engagement Department is entirely funded through Title I and the department's efforts are focused exclusively on Title I schools. For a list of major family and community engagement strategies sponsored by the district, see Appendix B on page 26.

Washoe County School District

Established in 1956, Washoe County School District (WCSD) is now the third-largest school district in Nevada, overseeing 63,559

students in 114 schools as of the 2024-25 school year. The WCSD strategic plan sets a goal to know every child by name, strength, and need. One of the pillars of the strategic plan is to foster strong partnerships among families, community, and school.

The Family-School Partnership Department supports families and school staff to work together on behalf of every child. The Family-School Partnership Department employs 36 staff. For a list of major family and community engagement strategies sponsored by WCSD, see Appendix C on page 29.

State Public Charter School Authority

In 2011, the Nevada Legislature created the State Public Charter School Authority (SPCSA) as a statewide charter school sponsor and governmental agency to play a critical role in authorizing, overseeing, and supporting charter schools throughout the State. SPCSA oversees 81 schools serving 63,609 students as of the 2024-25 school year. SPCSA's mission is to sponsor, support, and oversee dynamic and responsive public charter schools that prepare all students for academic, social, and economic success. Through the SPCSA charter model, schools have the autonomy to innovate in the best interests of students while holding schools accountable for academic results, financial performance, and legal compliance. The purpose of SPCSA is to:

- Authorize high-quality charter schools throughout the State with the goal of expanding the opportunities for pupils in the State, including, without limitation, pupils who are at-risk.
- Provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy, and safeguard the interests of pupils and the community.
- Serve as a model of the best practices in sponsoring charter schools and foster a climate in the State in which all high-quality charter schools, regardless of sponsor, can flourish.

SPCSA Application Process

To open a new charter school with SPCSA, schools submit a notice of intent and an application. SPCSA then evaluates the application using a rubric with identified standards. In addition, it conducts capacity interviews and makes a recommendation to approve or deny the application to its board. The application includes general information; how the school will meet the needs of the community, including parent and community involvement; an academic plan; an operations plan; and a financial plan. State law allows charter schools' contracts to be renewed every 3 to 10 years. The length of a contract renewal is based on SPCSA's evaluation of how well a charter organization meets performance expectations outlined in its academic, organizational, and financial performance frameworks; site evaluations; and other information.

In addition to the application process, SPCSA conducts site evaluations at each campus during the 1st, 3rd, and 5th year after entering into or renewing a charter contract. Site evaluations focus on the Nevada School Performance Framework, the SPCSA Academic Framework and the SPCSA Organizational Framework, as well as adherence to the approved charter contract with SPCSA. The on-site portion of the evaluation process includes school presentations, stakeholder focus groups, classroom observations, and a debriefing. SPCSA provides the charter school with a report and will work with the charter school to develop a plan to correct any deficiencies. The final report includes strengths, challenges, recommendations, strong recommendations, and deficiencies.

Scope and Objectives

This audit was required of the Legislative Auditor by Assembly Bill 517 (Chapter 454, Statutes of Nevada, 2023), included in Appendix A, and was conducted pursuant to the provisions of NRS 218G.010 to 218G.270 and NRS 218G.600 to 218G.625.

The scope of our audit included a review of CCSD, WCSD, and SPCSA activities and oversight related to family and community engagement in schools for the 2024-25 school year, and the subsequent year for certain strategies. Our audit objectives were to:

- Determine the efficacy of CCSD's and WCSD's efforts for selecting, implementing, and evaluating strategies to increase family and community engagement in public schools; and
- Determine the efficacy of the State Public Charter School Authority process for approving and monitoring the implementation of family and community engagement efforts at charter schools.

The Legislative Auditor conducts audits as part of the Legislature's oversight responsibility for public programs. The purpose of legislative audits is to improve state government by providing the Legislature, state officials, and Nevada citizens with independent and reliable information about the operations of state agencies, school districts, programs, activities, and functions.

Districts Implement Strategies for Family and Community Engagement

Clark County School District (CCSD) and Washoe County School District (WCSD) selected and implemented strategies to provide family and community engagement. Although the rationale, criteria, or processes used to select these strategies were not documented, the strategies reflect recognized best practices. While districts implemented various strategies, additional planning can help guide strategy selection and implementation. Furthermore, a systematic approach to evaluating strategies would help improve their effectiveness. With limited resources, it is important that districts ensure selected strategies are appropriately aligned to their needs and implementation efforts are achieving intended outcomes.

Districts Implemented Strategies That Reflect Best Practices

The districts implemented widely recognized family and community engagement strategies. Each of the strategies reviewed reflects identified best practices. Since many of the strategies were initiated more than 10 years ago, districts retained limited documentation. Exhibit 2 identifies and describes major family and community engagement strategies we reviewed at CCSD and WCSD. For a more comprehensive list of district-sponsored strategies, see Appendix B for CCSD on page 26 and Appendix C for WCSD on page 29.

Engagement Strategies Reviewed at CCSD and WCSD

Exhibit 2

Clark County School District	
Program Name	Program Description
Central Family Support Center & Family Support Centers	The Family Support Centers provide educational learning opportunities, such as English classes, technology literacy classes, early childhood classes, and other University of Family Learning classes. Additionally, the Central Family Support Center houses meeting spaces, a health clinic, clothing closet, food pantry, foreign student transfer support, translation support, and legal services. Initially, the objective was to provide support to students coming from other countries. As parents requested additional supports, the strategy evolved to meet the needs.
Family Academy	University of Family Learning offers family members opportunities to access valuable educational, leadership, and networking information to support students. Weekend Family Events are hosted on Saturdays. These events are designed to provide engaging workshops and practical resources for families to support the academic success and well-being of their children. Family Academy strategies started as a recommendation from a superintendent in 2015.
Parental Advisory Council	In November 2025, CCSD began coordinating a Parental Advisory Council with parents and the superintendent. The purpose is to strengthen family-school partnerships.
Washoe County School District	
Program Name	Program Description
Family Graduation Advocates	Family Graduation Advocates (FGA) at each high school manage a specific caseload of families to provide focused support to help at-risk students graduate. The FGA strategy came to WCSD through a United Way grant to better implement family engagement in high schools. The schools indicated they needed designated staff to act as cultural brokers with families.
Parent Teacher Home Visits	Teachers and families meet voluntarily to build relationships. The Parent Teacher Home Visits strategy started in 2008 as a recommendation to help teachers and parents develop trust.
Native American Culture & Education Project	Native American students receive culturally responsive mentoring, coaching, and academic support. Family engagement and community collaboration are key components. The Native American strategies were identified due to a federal grant.
Family Resource Centers	The Family Resource Centers (FRC) are community hubs for resources, referrals, information, basic needs assistance, and ongoing supportive services. The FRCs were created by the State Legislature in 1995.
Parent University	Parent University offers workshops and events throughout the student experience to help families prepare for kindergarten through graduation. Focus areas include academic support for math, literacy, and science, as well as support for social and emotional learning, and navigating pathways to college and highly skilled careers. The Parent University strategy started as a recommendation from a superintendent more than 15 years ago.

Source: Auditor prepared from documentation and discussions with district staff.

Note: See Appendices B and C for a more comprehensive list of district-sponsored engagement strategies. In Appendix B, University of Family Learning and Weekend Family Events are identified as two distinct programs by CCSD.

Districts' strategies reflect best practices identified by the U.S. Department of Education and the Nevada Department of

Education's Family Engagement Framework. These practices strive to build relationships of trust, increase communication, and support well-being and academic success. We observed the following for the programs reviewed:

- CCSD's Family Academy and WCSD's Parent University help increase the capacity of families to support their child's education at home. For example, parent or family learning opportunities are offered to help families build upon skills, knowledge, and support systems to advocate for student success. Families have access to valuable educational, networking, and parent leadership information and opportunities that will increase both family and student success.
- CCSD's Parental Advisory Council creates a group at the district level to provide an opportunity for shared decision making and inclusion of family voice within the decision-making process. This helps strengthen the family's voice in shared decision making.
- CCSD's Family Support Centers and WCSD's Family Resource Centers connect families to vital community services.
- WCSD's Home Visits allow educators to establish strong, positive relationships with families by visiting their home or an agreed-upon location. These help create a welcoming environment and build a respectful, inclusive school community.
- WCSD's Family Graduation Advocates build relationships with families who show early warning signs of not graduating from high school. Families are provided with services needed to help navigate the educational system, monitor academic progress, and access support services.

Children whose families hold high expectations, set goals, monitor progress, and actively assist with learning at home are most likely to do better in schools, according to research. The focus is no longer whether family engagement matters, but on identifying the strategies that most effectively improve student outcomes given limited time and resources.

Planning and Evaluation Improvements Could Strengthen Implementation

Overall, the districts performed effective planning and evaluation related to their engagement strategies. However, additional planning and evaluation could strengthen strategy implementation at CCSD. Specifically, CCSD's family engagement strategy objectives did not clearly align with its strategic plan, and its evaluation processes did not seek to correlate success in achieving intermediate or long-term outcomes. Identifying intermediate and long-term outcomes supports strategy implementation and evaluation and helps staff focus resources appropriately.

