Clark County School District

Rancho HS

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: August 7, 2026

Mission Statement

Rancho High School is committed to inspiring academic excellence, integrity, respect, and responsibility, empowering all students and staff to achieve their full potential through STEM, Arts, and Career and Technical Education in a supportive, inclusive, and challenging learning environment.

Vision

Rancho High School will prepare students to be academically and socially equipped for the next generation of careers, while developing informed, engaged citizens who actively contribute to society.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/clark/rancho_high_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By May 2027, Rancho High School will increase student academic achievement and language proficiency by raising ACT proficiency rates in both Mathematics and English Language Arts by 2% over the 25/26 baseline and increasing the percentage of English Learners scoring at WIDA Level 4 (Expanding) or higher from 9.3% to 14%, as measured by ACT and WIDA ACCESS assessment results.
(Academic Excellence: Innovative Learning)
(Academic Excellence: Strong Readers, Writers, and Communicators)
(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)
(Academic Excellence: Inclusive Classrooms that Support Every Learner)
(Career-Connected Learning and Durable Skills: Graduates with Marketable Assets)
(Career-Connected Learning and Durable Skills: Career-Connected Experiences)
(Career-Connected Learning and Durable Skills: Durable Skills for a Changing World)
(Career-Connected Learning and Durable Skills: Access Across Every Zip Code)
(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)
(Safe and Supportive Schools: A Workplace Where Employees Thrive)

Aligns with District Goal

Formative Measures: FocusEd: ACT, WIDA assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Strengthen Tier 1 Instruction and Student Supports **Position Responsible:** Administration **Resources Needed:** ELL and Math Strategist Handout/reference sheet that explains the levels of WIDA scores and learning strategies to implement for support at those stages Time for instruction and practice of students WIDA practice materials myPerspectives curriculum Social Studies Tier 1 Materials Math Tier 1 Materials Professional learning on CCSD Teaching and Learning Cycle, Tier 1 instructional walkthroughs, and PLC planning Common PLC planning form for staff to complete during PLCs	**Oct:** In progress **October Lessons Learned** English and Mathematics teachers received training on Tier I instructional materials and are actively using these resources in their classrooms to support high-quality instruction. While Social Studies instructional materials have been provided, implementation remains an area for continued focus and monitoring. To strengthen data-driven instruction, approximately 90% of staff members have been trained on the use of i-Ready data. The Multilingual Student Success Committee (MSSC) began presenting professional learning focused on supporting English Learners in September. As part of this work, approximately 90% of staff received training on WIDA scores, including

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 3: Promising:

Problem Statements/Critical Root Cause: Student Success 1

where to access student scores and how to interpret.

October Next Steps/Need

Increase consistent implementation of Tier I instructional materials across all core content areas, including Social Studies, through classroom walkthroughs, coaching, and PLC discussions.
Monitor instructional fidelity and provide targeted support to teachers to ensure students are engaging with grade-level, standards-aligned curriculum.
By the end of Quarter 2, all PLCs will routinely analyze i-Ready data to identify student learning needs, establish intervention plans, and monitor student growth.
Increase teacher capacity to use multiple data sources, including i-Ready diagnostic and growth reports, to inform instructional decisions and intervention strategies.
Provide professional learning on WIDA Can Do Descriptors and language-development strategies to help teachers better support multilingual learners in all content areas.
Increase teacher implementation of language supports, academic discourse opportunities, and scaffolded instruction as measured through classroom observation

Feb: No review

February Lessons Learned

February Next Steps/Need

June:

June Lessons Learned

June Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 2: AB 335: By the end of the 26/27 school year, increase English Learners' academic and language proficiency as measured by the following targets:
Increase the percentage of EL students demonstrating proficiency in English Language Arts on the ACT from 15% in 2026 to at least 25% in 2027.
(Academic Excellence: Innovative Learning)
(Academic Excellence: Strong Readers, Writers, and Communicators)
(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)
(Academic Excellence: Inclusive Classrooms that Support Every Learner)

Grades and/or classroom assessments increase the percentage of EL students demonstrating proficiency in Mathematics on the ACT from 1.9% in 2026 to at least 10% in 2027.

