



Victory High School SELF-STUDY REPORT

3250 Victory Drive
Rocklin, CA 95765

Rocklin Unified School District

March 7, 2016

ACS WASC/CDE Focus on Learning Accreditation Manual,
2015 Edition



Victory High School ACS WASC/CDE Self-Study Report

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

VHS Committee Structure:

Due to the very limited amount of staff members at Victory High School, (numbering only 15 total staff (Certificated and Classified combined) with only 11 of those being full time, staff was broken up into a combined Focus/Home Group. The structure of the groups was as follows:

WASC Chair: Jennifer Boettger (ELA Teacher) and Mark Williams (Principal)

Focus Groups:

- **Section A (Organization):**
 - Mark Williams
 - Valinda Shishido (Registrar)
 - Denise Moitoza (Secretary)
 - Marissa Goodnough (Discipline Tech)
 - Parents (Presented Information at School Site Council)
- **Section B (Curriculum):**
 - Michael Handling (ELA Teacher)
 - Darren Baham (Social Studies Teacher)
 - Claudia Newkirk (Math/Science Teacher)
- **Section C (Instruction):**
 - Paul Rettinhouse (Social Studies Teacher)
 - Matthew Restani (Special Education Teacher)
 - Debra Encallado (RSP Instructional Aide)
- **Section D (Assessment & Accountability):**
 - Jennifer Boettger (ELA Teacher)
 - Krista Salerno (Science/PE Teacher)
- **Section E (Student Culture and Support):**
 - Mark Williams (Principal)
 - Molly Burr (Counselor)
 - Alicia Walker (Librarian)
 - Suzy Ferrari-Nugent (Librarian)

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VHS Timeline:

2014-2015: Collection of all data currently available and compiled (not including all surveys that were conducted in 2015-2016).

2015-2016:Date	Task	Stakeholders
July - August 2015	Gathering Data, Writing Chapters 1 & 2	Mark Williams (with input and data collection from Office Staff)
August 19th	Overview of WASC & Assigning of Home/Focus Groups with staff	All Staff members
August 19 - August 26th	Read rough draft of Chapter 1-3 & provide input Initial Meeting with Team	All Staff members
August 31st (Artic. Day)	Work in Focus/Home Groups	Classified/Certificated Staff
September 16th	Staff Surveys Conducted (Classified and Certificated)	All Staff Members
September 17th (Support Class)	Student Surveys Conducted (missing surveys completed by following week)	All Students
September 21st (Artic Day)	Work in Focus/Home Groups	Classified/Certificated Staff
October 12th (Prof. Dev. Day)	Review of Ch.4 Section A (input provided by all staff via Google Docs)	Certificated Staff
October 12th - 16th	Review of Ch. 4, Section A by Classified Staff	Classified Staff
October 14th	Review of all Survey Responses at Staff Meeting	Certificated/Classified Staff who attend Staff Meetings

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October 28th (Evening)	School Site Council review of WASC & Input provided)	SSC Members
October 29th (Through 11/6)	Parent Survey Conducted	All Parents
November 2nd (Artic Day)	Work in Focus/Home Groups Review of Ch.4 Section D (input provided by all staff via Google Docs)	Classified/Certificated Staff
November 16th (Artic Day)	Review of Ch.4 Section B (input provided by all staff via Google Docs)	Certificated Staff
November 30th (Artic Day)	Review of Ch.4 Section C (input provided by all staff via Google Docs)	Certificated Staff
November 30th - Dec. 9th	Review of Ch.4 Section E (input provided by all staff via Google Docs): Not done through meeting but purely through electronic means (Comments/Additions through Google Docs)	Certificated Staff
November 30th - December 1st	Sample Size of student body (Classes of Baham, Handling, and Boettger) provided input on the support services available to staff	Students
December 11th (Deadline)	Each Home Group finalizes designated Chapter 4 Section	Certificated/Classified Staff
December 11th - 18th	Consolidation of WASC Chapters into 1 report	Chairpersons Jennifer Boettger and Mark Williams
January 4th & 6th	Staff Survey/consensus on Prioritized Areas of Growth	Certificated Staff (Follow up with Classified by Principal)
January 6th & 13th	School-Wide Action Plan Created	All Staff

Chapter I: Student/Community Profile and Supporting Data and Findings

Prepare a student/community profile. Include data and findings for the following:

- Demographic data, including the refined schoolwide learner outcomes
- Disaggregated and interpreted student outcome data
- Perception data summaries, if any.

General Background and History

1. Community

The City of Rocklin, CA is a family-centered community situation in the Placer County foothills of the Sierra Nevada approximately 12 miles southwest of Auburn and 20 miles northeast of Sacramento. Established in 1893, the 20 square mile Rocklin consists of the Rocklin Unified School District (which contains 11 elementary schools, 2 middle schools, 2 comprehensive high schools, and the Rocklin Alternative Education Center which consists of both Victory High School and the Rocklin Independent Charter Academy). Rocklin's current population (16% school aged) is approximately 58,295 and continues to increase 6% annually while still maintaining status as one of the "Top 100 Places to Live" as reported in Money Magazine and one of the "10 Best Towns for Families" in Family Magazine. The community of Rocklin benefits greatly from the fact that students can enroll in Kindergarten and continue all the way through receiving a degree from a Community College (Sierra College) or even a 4 year college (William Jessup University) all within the city limits (while always attending a school at any level that is accredited and recognized as a quality education by both the county and the state). In addition, both Sierra College and William Jessup University work closely with the schools district in regards to communicating policies/protocols/transfer agreements and multiple levels of partnerships between students to build the bond of education within Rocklin. The current median income is about \$82,771 with the median home value at \$268,000. Single-family home construction began to increase in 2013 as Rocklin (along with other cities) began to come out of the recession.

Victory High School is the alternative education option for the Rocklin Unified School District (RUSD) that opened in September, 1995 as a set of alternative education classrooms on the campus of Rocklin High School. In 2000, Victory High School moved to its present and permanent location, across the street from Rocklin High School. Its new campus is called the Rocklin Alternative Education Campus, which includes two separate schools: Victory High School and Rocklin Independent Charter Academy. Victory High School is comprised of 11th and 12th grade students. The student body ranges from 80 – 130 students depending on the time of year. Many of the students are referred to the program because they are significantly behind in credits at the comprehensive high schools, in need of a smaller school environment, or in hopes of graduating early to pursue their career. Victory High School is a variable credit school which uses the Alternative Education model of every 3 hours equaling .25 credits. Students are able to graduate throughout the year once they have reached their 200 credit requirement (Whitney and Rocklin require 250 credits). Victory's less credit totals are due to the additional A-G credits being removed from the requirements as Victory is not A-G qualified.

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Graduation Requirements:

- Language Arts (40): LA I (10), LA II (10), LA III (10), LA IV (10)
- Social Science (35): Geography (5), World (10), US (10), Gov't (5), Econ (5)
- Math (20): Alg. I (10), 2nd Year Math (10)
- Science (20): Physical (10), Life (10)
- PE (20)
- Fine Arts (10)
- Technology (5)
- Health (5)
- Electives (40)
- Graduation Portfolio (5): Project including Career goals, Resume, Mock Interview,
 - Students receive assistance in: Career Exploration, College, Vocational, Technical Planning, Scholarship/Financial Aid information, Employment Skills, Community Service Opportunities, Military Information, Work permits, ROP (Regional Occupational Program), College Testing

Supplemental programs and services include ROP which is run through Placer County Office of Education, career counseling, concurrent enrollment in community college and work experience. In all cases, Victory High School administration coordinates all transfers from the RUSD comprehensive high schools through a structured process which includes communication with the family starting at their home school, the home school then notifying Victory Administration of student's wishes to transfer, Victory Administration meeting with the family to explain the program, then communicating with the home school as to the outcome of the family's wishes to transfer. This communication is essential to the success and partnerships between all schools within RUSD.

Community Partnerships

Victory High School benefits greatly from partnerships within the community and is extremely supported by organizations within the city of Rocklin as well as by the Rocklin Unified School District. These supports can be seen in a variety of ways including organizations such as: South Placer Rotary, Kiwanis International, RC Willey, American Legion Post 620, Lyons Club, Matt Redding Foundation, Rocklin Teachers Professional Association, Rocklin Administrators Professional Association, Bloodsource of Rocklin, and two additional anonymous donors within the city of Rocklin providing over \$15,000 annually in scholarships to students of the Rocklin Alternative Education Center. In addition, many of these organizations participate in activities throughout the year. South Placer Rotary sponsors our community service based club "Interact" both financially, through supplies and support for multiple activities within the community that are students are able to participate in. Members of these organizations (including City Council members) sit on mock interview panels for our students during career fair. In all cases, Victory High School is strongly supported by the community and the district in a variety of ways.

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School Purpose:

During the 2008-2009 school year, the staff worked together to articulate the purpose of Victory High School to all stakeholders through ensuring that the set of goals, mission, motto and ESLR's of Victory work in accordance with the RUSD Mission Statement. The RUSD mission states, "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 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".

"Motivate, Educate, Graduate" became the new Motto at Victory High School which accompanied the updated Mission Statement: "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". In addition, the staff worked to further expand our Expected Schoolwide Learning Results (ESLRs). The Victory High School ESLRs are as follows:

1. Achieve academic competence by meeting state content standards in all subjects, by completing required courses, and by passing the CAHSEE.
2. Become Communicators who convey significant messages verbally, in writing, and through the use of appropriate technology in academic and non-academic settings.
3. 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.
4. Become Career Seekers who demonstrate interpersonal skills through graduation portfolio requirements (Job-O survey, career research, interviews, Resume, Letter of Introduction, job application, project presentation, research paper, and interview panel).

Each year, the staff of Victory High School work as a collaborative team (classified and certificated staff along with the Principal) to create the annual SMART Goals for the year. These goals take into account the current perceptions, data, as well as the Critical Areas for Follow Up from past WASC reports to shape the objectives for the following school year. Historically these SMART goals are created in March/April through staff meetings and articulation days. Work on the SMART goals for 2015-2016 began during the March/April timeline but were postponed purposely by Principal Mark Williams (to be continued and completed in August of 2015) due to the expected turnover in staff. It was decided that with such a small staff already (combined with the fact that out of 7 certificated teachers, 2 would be hired in the summer along with a counselor) that it would be in the best interest of the staff and student body to delay the creation of the 2015-2016 SMART goals until the new staff had been hired to ensure buy-in from all staff.

At the beginning of the 2015-2016 school year, we as a staff were asked to write down their personal reason for being at Victory (In other words, their "why" for being at this great school). After sharing with each other, the staff worked to find the commonalities between all of our "why's" and then created a unified "Why" as to why we as a staff are here at Victory.