A desired outcome for family and community engagement is to help improve student achievement. Due to the complex nature of student outcomes and the wide range of strategies and supports implemented by school districts, it would be difficult to attribute student achievement to any single approach. As outcomes are derived from a combination of strategies and supports, the relationship between a specific strategy and student achievement reflects correlation rather than causation, and no single strategy can be isolated as the sole driver of academic outcomes without rigorous research and studies. Therefore, it is important to establish overarching goals and interim goals, through planning and evaluation.

CCSD Planning and Evaluation

CCSD's current strategic plan was implemented in 2019 and lists family and community support as one of its priorities. The plan indicated the district must engage partners to ensure all efforts and resources are focused on increasing student outcomes. For this priority, the plan included three sub-priorities:

- leveraging internal resources to help parents/guardians support student achievement and attendance;
- securing strategic external resources and community partners; and
- improving trust in the perception of the district.

To measure progress toward this priority, the plan included objectives with indicators to evaluate efforts.

However, planning documents for district implemented strategies did not clearly align with the strategic plan. For the 2024-25 school year, the Family Engagement Department provided a planning document with five performance goals for the University of Family Learning, but only two of these goals aligned with the strategic plan. In addition, the planning document for the Family Support Centers included annual performance goals, but these were not included in the strategic plan. Furthermore, CCSD did not create planning documents for the Parental Advisory Council.

CCSD's current evaluation efforts focus heavily on tracking outputs. Specifically, the Family Engagement Department tracks parental participation at events and collects participant surveys at the end of each class or event. Staff review participant surveys to identify future programming. In addition, Family Support Centers track support services obtained; analyze inbound call volume, broken down by category; and participant surveys. While these measures provide information to track participation, these evaluation methods do not attempt to determine if there is a correlation between the strategies and desired outcomes. For example, they do not help determine if families of the most at-risk students participate in these services.

Planning documents focus on short-term goals and outputs, but do not identify long-term goals and outcomes for students impacted by strategies. For example, one of the current goals includes increasing participation and strategy offerings by 5%. Although increased participation is a positive goal, effective strategy planning ideally includes long-term goals, shorter-term objectives, strategies, identified outputs, and outcomes.

Internal control standards state that management should establish activities to monitor performance measures and indicators. It also states that management should compare actual performance to expected results and analyze significant differences. Just as strategy planning benefits evaluation, outcome evaluations support strategy planning to ensure strategies make the desired impact and identify opportunities for improvement.

Systematic evaluation identifies how effectively and efficiently staff administer strategies. Although CCSD tracks key performance measures relating to strategy participation, outcome-based evaluations could strengthen strategy delivery.

CCSD Recommendations

1. Enhance the planning process to better align the Family Engagement Department's goals and objectives with the district's strategic plan.
2. Implement a process and outcome-based evaluation plan for significant strategies.

WCSD Planning and Evaluation

WCSD developed both strategic and departmental plans to guide family and community engagement efforts. Strategy managers developed a logic model or theory of change for each of the five major strategies and aligned this with the district's strategic plan. WCSD's planning documents included the following components:

- short- and long-term goals or objectives for each strategy;
- performance measures with historical data;
- alignment with the district-wide strategic plan;
- strategy outcomes;
- action steps; and
- connection to student achievement.

WCSD also incorporated process and outcome evaluations into each of the major strategies. WCSD developed a mechanism to link parent participation with student accounts. In addition, evaluation results were then used to improve strategies.

WCSD staff evaluated each of the five major family engagement strategies. Most evaluations included a statistical evaluation of strategy data as well as focus groups with key staff. The statistical analysis attempted to identify correlations between the strategies and academic indicators, such as grades or graduation rates; decreased absenteeism; and reduced behavior incidents.

Additionally, the Family Resource Centers evaluated the number of clients that progress toward stability.

Outcome evaluations were possible because WCSD linked family engagement interactions to student Infinite Campus accounts. School and district staff can access reports based on strategy or school. These reports demonstrate the number of interactions with parents, students affected, as well as a breakdown by grade level and month. Additionally, reports analyze participation based on various risk indicators. Evaluators use this information to analyze caseloads, review participation, and assess whether strategies reach intended populations.

In addition to outcome evaluations, strategy planning documents demonstrated that staff incorporated evaluation information when planning strategy implementation. For example, the Family Graduation Advocates Report identified areas of improvement for selecting caseloads and safeguarding staff time. A memo to staff contained the recommendations from the report, and adjustments to strategy delivery. These recommendations demonstrate a commitment to strategy improvement.

The U.S. Department of Education - Using Evidence to Strengthen Education Investments helps organizations choose and implement evidence-based project components to improve student outcomes. Organizations should have ways to collect information about how the implementation is working and make necessary changes along the way. Furthermore, it explains that performance monitoring and evaluation are different. Monitoring involves collecting and analyzing data to track progress, identifying whether staff implemented key elements of a logic model as planned, and determining if a strategy meets interim goals and milestones. In contrast, evaluation can demonstrate whether a project component, or the project as a whole, causes an observed outcome and answers questions about the impact of a specific project component on relevant outcomes.

WCSD should continue identifying, planning, and evaluating family and community engagement strategies to ensure they effectively meet the needs of their district populations.

SPCSA Can Improve Oversight of Family and Community Engagement Efforts

The State Public Charter School Authority (SPCSA) can improve its oversight of charter schools' family and community engagement efforts. SPCSA did not consistently evaluate schools' engagement efforts as part of the monitoring and recertification processes. Although SPCSA does not control charter schools' engagement activities, as the Local Education Agency (LEA) it has responsibilities to ensure compliance with federal laws and charter schools' contract provisions. Without setting clear expectations and monitoring performance, family and community engagement may not be prioritized by schools and may fall short of approved plans. In addition, noncompliance with federal requirements may put federal funding at risk.

Monitoring of Engagement Implementation Can Be Strengthened

SPCSA could improve its recertification and transfer approval processes to monitor and encourage ongoing family engagement activities. During the initial application, schools must include information on their family engagement efforts and plans. SPCSA developed a rubric in 2016 to evaluate the family engagement plan submitted with the initial application. SPCSA evaluated 17 of 44 (39%) charter holders operating during the 2024-25 school year using the 2016 rubric, which assesses parental engagement. The other charter holders were either approved for operation before 2016 or transferred from another sponsoring entity. Exhibit 3 shows the criteria used in the rubric for certifying new charter schools.

Family Engagement Rubric for Certifying New Charter Schools

Exhibit 3

1	Demonstrates ties to and/or knowledge of the identified community and explains how the proposed school will build upon community assets.
2	Intentional and thoughtful strategies for engaging with community members, families, and parents representative of the community to be served. Illustrates, with examples, that the parents, neighborhood, and community members representative of the community to be served helped shape the school proposal.
3	Outlines a thoughtful plan to proactively engage parents, community members, and other neighborhood partners from the time that the school is approved and once the school is operating.
4	Describes meaningful opportunities for all parents to contribute to the school community and be active partners, including parents of students with disabilities and English language learners.
5	Adheres to state laws regarding parent and family volunteers, ensuring that there are no volunteering requirements as a condition of enrollment.
6	Identifies key supports, partners, or resources that are directly tied to the stated outcomes of the school, including community partners that are located in and/or serve the identified zip code. Partnerships are evidenced by specific letters of commitment outlining the accountability of both parties and clear, measurable, time-specific deliverables from the partner which are clearly relevant to the needs of the identified population, and do not reflect a paid vendor relationship.

Source: SPCSA new applicant rubric.

While the initial application review process includes an evaluation rubric with standards for family engagement, the renewal, transfer, and site evaluation processes do not include an evaluation rubric or identify standards for family engagement. New charter school applicants must report information on their engagement efforts before and after the school is approved. In addition, schools report on engagement efforts if they transfer from another sponsor and during the recertification process. However, SPCSA does not have a process to monitor schools' continued implementation of engagement activities through the transfer and recertification application processes.

We tested 12 charter school renewals and observed 4 (33%) did not meet the standards identified in the original application evaluation rubric. For example, they did not include a description of a mechanism such as a parent teacher organization to obtain feedback from a variety of parents.

Internal control standards require that management evaluate performance and enforce accountability. Family engagement information is part of a charter school's application and incorporated into the charter contract. Therefore, SPCSA should develop a process to monitor family engagement throughout the lifecycle of a school. Without setting clear expectations and

Title I Family Engagement Requirements Need Attention

monitoring performance, family engagement may not be properly addressed by schools.

SPCSA did not always follow Title I family and community engagement requirements. Specifically, the agency did not ensure Title I family engagement funding allocations and expenditures met federal requirements, and it did not adopt a family and community engagement policy. These issues occurred because SPCSA did not always fulfill its responsibilities as an LEA. For Title I schools tested at CCSD and WCSD, we did not identify concerns with family engagement funding allocations or policies.