Increase the percentage of EL students meeting Adequate Growth Percentile (AGP) on the WIDA ACCESS assessment from 9% in 2026 to at least 20% in 2027, with a focus on both Long-Term ELs and those early in their language development.

These gains will be achieved by strengthening Tier 1 instruction, providing targeted scaffolding for language and content learning, and using formative assessment data to deliver differentiated support aligned to EL students' individual needs.

Aligns with District Goal

Formative Measures: * Summit K12
* iReady
* Grades and/or classroom assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: AB 335 Student Success Improvement Strategy: Strategy [1]: Tier 1 Instruction Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. **Position Responsible:** Administration **Resources Needed:** AB 335 Resources Needed: ULD professional learning series Qtel professional learning series Tier I Monitoring tool Academic Language Look (ALL) For Tool Language development rubrics Data protocols for analyzing EL performance trends and adjusting instruction Coaching cycles or instructional rounds tools to support reflection and continuous improvement **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: HMH English 3D Level 4: Demonstrate Rationale: WestEd Qtel, Summit K12 **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** Completed Tier I Instructional Rounds focusing on English. During weekly PLC meetings, teachers align lesson plans to the Nevada Academic Content Standards, planning for the differentiated needs of ELLs students. During September 16th Professional Development Day 90% of teachers attended training to learn how to identify WIDA students/scores. **October Next Steps/Need** Provide English Department with Tier I "routines" professional learning during PLCs. Continue Tier I Instructional Rounds focusing on English In January. Continue to implemented weekly PLC meetings, teachers will align lesson plans to the Nevada Academic Content Standards, planning for the differentiated needs of ELLs students. Implement professional learning for discourse that will be used school-wide. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: AB 335 Student Success Improvement Strategy 2: Tier II Instruction Implement Tier II Support for identified EL student groups, STEL and LTEL. **Position Responsible:** Administration **Resources Needed:** AB335 Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum. ELD instructional materials, STEL Curriculum ACLE instructional materials, English 3D Summit K12 FLS, ELD, and ACLE Look For Tools **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: FLS, ELD, and ACLE curriculum Level 4: Demonstrate Rationale: WestEd Qtel, Summit K12 **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** Provide PL focus areas: Designing and Delivering Rigorous, Grade-Level Content for ELs Maintaining high expectations while providing appropriate supports. Support for embedding academic language objectives alongside content objectives. Scaffolding techniques that promote reading, writing, speaking, and listening in all subjects. Training on interpreting formative data to adjust instruction and group ELs based on language needs. Monitored implementation of engagement strategies during coaching sessions. **October Next Steps/Need** Provide PL focus areas: Integrating Language Development into Content Instruction Using Formative Assessment to Differentiate Instruction Training on interpreting formative data to adjust instruction and group ELs based on language needs. Tools and protocols for monitoring language and content progress over time. Planning Structured Language Practice Opportunities Continue to monitor implementation of engagement strategies during coaching sessions. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 2027, Rancho High School PLC teams will increase the percentage of collaborative time devoted to analyzing student learning data, identifying instructional responses, and planning reteaching from 15% to 40%, as measured through PLC agendas, meeting minutes, and administrative observations, while also strengthening instructional practice through targeted professional learning and coaching in the areas of rigorous grade-level instruction for English Learners, effective scaffolding strategies that support reading, writing, speaking, and listening, and the use of formative assessment data to inform and adjust instruction.
(Career-Connected Learning and Durable Skills: Career-Connected Experiences)
(Career-Connected Learning and Durable Skills: Durable Skills for a Changing World)
(Career-Connected Learning and Durable Skills: Employees Prepared to Lead What's Next)
(Safe and Supportive Schools: Welcoming Schools)
(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)
(Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)
(Safe and Supportive Schools: Sharing CCSD's Success)
(Safe and Supportive Schools: A Workplace Where Employees Thrive)