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Our final product was as follows: “Our Why”

- To be Positive & Consistent Role Models for students
- To help students learn life skills to be productive citizens and reach their potential
- To give individual attention to help students recognize and promote their strengths
- To create a stable/supportive environment to allow students to take intellectual risks.

2. WASC Accreditation History

Victory High School had an initial WASC visit by a two-person team in the spring of 2006. Victory began the full WASC Accreditation process in September of 2008 with members of the staff attending WASC trainings in the Fall of 2008. Victory High School was visited by a 3 team committee in February of 2010 for a full WASC visit. At the conclusion of this visit, Victory received a 6 year term in 2010 with a 3 year Mid-Term Review. In the Spring of 2013, the mid-term review occurred with a 2 person site visit that concluded with the accreditation being reaffirmed through the end of the six year term ending in June 2016. The 2 person committee from the 2013 visit made a point to acknowledge that they included Commendations (as well as recommendations) in their final report. As reviewed in Chapter 2 of this WASC report, Victory shaped its annual SMART Goals (Schoolwide Action Plan) around the recommendations set forth in the 5 Critical Areas of Follow Up from each WASC Site Visit.

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 at Victory vacant. An interim principal was asked to fill in until a full time principal was hired. Mark Williams was hired as Principal of Victory High School and started in October of 2011. As the case with all schools, there are always changes in personnel that occur throughout the years and did occur at Victory with both Classified and Certificated staff turnover. Office staff has changed with the onset of a new Principal’s secretary and Discipline Technician, as well as a new Counselor (hired in the summer prior to the 2015-2016 school year). In regards to certificated staff, there was significant turnover with a new Science, English Language Arts, Special Education and Social Studies teacher as compared to the 2010 WASC visit.

3. Model Continuation Accreditation History

In addition to being WASC Accredited, Victory High School is designated as a Model Continuation School first in 2011 and then again in 2015. The process for becoming a Model Continuation School is similar to WASC in that the staff of Victory creates a report of current practices as well as addressing the criteria stated by the California Department of Education to become a Model Continuation school. This report is submitted to CDE at which point a designee came for a site visit to interview students and staff and evaluate how effective our program is as compared to the criteria. In both cases (2011 and 2015) the visits concluded with a recommendation to the state of Victory High School being declared a Model Continuation School. Staff of Victory were presented with this prestigious award at the annual CCEA (California Continuation Education Association) conference. In addition, Victory Staff was recognized by the RUSD Board of Trustees for this accomplishment on both occasions.

4. Title 1/Program Improvement:

Victory High School was deemed a Title I school as of 2012 and thus received federal funding each year. The purpose of the additional Title 1 Federal Funds was to provide extra educational services for students to reach grade level standards. For the 2012-2013 school year, 68 students (or 78% at the time of CBEDS) were classified as eligible for receiving Title 1 Funds. Title 1 Funds at Victory have been focused on supplemental material for the classrooms, professional development opportunities for staff (including attending conferences and release time to visit other teachers/schools), as well as purchasing the licensing rights to Odysseyware (the new online credit recovery program used at Victory and addressed later in this write-up). In addition to those receiving Free and Reduced Lunch, the following criteria was created in partnership with the Title 1 Coordinator at the Rocklin Unified School District to qualify students as Title 1:

1. Previous year CST in ELA or Algebra 1: Scores FAR Below Basic to Basic, under 325
2. Previous year CAHSEE in ELA or Math: Must have scored Not Proficient
3. Eligible for or taken the CAPA or CMA (in ELA or MATH)
4. Be in the EL Program and scored Basic or below in ELA
5. Homeless/ Foster Youth
6. Teacher recommendation
7. Grades – a GPA under 1.9
8. Students behind in credits necessary for graduation.
9. Start of Junior year: More than 90 credits needed to graduate qualify as credit deficient
10. Start of Senior year: More than 45 credits needed to graduate qualify as credit deficient.
11. Students that are significantly credit deficient in specific subjects.

Due to the current criteria and expectations in place at the Federal Level for all Title 1 Schools, Victory High School (although continued to improve in a variety of areas including test scores, attendance, etc...) entered Program Improvement due to not meeting our AYP targets in Math and/or Language Arts in each of the years from 2011- 2015 (even though the former assessment data of California (CST's) showed continued growth overall). The reason for this continued classification of Program Improvement (P1, P2, and so on with each consecutive year) is due to Victory's inability to qualify for Safe Harbor due to our small population combined with only having Juniors and Seniors enrolled. Victory High School will not be receiving Title 1 Federal money as of the end of the 2014-2015 school year.

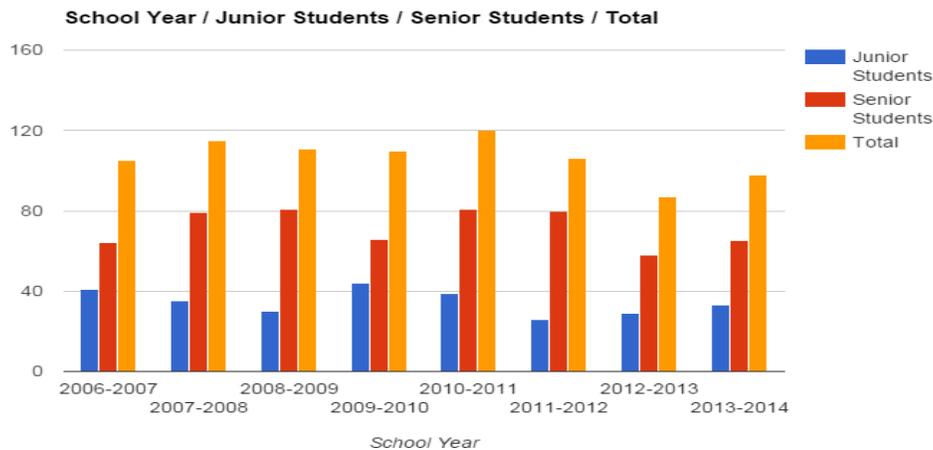
6. Demographic Data:

Student Enrollment in Number

The population at Victory High School fluctuates from year to year as seen in the chart below. In addition, these numbers are taken from the CBEDS deadline in October and thus does not take into account all the students who transfer from October through May. Juniors and Seniors from the two comprehensive high schools are able to transfer on a designated 2 week transfer schedule (in order to protect the importance of classroom instruction and thus have set times that teachers are expecting incoming students and can plan accordingly: More information can be found in Chapter 4 of this report regarding the Schedule Change Window/Timeline).

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School Year	Junior Students	Senior Students	Total
2006-2007	41	64	105
2007-2008	35	79	115
2008-2009	30	81	111
2009-2010	44	66	110
2010-2011	39	81	120 (EL - 5)
2011-2012	26	80	106 (EL - 2)
2012-2013	29	58	87 (EL- 4)
2013-2014	33	65	98 (EL - 2)
2014-2015	25	57	82 (EL - 1) (High of 99)



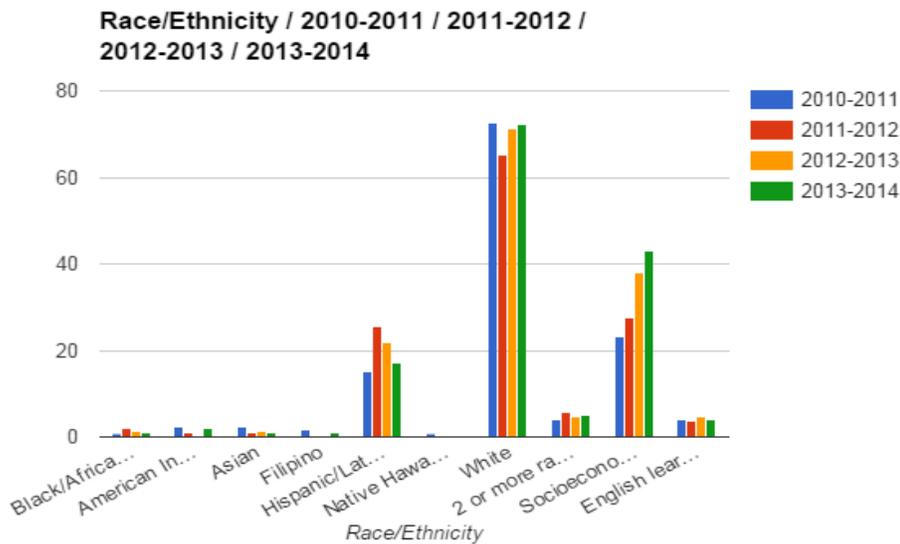
Due to the nature of our program, it is difficult to predict the enrollment for the following year as many students at the Comprehensive High School transfer after October. In order to lessen the amount of these Oct-May enrollees, Administration works closely with the 2 comprehensive high schools to promote the benefits of Victory High School to those students who are identified as needing to transfer. Once identified by the home school administration team, the Principal of Victory will hold intake meetings for students in April/May (to then enroll for the following August). Enrollment papers are given out and asked to be returned before the end of the school year (to enroll the following year). The students are then pre-enrolled at Victory and become fully enrolled after school concludes and they check out of their home school.

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Student Enrollment by Ethnicity and Socioeconomic Status

The chart below shows a breakdown of the demographics over the past 4 academic years. There has not been a significant change in the percentage of most demographics except that there has been a significant increase in the percentage of students classified as Socio-Economically Disadvantaged. It is important to point out that the 4% of those classified as EL are paired with our EL designee on site who works with District EL coordinator to ensure that students are not only CELDT tested but also given any additional support as needed.

Race/Ethnicity	2010-2011	2011-2012	2012-2013	2013-2014
Black/Afr. American	0.8	1.9	1.2	1.0
American 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/Pacific Islander	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



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Class Size:

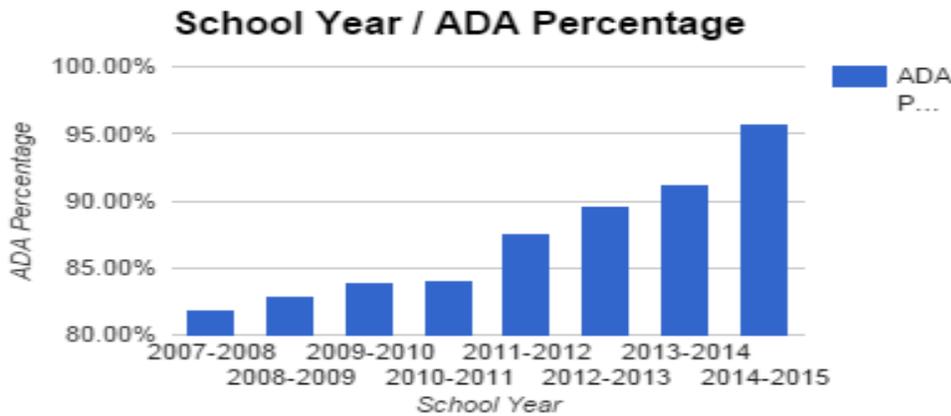
Victory High School places an emphasis on low classes sizes in order to best achieve academic and whole student results. Classes are capped at 18 students per teacher (with the average class size ratio when combining all classes over a 3 year period being 13 students per teacher). Exceptions to the 18 - 1 student/teacher ratio can be found with PE (which can be as high as 28-30 due to only have 1 section of PE) as well as in English Language Arts III/IV which can run to 22.