Title I is the largest federally funded educational program in the United States, established under the Elementary and Secondary Education Act (ESEA) to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education. The program distributes financial assistance through state educational agencies to local school districts and schools with high percentages of children from low-income families. These funds are designed to bridge the achievement gap by supporting supplemental resources, specialized instructional staff, professional development, and family engagement initiatives in eligible schools.

SPCSA did not distribute its 2024-25 school year Title I family engagement funds in accordance with grant requirements. For the 45 Title I schools tested, SPCSA did have documentation demonstrating charter schools intended to spend at least 1% of Title I funds on family engagement activities. However, it could not demonstrate it allocated 1% of Title I funds based on need. In addition, SPCSA did not adequately review charter school Title I reimbursement documentation and track expenditures to ensure how much was spent on family engagement.

We also noted SPCSA did not have a family and community engagement policy. According to Title I requirements, each LEA must develop a written engagement policy that establishes the LEA's expectations and objectives for meaningful family and

community engagement. The policy must be jointly developed and agreed upon, as well as available to all families.

These deficiencies occurred because SPCSA did not always fulfill its role as the LEA. LEAs that receive more than \$500,000 in Title I funding must reserve at least 1% of the total allocation to carry out parent and family engagement activities. In addition, an LEA must allocate funding based on need.

Proper understanding of the LEA's responsibilities for Title I funds is important to reduce the risk of noncompliance and a potential loss or restriction on funding. In addition, the lack of a written family and community engagement policy does not meet Title I requirements and limits SPCSA's ability to demonstrate structured, consistent, and equitable engagement practices.

SPCSA Recommendations

1. Implement monitoring practices to provide reasonable assurance that schools' family engagement strategies are implemented consistently with their charter application and contract.
2. Develop an SPCSA family and community engagement policy in accordance with Title I requirements as the Local Education Agency for its sponsored charter schools.
3. Develop policies and procedures to allocate parental engagement funds to schools in accordance with Title I requirements, giving priority to high-need schools.
4. Enhance SPCSA's Title I reimbursement review process to ensure family engagement expenditure requirements are met.

School Implementation of Engagement Strategies and Opportunities for Improvement

Schools within CCSD, WCSD, and SPCSA implemented family and community engagement strategies to address the unique needs of their families and communities. Our survey of principals also indicated there are areas in which district and school engagement activities can be strengthened. Therefore, the districts have opportunities to enhance their engagement activities through additional coordination with schools.

For the 2024-25 school year, we sent a survey to all school principals at CCSD, WCSD, and SPCSA. The survey included questions regarding communicating with families; understanding and implementing district engagement strategies, when applicable; and implementing engagement efforts at the school level. We experienced a sufficient response rate; 193 of 377 (51%) CCSD schools; 43 of 114 (38%) WCSD schools; and 31 of 81 (38%) SPCSA schools.

Schools Implement Engagement Strategies

Schools implemented many strategies to engage families and the community. For CCSD and WCSD schools, 75% indicated they implemented additional strategies beyond what their districts offer. The most common activities included parent organizations, family education nights, and social events designed to bring families into the schools. Some schools also identified unique strategies, such as:

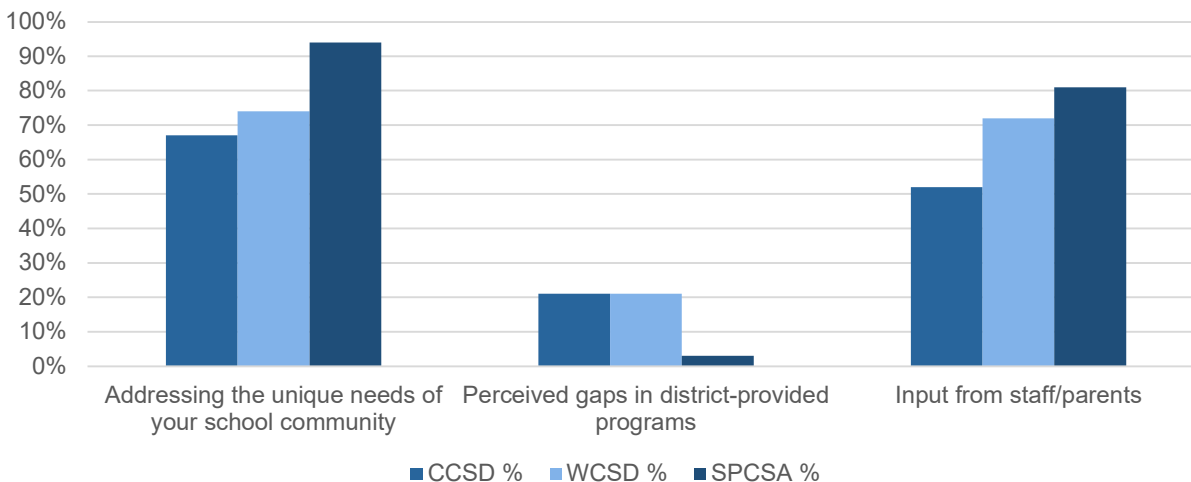
- one-on-one mentoring from local community leaders;
- positive phone calls to families;
- book club for parents; and

- support group for parents of children with special needs.

The primary motivation for implementing school specific strategies came about by a desire to address unique needs of the schools' communities. Exhibit 4 shows schools' motivations to implement their own family and community engagement strategies.

Reason for Developing School-Based Strategies

Exhibit 4



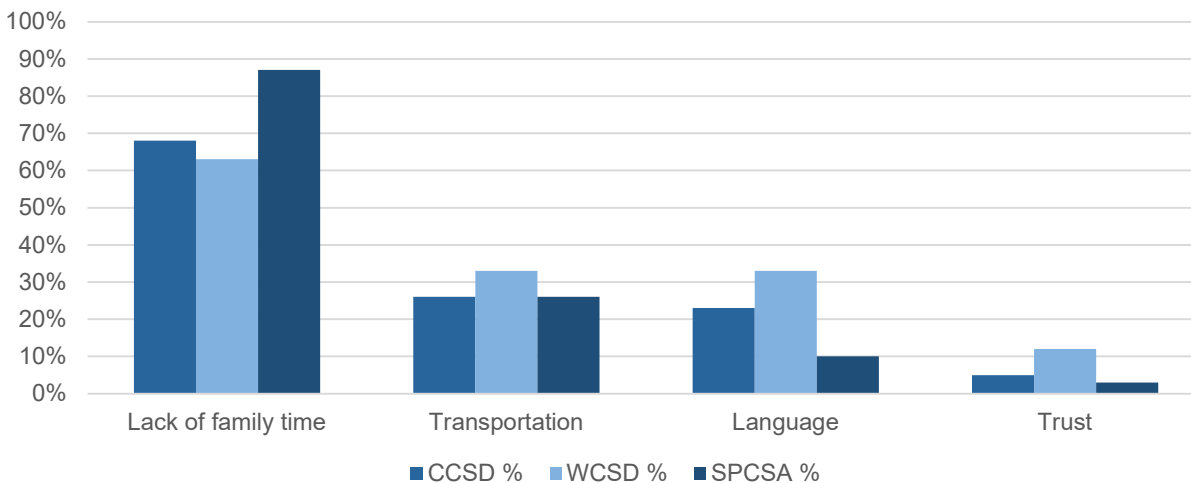
Source: Auditor prepared from survey results.

Barriers to Family Engagement

When implementing engagement strategies, schools identified similar barriers. Exhibit 5 shows reported barriers to family and community engagement by type and entity.

Barriers to Family Engagement

Exhibit 5



Source: Auditor prepared from survey results.

Continued evaluation of engagement strategies and barriers may help the districts and SPCSA improve outreach efforts and increase family engagement. For example, while lack of family time was a frequently identified barrier, this information may help focus efforts on strategies that maximize impact while minimizing the time commitments of families.

Opportunities Exist to Enhance Engagement Strategies

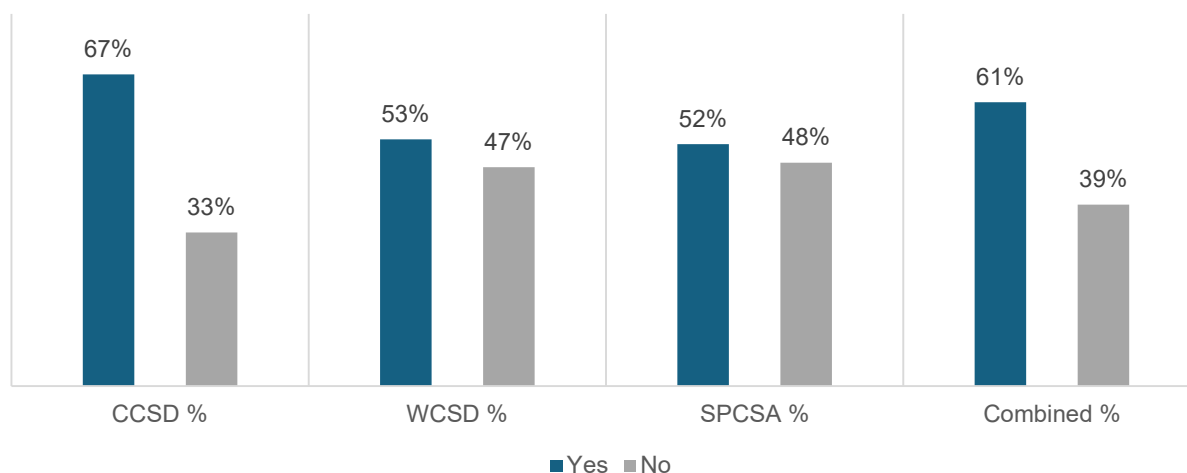
For CCSD and WCSD, survey results indicated there are opportunities to strengthen district and school engagement efforts. Specifically, some schools reported not having family and community engagement plans and a lack of familiarity with district engagement strategies and guidance. In addition, most schools were not sure as to the success of their family engagement strategies. Strengthening family and community engagement efforts at the school level will help ensure district engagement efforts are effectively implemented and can help improve district and school level planning and engagement.

