ACS WASC CDE

VISITING COMMITTEE REPORT

FOR

VICTORY HIGH SCHOOL

3250 VICTORY DRIVE, ROCKLIN, CALIFORNIA 95765

ROCKLIN UNIFIED SCHOOL DISTRICT

March 6-9, 2016

BARBARA DUVALL, CHAIR

Teacher, Vicente Martinez Model Continuation High School/Briones School Independent Study

Martinez Unified School District

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Benicia Unified School District

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Chapter I: Student/Community Profile

The City of Rocklin, CA is a family-centered community in the Placer County foothills of the Sierra Nevada approximately 20 miles northeast of Sacramento. The current median income in Rocklin is about $82,771 with the median home value at $268,000*. Money Magazine* reported the city Rocklin to be one of the "*Top 100 Places to Live in California*" and *Family Magazine*, one of the *"10 Best Towns for Families."*

Rocklin Unified School District (RUSD) has approximately 9,300 students served by 11 elementary schools, 2 middle schools, 2 comprehensive high schools, and the Rocklin Alternative Education Center, a campus that is shared by Victory High School and the Rocklin Independent Charter Academy, a blended learning independent study program. Also within the city limits is Sierra Community College and William Jessup University and both colleges have partnerships with the district and provide strong support for concurrent enrollment, and matriculation.

Victory High School was recognized as **a Model Continuation High School** by the CDE (2011, 2015.) The high school is an alternative option for junior and senior students who are significantly behind in credits and in danger of not graduating at the comprehensive high schools or for students who want a smaller learning environment. The well maintained, safety compliant, modern facility, built in 2000, is fully equipped with state of the art technology, and there is an emphasis on digital media use in classrooms, and technology based and interactive

learning in an effort to be paperless. ` Victory's motto is *"Motivate, Educate, Graduate", with an emphasis on relationships with students and the individual needs of students.* **There is a strong, collaborative effort of staff and the community to give students a meaningful school connection, raise below level skills and to provide meaningful standards based learning experiences, support services, and extracurricular activities to educate the whole student and prepare them for college and career in the 21st century.**

Victory maintains a well-designed, comprehensive, and easy to navigate website with links and resources for parents, students, staff, and the community @ http://vhs.rocklinusd.org/

(See Appendix of Links)

Victory can be followed on twitter @vhs_panther.

The Alternative Center campus is spacious and well designed and facilities include a multipurpose room with a kitchen, state, lighting and sound system, a full library, computer lab, teacher lounge, conference room, and large functional reception area with additional offices for counseling and other support staff, as well as a full regulation basketball court and field for sports activities. There are 7 large fully equipped classrooms and an art room, as well as a smaller classroom for Resource (Special Ed) and an Instructional Aide's office. The nicely landscaped courtyard has covered seating and eating areas, cement pathways, and a raised cement stage for outdoor events.

Community Partnerships:

There is a strong community involvement and Victory has partnerships with various agencies and organizations that provide support, funding, scholarships, guest speakers and volunteers. These include:

The Rocklin City Council, South Placer Rotary, Kiwanis International, RC Willey, American Legion Post 620, Lyons Club, Matt Redding Foundation, Rocklin Teachers Professional Association, Rocklin Administrators Professional Association, Blood source of Rocklin and the Rocklin City Council.   Additionally, there are two anonymous donors that provide scholarships to students in alternative school.   .

St**udent population ranges from 80 – 130 during the year**

School Year	Junior Students	Senior Students	Total Students
2009-10	44	66	110
2010-11	39	81	120 (EL -5)*
2011-12	26	80	106 (EL-2)*
2012-13	29	58	87 (EL -4)*
2013-14	33	65	98 (EL – 2)

| 2014-15 | 25 | 57 | 82 (EL – 1)* |
| 2015-16 | | | |

*EL students receive English Language services at the comprehensive high schools.

Student Enrollment by Ethnicity and Socioeconomic Status

Race/Ethnicity	2010-11	2011-12	2012-13	2013-14
Black/Afr. Am	0.8	1.9	1.2	1.0
Am. Indian	2.5	0.9	0	2.0
Asian	2.5	0.9	1.2	1.0
Filipino	1.7	0	0	1.0
Hispanic/Latino	15	25.5	21.8	17.3
Hawaiian/P.I.	0.8	0	0	0
White	72.5	65.1	71.3	72.4
2 or more races	4.2	5.7	4.6	5.1
Socioeconomic Disadvantaged	23.3	27.4	37.9	42.9
English Learners	4.2	3.8	4.6	4.1

School Staff:

The principal, Mark Williams was hired 5 years ago and is in charge of both Victory and the Independent Charter Academy. There are 6.99 FTE Credentialed Teachers, including 1 Resource Teacher, and all credentialed in their subject area and highly qualified. Student teacher ratio is 18:1. There are no teachers teaching outside area of compliance.

Classified staff consists of 1 FTE registrar/secretary, 1- .8 FTE academic counselor, 1 FTE discipline technician/office clerk, 1 FTE instructional aide, (Special Ed.) 2 -.5 FTE Librarians, 1 FTE work experience teacher that is shared with the Independent Charter School.

There is a mental health counselor from the Full Circle Alcohol and Drug Treatment Center on campus several times a week to meet with students in small groups or individually. Beginning last year, the staff includes a behavior phycologist who is on site 24 hours per week for individual and group mental health counseling.

Supplemental Programs and Services

Supplemental programs and services at Victory include ROP, (Placer County Office of Education) concurrent enrollment in community college, work experience, community service, career and academic counseling and planning, college placement testing, scholarship and financial aid information for college/vocational training, substance abuse education and counseling, social-emotional counseling, referral programs for treatment of addiction.

Clubs:

Students have opportunities to participate in clubs that include, Interact (a community service club) ASB, (school culture building activities, talent show, Senior Trip) Creative Writing Club, Book Club, Gamer Club, and the Victory High School Bowling Team.

Journalism (elective class)

Students in Journalism write articles for the school newspaper, *The Panther Print,* a full color publication that's printed and distributed several times a year and published on the school website. Additionally, students create a school yearbook in full color and hardbound, that's sold to students at a purchase price of $25.00.

Graduation Requirements:

Victory requires 200 credits for graduation, 50 less than the 2 comprehensive high schools in the district, because A-G courses are not offered. Students have access to elective classes and programs offered at the comprehensive high schools, as space permits. Every student at Victory is given a personalized graduation plan, and transition plan.

- English/LA (40)   LA I (10)   LA II (10)   LA III (10)   LA IV (10)

- Social Science (35)   Geography (5) World (10)   US (10)   Gov   (5)
  Econ (5)

- Math(20)   Algebra 1 (10) 2nd Year Math (10)

- Science (20)   Physical (10)   Life (10)

- PE (20)

- Fine Arts (10)

- Technology (5)

- Health (5)

- Electives (40)

- Graduation Portfolio Requirement for Seniors (5) – This is a project that includes determination of Career Goals, online Career and College or Vocational Training Exploration and planning, Community College placement testing,   Resume, other writing assignments, Mock interview, Community Service, Military Information and Field Trips to Community Colleges. Students access directions for this project, complete with rubrics, and links on Victory's website.

Additional Life Skills and Curricular Support

- Support Skills Class – held 9 times per quarter on teacher articulation days. Students are assigned to various workshops to learn life skills, college and career skills, and hear speaker presentations.

- Support Class – held weekly for students to meet with teacher and get extra help in area of need

- All students have a Graduation Plan that's updated quarterly

GRADUATION PLAN

Time on Task Alternative School Model for earning credits:

VHS is a variable credit school which uses the Alternative Education Model of variable credit and students earn **.25 credits for every 3 hours of <u>time on task</u> in the classroom**. This model is implemented in the true sense, because students who choose not to engage in learning are sent to the principal or counselor and do not receive credit in that class that day. Students can make up credits in required subjects, using the Odysseyware, an online credit recovery program, outside of class, to make up less than 5 credits in a particular required subject. Additionally, students can take night classes to make up 5 credit courses, at the Rocklin Alternative Center in English, Social Studies and Science. These classes meet 1 night per week on Tuesdays and Thursdays for 3 hours.

Graduation Data Graduates Non-Grads Dropout Rate*

*The percentages shown below, as the "Drop-Out Rate" are not a true data indicator of actual drop outs as the percentages include seniors who don't graduate their senior year, but may return for all or part of a 5th year and graduate during their 5th year. Additionally, students who later get a GED are not included in this data.

YEAR	GRADUATES	DROP-OUTS	PERCENTAGE
2009-10	74	6	8%
2010-11	74	17	22%
2011-12	77	11	14%
2012-13	67	12	18%

2013-14	73	8	10%
2014-15	66	12	18%

Attendance:

Since Victory students earn credits according to the Alternative School Time on Task Model, here is a direct correlation between high attendance rate, and a higher level of student engagement,   higher student achievement, and the credits earned for graduation. Victory showed the highest increase in attendance in the district over the past 5 years with 15% growth in the last 8 years. The attendance rate of 95.73% attained this year is a primary indicator of program growth and successful attainment of targeted SMART Goals in the SSPSA, driven by Victory's ESLR's, and in alignment with the school's vision and mission.

SCHOOL YEAR	ADA RATE
2007-08	81.85%
2008-09	82.98%
2009-10	83.90%
2010-11	84.03%
2011-12	87.59%
2012-13	89.64%
2013-14	91.26%
2014-15	95.73%

Transfer to Victory/Intake Procedures

Victory has a strong working relationship with the comprehensive high schools and clear written procedurals for transfers from the comprehensive schools to occur on certain calendar days, every two weeks, to minimize disruption to learning in Victory's classrooms, and maximize learning and engagement for Victory's new students coming in. Parents are required to attend intake/orientation meetings for a student to enroll.

A significant percentage of students that transfer have below grade level skills, particularly in the two critical areas of ELA and Math.

Assessment Data

Renaissance Learning STAR Reading Assessment Data for 2013-14

The Star Reading Test is a technology based assessment of grade level reading skills for the Accelerated Reader Program, which is designed to raise skill levels with time spent reading high interest books**.** Students are tested three times per year (September, January and May.) Star Tests in previous years showed that students' a**verage reading grade level increased .2% and went from 9.6 to 9.8.**

Victory started using Accelerated Reader in 2014-15 and AR high interested books were purchased and made available for students to check out from the library to read outside of class. Star Tests Assessments in 2014-15 showed, average reading grade level increased .4% and went from 9.3 to 9.7.