Attendance Rate:

Due to being a Time on Task school, the staff places significance on the overall attendance rate each year. Throughout the year, the importance of attendance is emphasized to students during assemblies and presentations by the Principal. The attendance rate is not only promoted to students for their individual benefit of receiving more credit based on attendance but also due to the fact that it is a school SMART goal each year to increase attendance by 1%. In order to promote strong attendance to the students, Victory takes part in the District sponsored Incentive Program in which schools that increase overall ADA by a specific amount will receive a bonus check from the district as a reward for increased ADA. Victory has received these funds the past two years (since incentive program has been implemented) and have presented this to the students to use to pay for their Senior Trip. Due to the constant promotion of the importance of attendance, by the certificated and classified staff at Victory to make this a warm and welcoming environment for students to want to attend school regularly, Victory has seen the highest increase of ADA over the past 5 years as compared to every other of the 17 schools within the district.

School Year	ADA Percentage
2007-2008	81.85%
2008-2009	82.98%
2009-2010	83.90%
2010-2011	84.03%
2011-2012	87.59%
2012-2013	89.64%
2013-2014	91.26%
2014-2015	95.73%

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Suspension/Expulsion Rates:

At Victory, Off-Campus suspensions are used as a last resort or when the offense warrants it. In many cases, administration will attempt to suspend students On-campus (OCS) so that they can receive further counseling from staff (including counselor, discipline tech, office staff and certificated staff). It is the view of Victory’s staff that in order for students to be successful, relationships and connections must be fortified between staff and students. By keeping students in the office in OCS, they are given the opportunity to build on these connections with staff. In addition, they have a better opportunity to keep up with their assignments as staff consistently brings work for students to complete while in OCS. OCS is used for most defiant and disruptive behavior that occurs in class, as well as some tobacco, profanity, or truant related offenses. Off Campus suspensions are implemented if OCS is not deemed as effective or the student is defiant to the point that OCS will not work, in addition to any drug or alcohol related offenses.

Year	Off Campus Suspensions	Students	Due to Subs. Abuse	Expulsions
2010-2011	17	N/A	N/A	1
2011-2012	17	N/A	N/A	0
2012-2013	24	20	10	2
2013-2014	22	13	4	0
2014-2015	35	23	11	1

7. School Safety, Cleanliness, and Facilities:

The School Safety Plan is reviewed and updated on an on-going basis. All schools in the Rocklin Unified School District have a comprehensive school safety plan that is approved by the School Site Council of each school. As part of this process, and a testament to the relationship between Victory and the community of Rocklin, an invitation letter is mailed to the Police Chief, Fire Captain, City Council Members and both Presidents of the Bargaining Units within Rocklin Unified (RTPA and CSEA) requesting their presence at the review of the Safety Plan at the School Site Council meeting. Each of the past 2 years, both the School Resource Officer for Victory and the designee for the Fire Department have attended this meeting to provide additional information and input for both parent questions and input on how the safety plan should be created. In addition, there is at least 2 fire drills per year in which the main focus among the staff is student accountability. At least twice per year, a staff meeting is dedicated to a review of the safety plans as well as the process for accounting for students.

Victory continues to be fully compliant in regards to facilities. The grounds and buildings are maintained at the highest level by the Rocklin Unified Maintenance and Facilities department. Both of these groups work closely with the administration of Victory High School to ensure that coordination of weekly cleanings and maintenance combined with the larger projects that occur throughout the year are done in a way with the least impact on students. When walking on the campus of Victory, one has to look no further than the facilities and campus to see the support that is in place from the District Office and the Board of Trustees for Victory High School.

In addition to the cleanliness of the facilities, each classroom is equipped with the state of the art technology to ensure students are given the best opportunity to learn. Within each classroom, there is an average of 4-6 student desktop computers, an LCD projector, a Doc-Cam, a teacher computer, and newly installed wireless WIFI to ensure that all students and staff have access to the internet for their learning device (Ipad, Chromebook, phone, etc...).

In an effort to ensure that students are given the best opportunity to succeed, an initiative both at the district level and at Victory High School to supply students with the technology available has been under way for 2+ years. With the assistance of one-time & ongoing LCAP funds from the District combined with the Title 1 funds from Victory, VHS has purchased 3 separate Chromebook Carts spread out throughout the campus (with a total of 57 Chromebooks available for students). When combining the 57 Chromebooks with the computers in the classroom, computer lab and library, there is more than a 1:1 Computer to student ratio on campus. This ratio allowed for all students to test at the same time on the computer for the state SBAC testing during the 2014-2015 school year.

Beginning in 2015-2016, the district is replacing all current teacher desktops with an up-to-date 14" laptop throughout the district to ensure that staff remains on the same level of technology as the students. By the end of 2015-2016, all teachers will be guaranteed to have the latest technology due to shifting to a Laptop computer that is remotely updated by Tech Services throughout the upcoming years.

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8. Staff -

As seen in the chart below, there has been a small but steady growth in the FTE’s of Certificated Staff at Victory. This represents a continued strong support from the School District to provide the necessary personnel to be able to meet their needs.

Year	Certificated Staff
2008-2009	6.34 FTE (with 5 being full time)
2009-2010	6.0 FTE (with 5 being full time)
2010-2011	6.54 FTE (with 5 being full time)
2011-2012	6.67 FTE (with 5 being full time)
2012-2013	6.66 FTE (with 5 being full time)
2013-2014	6.66 FTE (with 5 being full time)
2014-2015	6.79 FTE (with 5 being full time)
2015-2016	6.99 FTE (with 6 being full time)

100% of the teachers of Victory High School are highly qualified in the subject matter they teach in Core subjects. Due to increased demand of time placed on current Victory Staff with the creation of the Rocklin Independent Charter Academy (the 2nd school located on the campus of the Rocklin Alternative Education Center), there has been an increase in hours and FTE for both the Special Education Teacher (shared between the two schools) and the Discipline Technician who assists with secretarial and office duties as part of her job description. VHS currently employs 2 full time administrators (Principal and AP) that oversee both Victory and Rocklin Independent Charter Academy in addition to 5 full time credentialed teachers: two FTE in English Language Arts, two FTE in Social Studies, one FTE in Math, one .5 FTE in Science, and one .33 Art Teacher. In addition, there is a .8 counselor, 1 full time registrar, secretary, campus discipline tech, custodian and two .5 library assistants. Victory consists of two .5 Instructional Aide positions that is currently covered by Instructional Aide who assists our Special Education Teacher. In addition, the school has also contracted the services of a behavior counselor that meets with students once a week. This counselor is contracted through the Full Circle Drug & Alcohol Treatment Center. She meets with a selected group of girls each week on self-esteem, academic, and social issues as well as meeting individually with students (male/female) who struggle with drug/alcohol issues. Lastly, Victory shares a 1.0 FTE Work Experience Teacher that meets with students weekly to review curriculum and issue work permits as needed. Regardless of the role of staff on campus, each individual employed at Victory understands the philosophy set forth in that all decisions made should be in the best interest of students. As a small staff, it is imperative that decisions are made collectively with input from all stakeholders on campus.

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9. Professional Development:

Staff at Victory High School are heavily involved in all District Professional Development training and committees including having site representatives on the District Technology Committee (RETT), Common Core Teacher Leader Committee, English Language Arts Secondary Committee, as well as participation in all district wide Staff Development days. Victory partners with the closest neighboring Traditional school for combined Staff Development training related to Common Core throughout the year, as well partnering with all local schools during Articulation Days in which staff are able to meet with curriculum-like teachers at other schools. An emphasis on Curriculum and Instruction is evident in all Professional Development opportunities, including participation in local and statewide conferences. Staff is highly involved in all district-wide professional development opportunities as sitting members on all subject matter district committees, as well as attend numerous professional development conferences throughout the year through the use of Title 1 Funds. In almost all cases, teachers are granted permission to attend conferences in the area (when Title 1 Funds are available). Victory is also active in the CCEA conference with an average of at least two attendees each year. Staff development opportunities are the cornerstone to the success of our school as evident with the technological strategies centered on Google Apps, Common Core instructional strategies, as well as additional strategies evident with each staff member. For the past 2 years, at the beginning of each year, Victory teachers attended a district-wide “Learning Fest” with the other four Secondary schools in which topics range from seminars on Google Docs, Chromebooks, and new district purchased Learning Management Systems (Schoology), as well as focusing on reading and writing standards. In all cases, an emphasis is placed on the trainer of trainer model in that any teacher who attends a conference or professional development opportunity will then share with the rest of the staff at the following staff meeting, what they learned. This is then compiled into a resource bank for all staff to access at any time to assist with their curriculum development. The administration at Victory emphasizes and encourages staff to consistently attend professional development opportunities throughout the year.

10. Student Participation: Co-Curricular and Extra-Activities:

Students at Victory are given the opportunity to participate in a variety of extracurricular activities in order to be engaged in our school culture. The clubs on campus consists of Interact Club (Community Service Based club that hosts 2 annual Community Blood Drives among other community service projects throughout the year & sponsored by South Placer Rotary of Rocklin), ASB (which hosts an annual Talent Show, plans annual Senior Trip, conducts culture building activities throughout the year, etc...), a Creative writing club (students meet weekly to work on their writing skills), and the Victory High Bowling Team (participates in a league that plays other schools in the area each Monday in the fall and winter). In addition, selected students are chosen to be a part of “Girls Circle” which meets weekly during Support Class with an outside therapist to work on self-esteem, working through problems, and building a support group for each other. Students also have access to Placer County ROP classes, Work Experience and access to elective classes and programs not offered at Victory but at the two comprehensive schools (Rocklin and Whitney) if room is available. In all cases, students are encouraged to participate in any (or all) of these activities throughout the school year. All students are given access to opportunities to participate and build the skills that focus on teamwork and leadership that can assist later in life.