Family Engagement Plans

Not all schools reported creating a family engagement plan. Exhibit 6 shows the percentage of schools that reported having a family engagement plan at the school level.

Family Engagement Plans Developed by Schools

Exhibit 6



Source: Auditor prepared from survey results.

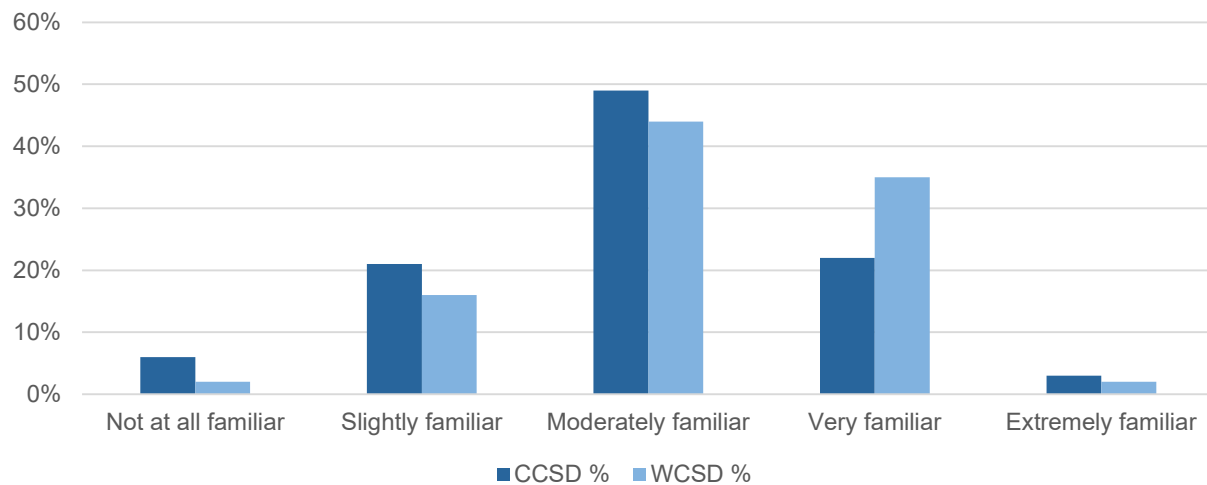
For all three entities, 89% of responding schools with an engagement plan were Title I schools.

Familiarity with District Strategies and Guidance

For CCSD and WCSD, school ratings were mixed when asked to rate their familiarity with district strategies and the effectiveness of district guidance related to those strategies. Exhibits 7, 8, and 9 show the reported levels of familiarity with district strategies and usefulness of district guidance as a percentage of responses.

Familiarity with District Strategies

Exhibit 7

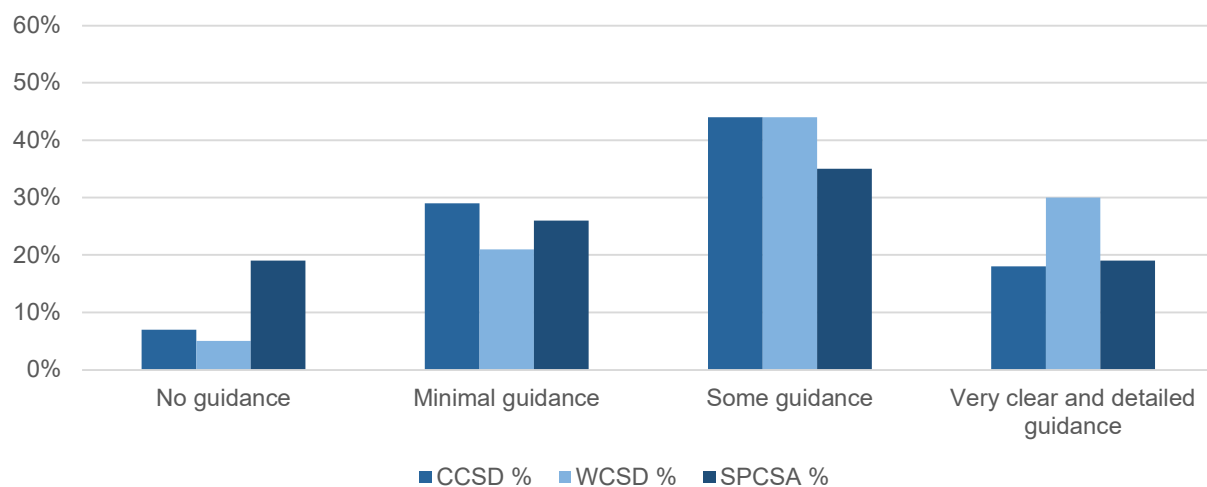


Source: Auditor prepared from survey results.

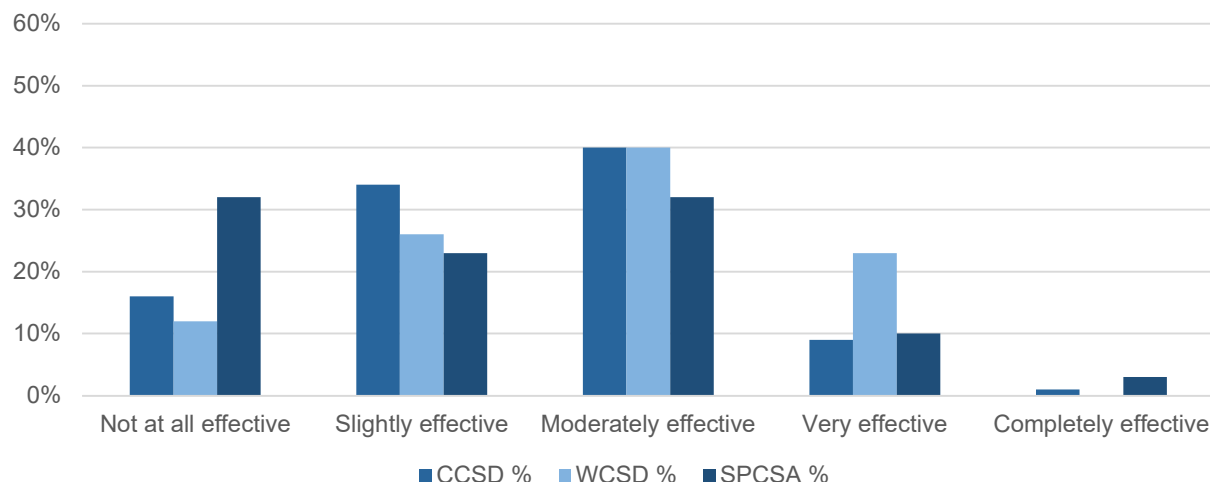
Note: SPCSA was not included in Exhibit 7 because SPCSA does not administer family engagement programs.

Clarity of District Guidance Received by the District

Exhibit 8



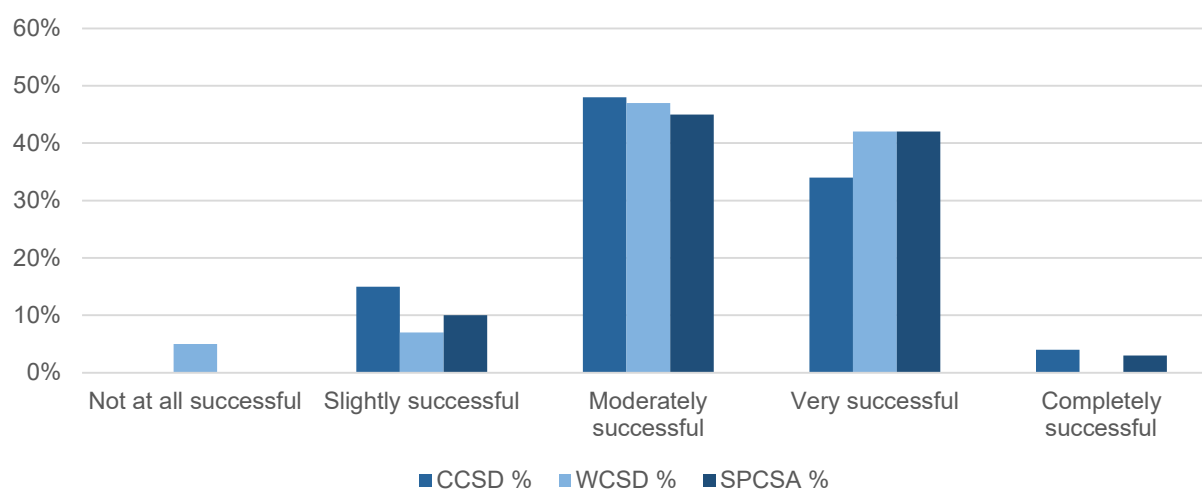
Source: Auditor prepared from survey results.