STUDENT PERFORMANCE DATA (API)

YEAR	API SCORE
2008-09	598
2009-10	649
2010-11	667
2011-12	706
2012-13	702

Analysis of API Data:

Victory High School made significant growth in the overall API scores. Performance was not evaluated by ethnicity due to the small number of non-White students (typically, under 10.)

2012 compared to 2013:

- *ELA: there was a decrease in the combined percentage of Below Basic and Far below Basic as compared to the previous year (2%) and a decrease (15%) in the combined advanced/proficient.*

- *Math: there was a significant decrease in the combined percentage of Below Basic and Far below Basic as compared to the previous year and a significant increase (26%) in the advanced/proficient.*

- *US History: there was a decrease in the combined percentage of Below Basic and Far below Basic as compared to the previous year (6%) and an increase (8%) in the combined advanced/proficient.*

- *Earth Science*: there was an increase in the combined percentage of Below Basic and Far Below Basic as compared to the previous year (20%) and an increase (9%) in the combined advanced/proficient

Title 1/Program Improvement:

Victory High School was deemed a Title I school as of 2012 and thus received Federal funding each year. **For the 2012-2013 school year, 68 students (or 78% at the time of CBEDS) were classified as eligible for receiving Title 1 Funds.**

Although CST scores showed continued growth overall, Victory entered Program Improvement due to not meeting AYP targets in Math and/or Language Arts in each of the years from 2011-2015 The reason for this continued classification of Program Improvement is due to Victory's inability to qualify for Safe Harbor due to the small population of Juniors and Seniors. Victory will not be receiving Title 1 funds for 2014-2015, however district LCAP funds, and other district funds are being used to replace funding that came from Title I.

Transitioning to Common Core and the Smarter Balanced Assessment Consortium (SBAC):

In 2013-2014, Victory (along with Rocklin Unified School District) participated in the SBAC Field Test for the new Common Core Assessments. All juniors took part in the Computer Adaptive Test, Classroom Activity and Performance Task.

2014-15 English Language Arts CAASPP Data:

Grade	Enrolled	Tested	% Tested	Mean	Exceeded	Met	Nearly Met	Not Met
11	40	36	90%	2607.4	25*	36	31	8

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	**# of Students Enrolled**	**# of Students Tested**	**% of Enrolled Students Tested**	**# of Students With Scores**	**Mean Scale Score**	**Standard Exceeded**	**Standard Met**	**Standard Nearly Met**	**Standard Not Met**
Grade 11	40	36	90.0	36	2607.4	25	36	31	8
All Grades	40	36	90.0	36		25	36	31	8

	READING			**WRITING**			**LISTENING**			**RESEARCH/INQUIRY**		
Grade Level	**Demonstrating understanding of literary & non-fictional texts**			**Producing clear and purposeful writing**			**Demonstrating effective communication skills**			**Investigating, analyzing, and presenting information**		
	Above Standard	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**
Grade 11	33	53	14	36	44	19	19	72	8	31	56	14
All Grades	33	53	14	36	44	19	19	72	8	31	56	14

Conclusions based on this data:

1. The strongest performance by students in regards to above standards came from Writing (yet this was also the highest amount of below standard as well), concluding that this is the strongest discrepancy among students
2. The listening skills demonstrated by the students were the strongest with only 8% below standard yet only 19% above standard indicating that this is an average skill of our students.
3. There is significant growth available in future years in above standard performance as the highest above standard was only 36 percent.

Analysis of English Language Arts CAASPP Data:

The highest percentage of students qualified for being EAP ready with 25% passing the EAP (up 9% from previous year).

● *the strongest performance by students was in Writing (yet this was also the highest amount of below standard as well), concluding that there is a significant discrepancy among students' writing skills.*

● *The listening skills demonstrated by the students were the strongest with only 8% below standard yet only 19% above standard indicating that this is an average skill of our students*.

There is significant growth available in future years in above standard performance as the highest above standard was only 36 percent

2014-2015 MATH CAASPP DATA:

Grade	Enrolled	Tested	% Tested	Mean	Exceeded	Met	Nearly Met	Not Met

| 11 | 40 | 40 | 100% | 2502.7 | 3 | 5 | 20 | 73 |

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement								
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	40	40	100.0	40	2502.7	3	5	20	73
All Grades	40	40	100.0	40		3	5	20	73

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	3	23	75	5	48	48	0	65	35
All Grades	3	23	75	5	48	48	0	65	35

Conclusions based on this data:

1. Student struggled in all aspects of the math examination with only the highest percent above standard being 5%

2. The strongest performance occurred in the Communicating/Reasoning standards with 65 (at or near standard) even though no student was above standard.

3. There is ample room for growth in all areas of the Math portion of the assessment.

Analysis of Math Data:

● **Students struggled in all aspects of the math examination with only the highest percent above standard being 5%**

● **the strongest performance occurred in the Communicating/Reasoning standards with 65 (at or near standard) even though no student was above standard.**

● **there is ample room for growth in all areas of the Math portion of the assessment.**

CAHSEE RESULTS

	2010-11	2011-12	2012-13	2013-14	2014-15
No. of Students	41	37	36	34	17

Passed	27	27	27	24	10
Not Passed	14	10	8	10	7
% of students who Passed	65%	73%	75%	70%	58%

Student Discipline:

On-Campus suspensions of students and counseling sessions, are preferred over off campus suspensions and used most for behavior issues... Off-Campus suspensions are used as a last resort for serious behavior issues and/ or when the offense is drug or alcohol related.

Suspensions:

YEAR	Off Campus Suspensions	Students	Due to Subs. Abuse	Expulsions
2010-11	17	N/A	N/A	1
2011-12	17	N/A	N/A	0
2012-13	24	20	10	2
2013-14	22	13	4	0
2014-15	35	23	11	1
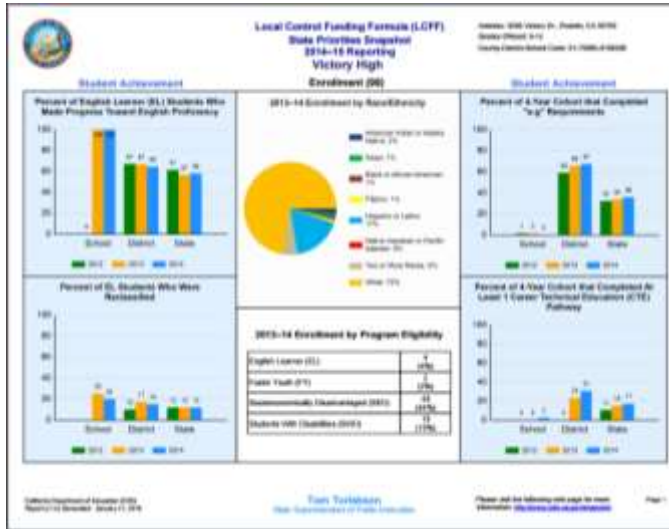
Rocklin Unified LCAP Data

Chapter II: Progress Report

WASC ACCREDITATION HISTORY

- 2015-16 Current Self Study

- 2013 Midterm Progress Report

- 2009 -10 WASC Visit and 6 year Accreditation

- 2006 Initial WASC Visit and 3 year Accreditation

Significant Changes:

Personnel:

Over the course of the past 6 years since the last full WASC Self Study, there has been significant change in personnel at all levels within Victory High School. In September of 2011, Principal Mike Ilic relocated out of the area leaving the principal position vacant. An interim principal filled the position in until Mark Williams, the current principal, was hired in October of 2011. There were changes in personnel in both classified and certificated staff with the hire of 1 - FTE Secretary and addition of 1 - FTE Discipline Technician, 1 FTE Academic Counselor (hired 2015) There was also a significant certificated staff turnover, in CORE subject areas, since the last WASC visit in 2010,   with new teachers hired to teach Science, English/ELA, Social Studies and Special Education.

Sources of Funding:

Additionally, there were changes in funding, with Victory no longer qualifying for Title 1 funds due to Program Improvement, but Title I funded programs were funded by district LCAP funds

Additional Counseling Services:

RUSD LCAP funds provided the funding for additional psychological and substance abuse/addiction counseling services to be added to Victory's program to meet the increased percentages of students with substance abuse and addiction issues.

Technology: Learning Platforms, Online Collaboration, Resource and Document Management

RUSD LCAP funds were used to replace *Plato Online Credit Recovery Software* with **Odysseyware,** an online credit recovery program that is Ca Common Core Standards based, and academically credible, more comprehensive, and fosters higher learning. Additional Chromebooks were purchased through LCAP/SBAC/Title 1 funding, which also funded the purchase of new laptops for teachers with updated software. Victory now has 60 Chromebooks for students to use in classrooms (in addition to 20 desktop computers in the computer lab, 6 desktop computers in the Library and approximately 5 desktop computers in every classroom.)

All staff and students now have **Google Accounts** for sharing of documents, communication and assessment.

Schoolology software was purchased by RUSD and is an online learning management system that allows for interactive lesson activities and problem based learning project modules, assessment monitoring, grading systems, and document storage and resource management.

Class Schedule

Victory changed the class schedule in order to give students a **Support Class** for 1 hour/week, where students can see subject specific teachers for additional help and support

Econ and Government were changed from quarter classes to semester classes so students could earn the required 5 credits in those subjects using the Time on Task Model.

A studies skills class was added to the schedule 9 times/per semester on Teacher Articulation Days (Minimum Days). Students attend workshops and speaker presentations on life skills.

Accelerated Reader Program Reading Component, was added as an outside elective activity, proven to raise reading skill levels and it corresponds to the Star Test of Reading Levels. Books are available for checkout in the school library and online.

New CA Common Core Standards

With the shift in method of classroom instruction and assessment of achievement that came with the new Ca Common Core, Victory teachers were trained in new instructional methods in Professional Development sponsored by RUSD, and collaborated to create uniform instruction in CORE classrooms which included DOK (Depth of Knowledge) Essential Questions, Close Reading, Cornel Notes, for lesson activities. New Common Core Math Integrated 1 Math Curriculum was adopted. Questions as part of the lesson.

