



Victory High School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Rocklin Unified School District

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District Governing Board

Eric Stevens
Camille Maben
Susan Halldin
Dereck Counter
Rick Miller

District Administration

Roger Stock
Superintendent
Kathleen Pon, Ed. D.
Deputy Superintendent,
Educational Services

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

Objectives:

Each student will...
graduate based on their individualized Graduation Plan
demonstrate continuous progress toward improving proficiency in core subjects
develop a sense of direction to transition confidently into post-secondary life, including completion of the Graduation Portfolio in a timely manner
build positive relationships with peers, families, staff, and community members
have an increased awareness of on-campus and community-based wellness resources as compared to baseline, by the end of the 2018-2019 school year.
Demonstrate progressive personal growth when actively participating in wellness resources

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	23
Grade 12	53
Total Enrollment	76

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.0
Asian	5.3
Filipino	0.0
Hispanic or Latino	18.4
Native Hawaiian or Pacific Islander	1.3
White	57.9
Socioeconomically Disadvantaged	47.4
English Learners	5.3
Students with Disabilities	23.7
Foster Youth	0.0

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	16-17	17-18	18-19
With Full Credential	9	5	5
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	590
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Victory High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: 6-1-2018	
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, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July, 2018

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

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	15.0	17.0	70.0	71.0	48.0	50.0
Math	0.0	0.0	62.0	63.0	37.0	38.0

Note: 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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**School Year 2017-18 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	39	35	89.74	17.14
Male	24	21	87.50	9.52
Female	15	14	93.33	28.57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	24	22	91.67	9.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	15	88.24	13.33
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2017-18 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	38	34	89.47	0
Male	23	20	86.96	0
Female	15	14	93.33	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	24	22	91.67	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	14	87.5	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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. 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 fire, lock down, lock in place, shelter in place, and evacuation drills scheduled throughout the year. 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 28, 2018 and a presentation was conducted of the plan by Assistant Principal Scott Hutton (including input from local School Resource Officer and Fire Department representative).

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	19.5	16.4	41.7
Expulsions Rate	1.6	0.9	0.9
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	2.2	3.3
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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 (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	69

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	7.0	7.0	8.0	17	18	15			1			
Mathematics	11.0	14.0	10.0	3	3	3						
Science	8.0	10.0	15.0	4	4	2						
Social Science	11.0	11.0	12.0	11	11	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 Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Multi-Tiered System of Support; a commitment to 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.

Rocklin Unified School District provides 3 days of staff development annually to staff and have done this for the past three years:

2016/17 - 3

2017/18 - 3

2018/19 - 3

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,371	\$49,512
Mid-Range Teacher Salary	\$69,555	\$77,880
Highest Teacher Salary	\$94,145	\$96,387
Average Principal Salary (ES)	\$126,065	\$123,139
Average Principal Salary (MS)	\$125,855	\$129,919
Average Principal Salary (HS)	\$128,974	\$140,111
Superintendent Salary	\$236,103	\$238,324
Percent of District Budget		
Teacher Salaries	42.0	36.0
Administrative Salaries	5.0	5.0

* 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	2014-15	2015-16	2016-17
Dropout Rate	10.4	11.1	19.4
Graduation Rate	79.2	80.6	68.7
Rocklin Unified School District	2014-15	2015-16	2016-17
Dropout Rate	3.1	2.9	2.5
Graduation Rate	94.4	95.8	94.8
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.7
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	2.0

* Where there are student course enrollments.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	16161	854	15307	63797
District	♦	♦	6986	\$75,254
State	♦	♦	\$7,125	\$79,665
Percent Difference: School Site/District			74.7	-14.9
Percent Difference: School Site/ State			79.8	-19.8

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	96.0	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	50.0	72.7	82.8
Asian	0.0	96.2	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	100.0	93.2	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	96.5	92.1
Two or More Races	66.7	96.0	91.2
Socioeconomically Disadvantaged	88.2	95.6	88.6
English Learners	100.0	81.8	56.7
Students with Disabilities	100.0	74.8	67.1
Foster Youth	0.0	80.0	74.1

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 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 <https://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.