Effectiveness of Guidance from the Districts**Exhibit 9**

Source: Auditor prepared from survey results.

Perceived Success of School Engagement Efforts

Schools have varying levels of confidence that their strategies are reaching family engagement goals. Thirty-eight percent of CCSD schools responded that their strategies are very or completely successful at reaching family engagement goals. WCSD schools responded with 42%, and SPCSA schools with 45%. Exhibit 10 shows schools' perceived success of implemented family engagement strategies.

Perceived Success of Family Engagement Strategies**Exhibit 10**

Source: Auditor prepared from survey results.

See Appendix D for additional survey results for CCSD's and WCSD's schools.

Engagement efforts and data gathered by CCSD and WCSD is focused on district-level engagement offerings, and specifically information like the number of participating families and their views on programs offered. Based on the survey responses, districts may have opportunities to improve their family and community engagement efforts through coordination of district and school activities. Without adequate coordination, districts can miss opportunities to achieve their engagement goals and objectives.

CCSD Recommendations

3. Implement processes to evaluate district and school level family engagements for efficacy related to the district's goals and objectives, and school-specific needs.
4. Monitor school family engagement efforts to help assist them with utilization of district-based family engagement initiatives and to collect and disseminate effective school-specific practices throughout the district.

WCSD Recommendation

1. Evaluate additional opportunities to help assist school-level family engagement planning and schools' utilization of district-based family engagement initiatives, and to assess and disseminate effective school-specific practices throughout the district.

Appendix A

Excerpts From Assembly Bill 517, Chapter 454 From the 2023 Legislative Session

Assembly Bill No. 517—Committee on Ways and Means

CHAPTER 454

AN ACT relating to the Legislative Counsel Bureau; requiring the Legislative Auditor to conduct performance audits of certain school districts and the State Public Charter School Authority; authorizing the Chair of the Interim Finance Committee to request certain additional audits of school districts; establishing provisions governing such performance audits; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law establishes the Legislative Counsel Bureau which consists of a Legislative Commission, an Interim Finance Committee, a Director, an Audit Division, a Fiscal Analysis Division, a Legal Division, a Research Division and an Administrative Division. (NRS 218F.100)

Existing law requires the Legislative Auditor, who is the chief of the Audit Division, to conduct certain audits of accounts, funds and other records of agencies of the State to determine certain information. (NRS 218F.100, 218G.200) **Section 5** of this bill requires the Legislative Auditor to conduct a performance audit of the two school districts with the largest number of enrolled pupils in this State and the State Public Charter School Authority not later than August 31, 2026, and not less than once every 4 years thereafter. **Section 5** authorizes the Legislative Auditor to evaluate certain matters as part of such a performance audit and to exercise his or her professional judgment in determining the scope and manner of work to be conducted and the objectives of each such audit. **Sections 5, 8 and 9** of this bill require the final written report of each audit to be presented to the Legislative Commission, the Interim Finance Committee or a subcommittee of the Interim Finance Committee and, under certain circumstances, the Audit Subcommittee of the Legislative Commission, by certain dates.

Section 6 of this bill authorizes the Chair of the Interim Finance Committee, not later than January 1, 2026, and every 4 years thereafter, to request that the Legislative Auditor conduct a performance audit of up to three additional school districts. **Sections 6, 8 and 9** of this bill require the final written report of each such audit to be presented to the Legislative Commission, the Interim Finance Committee or a subcommittee of the Interim Finance Committee and, under certain circumstances, the Audit Subcommittee of the Legislative Commission, by certain dates.

Section 7 of this bill requires the Legislative Auditor or the authorized representative of the Legislative Auditor to furnish a copy of the preliminary report of a performance audit to the superintendent of the respective school district or the Executive Director of the State Public Charter School Authority, as applicable. **Section 7** requires the superintendent of the respective school district or the Executive Director of the State Public Charter School Authority, as applicable, to submit to the Legislative Auditor a written statement of explanation or rebuttal concerning any findings for inclusion in the final report. **Section 8** of this bill requires the Legislative Auditor to furnish copies of the final written report to certain persons and prohibits the Legislative Auditor from disclosing the contents of an audit before it has been presented to certain legislative bodies. **Section 8** authorizes the Legislative Commission to adopt certain regulations regarding the presentation and distribution of the final written report.



82nd Session (2023)

Appendix A

Excerpts From Assembly Bill 517, Chapter 454 From the 2023 Legislative Session (continued)

– 2 –

Section 9 of this bill requires the Legislative Commission or Audit Subcommittee to notify the respective school district or the State Public Charter School Authority, as applicable, of its acceptance of a final written report of an audit that contains a recommendation for corrective action and requires the school district or the State Public Charter School Authority, as applicable, to submit a plan for corrective action to the Legislative Auditor. **Section 9** requires a person who submits a plan for corrective action to submit to the Legislative Auditor a report regarding the implementation of any recommendations of the Legislative Auditor.

Section 10 of this bill requires the officers and employees of a school district or the State Public Charter School Authority to provide certain assistance to the Legislative Auditor or the authorized representative of the Legislative Auditor in the inspection, examination and audit of books, accounts, records, reports or other documents. **Section 10** requires each school district or the State Public Charter School Authority to cooperate fully with the Legislative Auditor or the authorized representative of the Legislative Auditor in the performance of his or her duties with respect to a performance audit conducted pursuant to **sections 5-10** of this bill.

EXPLANATION – Matter in *bolded italics* is new; matter between brackets ~~[omitted material]~~ is material to be omitted.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Sections 1-3. (Deleted by amendment.)

Sec. 4. Chapter 218G of NRS is hereby amended by adding thereto the provisions set forth as sections 5 to 10, inclusive, of this act.

Sec. 5. 1. *The Legislative Auditor shall, not later than August 31, 2026, and not less than once every 4 years thereafter, conduct a performance audit of each of the following entities:*

(a) The school district in this State with the largest number of pupils enrolled;

(b) The school district in this State with the second largest number of pupils enrolled; and

(c) The State Public Charter School Authority.

2. *As part of a performance audit conducted pursuant to this section, the Legislative Auditor may evaluate, without limitation:*

(a) Compliance with statutory requirements concerning annual reports of accountability, as well as consistency, or lack thereof, in the methodology used for such reporting;

(b) Compliance with state or local laws relating to contracting with outside entities to provide goods or services;

(c) Whether any plans presented by the school district or the State Public Charter School Authority to the Legislature or the Interim Finance Committee, including, without limitation, any subcommittee of the Interim Finance Committee, have been



82nd Session (2023)

Appendix A

Excerpts From Assembly Bill 517, Chapter 454
From the 2023 Legislative Session (continued)

– 3 –

implemented and whether any such plan is achieving or has achieved the desired outcome;

(d) The efficacy of any strategy or program implemented at one or more schools to:

(1) Improve the proficiency of pupils in the subject areas of reading, mathematics, science or writing;

(2) Improve the educational outcomes of pupils who are English learners, at-risk pupils or receiving special education;

(3) Improve the academic performance of pupils enrolled in a Title I school, as defined in NRS 385A.040; or

(4) Increase parental involvement and family and community engagement in public schools.

(e) The efficacy of any strategy or program of recruitment or retention designed to ensure the availability of qualified teachers and other educational personnel and support staff, including, without limitation, mental health professionals.

(f) The efficacy of any strategy or program implemented by a school district or the State Public Charter School Authority to reduce class sizes.

(g) Any other matter which the Legislative Auditor is requested to evaluate by the Interim Finance Committee.

3. The Legislative Auditor, in performing his or her duties pursuant to this section and section 6 of this act, may exercise his or her professional judgment in determining the scope and manner of work to be conducted and the objectives of each audit.

4. The Legislative Auditor shall, on or before September 1, 2026, and every 4 years thereafter, present to the Legislative Commission a final written report of each audit conducted pursuant to this section during the immediately preceding 4 years.

5. The Legislative Auditor shall present a final written report of each audit conducted pursuant to this section to the Interim Finance Committee, or the appropriate subcommittee of the Interim Finance Committee, as directed by the Chair of the Interim Finance Committee, after the report is presented to the Legislative Commission but in no event later than December 31 of the year in which the final report was presented to the Legislative Commission.

6. As used in this section, “at-risk pupil” has the meaning ascribed to it in NRS 387.1211.

Sec. 6....