2013 Critical Areas of Follow Up:

1. *Involve students, community representatives, classified staff and parents in the Focus on Learning (FOL) Process, Open Communication between Office and Students, Staff and Parents*:

A SMART Goal, in this year's SSPSA, Victory is continuing to look at innovative ways to involve parents in their alternative program, and it continues to be a challenge.   This is being addressed by increasing the use of E-school Messenger to regularly communicate with parents about school events, planning, and activities, a parent survey (SURVEY RESULTS IN APPENDIX), a current and regularly updated website, Twitter Account, Regular calls regarding absence and student progress parent/student participation in Back to School Night, Intake Meetings, and by recruiting more parents to participate in the school site council. Classified and Certificated Staff have input into meeting agendas and kept informed via school email regarding student Victory's small staff of certificated and classified participated in focus groups and input came from parents at the School Site Council meetings, and other meetings listed above, surveys, and during the RUSD LCAP meetings.

Victory High School

GOAL #3: Increase the focus of Intervention protocol to better assist students in reaching their academic goals

- District Goal: Each student will acquire skills to conquer challenges and build healthy relationships (Strategy #2: Provide a variety of opportunities for students to become healthy, self-aware, resilient and high functioning adults).
- Rationale: In order to better support students academically and socially, a focus on Intervention strategies including attendance, academic intervention and strong parent support are needed.

Strategies and Action Steps	Evidence of Effectiveness
Emphasis strong attendance with all students (especially at-risk) with goal of increasing 1% each year. • 10-11: **84.03%**, 11-12: **87.36%**, 12-13: **89.64%**, 13-14: **91.26%**, 14-15: **95.73%**	• Report of Annual ADA • Increase in credits earned. • Graduate Rate of Senior class
Continued refinement of Support Class to better support all students: • Teaching of Life skills or options for students to earn elective credit. • Use of support class to address other goals College Information & Registration, Motivation, Substance Abuse • Creation of protocol to mandate assistance of students needing to get extra help to raise grade/proficiency in assigned classes.	• Results on Senior Exit Survey
Explore programs such as Restorative Justice or PBIS (Positive Behavior Intervention & Supports) to further support students in need of intervention.	
Increased involvement of Parents and Students in the Focus on Learning Process and understanding of Grad Plan, Protocol and strategies to assist: • Increase in E-School Messenger communication • Parent participation at SSC, Back to School Night, Parent Info Night • Conduct Student Led presentations (competitions) through use of technology tools to explain: Grad Plans, Victory High School Overview, etc... (Such as Google Slides/Movenote. (Selected winners can be placed on website)	• E-School Messenger statistics • Parent Exit Survey (Conducted in May)

Goals and ESLR's are published on the school and district websites, in the student/parent handbook and given to parents at intake meetings given to parents at intake meetings and there are frequent parent meetings regarding student progress. . A new open door policy at Victory has increased communication between students/parents and staff. Google docs is used as a platform for the staff meeting addenda so that staff members can have input, and also to report and communicate regarding students in danger of failing or not making good progress.

2. ***Ensure that staff continues in the process of developing grading, project, and performance rubrics across all content areas.***

A Victory staff member is part of the Rocklin Unified English Language Arts Curriculum Committee, whose goal is to create uniform rubrics for the CACC Standards in writing which will be shared with all the teachers in the district. The Visiting Committee found that that all teachers clearly state learning expectations to students and most have rubrics for assignments. Students we interviewed all were aware of progress and credits needed to graduate. During our

visit, in March 2016, the visiting committee found that the staff recognized a need to implement the district CCSS Writing Rubrics across the curriculum

3. ***Continue to engage in collaboration around curriculum & instruction to create action plans (SMART GOALS) for academic growth, strategies & needs.***

Teachers are able to collaborate more effectively due to having laptop computers and the Schoolology Learning and Resource Management platform, and the Teaching Channel, where they can watch other teachers in the classroom. The staff is in process of developing a "Peer Walkthrough" form for observing teaching practices in other teacher's classrooms, and that provides professional communication in the analyzing of instructional practices and collaboration to discuss and refine them.

4. ***The leadership & instructional staff need to continue to develop additional technology driven pathways for attaining standards and ESLR's. (Credit Recovery).***

Odysseyware was purchased to replace Plato for online credit recovery and it is a more CA Common Core Standards based program, more comprehensive and engaging to students. Each teacher is able to incorporate assignments into the program, manage assessments and track outcomes, Teachers attended the Google for Educators Summit (GAFE) and were trained on Google Apps for classroom use and now use Google Apps in instruction.

2015-16 SMART GOALS

SSPSA LINKED IN APPENDIX

GOAL #1: Continued Implementation of instruction focusing on higher level thinking with an emphasis in reading strategies

Rationale: With the onset of the Common Core State Standards, it was determined that a unified effort on instructional strategies based around Common Core was needed to see increased student achievement

District Goal: Engage in Authentic learning experiences (Create student academic growth through dynamic, relevant, and increasingly challenging learning experiences)

GOAL #2: Increase support for students to reach their post-secondary goals through stronger partnerships within area of school to career programs, education options, and support for students with mental health needs through increased social-emotional education

Rationale: Through conversations with former graduates as well as current students, there is a need to ensure that students are given additional opportunities to connect with programs in the area (college, trade schools, to ensure they have a set plan upon graduation while combined with the life skills necessary to achieve their level of potential.

District Goal: Objective #4: Each student will acquire skills to conquer challenges and build healthy relationships (Strategy #3: We will continuously build individual and organizational capacity and seek additional resources and partnerships to fulfill our mission).

GOAL #3: Increase the focus of Intervention protocol to better assist students in reaching their academic goals

Rationale: In order to better support students academically and socially, a focus on Intervention strategies including attendance, academic intervention and strong parent support are needed.

District Goal: Each student will acquire skills to conquer challenges and build healthy relationships (Strategy #2: Provide a variety of opportunities for students to become healthy, self-aware, resilient and high functioning adults).

MId-CYCLE (2013) VC Recommendations:

1. ***The Visiting Committee recommends that Victory High School accelerate their efforts in addressing SMART Goal #2 (to assess reading and writing levels) and SMART Goal #3 (Revamping the Graduation Portfolio requirement).***

Analysis and Findings:

Victory is continuing to assess Reading levels of students through STAR Reading and performance on SBAC testing as well as from teacher assessment of student essays and other work. Teachers were trained in Common Core Instructional Strategies, and attended CCSA Conferences where they learned new Ca Common Core Strategies. Cornell Notes, CLOSE Reading, Depth of Knowledge Essential Questions, to analyze primary documents and other text. For example. Reading of primary documents and other texts to guide instruction. Schoolwide, the staff continues to share strategies relating to improving reading comprehension a collection of CA Common Core reading strategies is linked to the school website and teacher resources @ (http://goo.gl/uK9J6k).

Victory has revised the Graduation Portfolio to make it more comprehensive and relevant and the activity directions and links are accessed online.

2. ***The Visiting Committee recommends that the staff and administration of Victory High School develop a means to assess and monitor the level of school-wide goal attainment.***

Analysis and Findings:

The School Site Plan for Student Achievement was aligned within the RUSD LCAP in and the plan outlines the process of assessing student achievement and outcomes to monitor the level of school-wide goal attainment, and there is documented data that shows attendance rates, graduation rates, reading level assessments, standardized tests, and classroom formative and summative assessments. Victory also collected perceptual data from surveys given to staff, students and parents to the school determine outcomes ad program goal attainment when they revise their SMART goals,   Additionally, Victory is in the process of collecting statistical information regarding their graduates' success in college and career.

3. ***The Visiting Committee recommends that the school curriculum include instruction that provides students with the necessary essential skills for students to be successful at the next level of learning; in particular, note taking and essay writing.***

Analysis and Findings:

 Significant developments have occurred at Victory in this area beginning with a unified approach to note taking. After multiple conversations among the staff it was concluded that critical thinking skills need to be at the center of all note taking and essay writing. Due to the fact that numerous staff members have attended the annual AVID conference each year, the idea of all staff using AVID notes as the adopted note taking strategy for students really took off. While it is not mandated by the school, district or Principal, it was concluded by the staff as a whole that it is important for students to have the skills in note taking in order to process the material in a way that spurs critical thinking. With this philosophy in mind, AVID notes have become a main strategy that has been implemented in the classrooms at Victory High School. In order for this

strategy to be successful though, there had to be further discussion and agreement as to vocalizing the —Essential Question within each daily, weekly and unit lesson among the staff. Through the agreement of all staff to create lessons based on an Essential Question, students were given a purpose/direction when they were asked to take notes in the AVID format. Photocopies of the AVID notes are provided in the staff room for staff to take for their students in order to ensure that this strategy is implemented in their classrooms. In order to address successful Essay Writing, a Victory staff designee (from the English department) became part of district ELA Committee to look at uniformed writing rubrics across district secondary schools (to be used in all subjects). Analysis of Common Core Rubrics by the committee were conducted and rubrics were piloted and used at other schools. The goal of Victory this year is to take these rubrics and work with Victory staff to ensure these rubrics are meeting the needs of our students. As mentioned earlier, there has been a significant focus in all subject matters at Victory (both ELA and non-ELA classes) to focus on writing to address the Common Core Standards. With the addition of Google Docs, this goal is continuing to be met in each class. The focus will now be on not just focus on writing but instead, a focus on writing that address the different forms of writing that are in the Common Core standards for ELA and the other subjects.

Chapter III: Self-Study Process

Victory High School's Expected School Wide Learning Results

Victory 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 (Job-O survey, career research, interviews, resume, and letter of introduction, job application, project presentation, research paper, and interview panel.

Outcomes of Self Study

See Appendix for link to the SSPSA

Staff Survey Results: Results from the Staff Surveys indicate that both classified and certificated are consistently striving to improve. Whether this be in the classroom with differentiated instruction, through professional development opportunities, use of technology to not only drive instruction but also in the day to day operations of the school, all staff has a consistent drive to improve. Results also indicate that there is an emphasis on displaying respect and expecting respect from students to staff and vice versa (in turn educating the whole studentll).Teachers emphasize and continue to develop Common Core based instructional strategies and curriculum to meet the state standards. There is definitely a need to explore the resources made available to students in order to further provide them the resources necessary to meet the college and career readiness standards. From parents, to students, to staff to district office, there is an overall pride in what Victory continues to accomplish (as evident from awards received, atmosphere on campus, lack of disciplinary issues, increase in attendance,)

Assessment Data: Data related to achievement (CST, CAHSEE, CAASPP, and STAR) varies each year and doesn't follow a specific pattern in all cases due to the limited number of students who take the assessments (in addition to the fluidity of the school in regards to student enrolling throughout the year). During the years of the CST, there was an overall increase in the API with a total increase over a 5 year period going from 592 - 706 (114 point increase) yet within each subject matter, there was an ebb and flow in regards to proficiency. In the CAASPP, with only 25% exceeding standards in ELA and 3% exceeding standards in Math, there is significant room for improvement. Yet, 25% of Victory students qualified as EAP ready in ELA which is higher than previous years showing improvement. Reading Levels conducted through Renaissance STAR tests show a steady average in the range of 9.5 G.E. While this reading level has remained stagnant, there has been an increase in the overall expectations of reading within the classroom which leads to questions of why there hasn't been a steady increase in the Grade Equivalent level.