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11. District Policies/School Financial Support:

As site budgets are based on the number of students enrolled on the day of CBEDS, the Victory budget is exceptionally small due to our numbers ranging from 80 - 125 each year. For the past 4 years, Victory High School used Title 1 Funds for most of the purchases related to curriculum, technology, field trips for students to colleges, as well as professional development. With the removal of Title 1 funds, the district has made assurances that programs that were mainly supported by Title 1 will continue to be so through District Funds. Through the new formation of the LCAP, Victory has had an increase of up to \$8000 for counseling support from an outside counselor for Girls Circle (Terri Powell). The district will also be paying for the online curriculum (Odysseyware) that was formerly paid for by Title 1. In addition, Victory has been allotted \$5000 in professional development through district Title IIA funds. The District also includes Victory in the purchasing of all district adopted textbooks from district funds. Teachers can receive funds by applying for small classroom grants through the local Rotary club. In all, although Victory's budget is small, through the partnerships created in the community, combined with the support by the Rocklin Unified School District and Board of Trustees, our school is given the necessary resources to ensure our students receive a top education.

STUDENT PERFORMANCE DATA

1. Academic Performance Index

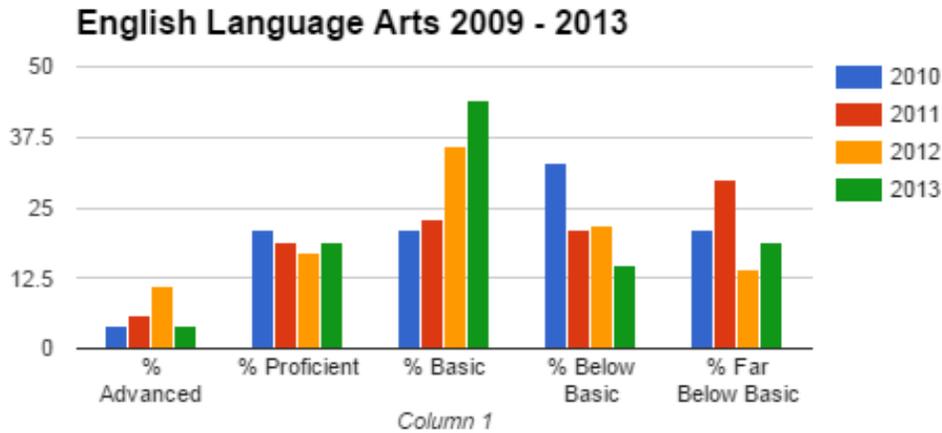
Schoolwide API: As seen on the chart below, Victory High School made significant growth in the overall API score during the past 5 years when CST's were administered to students. Due to the low levels of population in a variety of demographic areas including Non-White ethnicity and Socioeconomically disadvantaged students, the breakdown of each ethnic background in regards to performance is unable to be evaluated from year to year (due to levels falling below 10 students in many cases). Below is the overall API score for the school over the past 5 years. Between the years of 2009 and 2013, Victory saw an increase of over 114 points.

Year	API Score
2008-2009	598
2009-2010	649
2010-2011	667
2011-2012	706
2012-2013	702

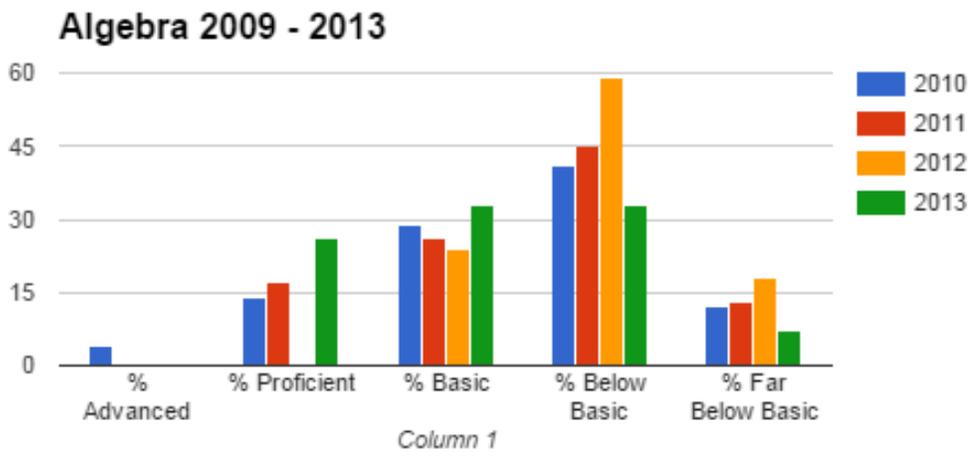
Students were tested in English Language Arts, Algebra 1, US History and Earth Science. In each of the subjects tested, a focus was placed on ensuring students were increasing their level of

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proficiency from year to year. This was attempted to be achieved through following the California Blueprints while focusing on Essential Questions (for each daily and unit lesson) to guide curriculum. (See [Link](#) for further breakdown of data)



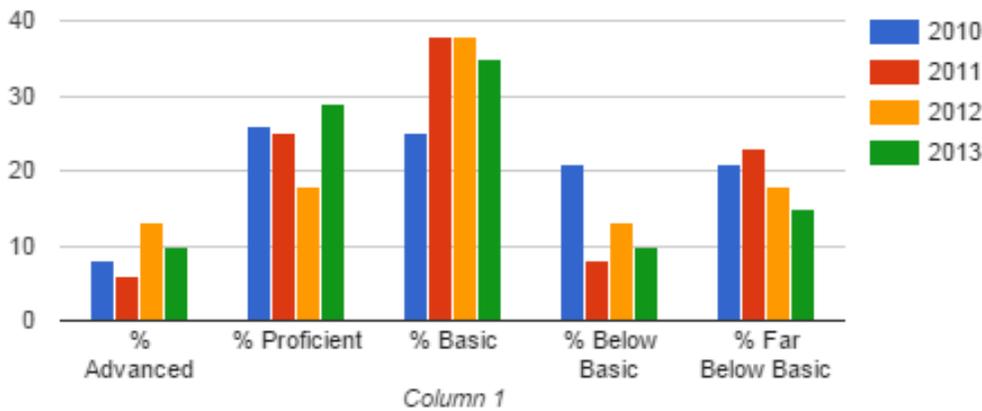
Comparing 2013 to 2012 in Language Arts, there was an decrease in the combined percentage of Below Basic and Far Below Basic as compared to the previous year (2%) and a decrease (15%) in the combined advanced/proficient from 2012 to 2013.



When analyzing the last two years of the CST’s (comparing 2013 to 2012) in 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 from 2012-2013.

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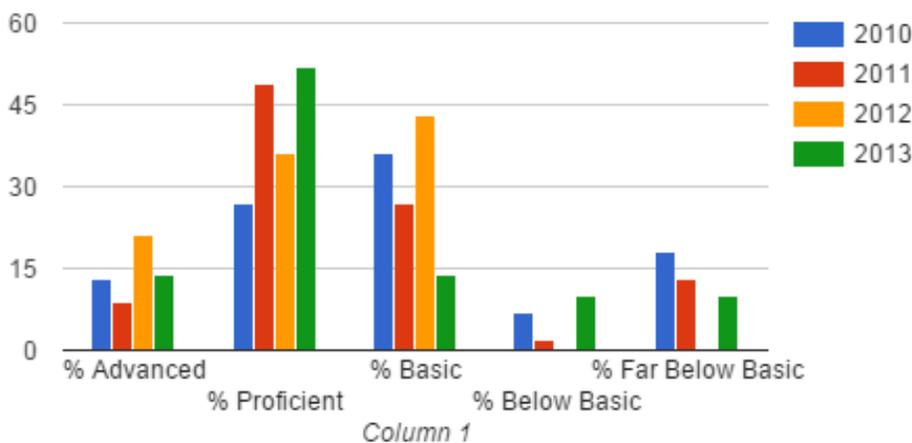
US History 2009 - 2013



Comparing

2013 to 2012 in 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 a increase (8%) in the combined advanced/proficient from 2012 to 2013.

Earth Science 2009-2013



Comparing 2013 to 2012 in 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 a increase (9%) in the combined advanced/proficient from 2012 to 2013.

Each year, data from CST’s was disseminated by the Principal and provided to the staff at the first staff meeting following the release of the scores by CDE. In all comparisons of the previous CST data, the staff of Victory continued to look at instructional strategies that focused on engaging students within the class period. While Victory is very proud of the fact that the API scores and Attendance rate significantly increased over the course of the past 6 years, it is important to point out that in some cases, Victory is testing students who transfer to Victory very late in the year. Due to the fact that CST’s were only tested in the Junior year and Victory only has Juniors and Seniors, there were many cases where students were being tested after only attending Victory (from their previous school) for a very short period of time.

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

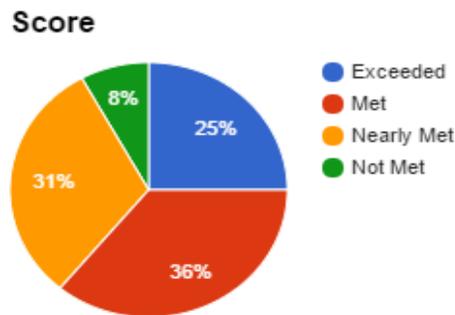
In 2013-2014, Victory (along with the entire Rocklin Unified School District) participated in the SBAC Field Test for the new Common Core Assessments. Staff was trained at the district and site level in regards to administering the test as well as the philosophy behind the test. All Juniors took part in the Computer Adaptive Test, Classroom Activity and Performance Task. While data of student performance for Victory was not provided, it did allow staff to see the types of questions that were asked as well as the expectations placed on the students in regards to reading comprehension. As you will see later in the report, reading comprehension along with critical thinking Essential Questions (combined with levels of Depth of Knowledge ranging from DOK 1 - DOK 4) were implemented to guide all curriculum in all classes.