Aligns with District Goal

Formative Measures: Focal Walk Data, PLC data collected through Google forms

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: All teachers will actively be engaged in effective Professional Learning Communities (PLCs) focusing on "Teach" and "Analyze" phase of CCSD's Teaching and Learning Cycle focusing on data driven instruction. **Position Responsible:** Administration, Department Chairperson and/or grade level lead, strategists **Resources Needed:** PLC training resources, data, PLC monitoring tools **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** Revisions needed **October Lessons Learned** Current PLC data indicates that 89% of PLC activities are concentrated in the planning phase, while 13.8% are focused on the teach cycle and 7.7% on analyzing student data. There has been no documented PLC time dedicated to the reteach phase. **October Next Steps/Need** Moving forward, PLC teams will be supported in shifting their focus from planning to implementation and analysis by utilizing student performance data to evaluate the effectiveness of instruction, identify learning gaps, and develop targeted interventions. Continued professional learning and administrative support will be provided to strengthen teachers' capacity to engage in data-driven discussions that lead to improved instructional practices and student outcomes. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: All teachers will participate in professional training focused in student engagement strategies that incorporate student supports in reading, writing, speaking and listening. **Position Responsible:** Administration, Department Chairperson, Strategists **Resources Needed:** Training resources, monitoring tools **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Provided PL focus areas: Designing and Delivering Rigorous, Grade-Level Content for ELs Maintaining high expectations while providing appropriate supports. **October Next Steps/Need** Proved PL focus areas: Strategies for planning content-rich lessons that are both accessible and challenging. Integrating Language Development into Content Instruction Support for embedding academic language objectives alongside content objectives. Scaffolding techniques that promote reading, writing, speaking, and listening in all subjects. Using Formative Assessment to Differentiate Instruction Training on interpreting formative data to adjust instruction and group ELs based on language needs. Tools and protocols for monitoring language and content progress over time. Planning Structured Language Practice Opportunities Monitor implementation of engagement strategies during coaching sessions. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 1: By May 2027, Rancho High School will increase Average Daily Attendance (ADA) from 89.33% to 93.0%, reduce chronic absenteeism from 35.2% to 32.0%, and decrease the percentage of discipline events involving students with IEPs from 30.3% to 25.0% or lower, as measured by Infinite Campus attendance and discipline data, through the implementation of a comprehensive early warning and intervention system that emphasizes proactive behavioral supports, restorative practices, family engagement, attendance monitoring, and targeted academic, behavioral, and social-emotional supports for at-risk students.
(Career-Connected Learning and Durable Skills: Access Across Every Zip Code)
(Safe and Supportive Schools: Welcoming Schools)
(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)
(Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: FocusEd: Daily Attendance, Behavior Summary

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement an Early Warning and Monitoring System that reviews attendance data weekly to flag students transitioning out of the "Safe" category to deploy custom academic supports before severe chronic absenteeism occurs. **Position Responsible:** Administration **Resources Needed:** 5 Star program to track and encourage student participation in the PBIS reward program. Professional learning time to train staff on PBIS, and school-wide discipline system, expectations, and the minor behavior tab in Infinite Campus. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Rancho HS Student Success Center has provided first intervention steps for 90 students. Weekly attendance and behavior data are monitored to identify students in need of additional support. Intervention meetings are conducted to address concerns, identify barriers to student success, and determine appropriate next steps. **October Next Steps/Need** Reduce IEP discipline events from 30.3% to 25.0% or lower. Decrease IEP suspensions by 15% and repeat behavior referrals by 10%. Provide staff training on restorative practices, de-escalation, and supports for students with disabilities and other at-risk learners. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Strengthen Family Engagement and Student Supports **Position Responsible:** Administration **Resources Needed:** Continued training in restorative practices for all staff. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 3: Promising: **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Rancho HS Student Success Center has provided first intervention steps for 90 students. Weekly attendance and behavior data are monitored to identify students in need of additional support. Intervention meetings are conducted to address concerns, identify barriers to student success, and determine appropriate next steps. **October Next Steps/Need** Reduce IEP discipline events from 30.3% to 25.0% or lower. Decrease IEP suspensions by 15% and repeat behavior referrals by 10%. Provide staff training on restorative practices, de-escalation, and supports for students with disabilities and other at-risk learners. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**