Critical Learner Needs

a. Addressing the Common Core Standards & Next Generation Science Standards with instructional strategies to emphasize reading comprehension, critical thinking skills, and writing skills.

b. Educating the whole studentǁ including their social emotional needs (decision making, substance abuse, life skills, coping with depression/anxiety, determining college and career path, and providing avenues to reach those goals.)

c. Providing students interventions and supports both embedded on campus and through the community to address the —whole studentǁ (academically & socially).

Questions Raised By the Data:

1. How valid is the data related to state testing/dropout rates/ reading tests, because students who are failing at the comprehensive schools and have below grade level skills transfer to Victory all year, including a week or two before standardized tests are administered?

2. What is the timetable for new district adopted Common Core textbooks?

3. What further interventions can be put in place to decrease the number of dropout students from Victory?

4. Is there a need to look at 10th graders who are 16 being able to attend Victory to allow for further interventions earlier on?

5. What can be done to increase parent access to online resources and information such as, grades?

6. What steps can be taken to further combat the mental health and substance abuse issues

7. Will the district continue to replace Title I funding for Victory programs and support services?)

8. How do we address student motivation to achieve higher than just a passing grade of a D?

9. Should Victory's grading policy be uniform with the comprehensive high schools policy of A, B, C, and NM?

10. Should we add A-G courses and how does not having A-G courses impact the program?

11. Why are the Socio-Economically Disadvantaged students rising at such a high rate and more importantly, what additional steps are being taken to support this change in the student population at Victory?

12. What steps can be done to address the significant gaps in math skills that students come to Victory with in regards to our current math program as it relates to Integrated I and II?

13. Are there future intervention strategies that can be embedded into the school day to assist struggling students?

14. Are we giving students enough opportunities to look at Trade Schools?

15. Will teacher perceptions of observed instructional strategies in other classrooms be accurate?

16. What site specific assessments can be to determine the effectiveness of strategies on student achievement?

17. How can we access and measure the effectiveness of technology use in the classroom? Can we use the SAMR model?

18. What factors are responsible for the increase in students passing the EAP on state test?

19. Would having a more robust and institutionalized reading program increase the stagnant AR scores on the STAR reading test?

Chapter IV Quality of the School's Program

Part A. What Currently Exists

A1. Vision and Purpose

The school has a clearly stated vision and mission that is stated in their school site plan for student achievement that is aligned with the district LCAP and is   based on student needs, current educational research, and the belief that all students can achieve. There is strong support by the governing board.   The school's purpose is defined further by ESLR's and the academic standards, and driven by student learning needs. All stakeholders are involved and SMART Goals are created yearly

The creation of the school Vision and Mission statement occurred through an extensive process consisting of multiple staff meetings with all stakeholders during the 2008-2009 school year. Since that time, while the vision/mission and ESLR's have remained intact, they continue to drive the direction of Victory High School today as it continues to fall in line with the current LCAP goals while also addressing the Common Core Standards, The 2 main aspects of the mission statement that can be seen prevalent in the SMART goals, regardless of the year, is engaging students and helping to envision their future. As each year concludes, the staff meet to review the progress of the goals and then using data from state testing, local testing (such as STAR reading), attendance initiatives as well as the goals set forth by Rocklin Unified (including the Strategic Plan along with the LCAP), new goals are created for the following year.

- **Victory High School 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.

- **Rocklin Unified Mission Statement**

The Rocklin Unified School District, a rapidly growing community of educators and families committed to excellence, will ensure that all students acquire the skills and knowledge to reach their highest 4 potential and become self-reliant, critical thinkers and responsible citizens, by providing a rigorous, well-rounded, student-centered curriculum in partnership with all facets of the community.

A2 Governance

 The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of school board meetings. The governing board has policies and district wide improvement plans that are directly connected to

the school's vision, mission and schoolwide learner outcomes, and is involved in regular review of the school's vision, mission and schoolwide learner outcomes. The school and business community understand the governing board's role, including how parents can participate in the school's governance.

RUSD stresses inclusion of all stakeholders in the decision making process When new Superintendent Roger Stock was hired, a District Strategic Planning Committee was formed which included members from all sites (including certificated, classified, and administration) that met in separate teams to discuss the goals for the district and the implementation of programs to reach those goals. These meetings were held over the course of 3-4 months at different locations within Rocklin. All teams then presented to the District and Governing Board their proposals (which in turn led to the Strategic Priorities for RUSD). From Victory, this included 1 parent, 1 certificated teacher, and the Principal. In 2015-2016, 2 parents from Victory are serving on the LCAP committee that includes parents from each site. For the first time in 2015, a student from Victory was chosen to be the High School Representative on the District Governing Board.

School Site Council Meetings are held at the district and parents, staff and administrators attend a training overview of the process. District goals are disseminated through a variety of means to all stakeholders.

The Governing Board and District Office publish board meeting agendas and notes, board policies and actions on the RUSD website http://www.rocklinusd.org/

 Also on the well put together, easy to navigate and regularly updated website are resources and links for school personnel, parents and the community, online staff training links, and information about the LCAP.

Parents and community members were given ample opportunity to provide input to the LCAP through District held meetings and communication through their website. Both the Governing board and the professional staff at Victory have a clear understanding of the relationship between both parties and this understanding is maintained through an emphasis of strong communication and inclusion in district committees that include, The Rocklin Educational Technology Team (RETT, and English Language Arts and Math Curriculum Committees.

There is clarity of the evaluation and motoring procedures carried out by the governing board in relation to the LCAP metrics, including the review of student performance, toward career and college readiness, overall school programs and operations and the fiscal health of the school.

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The established governing boards/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective and the procedures are linked on the school website and communicated in the student/parent handbook.

A4 Leadership

Victory site leadership is outstanding, cohesive and collaborative and inclusive of all stakeholders. The school's planning process is broad-based, collaborative and has the commitment of stakeholders, including the staff, students, parents and business community. The philosophy of the administration is that in order for a program or change to be successful and benefit students, there needs to be buy-in and commitment from the staff to ensure success. The administration at Victory uses a very collaborative approach to decision making that includes input from the staff and other stakeholders. Students and parents play an active role in the School Site Council and give input and feedback on current programs. Input from staff regarding assessment, instruction, student needs, learning outcomes drive the updating of the   SMART Goals each year within the Single School Site Plan for Student Achievement. Goals are prioritized, measurable and focused on identified student needs,

School Site Single Plan for Student Achievement

The school's single plan for student achievement is directly correlated to analysis of data from Star test (Renaissance Learning Reading Levels), Smarter Balance test scores and attendance rates since Victory follows the Alternative School Model of a Time on Task School. The plan is correlated to both the learning and the socio-emotional needs of the students, their college and career readiness preparation and their preparation for success in life in the 21st century. Outcomes are monitored by staff with analysis of test scores, classroom observations, samples of student work, and attendance rates, then discussed in correlation to the site plan and the community profile.

Evidence of Program Growth/Implementation of SMART Goals since the last Self-study

- Addition of a weekly Support Class

- Addition of more counseling services

- Professional Development in new Common Core strategies, Technology Use

- Addition of Odysseyware Online Credit Recovery Program (replaced Plato for online credit recovery). Odyssey Ware is CACC Standards based, more comprehensive, and allows higher achievement and learning

- Grad Portfolio Project revisions to meet College and Career Ready Standards

- Development of a Peer Classroom Observation Tool (still in progress).

- Development of standardized Alternative School Model "Time on Task" Procedures

- Revisions to Grading Window Timeline to ensure all students start the quarter in the right classes

- Econ and Government changed to semester classes

- Establishment of uniform guidelines for accepting late work

- Coalition for Placer Youth Drug/Tobacco Surveys to access changes in perceptions about substance abuse and addiction, and outcomes of programs to address substance abuse and addition

- Plans to survey students after field trips to colleges and career fairs and the impact the experience had on the students who attended.

Updated SMART goals for 2015-2016 linked to ESLR's and embedded in District LCAP (See Appendix for Link to updated SSPSA document)

1. **Continued Implementation of instruction focusing on higher level thinking with an emphasis in reading strategies.**
2. **Use of New Curriculum to further implement Common Core strategies:**
3. **Use of Essential Questions to guide lessons**
4. **Strategies (AVID Notes) to spur critical thinking**
5. **Use of Primary Documents and Reading Strategies to increased reading level**
6. **Use of Technology to drive instruction**
7. **Use of real world examples/documents to incorporate into curriculum**
8. **Focus on Professional Development centered around best teaching practices**

A4 Staff

A qualified staff facilitates achievement through a system of preparation, induction and ongoing professional development. Victory High School follows the Rocklin Unified School District Hiring process which is very structured to ensure the hiring of qualified staff, and the staff at Victory is cohesive, dedicated and collaborative regarding educating the whole student.

During various student conversations and meetings with the visiting committee, all students said their relationships with Victory teachers was "the best thing about Victory High School." The VC observed an atmosphere of respect, politeness, and student engagement with teachers in their classrooms.

Sharing of best practices:

A consistent theme of the staff of Victory is to share best practices that are occurring within the classroom. These sharing activities are conducted at staff meetings and staff development days. Many of these strategies were collected at conferences and professional development opportunities in which staff has attended and then implemented in their classroom. Staff is given the meeting agenda prior to each meeting to add any items they would like to discuss or share (the informal process of ensuring practices are shared). In addition, if a conference was attended, it is the expectation that the teacher will be on the following staff meeting to share what was learned. The sharing of practices can also be student specific in that between once/twice per quarter, on the meeting agenda will be a list of struggling students or the D/F list provided to staff in hopes that staff can share with each other any strategies that are working with the students.

Peer Observation/Walkthrough:

- Staff at Victory is encouraged to observe other teachers on campus and within the district to learn best practices that are occurring. While this does occur infrequently, this has been a struggle due to the demands of teachers with their teaching and extracurricular activities. As a way to help encourage this, the staff worked to create a walkthrough form that could be used to not only collect data from classes to help guide instruction moving forward, but also to encourage teachers working together to develop best practices. This is still a work in progress as the form has been finalized but the buy-in from the staff and the process for ensuring this is beneficial to the teaching staff and in turn, helps students is still needed.

