

# Victory High School

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

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Rocklin Unified School District

2615 Sierra Meadows Drive  
Rocklin, CA 95677  
(916) 624-2428  
www.rocklinusd.org

#### District Governing Board

Camille Maben  
Todd Lowell  
Greg Daley  
Susan Halldin  
Wendy Lang

#### District Administration

Roger Stock  
Superintendent

### 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 high schools, and are in danger of not graduating. Supplemental programs and services include Regional Occupation Programs, career counseling, and work experience. Our goal is to graduate each Victory High School student with a high school diploma.

### Mission Statement

At Victory High School, students are supported while learning core knowledge, skills and self-advocacy to be successful in an ever-changing global-based society. We engage students in their own learning by celebrating their successes and helping them to envision and create their own futures.

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

## 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 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 at 916.632.3195 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	25
Grade 12	57
<b>Total Enrollment</b>	<b>82</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Asian	3.7
Hispanic or Latino	19.5
White	65.9
Two or More Races	11
Socioeconomically Disadvantaged	24.4
Students with Disabilities	15.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	13-14	14-15	15-16
<b>With Full Credential</b>	9	9	9
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Rocklin Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	535
<b>Without Full Credential</b>	♦	♦	2
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Victory High School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	99.7	0.4
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	99.6	0.4

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 6-1-2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

**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 two 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, 2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces	X				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	61	69	44
Math	8	57	33

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science			--			83			56

\* Results are for grades 5, 8, and 10. Scores are not shown 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced Science (grades 5, 8, and 10)
	All Students in the LEA
All Student at the School	--
Male	--
Female	--
White	--
Students with Disabilities	--
Foster Youth	--

\* Scores are not shown 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	40	36	90.0	8	31	36	25
Male	11		17	42.5	6	41	35	18
Female	11		19	47.5	11	21	37	32
Asian	11		1	2.5	--	--	--	--
Hispanic or Latino	11		4	10.0	--	--	--	--
Native Hawaiian or Pacific Islander	11		1	2.5	--	--	--	--
White	11		24	60.0	4	33	42	21
Two or More Races	11		6	15.0	--	--	--	--
Socioeconomically Disadvantaged	11		12	30.0	8	67	8	17
Students with Disabilities	11		1	2.5	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	40	40	100.0	73	20	5	3
Male	11		19	47.5	63	26	11	0
Female	11		21	52.5	81	14	0	5
Asian	11		1	2.5	--	--	--	--
Hispanic or Latino	11		4	10.0	--	--	--	--
Native Hawaiian or Pacific Islander	11		1	2.5	--	--	--	--
White	11		28	70.0	79	21	0	0
Two or More Races	11		6	15.0	--	--	--	--
Socioeconomically Disadvantaged	11		13	32.5	100	0	0	0
Students with Disabilities	11		2	5.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Parental involvement is available through our School Site Council which has regular meetings. In addition, Parents can assist and volunteer with our Associated Student Body (ASB) on fundraisers and field trip supervision. In addition, our Interact club which reaches out to the community is always welcome to parent volunteers. Any parents wanting to assist in any aforementioned programs or through the Administrative Office for clerical assistance can contact the main office at (916) 632-3195. . In addition, Victory High School hosts a Back to-School Night in the Fall in which attendance is heavily promoted and encouraged from the Principal. . Lastly, Graduation is a welcomed event for all parents and community parents to attend.

#### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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.

It 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 2nd, 2015 and a presentation was conducted of the plan by Principal Mark Williams (including input from local School Resource Officer and Fire Department representative).

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	20.00	13.75	19.85
Expulsions Rate	1.43	0.00	0.76
District	2012-13	2013-14	2014-15
Suspensions Rate	3.22	2.49	2.40
Expulsions Rate	0.08	0.01	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	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		50.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	6	8	7	19	17	19						
Math	8	9	6	5	5	5						
Science	6	6	4	8	8	7						
SS	11	11	8	8	8	8						

\* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	0
Psychologist	.1
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.2
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	89

\* 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.

### 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,397	\$43,062
Mid-Range Teacher Salary	\$64,301	\$67,927
Highest Teacher Salary	\$84,090	\$87,811
Average Principal Salary (ES)	\$110,448	\$110,136
Average Principal Salary (MS)	\$114,300	\$115,946
Average Principal Salary (HS)	\$126,381	\$124,865
Superintendent Salary	\$191,563	\$211,869
Percent of District Budget		
Teacher Salaries	46%	39%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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).

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10257	1364	8893	61842
District	♦	♦	5938	\$67,442
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			-90.0	-4.4
Percent Difference: School Site/ State			-88.4	-10.8

\* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	19	29	53	19	47	34

\* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Victory High School	2012-13	2013-14	2014-15
English-Language Arts			
Mathematics			
Rocklin Unified School District	2012-13	2013-14	2014-15
English-Language Arts	77	82	55
Mathematics	81	87	55
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Victory High School	2011-12	2012-13	2013-14
Dropout Rate	4.00	3.60	2.10
Graduation Rate	92.70	94.97	94.98
Rocklin Unified School District	2011-12	2012-13	2013-14
Dropout Rate	4.00	3.60	2.10
Graduation Rate	92.70	94.97	94.98
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95



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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	113.85	97.32	84.6
Black or African American		93.75	76
American Indian or Alaska Native	100	100	78.07
Asian		96.15	92.62
Filipino	100	111.54	96.49
Hispanic or Latino	125	95.68	81.28
Native Hawaiian/Pacific Islander		75	83.58
White	108.16	97.49	89.93
Two or More Races	50	96	82.8
Socioeconomically Disadvantaged	128.57	72.97	61.28
English Learners	75	50	50.76
Students with Disabilities	100	94.83	81.36
Foster Youth	--	--	--

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

\* Where there are student course enrollments.

### 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  
Auto Technology  
Child Dev & Education  
Engineering for Manufacturing

Animal Veterinary Careers  
Work Experience Cosmetology  
Construction Technologies  
Dental Careers

Law Enforcement  
Health and Medical Careers  
Automotive Services  
Fire Science

Baking & Pastry Careers  
Culinary Arts  
Computer Studies  
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, the county, and the state. 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.