In 2014-2015, Juniors at Victory took the first year of the SBAC testing in which scores will be documented and used as a baseline for comparisons to future years. The results of the SBAC (Now called CAASPP) are as follows (See [Link](#) for further specific data);

2014-2015: 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

(* = Passed EAP test)



Reading: Demonstrating Understanding of Literary and Non-Fictional Texts:

- Above Standard: 33%
- At or Near Standard: 53%
- Below Standard: 14%

Writing: Producing Clear and Purposeful Writing:

- Above Standard: 36%
- At or Near Standard: 44%
- Below Standard: 19%

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Listening: Demonstrating Effective Communication Skills:

- Above Standard: 19%
- At or Near Standard: 72%
- Below Standard: 8%

Research/Inquiry: Investigating, Analyzing, and Presenting information

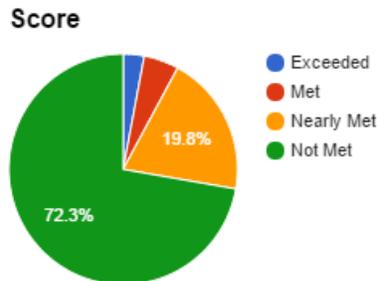
- Above Standard: 31%
- At or Near Standard: 56%
- Below Standard: 14%

Conclusions from ELA Data:

- With the new CAASPP assessment, the highest percentage of students qualified for being EAP ready with 25% passing the EAP (up at least 9% from previous year).
- 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
- 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



Concepts & Procedures: Applying Mathematical Concepts and Procedures

- Above Standard: 3%
- At or Near Standard: 23%
- Below Standard: 75%

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Problem Solving & Modeling/Data Analysis: Using Appropriate tools and strategies to solve real world mathematical problems

- Above Standard: 5%
- At or Near Standard: 48%
- Below Standard: 48%

Communicating/Reasoning: Demonstrating ability to support mathematical conclusions

- Above Standard: 0%
- At or Near Standard: 65%
- Below Standard: 35%

Conclusions from Math Data:

- Student 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.

2. STAR Reading Levels

Students are tested three times per year in their English Language Arts class (September, January and May) using the Renaissance Learning STAR Reading Assessments. The purpose of testing students is to see trends/patterns with the overall grade reading levels. As part of our SMART Goals for the past 4 years, we have had a goal of Increase the reading level of students by at least 1 grade level (GE) & overall grade 9-12 reading level by 5% from Fall to Spring Assessments.

Date	Grade Level
9/1/2013	9.6
1/1/2014	9.8
5/1/2014	9.8
8/1/2014	9.3
1/1/2015	9.6
5/1/2015	9.7

3. CAHSEE RESULTS:

Due to Victory only consisting of Juniors and Seniors, students still needing to pass the CAHSEE mean they did not pass 1 or both sections when it was taken their 10th grade year at their previous school. All students who still need to take 1 or both sections of the CAHSEE take it in October while at Victory. Juniors who still do not pass either or both sections, take the CAHSEE again in

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May. Seniors who do not pass both sections during the October administration of the CAHSEE will take it in both February and again in May. (**Note:** Due to the changes in state law, CAHSEE will no longer be required).

CAHSEE RESULTS	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Students Taking CAHSEE	41	37	36	34	17
Fulfilled Requirement	27	27	27	24	10
Didn't Fulfill Requirement	14	10	8	10	7
Passed 1 of 2 Sections	7	2	6	5	2
% of Fulfillment	65%	73%	75%	70%	58%

4. GRADUATION DATA:

Due to the small number of students enrolled, Victory High School graduation data as reported by CDE is done as a cohort for the entire Rocklin Unified School District. While this data is not disaggregated, it is done by Victory itself and shows the following numbers. All students are given a specific plan to reach their graduation credits by the end of their Senior year. Students who not reach the status of being a graduate are allowed to attend Summer School (through RUSD) and then continue during their 5th year of high school at Victory.

Graduation Data	Graduates	Non-Grads	Dropout Rate
2009-2010	74	6	8%
2010-2011	74	17	22%
2011-2012	77	11	14%
2012-2013	67	12	18%
2013-2014	73	8	10%
2014-2015	66	12	18%

** Students who drop out in 5th year are counted as a dropout in that current year:

Ex: 2014-2015 Senior who returns for 5th year and drops are counted in 2015-2016 data.

5. PERCEPTION DATA:

Results from Parent Survey: During the fall of 2015-2016, a parent survey was conducted via a Google link that was sent to all parents of current Victory Students. The Survey was sent via email along with reminders over the period of 2 weeks through the automated messaging system (E-School Messenger). Out of a student body of approximately 70 at the time of the survey being conducted, there were 27 responses. This equals out to almost a 40% completion rate by parents. Complete results from the survey can be found in the appendix and as evidence throughout Chapter 4. [Parent Survey Results](#)

Areas of Strength:

- There is strong communication and timely feedback from administration, counselor and teaching staff when questions are asked.
- There is a strong understanding by parents of the requirements of their student (96% understanding) (including knowledge on how to read the grad plan (93%).
- There is a strong feeling of a safe learning environment for their student (89% reported “all the time”).
- From the parent perspective, students feel happy to be at Victory (96%) including the feeling that the staff is approachable (85%) and satisfied with their child’s education (85% “Very Satisfied”).

Areas of Growth:

- There is a concern over preparation for the future (48% see classes as “challenging”, with 25% stating “some of the time” in regards to preparing student for the future).
- There is a need for further proactiveness in communication from the parents in regards to collecting information regarding Victory (Only 66% visit website regularly and 59% stating they haven’t reached out to teachers concerning their student’s grade).
- There is a need to unify the access to online grades as 51% state they are not aware of how to access their student’s grades from their classes.

Results from Student Survey: During the fall of 2015-2016, a student survey was conducted via a Google link sent to all Victory students via the school website. The survey was conducted by all students during Support Class. Out of a student body of approximately 70 students at the time of the survey being conducted, there were 63 responses. This equals out to almost a 90% completion rate by parents. Complete results from the survey can be found in the appendix and as evidence throughout Chapter 4. ([Student Survey Results](#))

Areas of Strength:

- Teachers provide a variety of learning activities and strategies
- 83% of students feel the staff of Victory care for students.
- 83% of students feel teachers are available to them when needed.
- 94% feel great information for future is provided

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- Close to 78% of students feel they know where to go on campus if they are having a personal issue.
- 90% of students are proud to be a part of Victory.
- Students Engaged in curriculum
- Strong Technology on campus (94% stated there is adequate technology available).
- Over 85% have a strong understanding of their Grad Plan.

Areas of Growth:

- 25% of students feel the work is challenging to them.
- 33% of students feel that they don't feel encouraged to join activities
- There is a strong desire for more electives from students
- Checking grades is not done regularly by students with only 11% checking daily and a total of 50.8% checking either monthly or never.
- While students listed Lecture as a strategy used daily at over 74% (3rd highest rank), only 33% listed "Lecture" as effective for them in their learning process.
- 70% feel that assignments give them options to be creative and critically think
- Only 68% feel that students treat other students with respect on campus.
- 50% plan for continuing education?? AA Voc School, etc....
- 77% of students feel teachers place an emphasis on writing within the classroom.

Results from Staff Survey: During the fall of 2015-2016, a staff survey was conducted via a Google link sent to all Victory staff members (both classified and certificated). 100% of the staff members on campus completed in full the survey (15 out of 15 Staff members) Complete results from the survey can be found in the appendix and as evidence throughout Chapter 4. ([Certificated Survey Results](#), [Classified Survey Results](#)). By analyzing the surveys provided to both Classified and Certificated, there are significant strengths as it relates to access to technology, professional development, respect for others, and a overall general appreciation for working at Victory.

Areas of Strength:

- 100% of staff surveyed feel proud to be at Victory and/or enjoy working at Victory.
- 80% of staff (12/15) feel they always have access to the technology they need on a daily basis with (with two of the remaining 3 staff feeling they "sometimes" have technology available).
- Over 86% (13/15) feel they have adequate opportunities to receive Professional Development as needed (with the other 2 stating "sometimes").
- Both Classified and Certificated staff feel that there is a **high level** of respect with students both in terms of their respect for each other, staff, and the school as a whole. (This is evident through a variety of questions throughout both surveys.
- 93% of Staff feel a level of respect between staff on campus.
- 100% responded that they place an emphasis on differentiated instruction within the class that is focused on an Essential Question.
- There is a strong emphasis on Common Core Standards within each lesson plan as evident with 100% indicating either "always" or "often".

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Areas of Growth

- Only 28% strongly agree that the school provides adequate resources to students for transition to college/career (which is one of our SMART Goals each year).
- Only 42% of the teaching staff strongly agree that the staff is supportive of each other (yet percentages for respect among staff are high) which provides a strong area of growth for a collaborative PLC.
- Only 62% of the classified staff feel that Victory seeks ideas and input from them where appropriate.
- Only 62% of classified staff feel there is a high level of student respect for them.

Chapter II: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas for follow-up from the last full self-study & all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

After each Critical Area for Follow up is a summary of how this was addressed through Victory's Schoolwide Action plans from 2010 through 2015. (Critical Areas are listed **in bold** in Chronological Order starting in 2010) .

In Victory's initial 2006 WASC Visit, the following "Critical Areas for Follow Up" were listed by the 2 person visiting team.

1) Multiple professionally acceptable assessment means should be utilized to collect, disaggregate and analyze student achievement data to ensure each student is reaching his/her full learning potential. Student progress should be continually assessed with respect to academic standards and schoolwide learning results.

From the onset of the first WASC report through this past 2014-2015 school year, Victory High School has continued to grow the variety of resources used to assess the success of students reaching their academic and social potential (in addition to our Expected Schoolwide Learning Results). Examples of this collection of assessments can be seen with the following. Through the use of Title 1 Funds, Victory adopted the Renaissance Learning STAR Assessments as a way to evaluate the reading levels of all students. These tests are given 3 times per year (Beginning, Middle and End) and collected across multiple years. This information is thus used to help inform staff of the reading levels as Victory has adopted the Common Core philosophy of increased rigor in reading expectations for students. With regards to state testing, under the CST regime, Victory would consolidate testing scores each year in a compare/contrast format to previous years to gauge the level of achievement with students. This information was shared with both staff and parents through a variety of channels including staff meetings and School Site Council. With the onset of the Common Core and Smarter Balanced Consortium, Victory will continue this tradition of sharing data as it is released with all stakeholders.

Due to the importance of attendance at Victory as it is a Time on Task school, the attendance rate of students was created as a goal and used as another source of data to evaluate success of students. This goal was its own individual SMART Goal each year and in order to provide an incentive for students, any funds provided by the district sponsored Attendance Initiative for improvement in ADA that reaches a certain level was given back to the students in the form of money being reserved for Senior Trip and Activities. In an effort to ensure data is collected about the whole student (and not just academics), the ASVAB was administered 2-3 times per year and open to all students. In an effort to ensure the data collected was reviewed properly, a special minimum day schedule was reserved for the reporting out of the ASVAB to students. Any student who took the ASVAB would be given the entire morning to have their score reviewed and then given time to explore the careers related to their scores. This review is administered by a representative of the military who provides all instruction and materials. In an effort to be explore the effectiveness of the Graduation Portfolio, Career Fair, Field trips to Colleges done through the year, etc... the staff agreed that it would be helpful to survey the students at the beginning of the

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year and then again at the end of the year on their future plans. This data would then be tabulated to gauge effectiveness of current programs, in addition to giving staff an understanding of common goals/dreams of our students in hopes of finding more resources within their field of interest to provide to them. The first of these surveys was done at graduation practice during the 2014-2015 school year simply to begin the tabulation. Future surveys will occur throughout the school year with the same students to gauge if their interests have changed, etc...