Intra-District Collaboration:

- Rocklin Unified continues to improve the collaboration between secondary sites. The formation of committees in both Math and ELA have been formed with representatives from each sites to look at student achievement and best practices. Victory has participated in these committees from the inception. In addition, there have been other district committees related to Interim Assessments for the CAASPP, Technology, and mental health. All of these have included representation from Victory to ensure that there is a shared responsibility to helping students. Teachers attend district sponsored Professional Development and collaborate with teachers from other sites.

Principal informal and formal evaluations:

- Throughout the school year the Principal strives to enter each classroom informally as often as possible for both tenured and non-tenured certificated teachers. This is done not only to ensure all campus goals are being meet but that teachers are striving to implement all current educational philosophies including but not limited to Common Core. The principal then meets with briefly each teacher to discuss the best practice strategies demonstrated in the classroom. These informal observations, both in class and later outside the classroom, last no more than 10-15 minutes in length total and are in addition to the formal observation process.

Shared Decision Making on School Goals:

- School goals are created and revised every year through a collaborative effort of the staff reviewing last year's goals, discussing progress or lack thereof with each goal, analyzing data that is available, then working to create the goals for the following year.

This collaborative effort emphasizes the shared responsibility in ensuring student achievement.

Professional Development that enhances the use of technology in instruction:

- Staff received training in Odysseyware, Google Apps, Schoolology, CCSA Conferences

- RUSD Online Teacher Professional Development/Classroom Observation Videos

A5 Resources

There are significant financial/personnel/material resources available to Victory High School due to the support of the Rocklin Unified School District and the Governing Board to implement the Schoolwide learner Outcomes and goals set forth in the Single Plan for Student Achievement. The modern, spacious, landscaped and well maintained campus built by the district in 2000 is an exceptional and very adequate alternative facility. Textbooks are all district adopted and the same curriculum used at the comprehensive high schools. Rocklin Unified demonstrates through allocation of resources, meetings with. Staff, inclusion in all aspects of District committee that there is strong support of Victory. Victory Budget Meetings are held every spring with the Principal, Secretary and a designee from the Business Department in which decisions are made in a collaborative process as to how allotted money will be allocated throughout the site budget, Site Budget is approved by the School Site Council. Evidence of district funding support and allocation of LCAP funds:

Teacher/Student Ratio 18:1

Odysseyware ($7000): The Online Learning Management program used for credit recovery

 Terri Powell/Mental Health: ($8000):

Professional Development Funding: ($5000)

Student Chrome Books

<u>RUSD Resource/Document Management and Learning Platforms</u>

Schoolology Learning Management System

- Allows teachers to collaborate with students while inside and outside the classroom. This system allows for communication of projects, agendas, sharing of assignments, grading to further increase the communication, collaboration, and overall engagement of students with the teacher. Consistent training and staff development has been given to staff over the course of the past 2 years and will continue in 2015-2016 to ensure that all staff are able to use this to best support students.

Naviance Platform for Career and College Exploration and Preparedness

Google Apps for Education (GAFE)

New student Chromebooks:

With the emphasis of GAFE (Google Apps for Education) in both Victory and all school within RUSD, Chromebook were purchased for all sites through LCAP/SBAC/Title 1 funding. This Chromebook student ratio has allowed for a significant increase in student engagement within the classroom.

New Teacher Laptops

Teachers are able to do more collaboration and sharing of best practices due to the mobility of being able to work cohesively rather than in separate rooms.

Google Accounts

Set up district wide for document sharing, collaboration, and resource sharing.
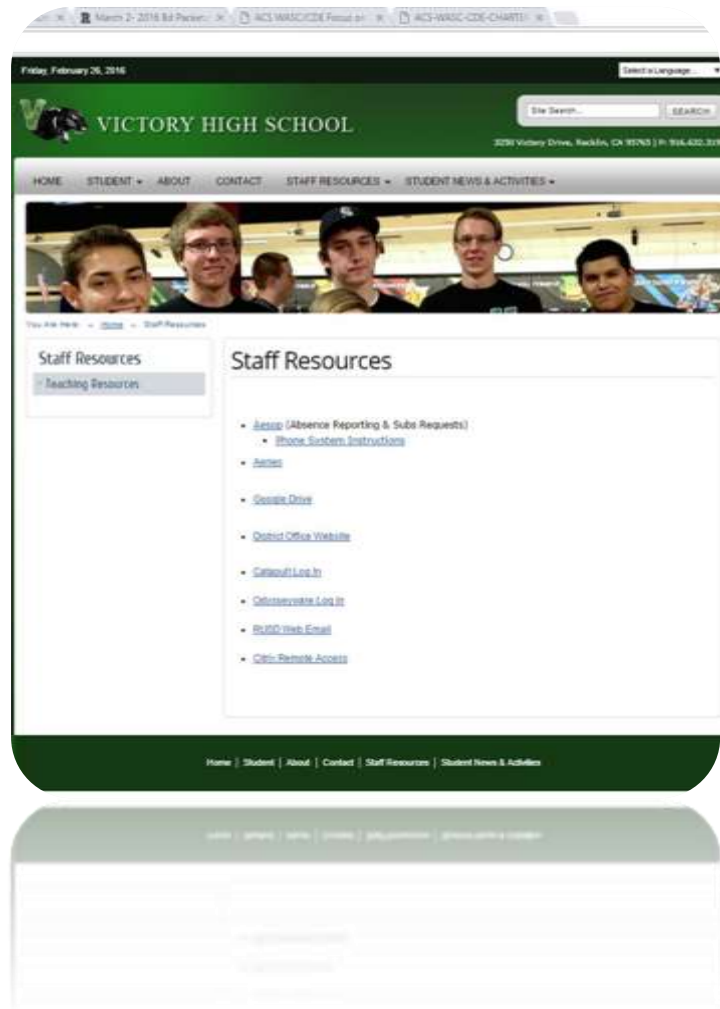
District Attendance Incentive Program **Award money**

2011-2012: 87.59% ($400)

2012-2013: 89.64% ($1000)

2013-2014: 91.26% ($1000)

2014-2015: 95.73% ($1000)

CATEGORY A:

AREAS OF STRENGTH:

- There is significant support from the district and administration for teachers to provide the best opportunity for students to be successful in the classroom (financial support, providing professional development opportunities, continuing to support the structural environment through increasing technological resources, facilities.)

- Strong communication and collaboration of all stakeholders

- Staff input on all decisions related to Victory policy/protocol changes

- Strong approach to build student relationships, a strong understanding of the students and their needs.

- There is a strong emphasis of Professional Development (including the use of Technology) and collaboration among teachers regarding resources and instructional strategies.

- There has been continued improvement in providing support for College/Career/Mental Health for students.

- Victory staff is highly qualified, cohesive, and positive and regularly collaborates.

- There is a unified approach to the goal/mission of the school by staff members.

- Attendance rates continue to rise each year (highest increase in district over past 4 years)

- Students feel a sense of pride for Victory High School and enjoy school.

KEY ISSUES:

There is a need for written procedures/guidelines for clubs

There is a need for more site specific assessments of outcomes

There is a need to Increase participation by parents in the decision making process

There is a need for more teacher collaboration using peer observation to improve and refine instructional strategies

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

It is clear that Victory High School relies on a unified approach to ensure structure at every level through built in protocols and a shared vision. Through a shared decision making process, the staff of Victory consistently reviews the effectiveness of the program and refines goals to meet the needs of students. This is due to a strong communication on the site level along with strong district support and Victory's inclusion in the processes and policies and fund allocations of the Rocklin Unified School District. In addition, strong community partnerships provide additional support and services to students as well as extracurricular activities, and support for college and career preparation, and to help meet the needs of the whole student (academically, socially, and emotionally). In addition, the district's policies and procedures for hiring highly qualified teachers for assignments at Victory have provided a dedicated staff who are able to differentiate instruction and raise student skills while engaging them in relevant technology based instruction in alignment to the new common core standards and the next generation science standards, and raise student achievement.

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CATEGORY B.

STANDARDS-BASED STUDENT LEARNING – CURRICULUM

B1.   Rigorous and Relevant Standards-Based Curriculum

Victory High School uses the latest tools and trends of the educational philosophies in each academic area to ensure that all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college-and career-readiness standards, and the school's ESLR's. VHS maintains a Staff Resources page on their website culled from the latest research and best practices seen from other professionals in the field.

http://vhs.rocklinusd.org/Staff-Resources/Teaching-Resources/index.html

Faculty serve on various district-wide curricular committees that emphasize staff development training related to Common Core, including having site representatives on the District Technology Committee (RETT), Common Core Teacher Leader Committee and English Language Arts Secondary Committee. During articulation days, teachers and administrators regularly meet with staff at the two comprehensive high schools, Rocklin and Whitney, (feeder schools).

Victory staff participates in RUSD's initiative, "Trainer of Trainer Model" in which all secondary teachers have the opportunity throughout the year to train other teachers on their area of expertise; with the focus on technology driven and Common Core instructional strategies.

In an effort to align their curriculum to best meet the academic needs of incoming students, VHS teachers participate in the comprehensive high school's ELA Committee and MLT (Math Leadership Team).

In addition to professional development opportunities offered by RUSD, Victory staff attend the following annual conferences: AVID (Advancement Via Individual Determination), Google Education Summit, CCEA (California Continuation Education Association), ERWC (Expository Reading and Writing Curriculum), Common Core Literacy, GLAD (Guided Language Acquisition and Design) and WICOR (Writing Inquiry Collaboration Organization and Reading).These conferences help drive standards-based instructional strategies as can be seen in the school's use of Common Core Practices such as Essential Questions (EQ), Close Reads, Cornell Notes and Annotations in all subjects. WASC team observed a wide use of these strategies embedded in all of the core academic classes at Victory.

To ensure program fidelity in which all students have access to standards-based curriculum and highly effective instruction, the faculty at VHS is in the process of implementing a Peer walk through system to spur conversation between staff on best instructional strategies used within the classroom. Forms will allow for documentation between staff members to answer "What worked and why?" By using a walk through observation form as a guide, discussion would later follow, allowing teachers to further develop effective delivery models of instruction and ensure curriculum integrity across content areas.

