

Victory High School

3250 Victory Dr. • Rocklin, CA 95765 • 916.632.3195 • Grades 9-12

Skott Hutton, Principal

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

School Description

Victory High School is an educational option/continuation school for grades 11 and 12. It is a high school diploma program designed to meet the needs of students aged sixteen and older who have not graduated from high school. Our students are referred to our program for a variety of reasons ranging from needing a smaller school environment, a range of emotional and family issues, to credit deficiency and danger of not graduating. Supplemental programs and services include Regional Occupation Programs, career and mental health counseling, and work experience. Our goal is to graduate each Victory High School student with a high school diploma.

Mission Statement

The mission of Victory High School, a leading center of excellence for unique student opportunities, is to ensure each student reaches their full individual potential academically, socially, and emotionally as well as discover their purpose and passions through a school community distinguished by:

Focusing on individual student learning objectives, college and career goals and life skills

Providing a safe environment for academic, social and emotional needs, including reduced class sizes

Cultivating self-discovery and advocacy through constructive risk taking

Respecting diversity and promoting positive peer and community relationships

School Motto: Motivate, Educate, Graduate

ESLR's: Students will:

Achieve Academic Competence by meeting state content standards in all subjects, by completing all required courses, and by passing the CAHSEE.

Become Communicators who convey significant messages verbally, in writing, and through use of appropriate technology in academic and non-academic settings.

Become Citizens who willingly volunteer, respect other cultures, and are responsible members of society as evidenced by good attendance and behavior in a safe and supportive environment.

Become Career Seekers who demonstrate interpersonal skills through graduation portfolio requirements



Rocklin Unified School District

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District Governing Board

Todd Lowell

Camille Maben

Wendy Lang

Susan Halldin

Eric Stevens

District Administration

Roger Stock

Superintendent

Kathleen Pon, Ed. D.

**Deputy Superintendent,
Educational Services**

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	26
Grade 12	47
Total Enrollment	73

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	2.7
Asian	1.4
Filipino	0
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	0
White	58.9
Two or More Races	8.2
Socioeconomically Disadvantaged	39.7
English Learners	6.8
Students with Disabilities	17.8
Foster Youth	1.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Victory High School	15-16	16-17	17-18
With Full Credential	9	9	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	7
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Victory High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: 6-1-2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Victory High School now occupies the Rocklin Alternative Education Center campus on Victory Drive. This beautiful facility opened in January 2000. Students and staff take pride in the appearance of our school, and our lead custodian sees to it that our campus is always clean and safe. The district maintenance and grounds crew also pay regular visits and make inspections at our campus. Students are allowed on campus after 8:00 a.m. and all depart by 4:00 p.m. All visitors to the campus are required to sign-in in the administrative office.

Rocklin Independent Charter Academy currently occupies four buildings on the Victory High School site.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July, 2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	41	15	71	70	48	48
Math		0	61	62	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	34	94.44	14.71
Male	23	21	91.3	14.29
Female	13	13	100	15.38
Black or African American	--	--	--	--
Hispanic or Latino	13	12	92.31	25
White	17	16	94.12	12.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100	11.11
English Learners	--	--	--	--
Students with Disabilities	11	11	100	18.18

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	32	91.43	0
Male	22	20	90.91	0
Female	13	12	92.31	0
Hispanic or Latino	13	12	92.31	0
White	17	15	88.24	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100	0
English Learners	--	--	--	--
Students with Disabilities	11	10	90.91	0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parental involvement is available through our School Site Council which has regular meetings. This school year, parents may participate on the Strategic Planning Team. In addition, parents can assist and volunteer with our Associated Student Body (ASB) on fundraisers and field trip supervision. Our Interact club reaches out to the community and always welcomes parent volunteers. Any parents wanting to assist in the aforementioned programs or through the Administrative Office for clerical assistance can contact the main office at (916) 632-3195. . Parents can also help with the school golf team, providing transportation and support. In addition, Victory High School hosts a Back to-School Night in the Fall, for which attendance is heavily promoted and encouraged. Lastly, graduation is a welcome event for all parents and community parents to attend.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

All schools in the Rocklin Unified School District have a Comprehensive School Safety Plan approved by the School Site Council. It includes an assessment of the current status of school crime, procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, rules and procedures on school discipline, school wide dress code, policies regarding actions which would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs.