82nd Session (2023)

Appendix B

Clark County School District Major Family Engagement Strategies

Program Name	Program Description	Participants
Central Family Support Center & Family Support Centers (Formerly Family Engagement Centers)	Free and available to the community, Support Centers provide educational learning opportunities, such as English classes, technology literacy classes, early childhood classes, and other University of Family Learning classes. Additionally, the Central Family Support Center houses meeting spaces, a health clinic, clothing closet, food pantry, foreign student transfer support, translation support, and legal services. All services are offered in English and Spanish.	46,070
University of Family Learning (UFL)	UFL offers parents and adult family members opportunities to access valuable educational, leadership, and networking information to support both student and family success. Parents are invited to join workshops that support student academic achievement, navigation of the school system, family wellness, and parent leadership and advocacy.	7,776
Weekend Family Events	Family Academy events are free learning opportunities for all CCSD families and their students. Hosted on Saturdays, these events are designed to provide engaging workshops and practical resources for families to support the academic success and well-being of their children. Workshops include interactive experiences and in-depth discussions that provide families with tools to support learning at home and enhance the educational experience of their child.	6,065
Parental Advisory Council	In November 2025, CCSD began coordinating a Parental Advisory Council with parents and the district superintendent. The purpose of the Parent Advisory Council is to strengthen family-school partnerships, provide feedback and insight from the parent perspective, and support a community shared vision for CCSD schools.	Open to all Families
Digital Content	Videos and other digital resources provide families with informational materials to support academic achievement, navigation of the school system, and digital literacy. These videos are accessible in English and Spanish to be used by both families and school staff.	206,931 Views
English Classes	The Family Engagement Department offers free English classes in Las Vegas to adults who wish to improve their language skills.	13,858

Appendix B

Clark County School District Major Family Engagement Strategies (continued)

Program Name	Program Description	Participants
Ceremony of Achievement	Every year the Clark County School District's Family Engagement Department recognizes adult family members who have dedicated 50 or more hours to their personal growth and development through University of Family Learning programming. The Ceremony of Achievement exemplifies the profound impact that lifelong learning and family engagement have on shaping thriving communities and nurturing student achievement.	368
Family Resources	The Family Engagement Department values the contribution of all parents and families in their child's education. They have a website for resources to help families, such as academic resources, community resources, summer resources, and tutoring.	2,006
Staff Resources and Professional Development	Providing a welcoming supportive learning environment that engages families and students is necessary for student success. The Family Engagement Department provides support for building educator capacity that includes strategies, tips, and resources for schools, teachers, and administrators that will help embed and sustain a culture of engagement.	2,752 Staff Reached
Community Engagement Section	Community Engagement builds connections with external partners to increase opportunities and resources for students, staff, and schools.	6,272 Partners
Indian Education Opportunities Program	The Indian Education Opportunities Program goals are to close the achievement gaps, increase the graduation rates, and student and parent engagement. When students are actively involved, they will experience cultural competency, academic success, and improved behavior and attendance.	726 Students and their Families
Early Childhood Education Department Collaboration with Lakeshore Learning	In collaboration with Lakeshore Learning, these hour-long sessions were provided to families both in person and virtually to learn at-home strategies on a variety of topics. Each participant was given a box of materials aligned to the professional learning to facilitate at-home learning activities. Topics included social-emotional, phonological awareness, concepts of print, alphabet letters, writing, and the importance of play. All topics had both English and Spanish sessions.	1,714 Families

Appendix B

Clark County School District Major Family Engagement Strategies (continued)

Program Name	Program Description	Participants
All People Promoting Literacy Efforts Counting Our Reading Efforts	In partnership with the cities of Henderson, Las Vegas, and North Las Vegas, CCSD invites elementary schools to participate in the All People Promoting Literacy Efforts (APPLE) Counting Our Reading Efforts (CORE) program. APPLE CORE is an out-of-school reading program where students track their reading on APPLE CORE bookmarks, and parents/guardians help log the out-of-school time students read or are read to on the APPLE CORE bookmark.	15,200 Students
CCSD CARES	To create a culture of mutual courtesy and mutual respect across school communities, CCSD introduced the CCSD CARES standards: Communication, Accountability, Respectfulness, Excellence, and Solutions. CCSD CARES guides how CCSD interacts, responds, and supports the community, ensuring a more positive, consistent experience for families. CCSD also encourages families to recognize staff who exemplify these values through the RAVE Review program, highlighting those who go above and beyond in bringing CCSD CARES to life each day.	5,723 RAVE Certificates

Source: Auditor prepared from Clark County School District documents.

Appendix C

Washoe County School District Major Family Engagement Strategies

Program Name	Program Description	Participants
Family Graduation Advocates	Family Graduation Advocates work with high school students and their families to support them in navigating the educational system toward their own academic goals. They facilitate communication between the school, students, and family and serve as a resource for moderate and high-risk students.	2,484
Parent Teacher Home Visits	Parent Teacher Home Visits (PTHV) connect families to educators and schools through meaningful home visits conducted by school staff. PTHV follows a two-visit model in which the first visit in the fall focuses on hopes and dreams, and the second visit in the spring focuses on academics.	1,825
Parent University	Parent University offers workshops and events throughout the student experience to help families prepare for kindergarten through graduation. Focus areas include academic support for math, literacy, and science, as well as support for social and emotional learning, and navigating pathways to college and highly skilled careers.	4,201
Native American Culture & Education Project	Native American students receive culturally responsive mentoring, coaching, and academic support. Family engagement and community collaboration are key components.	513
Family Resource Centers	Facilities within at-risk communities where families receive an assessment of their eligibility for social services. Families receive either direct services or referrals to meet their needs. Upon state Legislature creation in 1995, WCSD was an early adopter and opened some of the first Family Resource Centers in Nevada.	9,064
Professional Learning for Staff on Family Engagement	The Family School Partnership Department builds the capacity of staff to engage families by providing training and tools for family engagement. Key components include Mentorship & Advocacy, Summer & College Readiness Programs, and Community Collaboration.	Unknown
Full-Service Community Schools (Family Stability Committee)	Provides comprehensive academic, social, and health services for students, students' family members, and community members that will result in improved educational outcomes for children. For example, social, health, nutrition, and mental health services; early child education programs; after school programs; family and community engagement centers; and community-based support for students.	Unknown
Volunteer Services	Provides a mechanism for community members, parents, and students to support the school and students through various activities such as tutoring, mentoring, assisting in classrooms, supervising playgrounds, or helping with events and administrative tasks.	Unknown

Source: Auditor prepared from Washoe County School District documents.

Appendix D

Additional Family Engagement Survey Results

Program Specific Data: Clark County School District

Rate how you feel about the following statement, "This program is our primary focus to engage a parent and family members in their child/children's education."			
	University of Family Learning	Weekend Family Events	Family Engagement Center
Strongly Agree	7%	10%	11%
Agree	34%	20%	23%
Neither Agree Nor Disagree	20%	30%	58%
Disagree	34%	30%	4%
Strongly Disagree	5%	5%	4%
No Response	-	5%	-
Total:	100%	100%	100%

Where does the school apply its efforts for each program?			
	University of Family Learning	Weekend Family Events	Family Engagement Center
Entire Classrooms	34%	20%	31%
Randomized Selection	15%	15%	12%
Early Warning Risk	12%	10%	23%
High Absenteeism	44%	25%	65%
Low Income Households	49%	20%	42%
Low Academic Performance	41%	-	50%

Source: Auditor prepared using survey results.

Appendix D

Additional Family Engagement Survey Results (continued)

Program Specific Data: Washoe County School District

Rate how you feel about the following statement, "This program is our primary focus to engage a parent and family members in their child/children's education."			
	Parent Teacher Home Visit Program	Family Graduation Advocates	Parent University
Strongly Agree	7%	25%	-
Agree	7%	25%	25%
Neither Agree Nor Disagree	50%	25%	25%
Disagree	29%	17%	31%
Strongly Disagree	7%	8%	19%
Total:	100%	100%	100%

Where does the school apply its efforts for each program?			
	Parent Teacher Home Visit Program	Family Graduation Advocates	Parent University
Entire Classrooms	-	25%	25%
Randomized Selection	57%	17%	31%
Early Warning Risk	43%	58%	-
High Absenteeism	43%	58%	13%
Low Income Households	14%	17%	6%
Low Academic Performance	14%	42%	6%

Source: Auditor prepared using survey results.

Appendix E

Audit Methodology

To gain an understanding of Clark County School District (CCSD), Washoe County School District (WCSD), and State Public Charter School Authority (SPCSA), we interviewed staff, reviewed statutes and regulations, and policies and procedures relevant to family and community engagement. We also reviewed audit reports, budgets, legislative committee minutes, and other information describing each school district's family and community engagement strategies. In addition, we documented and evaluated internal controls related to planning, implementation, evaluation and oversight of engagement activities.