An identified goal for Victory High School is to increase the reading scores of students through the use of the Renaissance Learning STAR assessment, given three times a year. The assessment yields each student's Zone of Proximal Development (ZPD) which suggests the readability-level range from which a student should be selecting books for optimal growth in reading without frustration. Most recently, Accelerated Reader books have been added to the school's library. The librarian reports that there has been a significant increase in the use of this program since its inception last quarter.

District-wide writing rubrics that demonstrate skills required in the CCSS for writing narrative, informative and argumentative essays are being used in the ELA classes. In addition, with the

focus on implementing a CCSS curriculum that prepare students for college, careers and life, VHS has adopted the Norman Webb Depth of Knowledge (DOK) Chart to guide instruction and further develop much needed critical thinking skills. The WASC visiting committee observed ample evidence of DOK responses throughout the core academic classes. In the ELA classes student essays, written reports, and interactive projects and oral discourse were observed. There is consistent use of Essential Questions to guide instruction across content areas, especially in the Language Arts and Social Science classes. In science, Next Generation Science Standards drive the essential question for each unit and correlating activities include virtual simulations, hands on lab, reading activities that are Common Core driven, as well as writing activities that drive critical thinking. Course syllabi connect content curriculum to learning objectives and the school's ESLR's.

B2.   Access to Curriculum

All students have access to the school's entire program and are provided assistance with a personal learning plan that prepares them for the pursuit of their academic, personal, and career goals. Graduating from Victory (A WASC Accredited High School and currently recognized as a Model Continuation School) gives students access to any community college, most trade schools and qualifies them to enlist in the military. However, courses that meet the UC "a-g" requirements are not offered. VHS Students can request an "Academic Pass" to participate in a course (not offered at VHS) at one of the comprehensive high schools. However, availability is very limited; to date, only one student from Victory High School is taking a class at Whitney High School. Currently, 200 credits are needed to complete graduation requirements; this is significantly less than the credit requirements at RUSD's comprehensive high schools which require 250 credits.

Upon enrolling at Victory High School, students are provided with an individual learning plan that outlines the credits that they are expected to earn with specific attention given to the avenue in which they are to earn it. For example, for each individual quarter that students are enrolled in Victory, a 'grad plan' delineates how much credit is earned through direct instruction, online curriculum, Night School, Summer School and Community Service. By updating the grad plan each quarter, the student is able to see firsthand what is expected of them within that quarter (as well as the impact that his performance in the previous quarter had on his overall grad plan). In addition, the counselor is available to meet with students anytime to review their progress and systematically adjust the grad plan based on the current needs of the student. For example, classes and/or Odysseyware can be added, deleted, or changed. When this is done, a new grad

plan is created and sent to the Teacher Shared Google Drive so that all faculty and staff have access to the updated plan and can provide individualized academic support to students.

Victory is supported by RUSD in providing academic intervention to EL students based on their CELDT level. VHS has a staff member designated as the EL teacher who works closely with District Office personnel to ensure that Victory remains up to date on all regulations and strategies that would benefit their EL students. As of this WASC visitation, there is only one designated ELL student. Teachers participate in students' 504 plans and integrate the designated accommodations required. VHS counselor oversees the three students who currently have 504 plans. VHS has a full time Special Education Teacher and a full time Instructional Assistant who provide academic support through a Study Skills Class to the eleven designated Special Education students, all of whom are fully included in the general education program. IEP meetings are usually held before the start of the school day so that all of the general education teachers who work with that student can participate in the process which includes reviewing student progress as well as implementing specific academic accommodations if needed. Monthly meetings with the school's Special Education teacher, Principal, Counselor and Program Specialist assigned to the Rockland Alternative Education Center are held. At that time, special education law, potential incoming as well as current students are discussed; progress is monitored and additional support is to trouble shoot any identified issue.

WASC visiting committee observed a variety of ways in which teachers scaffold instruction for students in all classes. When meeting with them, students consistently reported to the Visiting Team that their academic success is directly related to the individualized support that they receive from teachers at VHS. In addition to in class support, Victory has adjusted their academic day on Thursdays to include a 30 minute Support Class in which students can get help not only with specific subjects but also with Graduation Portfolio's and college to career readiness skills. A recurrent theme at Victory High School is the concerted effort that the staff makes to find innovative ways to keep the curriculum relevant and accessible to all students. Evidence of this

can be seen in the high attendance rate at Victory High School and the observed enthusiasm and participation of students in class during the learning process.

Teachers alert counselor and administration on issues that arise with credits or other concerns; a meeting is then scheduled with student and parent. D/F lists are provided to staff at the end of each quarter to discuss as a staff on student concerns.

Victory has implemented the district adopted Pearson Integrated Math I/II Curriculum for all students. WASC VC observed that many students in this program (Math I) are struggling with the curriculum. In fact, the Math teacher lowered the failing grade from a 59 % to a 49% so that more students would be able to pass the class.

B3.   Preparation for Career and College

Upon enrollment at VHS, a student's credit status is evaluated and each student is given an individualized learning plan to reach their graduation credits by the end of their senior year. Students who do not graduate in four years are allowed to attend Summer School through RUSD and then continue during their 5th year of high school at Victory. In the 2014- 2015 school year, 82 percent of students met the graduate requirements at VHS.

All students have access to real world applications of their educational interests in relationship to a rigorous, standards based curriculum that includes the Naviance Program; an online portal that allows students access to college and career planning tools. These tools include a skills/interest inventory, career information, goal-based academic planning, college searches, standardized test preparation and application information.

In addition to the Naviance Program, evidence of real world applications in the classroom include the Murals project in Government, Theories of Evolution and a Power Point, "How we Destroyed the Earth and How We Can Fix It" in Science, and a Raisin in the Sun Soundtrack project in English. (Students selected a theme, mood, or feeling for each act and chose a corresponding song; compose an essay on why you selected each song; make a graphic/visual display for your lyrics related to each act.)

In direct correlation to their ESLR (Become Career Seekers who demonstrate interpersonal skills), students are required to complete a Graduation Portfolio that focuses on developing essential skills needed in their post-secondary lives. Through the Graduation Portfolio, students identify two possible careers that they would like to attain and write research papers on each career identifying a number of aspects including what type of education is required to obtain

such a career, what is the average pay, what kind of benefits are offered and what the job growth outlook is for those fields. Also in the portfolio is how to correctly construct a Cover Letter and Resume, how to properly fill out an application and how to optimize the interview process.

The framework of Victory High School's support system is built around a six period schedule which allows students to make-up units. There is a dedicated 30 minute support class every Thursday which allow students to receive tutoring and extra help from teachers. This is in addition to staff availability before and after school. Students can also take online classes through Odysseyware to make up units.

All special education students are fully included in general education classes and have at least one Study Skills class where they receive academic support by a Special education teacher and an instructional assistant.

CATEGORY B:

AREAS OF STRENGH:

- School-wide use of Essential Questions, Avid Notes, and DOK promote critical thinking skills aligned to CCSS.
- The Personal Learning Plan enables students to assume responsibility for their education and provides motivation to earn a high school diploma.
- Life Skills Curriculum on Articulation Days supports CCSS College and Career Readiness
- Naviance enables students

KEY ISSUES:

Continue to implement reading interventions that directly correlate to the assessed areas of need with struggling readers.

Continue to implement the Peer Walk Through program to further improve CCSS based curriculum that includes the use of Essentials Questions in all classes.

Address students who are struggling in Integrated Math 1

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Victory High School Teacher Resources Website:
http://vhs.rocklinusd.org/Staff-Resources/Teaching-Resources/index.html

Teacher Syllabi and lesson plans

Student work samples

CATEGORY C.

STANDARDS-BASED STUDENT LEARNING- INSTRUCTION

C1 Challenging and Relevant Learning Experiences

The majority of students who transfer to Victory are in danger of not graduating at the comprehensive high schools due to lack of enough credits. Often these students have failed classes at the comprehensive high school because of below level reading and math skills, as Victory identified in their standardized test and other site specific assessment data. Raising reading and math skills is a primary focus of instruction and they are targeted in their SMART goals for student achievement. All teachers engage students with instruction outside the textbook, using technology in their instruction, such as multimedia presentations, news websites, TED Talks and other media.

CLOSE Reading, Interactive Notebooks, Cornell Notes, DOK Questions, Essential Questions.

Technology Based Instruction/Interactive Learning, Multimedia Use

Career Portfolio

Field Trips to Community Colleges

Career Fairs

Speaker Presentations

Life Skills

Victory has also identified increased substance abuse issues in its student population, and has increased counseling services, and education programs to more effectively address this need which is an essential component of students having a high level of engagement in the classroom and success in life.

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C2 Student Engagement

The most relevant indicator of student engagement is Victory's attendance rate of 95.73% in 2014-15, because Victory is a Time on Task School. If students are not engaged they do not receive credit and are sent to the office. Implementation of the Graduation Plan, updated quarterly, and immediate phone calls home when students are absent or tardy has contributed to Victory's achievement of this SMART Goal along with frequent staff communication regarding student progress. Students were quite aware of the credits they needed to graduate, and the visiting committee observed a high level of student engagement in classrooms with a high level of technology being used, with much of instruction based interactive with the use of technology based high interest activities (87% of Victory students indicated on a school survey that they used technology on a daily basis in their classes In further efforts to engage students in learning and raise skills to be college and career ready, uniform Ca Common Core instructional strategies to teach skills in reading comprehension, note taking, research, critical thinking, document analysis, analytical thinking, peer collaboration, essay writing, math problem solving skills, while maintaining instruction that's differentiated and personalized, and modified for particular needs.   Students know what they are expected to learn because of unit Essential Questions posted in every classroom and their expected performance levels, particularly for digital media projects, the Career Portfolio, writing assignments, math skills where performance levels are clearly defined.

School wide instructional strategies:

CA Common Core Standards Based Digital Multimedia Projects, Essays with Rubrics, Portfolios, Writing Assignments. All classrooms post Essential Questions about the material. Staff is continuing to develop DOK questions to make the instruction more rigorous. The teachers at Victory use Primary and Secondary Source Text Dependent Questions in their inquiry and writing prompts:

CORE SUBJECT STRATEGIES

English: All essays have a grading rubric. Formative and Summative assessments are given regularly. If necessary, the teacher re-teaches the lesson Students use Close reading to improve comprehension, and essay wiring is taught through direct instruction. There is a daily

writing warm-up to build confidence in writing, using primary and secondary source dependent questions for inquiry.