2) School culture and support criterion should be carefully reviewed to ensure students are receiving guidance and counseling services required to ensure academic success (including intervention programs to help students struggling with personal problems).

In an effort to ensure that students are provided with the appropriate guidance not only in academics but also in decision making, self-esteem and overall personal struggles, Victory High School has continued to develop and increase the amount of resources that are available to students. Beginning with continued increases to the contracted hours with outside Personal Counselor Terri Powell, Victory has been able to provide a stable and professional contact for students on a weekly basis. Terri Powell created "Girls Circle" which is a small group program aimed at 5-7 selected female students who meet to discuss confidential matters related to self-esteem and overall personal growth. In addition, due to the consistent increase in allotted hours (all provided and endorsed by the District Office), Terri Powell has extended her counseling to one on one sessions with both girls and boys throughout the year. Additional resources/contacts that have been provided have come from Title 1 Funds with the employment of guest speakers on substance abuse and decision making (Shane Stamas, Drug Counselor; and Victor Denoble, professional speaker on the impact of tobacco on the human body. In addition to guest speakers and outside contractors who meet with students, Administration and Counseling has had the opportunity to connect with a variety of resources that are provided to students including Drug/Treatment Centers, Homeless shelters, Clothes Donation/Give Away programs, etc... through the contacts made with the Placer County of Education (Mike Lombardo) and the Mental Health Fairs that are attended by Victory Admin/Counseling. It is due to these connections, that students are provided contact information on a variety of needs.

To ensure that students are given the academic guidance necessary, Victory initiated the Graduation Plan which is created at the beginning of every quarter for every student. This allows them to see firsthand the specific/detailed map that has been put in front of them to get them to their goal. These graduation plans have become the staple for student success. To go along with academic services, the bell schedule was restructured to allow for a 30 minute Support Class one day a week. This 30 minute period allows for students to get extra help in academics, time to work on their additional credit needed to graduate through Odysseyware or to meet with Terri Powell and other counseling needs that arise.

3) The school's curriculum and instructional practices should be based upon standards-based student learning criteria. With the onset of Common Core, Victory High School teachers participated in detailed/specific professional development opportunities that not only covered the criteria for how and what students are expected to achieve results, but also on the instructional strategies and process to ensure students reach these goals. Staff Development days that were sponsored and run by the school district gave staff tangible and practical strategies and resources to

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use to assist students in reaching the DOK levels 1-4 that were to shape the lesson. An implemented goal across all content areas was to have an Essential Question guide instruction and the daily and unit lessons. Then by the use of strategies that focus on Critical Thinking, Speaking, Writing, and complex reading samples, students are able to answer the E.Q. (DOK 3-4) for the day and unit. A priority was placed on Professional Development (along with the trainer of trainer model in which staff trains each other on the strategies used). In addition, through Title 1 funds, Conferences became a great resource for staff. With the addition of Chromebooks to a level that led to a 1 to 1 computer: student ratio on campus, PD was necessary in regards to how best use Technology to our advantage. The Google Apps For Education (GAPE) Conference combined with the PCOE and CCEA (California Continuation Education Association) gave staff the tools necessary to completely refine the lesson plan structure that was in place at Victory.

4) The entire staff should continue their endeavors to communicate effectively with parents, community, district educators and students as to the importance of self motivated learning. Through the creation of the Individualized Graduation Plan which is given to each student at the beginning of each quarter, students are given the necessary information to effectively “own their education” in terms of taking responsibility for their credits and thus becoming self-motivated learners. A cultural shift occurred at Victory in which while office (Principal and Counselors) and certificated staff continue to monitor grad plans throughout the year and communicate clearly with students and parents as to the progress towards graduation, with the Individualized Grad Plan, students can now see for themselves exactly what credits are expected of them each quarter (as well as see the positive and negative effects to credit earned (or not earned) from the quarter before. This is done through the Graduation Plans being redone each quarter and provided to students. This allows for internal motivation to occur with students as they see a direct relationship from their performance the previous quarter, to what is expected of them in the current quarter (classes added or taken away based on credits earned compared to credits expected from the previous quarter). In addition, with the addition of Odysseyware (in place of PLATO) as the online learning management system, students have access 24 hours a day to complete their assigned credit through the online program. In addition, students must seek out the teachers to schedule their quizzes and tests for Odysseyware in order to get credits (which in turn leads to the importance of being a self-motivated and responsible learner).

Parents and students are communicated with effectively through E-School Messenger in which messages from the Principal go out approximately every 2-3 weeks with updates regarding activities, curriculum, etc... In addition, both students and parents are strongly encouraged to participate in Back to School Night and School Site Council (which has seen improvement in attendance in both categories).

5) The school and district staff along with parents should constantly review the vision statement, ESLR's, curriculum offerings, resources, facilities and instructional practices to ensure optimal student learning for each and every student. With the onset of a new Superintendent for the Rocklin Unified School District, there were advances made in the visioning of not only the district but each school. While Victory staff would annually review, evaluate and create SMART Goals for the next year (based on previous goals and WASC recommendations), the district participated in Strategic Planning that included members of each school from staff, students and parents, combined

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with community members. This Strategic Planning was meant to give an in-depth view of all aspects of RUSD and then create a specific plan to last 5 years (consisting of 5 specific Action Steps). This plan was marketed to all parents, students, and schools within RUSD and was included in the site discussion for Victory's own SMART Goals for each year. Victory High School is set to conduct its own Strategic Planning Schoolwide in the Spring of 2015-2016 in which the same multi-step process that was used by the District in creating their Strategic Plan will be conducted (with the assistance of the Community Outreach Representative of RUSD: Skott Hutton) in the spring. Through this process, a very in-depth look at all aspects of Victory will be conducted by parents, students and staff to further plan for growth at our school.

In addition, Victory staff consistently reviews current curriculum and schoolwide protocols throughout the year and makes changes based on needs. In regards to reviewing best instructional strategies, through the use of Title 1 Funds, Victory has been able to take advantage of significant Professional Development opportunities over the past 5 years both locally and within the state. In each case, staff consistently reviews with the other staff, the strategies learned and how it can best benefit students. Through the use of sharing out of strategies at staff meetings and articulation days, staff is able to share best practices with each other. Another example of growth in this area can be seen with one of the goals set for 2015-2016 in which staff has agreed to observe each other in order to best support each other with documenting the instructional strategies that bring about the strongest engagement of students. The staff is still in the process of solidifying the walkthrough form that when completed, will be able to provide immediate feedback through a Google Doc in regards to observations done in the class. This will not be seen as an evaluation tool but instead an observation tool for teachers and administration to use to assist teachers in looking for specific aspects of the classroom to better impact instruction.

2010 Critical Areas of Follow Up: The 5 School-Wide Critical Areas for Follow Up presented to the Victory Staff by the WASC committee after the 2010 Full WASC Visit consisted of:

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: From a Staff Perspective, weekly meetings are held in which the agendas are provided at least 24 hours in advance through a Google Doc. Staff are asked to add items that they would like to discuss and have the freedom to add directly to the agenda through the Editing mode of Google. In addition, through the use of a more complete School Calendar which includes all information regarding school events, 2 week schedule change windows for students being moved from class to class combined with when students are able to enroll at Victory, staff is given full understanding and clear communication of all aspects related to Victory High School. In addition, all staff from Classified to Certificated is included on the staff meeting agenda invite and asked to edit the agenda. Other developments of including all staff members in the learning process can be seen with the adoption of the Trainer of Trainer models in which the goal is for all teachers to learn from each other. When staff attends professional development opportunities, the expectation is to have them report back and share/teach the other staff. From the student perspective: Individual meetings are held with parents, student and Principal upon enrollment to Victory in which all information regarding their success is reviewed. In addition, there are consistent parent meetings for students who are struggling either academically or socially. During these meetings, staff are invited if it pertains to their class as well as the

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Counselor. All students have access to the Counselor and/or Principal at any time throughout the day due to the open door policy that is adopted by all staff members in the office. From the parent perspective: Parents are encouraged (when meeting the Principal & Counselor upon the enrollment process to contact as frequently as needed, the staff and principal of Victory with questions. The Individualized Graduation Plan is reviewed with each parent upon enrollment in addition to encouragement of participating on the School Site Council and attending Back to School Night. With the onset of E-School Messenger which sends recorded message (initiated by administration), parents are kept in the loop on all activities, events and developments relating to Victory High School.

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

As mentioned previously, an English Language Arts designee from Victory is part of the Rocklin Unified School District Secondary ELA Committee. The goal of this committee is to create a uniformed rubric for each of the writing standards in Common Core that can then be shared across curriculum content areas. This is still a work in progress both at the site level and district level.

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

See 2006 Critical Area #3 summary above.

4. There is a need for teachers to be provided opportunities to observe, analyze, and collaborate around peer observations focusing on instructional strategies.

With the onset of Title 1 funds, the staff of Victory High School was given the financial backing for release time to observe other teachers on campus and at other schools both within and outside the district. Due to having the ability to pay for substitutes for release time, the administration at Victory highly encouraged this peer observation. Articulation days were given to staff to schedule observations at other schools as well as meet with teachers on site to focus on developing instructional strategies. In addition, through the use of the "Teaching Channel", administration and district representatives began to include observations through taped lessons provided through this organization to then be viewed by the staff of Victory. Staff would discuss the strategies observed and the impact they had on the students. In all circumstances, a focus on instructional strategies through the use of engaging activities, technology and structured lesson plans became a focal point for the staff of Victory in order to improve instruction.

In an effort to further develop foundational structure for peer observation (and to fall in line with the district initiative of continued professional development), Victory staff is currently working on solidifying one of our 2015-2016 SMART Goals involving a peer walkthrough form. As currently written, the goal is to have staff observe each other and assist in looking for strategies that are effective in encouraging engagement of all students as well as getting a second perspective on aspects of the lesson that the observed teacher is focusing on. In both circumstances, this walk through form allows for professional communication to occur revolving around observing, analyzing and collaboration on effective instructional strategies.