Our audit included a review of the internal controls significant to our audit objectives. Internal control is a process affected by an entity's oversight body, management, and other personnel that provides reasonable assurance that the objectives of an entity will be achieved. Internal control comprises the plans, methods, policies, and procedures used to fulfill the mission, strategic plan, goals, and objectives of the entity. The scope of our work on controls related to each of the audited school districts' strategy planning, evaluation, oversight, school programming, and Title I requirements related to family engagement, included the following:

- Establish structure, responsibility, and authority; evaluate performance and enforce accountability; design control activities; and implement control activities through policy (Control Environment); and
- Perform monitoring activities (Monitoring).

Deficiencies and related recommendations to strengthen each school district's and SPCSA's internal control systems are discussed in the body of this report. The design, implementation, and ongoing compliance with internal controls is the responsibility of each district's and SPCSA's management.

To determine the extent to which CCSD and WCSD have clearly defined goals, target populations, and measurable outcomes, we started by identifying the major strategies related to family engagement within each school district. We interviewed district staff to determine how strategies were selected and requested documentation regarding their selection process. We judgmentally selected 4 of 14 strategies at CCSD and 5 of 8 strategies at WCSD based on the districts identification of major strategies used for family and community engagement within their districts.

For the major strategies we interviewed district staff regarding strategy planning and obtained supporting documentation. We analyzed the planning documents for alignment between districts' strategic plans and family engagement departments' goals and objectives.

To determine the extent to which CCSD and WCSD evaluate the effectiveness of a strategy and what actions are taken, we discussed evaluation methodology for major strategies with district staff. We obtained the most recent strategy evaluations and supporting documentation of evaluation methodology, when applicable. Then, we analyzed current evaluation practices for reasonableness, using best practices. For strategies not evaluated by the districts, we interviewed other districts to identify best practices. Lastly, we evaluated how the districts incorporate evaluation results into future strategies.

To determine the extent to which SPCSA ensures sponsored charter schools maintain standards regarding family and community engagement, we obtained a list of schools from SPCSA and compared it to the 2024-25 school year annual report list from the Nevada Department of Education (NDE) for completeness.

To determine if engagement standards were identified and maintained, we randomly selected 14 of 81 (17%) of schools by grade level, for testing purposes. Our sample included 2 new applications and 12 renewal applications. We obtained the most recent charter application or renewal contract, applicable SPCSA

application evaluation rubrics, SPCSA recommendation reports, and the school Site Evaluation Report. Then we analyzed documentation to determine if SPCSA staff used a standardized method to assess the school applications and renewals for family and community engagement strategy implementation. We discussed our findings with staff. Lastly, we interviewed other state's charter school authorities comparable to Nevada and documented best practices.

To determine the extent to which districts are compliant with Title I family engagement requirements, we first obtained a list of Title I schools for CCSD, WCSD, and SPCSA. Next, we verified the lists were complete and accurate by comparing them to the school year 2024-25 Title I Per Pupil Allocation district lists maintained by NDE. We determined the data was sufficiently reliable for our testing purposes.

Using the districts' lists of Title I schools, we performed a stratified random sample by school level. We selected 25 of 235 schools at CCSD, 7 of 52 schools at WCSD, and 8 of 45 Title I schools at SPCSA. Next, we obtained school year 2024-25 documentation from each school regarding annual Title I meetings, budgets, and family engagement policies, and then determined if schools met statutory requirements. We discussed concerns with staff.

To evaluate family and community engagement strategies at the school level, we issued a survey to school principals in each of the three school districts during the 2024-25 school year. The survey response rate was 193 of 377 schools (51%) from CCSD, 43 of 114 (38%) schools from WCSD, and 31 of 81 (38%) schools from SPCSA.

The survey contained questions regarding implementation of district and school strategies, support received from the district, as well as planning and evaluation practices at the school level. For each responding school, we documented Title I status, percentage of free and reduced lunch, percent of English learners, and demographic information. Based on survey responses, we reached out to 57 schools in CCSD, 11 schools in WCSD, and 13

schools in SPCSA to validate responses and discuss notable strategies.

We used nonstatistical sampling for our audit work, which was the most appropriate and cost-effective method for concluding on our audit objective. Based on our professional judgment, review of authoritative sampling guidance, and careful consideration of underlying statistical concepts, we believe that nonstatistical sampling provided sufficient, appropriate audit evidence to support the conclusions in our report. We did not project exceptions to the population.

Our audit work was conducted from April 2025 to April 2026. We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

In accordance with NRS 218G.610, we furnished a copy of our preliminary report to CCSD, WCSD, and SPCSA. We met with the district officials to discuss the results of the audit on the following dates: CCSD on July 15, 2026; WCSD on June 25, 2026; and SPCSA on July 10, 2026, and requested a written response to the preliminary reports. Those responses are contained in Appendix F, Appendix G, and Appendix H, which begin on page 36.

Contributors to this report included:

Amanda Barlow, MPA, CGFM
Deputy Legislative Auditor

Andrea Fountain, MBA, CPM
Deputy Legislative Auditor

Jennifer Alexander, MBA
Deputy Legislative Auditor

Todd Peterson, MPA
Chief Deputy Legislative Auditor

Appendix F

Response From Clark County School District



Clark County School District

Family and Community Engagement Strategies Performance Audit #LA26-17 Response

DATE: July 24, 2026

TO: Daniel Crossman, Legislative Auditor
Legislative Counsel Bureau

FROM: Kirsten Searer, Chief Community Engagement Officer
Brad Keating, Associate Superintendent of Government and Community Engagement

SUBJECT: Performance Audit #LA26-17, CCSD Response

Dear Legislative Auditor Crossman and Members of the Legislative Counsel Bureau,

On behalf of the Clark County School District (CCSD or the District), we appreciate the opportunity to respond to the recommendations contained in Performance Audit #LA26-17 regarding Family and Community Engagement Strategies. We value the time and effort invested by the Legislative Auditor's Office in conducting this review and recognize the important role performance audits serve in strengthening accountability, transparency, and continuous improvement in public education.

CCSD has carefully reviewed each recommendation from the audit period between July 1, 2021, and June 30, 2024, and is committed to strengthening the planning, implementation, evaluation, and continuous improvement of family engagement initiatives throughout the District. Meaningful partnerships with families are essential to student success, and the District remains committed to ensuring family engagement efforts are strategically aligned, data-informed, and responsive to the diverse needs of students, families, and school communities.

Since the audit period, the District has adopted its 2026–2031 Strategic Plan and reorganized the Family Engagement Department to better define responsibilities, strengthen collaboration, and expand services for students and families. These organizational enhancements have established a stronger foundation for aligning family engagement initiatives with district priorities, improving performance measurement, expanding access to services through the Family Support Center network, and strengthening the evaluation of programs and outcomes.

The following responses outline CCSD's position on each recommendation and the actions the District will take to further strengthen family engagement practices, enhance organizational effectiveness, and support meaningful partnerships that contribute to improved student outcomes.

Recommendation #1: *Enhance the planning process to better align the Family Engagement Department's goals and objectives with the district's strategic plan*

Response: CCSD accepts this recommendation. The recommendation aligns with the work already underway within the Family Engagement Department. During the 2025–2026 school year, the District adopted a new Strategic Plan, *The Destination District*, providing the foundation for aligning Family Engagement priorities with districtwide goals. In addition, the department was reorganized to better define responsibilities, strengthen collaboration, and improve services to students and families.

As part of this transition, the department has begun aligning its goals, objectives, and initiatives to the strategic plan, especially with Priority 3, which focuses on Safe and Supportive Schools. This work includes creating a welcome orientation for all new families to CCSD, increasing the number of people participating in Family

Performance Audit #LA26-17 Response

July 24, 2026

Page 2

Engagement programming districtwide, and implementing a consistent self-reporting process for both Title I and non-Title I schools to better measure and monitor family engagement efforts across the District. These actions will welcome more families into our schools, strengthen accountability, ensure greater alignment with district priorities, and support continuous improvement in family engagement practices.

Recommendation #2: *Implement a process and outcome-based evaluation plan for significant strategies.*

Response: CCSD accepts this recommendation. It is challenging to track the direct impact of programming on academic results and student success, as many participants have children who attend different schools or are not yet enrolled in Pre-K.

However, the data gathered by the Family Engagement Department has focused more on the number of families participating in services rather than the experience and value of the services to families. In the 2026-2027 school year, the Family Engagement Department will implement new ways to ask families about the value of the programming they received and adjust our programming accordingly.

As data systems evolve, the Family Engagement Department also will explore other ways to track impact on student achievement, attendance, and overall success.

Recommendation #3: *Implement processes to evaluate district and school level family engagements for efficacy related to the district's goals and objectives, and school-specific needs.*

Response: CCSD accepts this recommendation. Family engagement is now embedded within the District's Strategic Plan, and the expansion of the Family Support Center network to 13 Title I locations has strengthened districtwide support for students and families.

While the District evaluates participation in Family Engagement programs, there is currently no requirement from the Nevada Department of Education for non-Title I schools to implement or evaluate family engagement activities formally in their school improvement plans. As implementation of the Strategic Plan continues, the District will explore opportunities to establish more consistent expectations and evaluation processes aligned with district goals and school-specific needs.