Math: Evaluation of learning occurs every two weeks. A list of problems the students should be able to solve is provided and referred to as materials is taught. The work is graded holistically so students can strive for deeper understanding. To provide a challenging mathematics curriculum and support the diverse range of mathematical abilities a variety of resources, in addition to direct instruction are used.   The teacher individually tutors students, students help each other, resource books are available for the students to read, and textbook based video lectures can be accessed through the computers in the classroom. Advanced math students can work on math topics beyond Integrated I by accessing the video lectures and receiving tutoring from the teacher. Students are encouraged to correct their work to ensure they understand the problems and persevere in solving them. Teacher created curriculum is continually being adjusted to reach more students.

Science and Biology: Activities are being aligned to the Next Generation Science Standards using AVID notes, Cornell notes, KWL (Know, Want to Know, Learned) charts, graphic organizers, hands on activities, computer simulations and writing assignments. Students work in pairs or small groups to create posters, graphic organizers to demonstrate understanding, and work on hands on activities.

Social Studies: Multimedia presentations are almost a daily occurrence. AVID WICORE Strategies (Writing, Inquiry Collaboration, Organization and Reading) for notetaking on Power Point Presentations or videos.   In Social Studies instruction is broken in units while following a basic timeline. Within the units Webb's Depth of Knowledge is used in the day to day instruction with the goal to hit DOK 3 and 4 in almost every lesson. Some units culminate in a digital based project**.**

Special Education: Students receive academic support with a Study Skills (Resource) class. The Study Skills class is offered to students with an Individual Education Plan (IEP), working on General Education classroom assignments.

Graduation Portfolio The school also requires all graduates to complete a Grad Portfolio. This portfolio includes detailed research into college and career options. The portfolio also requires resume writing, a budget, interview skills and essay writing.

Teachers collaborate and discuss best practices and how to make assignments more meaningful and challenging. Direct instruction is given in a blended learning environment in all classrooms and instruction is differentiated and individualized.   Close reading is done frequently to improve reading comprehension and critical thinking skills. Curriculum is continually changing to stay relevant to students and the world we live in; it also helps students gain confidence in the reading and writing skills. Writing is an emphasis to help students become clear communicators. Students engage in daily writing warm up and/or quick writes to facilitate background building and lesson focus. Teachers also use Interactive Notebooks for writing assignments such as narrative, argumentative, and informative essays, so students have reference to previous learned material and concepts.   Common rubrics, so students understand what is expected in their writing, are used.

Odysseyware Online Credit Recovery

 Odysseyware is our Online Support to help our students accelerate their credit recovery. Students have as much time that is needed for completion of assignments, quizzes and tests. The staff can track how much the students have completed. Special Education students work one to one with Teacher and Paraprofessional to explain Odysseyware.

Strengths:

- High level of student engagement in learning through technology and multimedia

- Wide range of online and technology based resources used in instruction

- Use of researched based, California Common Core and Next Generation Science Standards Instructional strategies to improve performance and raise skills in in reading, writing and math problem solving

- Strong collaboration for uniformity of instructional strategies in classrooms, e.g. DOK questioning, and posting Essential Questions

- Strong differentiated and personalized instruction to meet a wide range of skill levels

- Instruction focused on preparing students to be college and career ready

Areas of Critical Need

Continue to develop instruction based on the Common Core and student needs

Continue to develop best practices for instructional practice specific to the student population

Continue to collaborate and share instructional best practices

Continue to develop site specific assessments of student engagement and effectiveness of instruction

CATEGORY D.

STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1.   Using Assessment to Analyze Monitoring and Report Student Progress

Aggregate reports, such as the School Accountability Report Card, are communicated from the school district to the community on the District web site. Victory High School sends Report cards and Progress Reports quarterly. There is an annual review of CAASPP assessments, and progress monitoring measures such as Curriculum Based Assessments. Due to the small student population as well as a relatively non-diverse demography, disaggregation of data has been limited. Through the online grading programs, stakeholders have the opportunity to access student progress. For example, grades are kept online for easy access for students and parents through Schoology and Aries. In addition, Victory High School website is updated continually and includes testing dates.

Assessment strategies include the following: For units and lessons, the faculty uses both formative and summative curriculum based assessments, debates, power point and graphic presentations, oral and written assignments, problem solving assignments, as well as essays, reports, and research. There is strong evidence in the ELA, Government and US. History classes of collaborative project based learning and assessments which include a district-wide writing rubric in the ELA classes. Most assignments in the core academic classes use individual rubrics to communicate clearly with students the expectations of specific assignments. In all classes, credits are earned based on time on task; students are able to earn credits as follows: Quarter 1:38 Days = 3.25 Credits possible per class; Quarter 2: 43 Days = 3.5 Credits; Quarter 3: 47 Days = 4.0 Credits; Quarter 4: 52 Days= 4.25 Credits. Every class at Victory High School includes a syllabus that clearly delineates how the student will be graded (example; Formative Assessments: 50%, Summative Assessments). No school-wide grading procedures are reported to have been standardized. While the teaching staff currently engages in formative and

summative assessments, there is not a wide recognition of how these assessments are used in the instructional planning and lesson modification. The English teacher uses a pre-assessment process to identify and monitor struggling readers via the STAR Renaissance Reading Program which has recently led to the use of Accelerated Readers to promote accessibility and fluency.

The online credit recovery program, Odysseyware requires a 70% or higher in order to progress to the next unit.

D2.   Using Assessment to Monitor and Modify Learning in the Classroom

Once a year, the faculty examines STAR/SBAC data to refine instruction and improve scores. There has been a major shift to utilizing CCSS instructional strategies such as Essential Questions and AVID notes based on the latest yearly analysis. While the size and scope of Victory High School make it difficult to utilize common assessment, there is an attempt to standardize academic expectations through the use of a district adopted writing rubric across curriculum.

Many teachers use Schoology, Exam View and Google Docs to assess their students and record grades. Students are able to take formative assessments to monitor their own progress on Schoology. Interactive notebooks in ELA classes are used to monitor student progress. Annually, the school utilizes CELDT scores and data from IEP's and 504 Plans to monitor and support those designated students.

D3.   Using Assessment to Monitor and Modify the Program Schoolwide

There is a strong effort and well-defined process happening in articulation days and staff meetings to support students in need. A process is in place to identify those students in the D or F range and provide them with further assistance.

Reporting of student performance follows the common paths of reports to the Governing Board and Site Council of STAR/SBAC results. In addition, the School Accountability Report Card provides an annual (but dated) snapshot of student performance. Victory uses computer based programs (Ed-Line & Easy Grade Pro) to record grades. Graduation Plans (Individual Learning Plans) are used to monitor student progress toward meeting ESLRS as well as guide students in their pursuit of graduation.

CATEGORY D:

AREAS OF STRENGH:

- **Writing Rubric used in ELA classes**

- **Project – Based Assessments in most academic classes**

- **Ongoing progress monitoring via curriculum based assessments**

- **Use of google docs to monitor students who are failing or are at risk of failing (D,F List)**

KEY ISSUES:

Create a school site common assessment to measure all students' learning outcomes

Develop a school-site specific plan to analyze data to inform curriculum and instructional needs of students

Develop a common platform to record assessment results, grades and assignments

CATEGORY E:

SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1: Parent and Community Engagement

Victory encourages family, business and industry, and community involvement especially with the learning/teaching process. The school uses business, industry and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local colleges and in the evaluation of student projects and classroom presentations. Community groups **that have** partnerships with RUSD and support Victory High School (listed in Chapter 1), fund scholarships, achievement awards, field trips and sponsor clubs and activities such as job fairs, career fairs and provide guest speakers and participate in mock interview panels, in a shared effort to prepare Victory students to be college and career ready, as well as address substance abuse/addiction issues. Past Speakers at Victory include:

Counselors from Recovery Happens

Congressman Tom McClintock

Victor Denoble, Former scientist for Phillip Morris and 1st whistle blower to testify before Congress on nicotine addiction

E2 School Environment

STUDENT & SCHOOL INFORMATION

Communication with Families: In case of emergency, E-School Messenger will be used to notify parents.
- E-School Messenger is used for communication: Graduation, Activities, Credits, Special Schedules.
- **Ensure correct phone number and email on the Emergency Card as these are contacts used.**

Emergency Cards
Please keep information on card current. Students are not dismissed from school due to illness unless individual on Emergency card is notified. Older siblings are not allowed to pick up student unless listed on emergency card.

Counseling
Victory High School's counseling services strive to recognize the dignity and worth of each person and a respect for the differences that exist among individuals. Mrs. Law is available through drop in or appointment.

Lunch: Victory is a **CLOSED CAMPUS.** Students with more than 3 classes **are required to remain on campus** during the lunch period. Visit http://goo.gl/VxnQQc to load lunch accounts for your student.

Transportation: Dial-A-Ride: (916) 745-7560. Bus: http://www.placer.ca.gov/Departments/Works/Transit/PCT/lincoln.aspx

Report Cards: Sent out end of each quarter. Progress Reports: every 4th week of quarter

ID Cards: Issued free at beginning of the school year. $5.00 charge replace fee throughout year.

Guest Policy (Board Policy/Administrative Regulation 5142): Student guests are not permitted at VHS.
- All visitors, including parents, must sign in at the office and show proof of identity if needed.

Lost and Found: All articles found during the year turned into the office. Items not claimed donated to charity.

Passes: Students must have a pass if out of class for any reason noting time/date/destination, signed by teacher.

School Sponsored Trips (Board Policy 6153): Parent permission mandatory for student participation.

Textbooks/Materials: Students are held accountable for the books assigned to them. Students billed for replacement of lost/damaged books. Records, including diplomas/transcripts will be held until books are returned.

PE Exemption: Student with temporary/permanent exemption must bring request to office prior to school day.

Medication & Immunizations (Board Policy 5141.21) (Must be updated prior to enrollment)
- **All medication including non-prescription drugs** require a signed release from parents and the attending physician in order for school personnel hold the medicine on campus.
- **Students are not allowed to carry any form of medication at any time while on campus:** except medications listed with physician's note: (Asthma Inhalant, Epinephrine, Epi Auto-injector

Code of Conduct for Victory High School
All rules listed are meant to encourage strong attendance **and** good behavior **to earn credits to graduate.**
VHS follows all additional Education Codes related to discipline found on the CDE website
- All Suspensions result in lack of Time on Task being earned (Both OCS and Off campus)
- All consequences increase for multiple offenses.