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

A major focus at Victory High School over the past 5 years (with specifics advancements occurring within the last two years due to the influx of Chromebooks that have made Victory almost a 1 to 1 computer to student ration) has been the use of technology to drive instruction, earn additional credits, credit recovery, and attain the new Common Core State Standards. First and foremost, there was a desperate need to improve the credit recovery system currently in place as the program PLATO was not meeting our academic standards. Due to having the old PLATO system that was no longer supported by the company, it was simply a multiple choice, trial and error system in which students would continue to guess until they got the correct answer. As a staff, it was determined that other programs needed to be looked at. Through visiting other Alt Ed programs within the area and meeting with representatives from a variety of companies, it was determined that Odysseyware was the best program for our students that would hold them accountable, keep them engaged, and provide them a high academic standard. What started as a pilot program has now become a full site license for every student to earn additional credit as needed. Another advancement with the online credit recovery program (Odysseyware) was that each teacher was responsible for their subject matter in Odysseyware (thus giving it more legitimacy as they were able to introduce their own assignments into each unit as well as add/subtract information as they saw fit). Through an organized structure for how credit is assigned and earned with Odysseyware, students are given the tools necessary to legitimately earn additional credit.

In addition to a credit recovery program, significant advancements have been made with technology within the classroom. With almost all teachers being able to attend the Google for Educators Summit (in addition to other in-district training on Google Applications), combined with the over 60 Chromebooks now on campus available for students, teachers are able to run their classes with the direct assistance of what Google Docs has to offer. Walking into any class now, you will see the use of Google Slides, Docs, etc... combined with a tremendous amount of other technological driven programs that continue to be consolidated on the website for teacher use (<http://goo.gl/uK9J6k>). Due to the tireless work of the Victory staff to continue to learn new engaging ways to use technology in the classroom, students are given a variety of ways to not only learn the material but also to show mastery.

Lastly, the district has formally adopted the learning management system called Schoology. This system allows for students and the teacher to work through an online system for presentation of material, communication, assessments among a variety of other tools. While currently, Schoology is only used by a small portion of the Victory staff, it is seen as a future tool that will be widespread among students and staff on our campus. The district has provided numerous professional development opportunities which Victory staff has taken advantage of and plan on additional opportunities in the upcoming year based on the resources provided to those that attended the national Schoology conference this past summer.

2013 Critical Areas of Follow Up: In the Spring of 2013, the 3 year mid-term review occurred with a 2 person site visit that concluded with the following recommendations in addition to the 5 Critical Areas of Follow Up that were addressed in the 2010 visit.

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Commendations:

The Visiting Committee was positive about the continual growth they found on the Action Plan and left the following recommendation to support the work of the staff.

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).**

Victory is continuing to document Reading levels of students through STAR Reading and performance on SBAC testing. Students are tested through Renaissance Learning (STAR) 3 times each year (September, January and May) and scores are documented and compared each year. A major focus as evident in the annual SMART Goals for Victory is increase in reading levels. With the onset of Odysseyware (OW) as the credit recovery program replacing PLATO, reading comprehension has become imperative in order to earn OW credit. OW emphasizes this comprehension through each lesson in order to pass the quizzes. In addition, a tremendous shift has occurred with the onset of Common Core in the non-ELA classes in regards to emphasis on reading. Social Studies and Science classes have drastically altered their lessons to include the reading of primary documents and other texts to guide instruction. Schoolwide, the staff continues to share strategies relating to improving reading comprehension among students. These strategies have been gathered through professional development training, attending conferences, sharing personal strategies from staff members, etc... This collection of reading strategies has been made available to all staff members on the school website under Teacher Resources to be access at any time (<http://goo.gl/uK9J6k>). Overall, Victory has made tremendous growth in not only the amount of reading that is occurring within the classroom but more importantly, with the amount of strategies that teach students the proper skills to be a successful reader. Victory sees a need to adopt the writing rubrics that were created by the ELA Committee (comprised of RUSD Secondary teachers including Victory representation) school-wide (and not just in English Language Arts). This will remain a work in progress until this goal is achieved.

- 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.**

This continues to be a goal of Victory while at the same a definite area of growth for our school. While steps have been taken to document data in a variety of fields (including Attendance & Graduation Rates, Test Scores on state testing and Renaissance Learning Reading tests, etc...), another goal is to begin documenting statistics as to the goals of students upon their arrival at Victory compared to when they graduate. In addition to academic achievement being a main goal, another focus is centered on providing students with the tools to be successful with most of the focus being centered on teaching “life skills”, “Goal Setting”, and planning for the future, the staff at Victory has continued to designate a separate SMART Goal to this purpose. There is definitely a need to increase the assessment of monitor of school-wide goal attainment in all areas including the creation and documentation of student surveys, and other data collection.

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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.

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: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Provide an overall summary from the analysis of the profile data

- Based on past progress and current data, explain the implications of the data with respect to student performance
- Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes
- List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.

1. Implication of Data:

After reviewing the profile data, there are many positives that can be used as examples to demonstrate the increase in student achievement over the course of the past years at Victory High School. There has been patterns of increase in the following areas due to structures and protocols that have been implemented:

- There is continued significant support from the district in both funding and staffing ratios (yet not an increase in student population).
- Victory continues to increase the opportunities for extracurricular activities for students both during the school day and after school.
- There has been a significant increase in the attendance rate to a level that is highest in the school district (in terms of percentage of increase), yet at the same time, an increase of over 19% of students classified as Socio-Economically disadvantaged. This contrast is a testament to the structures put in place both in the classroom and school-wide that support students.
- While suspension rates are relatively low compared to student enrollment, there is an pattern of offense revolving around substance abuse & causes due to emotional needs. As a staff, there is a considerable concern over the need to address the depression/social/substance abuse issues that our students are dealing with.
- Victory has taken tremendous steps in ensuring all students are earning a high school diploma through proper means (high academic instruction, accountability for how credits are earned, etc...) yet the dropout rate continues to fluctuate each year (with no pattern) which leads to further questions on what can be done to better assist students.

Assessment Data: Data related to achievement (CST, CAHSEE, CAASPP, 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.

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Parent/Student Survey Results: It is evident that both parents and students feel a sense of pride for what Victory continues to do for them. Whether it be through assistance from teachers and staff, communication, or overall environment of the school, parents and students understand that the staff of Victory is looking out for their best interests. When taking into consideration the responses from the parents/students combined with a continually increasing attendance rate, it is evident that students are engaged due to the curriculum and how it is taught. Data also indicates that there is a strong need to unify the process of not only communicating to parents their student's grades, but also creating an avenue and culture of parents having the ability to check grades on a daily basis.

Staff Survey Results: Results from the Staff Surveys indicate that both classified and certificated are consistently striving to improve in their field. 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 student"). 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, etc...).

2. 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 student" 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, etc...)
- c. Providing students interventions and supports both embedded on campus and through the community to address the "whole student" (academically & socially).

3. Questions Raised By The Data:

1. How can we continue to expect technology related instruction without a 1 to 1 ratio of computers available to teachers each period?
2. How valid is the data related to state testing/dropout rates/ reading tests, etc... when the influx of students occurs throughout the year (including enrolling immediately prior to testing occurring)?
3. What is the timetable for adopted Common Core at this time, as current curriculum is not Common Core that is used in the classroom?
4. What further strategies can be put in place to decrease the number of dropout students from Victory (knowing full well that some students come to Victory very late in their Senior year

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- and thus do not stand a chance of earning their credits by the June deadline?
5. Is there a need to look at 10th graders who are 16 being able to attend Victory to allow for further interventions earlier on? If so, how would this look with the current strong emphasis of not being a “packet driven” school and instead a direct instruction school. In other words, with a small staff, how could the master schedule accommodate this?
 6. What is hindering the access to online grades for parents? Uniformity of the staff in how grades are entered? Technological resources for parents at home? A desire of parents to have this access?
 7. What steps can be taken to further combat the mental health and substance abuse issues that arise and lead to student discipline and absenteeism?
 8. Without being Title 1, what is the future plan for funding some of the main aspects of Victory that used to come from Title 1 funds (now being supported from the district) such as Odysseyware, Outside Counseling, Etc...)?
 9. How do we address student motivation to achieve higher than just a passing grade of a D?
 10. If the other schools are A, B, C, and NM, should we also look at uniforming this to fall in line with other schools in the district with A, B, C, and either NM or F. In other words, are our standards of a D too low?
 11. How impactful does not being A-G have on students and overall success of school?
 12. 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?
 13. 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?
 14. Are there future intervention strategies that can be **embedded** into the school day to assist struggling students (including continued improvements to the structure of Support Class)?
 15. Are we providing enough support for assisting students in their future goals including Trade School opportunities and if not, what can be done to improve this?
 16. How can we ensure that the perception of instructional strategies that are used in the classroom (as indicated by the self assessment of teachers in the staff survey) is an accurate and more importantly, effective use of classroom time.
 17. What non-state initiated assessments can be used and embedded within the curriculum to determine the effectiveness of strategies on student achievement?
 18. With the influx of technology in the classroom, what measurement is there that can be used to gauge the effectiveness of technology based assignments in regards to student achievement (especially when taking into account singleton subjects being taught within each quarter along with the variables of using state testing for data)? In other words, can we use the [SAMR](#) model?
 19. What factors are responsible for the increase in students passing the EAP on state test?
 20. Would having a more robust and institutionalized reading program increase the stagnant AR scores on the STAR reading test?
 21. Would mandating teacher use of Schoology help with the communication with parents on student progress including grades and missing assignments?

Chapter IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide: (1) a summary of the degree to which the criteria are being met and include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs; (2) the identification of strengths; and (3) the identification of prioritized growth areas.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources**
 - B. Standards-based Student Learning: Curriculum**
 - C. Standards-based Student Learning: Instruction**
 - D. Standards-based Student Learning: Assessment and Accountability**
 - E. School Culture and Support for Student Personal and Academic Growth**
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Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources



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Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include: Online instruction approaches (school site or off site, integrated within other programs and/or offered separately). Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs. **Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards..