Recommendation #4: *Monitor school family engagement efforts to help assist them with utilization of district-based family engagement initiatives and to collect and disseminate effective school-specific practices throughout the district.*

Response: CCSD accepts this recommendation. The District will continue strengthening school-family engagement efforts by working with schools to establish practices and activities aligned with the District's Strategic Plan. Schools will be encouraged to report on family engagement activities to better monitor implementation, identify effective practices, and share successful strategies across the District. The District will also continue expanding access to Family Support Center locations, strengthening collaboration between the Family Engagement Department and school leadership, and increasing opportunities for families to participate in programming such as adult English classes, wraparound services, newcomer orientations, and other supports designed to improve student and family success.

Clark County School District's Response to Audit Recommendations

<u>Recommendations</u>	<u>Accepted</u>	<u>Rejected</u>
1. Enhance the planning process to better align the Family Engagement Department's goals and objectives with the district's strategic plan	<u>X</u>	<u> </u>
2. Implement a process and outcome-based evaluation plan for significant strategies	<u>X</u>	<u> </u>
3. Implement processes to evaluate district and school level family engagements for efficacy related to the district's goals and objectives, and school-specific needs.....	<u>X</u>	<u> </u>
4. Monitor school family engagement efforts to help assist them with utilization of district-based family engagement initiatives and to collect and disseminate effective school-specific practices throughout the district.....	<u>X</u>	<u> </u>
TOTALS	<u>4</u>	<u> </u>

Appendix G

Response From Washoe County School District



Washoe County School District

425 East Ninth Street * P.O. Box 30425 * Reno, NV 89520-3425
Phone (775) 348-0200 * Fax (775) 348-0304 * www.washoeschools.net

Board of Trustees: Adam Mayberry, President * Alex Woodley, Vice President * Christine Hull, Clerk
Diane Nicolet * JJ Phoenix * Beth Smith * Colleen Westlake * Joe Ernst, Superintendent

MEMORANDUM

TO: Legislative Council Bureau Audit Committee

FR: Superintendent Joe Ernst

DT: July 7, 2026

RE: Washoe County School District Response to Family & Community Engagement Audit Recommendation

The Washoe County School District (WCSD) appreciates the work of the Legislative Counsel Bureau (LCB) to audit district family & community engagement strategies. The district is pleased that through the audit the LCB was able to identify a number of highly effective strategies the district employs to engage families. The district is committed to continuing these efforts and to strengthen those efforts using a data-driven approach. We accept the one recommendation offered by LCB, and WCSD has already begun efforts to strengthen our practices.

Recommendation 1

- *R1: Evaluate additional opportunities to help assist school-level family engagement planning and schools' utilization of district-based family engagement initiatives, and to assess and disseminate effective school-specific practices throughout the district.*

District Response

The WCSD central office will collaborate with WCSD schools to identify any barriers that schools may be facing as they embed family engagement strategies within their school improvement plans (SIPs). The district will continue to maintain and improve its intranet and internet presence that provides descriptions, tools and professional support with respect to its varied family engagement strategies. The district will maintain its informal evaluation efforts, taking every opportunity to improve practice. It will further use these efforts to identify high performing schools, highlight their practices, and to support communities of practice among schools.

WCSD is proud of its family and community engagement efforts and knows that these are essential to optimize student learning. Our district invests significant time and expertise into building the capacity of schools to incorporate these practices and has every intention to continue this work. We appreciate that LCB's audit report acknowledged these efforts and the extensive labor we invest to do so.

Sincerely,

Joe Ernst

Superintendent of Washoe County School District



Certificate No. 41433

Washoe County School District's Response to Audit Recommendation

<u>Recommendation</u>	<u>Accepted</u>	<u>Rejected</u>
1. Evaluate additional opportunities to help assist school-level family engagement planning and schools' utilization of district-based family engagement initiatives, and to assess and disseminate effective school-specific practices throughout the district.....	<u>X</u>	<u> </u>
TOTALS	<u>1</u>	<u> </u>

Appendix H

Response From State Public Charter School Authority

Joe Lombardo
Governor

STATE OF NEVADA

Melissa Mackedon
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

3427 Goni Road, Suite 103
Carson City, Nevada 89706-7972
(775) 531-3384 · Fax (775) 684-9060

500 East Warm Springs, Suite 116
Las Vegas, Nevada 89119-4344
(725) 281-1367 · Fax (702) 486-5543

July 17, 2026

Daniel L. Crossman
Legislative Auditor
Nevada Legislative Counsel Bureau – Audit Division
401 S. Carson Street
Carson City, NV 89701-4747

RE: Family and Community Engagement Strategies Performance Audit

Dear Mr. Crossman:

Thank you for the opportunity to respond to the audit report “Family and Community Engagement Strategies”, performed by the Nevada Legislative Counsel Bureau (LCB) Audit Division pursuant to [NRS 218G.600](#) *et seq.* The Nevada State Public Charter School Authority (SPCSA) appreciates the time and attention the LCB devoted to reviewing compliance with statutory requirements relating to family and community engagement strategies.

The SPCSA recognizes that meaningful family and community engagement is a critical component of student success and an important element of every high-quality school. As part of the charter application process, applicants are required to describe how they will engage families and the communities they intend to serve, and those plans are evaluated as part of the authorization process. At the same time, consistent with Nevada's charter school model, governing boards and school leaders are afforded the autonomy to implement engagement strategies that best reflect the unique needs, cultures, and priorities of their individual school communities. The SPCSA's role is to ensure schools have thoughtful plans and remain accountable for meeting student outcomes while preserving the flexibility that allows charter schools to innovate and respond to local needs.

The SPCSA also acknowledges and takes seriously its responsibilities as the Local Education Agency (LEA) for its sponsored charter schools, including the administration and oversight of federal grant funds. The Authority is committed to ensuring that federal funds are administered in full compliance with applicable requirements while maximizing the resources available to support Nevada's charter schools and the students they serve. The SPCSA appreciates the audit's recommendations and the opportunity to strengthen its policies, procedures, and oversight in the

areas identified, and is committed to implementing improvements that further support compliance, transparency, and effective stewardship of public funds.

Recommendation 1: Implement monitoring practices to provide reasonable assurance that school's family engagement strategies are implemented consistently with their charter application and contract.

The SPCSA accepts this recommendation and will implement it as part of the next charter renewal cycle in summer/fall 2027. The renewal application will be revised to require schools to reflect on the effectiveness of their family engagement efforts during the current charter term, including strategies implemented and evidence of their impact. Schools will also be required to describe their planned family engagement strategies for the upcoming charter contract, including how they intend to foster meaningful partnerships with families and support ongoing engagement throughout the renewal term.

Recommendation 2: Develop an SPCSA family and community engagement policy in accordance with Title I requirements as the Local Education Agency for its sponsored charter schools.

The SPCSA accepts this recommendation and acknowledges that this represents an area for improvement. Corrective action has already been initiated to formally adopt a comprehensive Parent and Family Engagement Policy that aligns with the requirements of the Every Student Succeeds Act (ESSA).

Recommendation 3: Develop policies and procedures to allocate parental engagement funds to schools in accordance with Title I requirements, giving priority to high-needs schools.

The SPCSA accepts this recommendation and has already initiated action to develop a process by which high-need schools are designated. Once the SPCSA, as the LEA, has formalized this designation, schools that meet the criteria will be allocated a proportionate share of the required 1% of the SPCSA's total allocation to carry out parent and family engagement activities.

Recommendation 4: Enhance the SPCSA's Title I reimbursement review process to ensure family engagement expenditure requirements are met.

The SPCSA accepts this recommendation and will develop procedures to ensure required spending for parent and family engagement activities occurred. The SPCSA will continue to ensure at least 1% of its total allocation is budgeted for parent and family engagement activities, and staff will review reimbursement requests to determine if actual spending aligns with the budgeted activities. Staff will monitor spending throughout the grant lifecycle to ensure the spending meets the requirement for funding parent and family engagement activities.

Per [NRS 218G.620](#), within 60 days of notification by the Legislative Commission or the Audit Subcommittee of the final written report of the audit, the SPCSA will provide to the Legislative Auditor a detailed plan outlining any specific actions, updates, and timelines for addressing the recommendations.

Sincerely,



Melissa Mackedon
Executive Director, Nevada State Public Charter School Authority

State Public Charter School Authority's Response to Audit Recommendations

<u>Recommendations</u>	<u>Accepted</u>	<u>Rejected</u>
1. Implement monitoring practices to provide reasonable assurance that schools' family engagement strategies are implemented consistently with their charter application and contract	<u>X</u>	<u> </u>
2. Develop an SPCSA family and community engagement policy in accordance with Title I requirements as the Local Education Agency for its sponsored charter schools	<u>X</u>	<u> </u>
3. Develop policies and procedures to allocate parental engagement funds to schools in accordance with Title I requirements, giving priority to high-need schools	<u>X</u>	<u> </u>
4. Enhance SPCSA's Title I reimbursement review process to ensure family engagement expenditure requirements are met	<u>X</u>	<u> </u>
TOTALS	<u>4</u>	<u> </u>