The Safety Plan also includes an action plan for implementation. Date of Last Review/Update: Updated each February of the school year based on feedback from District, staff discussions and SRO. The Safety Plan (Specifically the rules/procedures on school discipline, disaster protocol, and harassment are reviewed with the staff each August prior to the start of the school year (with 3 drills scheduled throughout the year: October, January, April). Documentation is collected following each drill and reviewed by administration where changes are made based on feedback.

Last Year's Safety plan was approved by Site Council on February 15, 2017 and a presentation was conducted of the plan by Assistant Principal Skott Hutton (including input from local School Resource Officer and Fire Department representative).

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	19.85	19.51	16.38
Expulsions Rate	0.76	1.63	0.86
District	2014-15	2015-16	2016-17
Suspensions Rate	2.4	2.49	2.2
Expulsions Rate	0.08	0.06	0.07
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		57.1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	.88
Psychologist	.1
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.1
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	67

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	7	3	7	19	16	17						
Mathematics	6	5	11	5	3	3						
Science	4	5	8	7	4	4						
Social Science	8	6	11	8	6	11						

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Rocklin Unified's Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Professional Learning Communities; a commitment to systematic research-based effective instructional practices and intervention strategies; also ensuring that all students are provided the necessary skills and prerequisites to meet post-secondary goals; and to ensure all students meet College and Career Readiness Standards.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,599	\$48,522
Mid-Range Teacher Salary	\$68,191	\$75,065
Highest Teacher Salary	\$92,299	\$94,688
Average Principal Salary (ES)	\$124,400	\$119,876
Average Principal Salary (MS)	\$120,002	\$126,749
Average Principal Salary (HS)	\$136,515	\$135,830
Superintendent Salary	\$228,718	\$232,390
Percent of District Budget		
Teacher Salaries	42%	37%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Special Education, LCAP Supplemental, Title I, transportation, instructional materials, staff development, intervention classes, CORE K-12 classes, Gifted and Talented Education (GATE).

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Victory High School	2013-14	2014-15	2015-16
Dropout Rate	14	10.4	11.1
Graduation Rate	83.72	79.22	80.56
Rocklin Unified School District	2013-14	2014-15	2015-16
Dropout Rate	2.1	3.1	2.9
Graduation Rate	94.98	94.4	95.84
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	NA
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	13368	723	12645	61038
District	♦	♦	6893	\$74,097
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			83.4	-17.6
Percent Difference: School Site/ State			92.3	-21.6

* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	98.63
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	100	97.1	87.11
Black or African American	0	94.74	79.19
American Indian or Alaska Native	0	100	80.17
Asian	0	97.1	94.42
Filipino	0	95.74	93.76
Hispanic or Latino	100	95.8	84.58
Native Hawaiian/Pacific Islander	0	75	86.57
White	100	97.47	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	85.71	78.49	63.9
English Learners	0	72.73	55.44
Students with Disabilities	100	96	85.45
Foster Youth	100	50	68.19

Career Technical Education Programs

Students are also able to attend on an academic pass CTE classes at either Comprehensive High School in RUSD.

Victory High School provides programs in:

Students are also able to attend CTE classes at both Rocklin and Whitney High School on an academic pass (if approved by both schools).

Business Communications	Animal Veterinary Careers	Law Enforcement	Baking & Pastry Careers
Auto Technology	Work Experience Cosmetology	Health and Medical Careers	Culinary Arts
Child Dev & Education	Construction Technologies	Automotive Services	Computer Studies
Engineering for Manufacturing	Dental Careers	Fire Science	Graphic Arts

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.