Attendance: Absences = Truancy: Receive letters, removal of work permit, referral to courts (state law)
- **Tardy:** Every 3 Tardies = 1 detention (served that day) (Detention served at Lunch in C1)
  - **Once 10 Tardies accrued:** Detention for each additional Tardy. (SAM Referral)
- **Cuts:** Every 3 cut classes within each Saturday School "window" = Saturday School
  - **Skipping Saturday School** = 1 Day OCS & Still assigned Saturday School
  - **Skipping Consecutive Saturday Schools:** 2 Days OCS & Saturday School

Leaving Campus: Students with more than 3 classes required to stay on campus at lunch
- **Leaving at Lunch & Returning:** 1 Day OCS/Saturday School. **2nd Offense:** 2 Days OCS/Saturday School
- **Leaving without checking out of office:** Remaining classes = "cuts" regardless if excused by parents.
- **Found on another school campus during the school = 1st:** Warning, **2nd:** 1 Day OCS
- **Offenses in Save Mart/CVS Parking lot during school day** = Consequences same as if at school.

Cell Phone/Electronic Devices: Cannot be used during class (Can be used during lunch/between classes)
- **1st Offense:** Confiscated and returned at end of day **2nd Offense:** Parents pick up
- **3rd Offense:** Parents pick up   **4th Offense:** Parents pick up & 2 OCS
- **Refuse to hand in phone:** OCS until phone confiscated/Parents pick up phone/Detention. (2nd: + 1-2 OCS)
Behavior:
- **Skipping Detention 1st & 2nd:** Additional day of Detention (All Lunch) **3rd:** 1 Day OCS + Detention
- **Removal from class: 1st Offense:** Warning/Period OCS   **Multiple Offenses:** Detention/OCS.
- **Forgery (False phone call or note from parent):** 1 Day OCS (OCS increases with each offense)
- **Profanity towards Staff:** 1-3 Days Suspension (Off Campus or OCS)
- **Trash & Sunflower Seeds, etc:** Detention and cleaning of campus (multiple offenses = OCS)
- **Harassment of Students/Staff:** Detention – Suspension/Police Referral (Multiple offenses/severity)
- **Defiance to staff:** Detention – Suspension (Defiance = Not following directives or rules)
- **Filming of a teacher without permission:** 3 Days OCS   **2nd** Offense: 5 Days Off
  - **Posting film to internet or sending to others:** 5 Days
- **Tobacco/Vapor Pens**
  - **Found Off campus during school day: Possession or Smoking**
    - 1st Offense:: 1 Day OCS   2nd Offense: 3 Days OCS   3rd Offense: 5 Days off
  - **Possession On Campus 1st:** 1 Day OCS   **2nd:** 3 Days OCS   **3rd:** 5 Days Off
  - **Smoking On Campus: 1st:** 3 Days OCS   **2nd:** 4 Days OCS   **3rd:** 5 Days Off

Behavior with Mandatory Off Campus Suspension, etc…
- **Theft:** 3 Days Off/Police Citation (2nd Offense 5 Days Off/Police Citation) (**Intent to sell:** 5 Days Off)
- **Controlled Substances (including Alcohol) Possession/Under Influence:** 5 Days Off + Police Citation.
- **Fighting/Assault:** 5 Days off Campus (Possible Expulsion)

Driving and Parking Privileges: Cars may not be visited during school day without permission from office.
- Permits in Main Office Main Office (free of charge): Park against far wall facing Rocklin High School
- Driving & violation of probationary license laws will result in citation by RPD and permit removal..
- Bicycles and skateboards are not to be ridden on campus: Lock in bike rack by parking lot.
Victory is not responsible for the loss or damage of any personal property including electronic devices,
modes of transportation, clothing, instructional supplies, etc… belonging to the students.

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As shown in the 2 visuals above, taken from the Victory Student Handbook, the school, has existing policies and regulations and uses its resources to ensure a safe, clean environment that's orderly. Victory demonstrates caring and concern and high expectations for students in an environment that honors individual differences and is conducive to learning. There is an atmosphere of respect and professionalism and students are focused on learning.

E3 Personal and Academic Support

There is a strong focus at Victory to address the needs of the whole student, and the school strives to provide resources and support services to give their students the care and help they need to graduate and be successful in life, and to provide a school connection to students who failed in the traditional system. Victory has a strong participation from the Community that includes resources, educational experiences and referral services. The small staff and classroom ration allows for a more personalized approach to identifying needs and providing help to students and well as their families who are in need of even the most basic of things like, clothing, food, or shelter. Victory expressed that this is area has room for growth to adequately address the needs their student population struggles with. Providing outside and inside support to students is an area that is evaluated yearly in the updating of their SMART goals.

 Community and School Programs and Services for Personal and Academic Support

Counseling services

Academic Counseling Services that includes career assistance and Individualized Graduation/Learning Plans

Full time RS Teacher and Classroom aide for students with IEP's

Educational/counseling/treatment referral for substance abuse/addiction

Girls' Circle/Guys Group, Health Counseling services on teen issues, self esteem

Field trips to community colleges, college placement testing

Career Fair

Rocklin City Council Career Fair

Alternative Placement Option Rocklin Independent Charter Academy

Placer Co. Network of Care provides resources and referrals to agencies for Mental Health and Wellness, Dental, Drug Treatment, Housing needs

Kognito training, staff was trained on how to speak with depressed students

McKinney Vento Resources provide assistance and counseling to individuals who qualify

NAMI (National Alliance of Mental Illness) now a club on campus that addresses mental health awareness and provides counselors for Girls' Circle/Guys Circle

ASVAB Assessment and Career Counseling

Naviance Career and College online

ROP classes

Work experience

School/Career Employment Link maintains a list of current job openings in the community and assistance getting a job

Support class intervention (Special Ed students)

Category E: Areas of Strength

- Strong community partnerships that provide services, education, extracurricular activities, and support for students
- Strong counseling support services
- School culture of respect, caring and student engagement
- Work Experience, College and Career Readiness
- Schoolwide recognition of student achievement with awards

Category E: Areas of Growth

Need to continue to address substance abuse issues and referral for treatment

Need to continue to develop resources in the community

Need to continue to create college and career pathways

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Strengths:

1. *Highly effective alternative education pathway for struggling students in a caring and nurturing environment that focuses on the whole student*
2. *Highly effective Time on Task Alternative School Variable Credit Model and its successful implementation as a key to higher student achievement*
3. *Strong RUSD alignment and support for site specific programs and services to meet the unique needs of Victory's population*
4. *Strong collaborative planning and communication among staff*
5. *Strong community partnerships that provide services, education, extracurricular activities, and support for students*

6. *Strong counseling programs for academics, college transition mental health, and substance abuse*

7. *High level of student engagement technology based, relevant, interactive and online learning*

8. *High level of life skills instruction*

9. *Differentiated Instruction and interventions designed to raise below grade level skills*

10. *Strong efforts to prepare students for college and career*

Critical Needs:

1. *Continue efforts to increase parent participation*

2. *Develop site specific assessments to monitor growth and outcomes*

3. *Implement District Common Core Writing Rubrics*

4. *Continue to develop site specific instructional strategies and curriculum for remediation of below grade level skills*

5. *Implement Peer Observation Walkthrough Process*

Chapter V - Ongoing School Improvement

Areas of Growth as identified by the self-study process:

A. ORGANIZATION:

- Develop additional career paths with specific trades

- Develop Guidelines for Clubs

- Need for additional Chromebooks

- Improve site specific data analysis on assessments of students' needs and learning outcomes

- Increase parent participation

- Continue to develop Teacher Walkthrough Form for Peer Observation and Collaboration of Best Teaching Practice

B: CURRICULUM

- Implement school wide CCC writing rubrics

- Survey textbook content and their alignment with CCC Standards

- Further emphasis on using primary documents in instruction

- Further implementation of Life Skills curriculum

- Additional Elective options for students

C. INSTRUCTION

- Use more technology

- Increase students' application and understanding of technology

- Continue to align reading and writing strategies to the CCC Standards

- Emphasis citing evidence in student research reports

- Continue to improve instruction to meet students' needs

D. ASSESSMENT AND ACCOUNTABILITY

- More collaboration on successful strategies

- Interim assessments

- Increase parents' access to grades online

E. SCHOOL CULTURE

- Increase student involvement in clubs/activities

- Continue programs in drug awareness, education, and substance abuse treatment

- Embed additional College/Career/Socio-Emotional support into program

APPENDIX

LIST OF LINKED DOCUMENTS @ http://vhs.rocklinusd.org

1. 2015-16 School Goals

2. 2015-16 Student Handbook

3. Model Continuation School

4. Rocklin Unified School District Website

5. School Accountability Report Card

6. School Expected School Wide Learning Results

7. School Site Council Agenda

8. School Site Plan for Student Achievement and WASC Follow Up Process within Rocklin Unified

   LCAP Alignment

9. Uniform Complaint Procedures

Links to Credit Recovery and other Programs, and Resources for College and Career

1. Annual Career Fair http://vhs.rocklinusd.org/Student-News--Activities/Annual-Career-

   Fair/index.html

2. ASVAB http://vhs.rocklinusd.org/Student/ASVAB/index.html

3. Community Service Opportunities http://vhs.rocklinusd.org/Student/Community-Service-

   /index.html

4. FAFSA http://vhs.rocklinusd.org/Student/FAFSA/index.html

5. Military Information http://vhs.rocklinusd.org/documents/MilitaryInfoFlyer.pdf

6. Odysseyware http://vhs.rocklinusd.org/Student/Outside-Credit-Odysseyware/index.html

7. Scholarship Information http://vhs.rocklinusd.org/Student/Scholarship-Information/index.html

8. Sierra College Online Registration http://vhs.rocklinusd.org/Student/Sierra-College-

   Information/index.html

9. Support Class Community Presentation Schedule http://vhs.rocklinusd.org/Student/Support-

   Class-Presentation-Schedule/index.html

Student Publications and School Spirit

10. School Newspaper, *the Panther Print* http://vhs.rocklinusd.org/Student-News--

   Activities/Journalism-YearbookNewspaper/index.html

11. Victory Spirit Wear http://www.prepsportswear.com/school/us/Calilfornia/Rocklin/Victory-

   High-School-Panthers.aspx?schoolid=3192331

Rocklin Unified School District

12. Summer Civic Program

   http://vhs.rocklinusd.org/documents/Student/Summer%20Civic%20Career%20Program%20App

   lication.pdf

Technology Based Learning

13. Career Portfolio (Graduation Requirement) http://vhs.rocklinusd.org/Student/Graduation-

   Portfolio/index.html

14. Naviance http://vhs.rocklinusd.org/Student/Naviance/index.html