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Prompt: *Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, and current educational research.*

Findings	Supporting Evidence
<p>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 in tact, 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, etc... 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. As evidence that Victory’s Mission/Vision and most importantly SMART Goals align the</p>	<p>Mission Statement</p> <p>ESLR’s</p>

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<p>District goals, there is the District Goal listed directly under the SMART goal that was created. This was done purposefully to ensure that all goals take into account those goals of the RUSD community (students, staff, parents, community) within Rocklin. Through the continued focus on Professional Development as it relates to instructional strategies, the staff has placed an emphasis on student engagement through the use of Critical Thinking. It is this engagement that is expected (and conducted) on a daily basis, centered around answering an Essential Question that drives the focus on student learning and ownership of their education.</p> <p>To further ensure that there is a clear philosophy among the staff, at the beginning of the 2015-2016 school year the staff was asked to create a unified “Why” for working here at Victory. Staff was asked individually to answer the question, “What is your WHY for being at Victory”. Responses were shared with everyone in attendance at which point, the staff attempted to find similarities between all responses to create a unified “Why” from the staff. This “Why” was then shared with the students at the first student assembly and throughout the year in order to ensure that the students have a clear understanding of what the purpose of this staff is at Victory High School.</p> <p>When reviewing the ESLR’s, Mission Statement, Vision, and Principal’s Message, it is apparent that there is a core belief that all students at Victory are able to accomplish their goals when provided the proper environment. With a focus on academics, career planning, decision making skills, life skills, communication skills, emotional support/counseling, it is clear that when providing students the proper environment with strong research based strategies, they can succeed.</p>	<p>SMART Goals</p> <p>Certificated Staff Survey</p> <p>Victory’s “WHY”</p> <p>Student Survey Responses</p>
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence
With an emphasis on parental involvement, the school mission statement is presented to all parents at Back to School Night as	

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<p>well as both mission/vision and School Goals reviewed annually at the School Site Council Meetings. School Site Council meetings are heavily promoted each year to all parents. While only certain parents become voting members, E-School Messengers, website postings, announcement at Back to School Night, etc..., the office heavily promotes the attendance of any interested parent to attend these meetings to learn more about the school and offer input. During these School Site Council meetings, parents are provided a step by step overview of each goal, the rational for them, as well as given the opportunity to answer questions.</p> <p>The input from all school personnel is vital to the consistent revision of the school goals each year (which in turn leads to the revision of the direction of Victory). All stakeholders within the school (Classified, Certificated, and students) are given the opportunity to provide input as to what the goals should be for the upcoming year. This is done both formally through staff meetings and school site council meetings, but also informally through the evaluation process with certificated and classified staff. During the evaluation process for certificated staff, goals are discussed that not only are to impact professional goals of the teacher but also align to the goals of the school. It is through this process that consistent improvement has occurred in overall engagement of students, higher state test scores, as well as increased critically thinking within the classroom (as evident by the higher order Essential Questions that direct each class).</p>	<p>Back to School Night Presentation</p> <p>Email to Parents inviting to School Site Council Meeting</p> <p>School Site Council Minutes Example</p>
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Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p><u>Parents:</u> An emphasis is placed on communication with parents in a variety of ways. Through the course of Victory's history, there continues to be improved communication with parents not only in regards to</p>	<p>Email of Parent Survey to all VHS Parents</p>

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the protocols of the school but also in the explanation and understanding of the requirements of students. Examples are as follows:

- **Back to School Night:** Back to School Night is heavily advertised to parents and students from the beginning of the school year in order to increase the attendance for that evening. Examples of advertisement can be seen with highlighting it in the Welcome Back Letter, posting it on the marquee, sending E-School messenger reminders to parents in the week leading up to it, as well as having each student fill out their own schedule the previous day and encouraging them to attend with their parents. In order to heavily promote this. Due to this promotion and the restructuring of the evening in which parents rotate from class to class on a structured bell schedule, the attendance has been very strong the past two years. Teachers promote during their presentation to each set of parents in each class, the goals of their class that are tied to the ESLR's and Mission statement. In addition, the added component to ensure that all aspects of Victory are communicated effectively to parents, is that the Principal keeps all parents at the beginning of Back to School Night in the Multi-purpose Room to give a 30 minute presentation on Protocols/Philosophies and Mission of Victory High School.
- **Intake Meetings:** Any parent or student interested in attending Victory must go through a specific process prior to enrollment. This process entails meeting with their home school's counselor (if within district) and learning a little about the program, then receiving a "golden ticket" that qualifies them to meet with Mark Williams, Principal of Victory. Then, both student and parent meet for approximately 15 min - 45 minutes (depending on the discussion) with the Principal for a formal Intake meeting. During this intake meeting, the Mission of Victory is discussed as well as the ESLR's, and protocols that makes students successful while as a student. This is a one on one meeting that allows for Q & A with the Principal to ensure

[Back To School Night Presentation](#)

[Student Handbook](#)

[Intake List](#)

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there is no doubt as to not only what the goal of our school is but also to clarify any questions they have on day to day operations, schedule, ESLR's, etc...

- Communication of Staff and Office: There is a 24 hour turnaround expectation for all staff (including Principal, Counselor, Office Staff and Teachers) in regards to getting back in touch with parents and students. Through the use of phone calls, email, and parent meetings, there is a strong understanding from parents as to the communication expectation and follow through of staff. This is in addition to the Open Door Policy that consists with both Counselor and Principal in the main office. At any time, students and parents are able to access and meet with both staff members on any need they have. This process (which is reiterated in the intake meeting) of having the ability to meet with the Principal at their convenience is truly one of the main factors for success with students (due to the importance of parents understanding the graduation plan template and resources available to them).
- E-School Messenger is the communication program used with all schools within the Rocklin Unified School District. At Victory, the Summer Mailer (Consisting of Registration paperwork) in addition to in Intake Meetings and at Back to School Night, there is a strong emphasis in ensuring the proper phone and email contact information is accurate with our main office in order to receive these messages. In 2015-2016 alone, as of October 2nd, there have been over 22 E-School Messages sent home to parents giving them information regarding Victory High School. See data in Supporting Evidence for further details regarding statistics indicating the frequency from previous years. In 2014-2015 showed a total of 71 messages sent home within the range of August - June.
- Keeping with our mission of strong communication of the Goals/Vision with parents, an emphasis is placed on parent meetings for students that are struggling with all staff involved with the student. With Victory running on the

[Parent Survey Results](#)

[E-School Messenger List of most recent broadcasts](#)

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quarter system, this allows for progress reports run in the middle of each quarter. Counselor/Principal will run a list of D and F students after the progress report and bring concerns to the staff and in some cases, have parent meetings to address these concerns. Meetings are run with Counselor/Principal and the teachers involved with the student (or at worst case, a write up and grade printout summary of where the student is in that class). These parent meetings are held throughout the year. Starting in February/March, Counselor and Principal will run an assessment of where the current Seniors are in regards to their Grad Plans and will hold “At Risk” Senior meetings through the course of the Spring. These are held with both student and parent and the Grad Plan is reviewed with specific calculations as to the number of days remaining for Time on Task compared to their Grad Plan. At this time, additional classes are added as needed (and the Grad Plan is then updated and sent to staff via the Teacher Shared Drive).

- RUSD purchased a new Website template to be adopted by all schools K-12 within the district. The new template (Catapult) was purchased due to the ease of operating and managing the site by staff on campus (who are not necessarily trained in coding, etc...). Upon completing training offered by the district, the Principal at Victory manages the website and uses it at Victory as one of the main communication tools for parents. Updates are placed on the site for upcoming events, combined with scholarship, job opportunities, how to worksheets on reading the Grad Plan, access to the online management systems (Schoology and Odysseyware) as well as other additional info as needed. The website is updated consistently throughout the year.

Students:

A strong emphasis is placed on communicating the mission, ESLR’s and school goals with the students. Beginning in 2015-2016, this emphasis included for the first time, the review of the

[D/F List of Students](#)

[School Website](#)

Victory High School ACS WASC/CDE Self-Study Report

specific SMART goals for the year with the students during Support Class. Each teacher reviewed through a presentation format, the School goals for the year with students. This review included not only a summary of each goal but also the request for feedback from students that was then discussed at the following staff meeting. This was a very informative process for staff that will be duplicated each year moving forward as it allowed students to have a deep understanding of the rationale for decisions made on campus as it all related to our annual SMART Goals. This communication with students is not only done through specific events but also imbedded in the overall culture of the school in the following ways:

Support Class/Articulation Assemblies:

Due to the need to have isolated time set aside not only for intervention of students but also to obtain undivided attention without sacrificing curriculum time, the staff worked to imbed a 30 minute period each week that was required for students to attend with the understanding that curriculum would not be the focus. After multiple staff meetings and through trial and error, the staff created a 30 minute Support Class that was tied to the last 30 minutes of Period 3 each Thursday. In order to obtain this, 10 minutes was sacrificed from Periods 1-3, thus allowing for the same release time to be available for students who leave after Period 3. The Support Class allowed for the following to occur:

- School assemblies to review the most important aspects of the school (including Discipline talks, Vision/Mission, School Goals, How to Read a Grad Plan, Review of Graduation Portfolio, etc...)
- Support Class also gave the opportunity for Guest Speakers to have the entire school population in a controlled setting as an audience. Presentations have centered around choices related to Substance Abuse, motivation, etc...(in an effort to address the SMART Goal each year centered on Life Skills). Examples of the guest speakers are: Victor Denoble (Whistleblower for the Tobacco Industry who testified at Congress), Shane Stamas (Recovering Drug Addict, now Drug Counselor), multiple presentations by

[Presentation of SMART Goals to Students](#)

[Support Class Schedule of Events](#)

[Support Class Pros/Cons from Staff](#)

[Support Class Bell Schedule](#)

[Discipline Talk Presentation \(including Goals, Philosophy\)](#)

[Grad Plan Overview Presentation](#)

[Academy of Art University Presentation](#)

[Picture of Victor Denoble Presentation](#)

Victory High School ACS WASC/CDE Self-Study Report

local trade schools, junior colleges, and military. In addition, both a Girls and Guys group run by two outside therapists occur during Support Class with a selection of 6-8 students selected by the Counselor/Principal (with input from the staff)

In addition to the Support Class, Victory's schedule consists of Minimum Days throughout the year that contain time set aside for All School Assemblies. During these Assemblies, students will hear guest speakers, presentations by Administration/Counselors, and updates from teachers and their respective clubs/organizations as well as quarterly Awards ceremonies. These Awards ceremonies give the staff the opportunity to celebrate the successes of the students from the previous quarter by awarding certificates to students who demonstrated the qualities that are expected of students in both the ESLR's and School Goals (Academic Achievement, Citizenship, Overall demonstration of positive Life Skills).

Student Participation in School Activities/Programs:

A major emphasis to ensure that students are aware of and demonstrate an understanding of the school goals and ESLR's is to have them included in as many activities/programs, including preparing for Career and College Readiness, etc... In all cases, the purpose of including students is to build the culture amongst the school and in turn demonstrate a commitment to the school goals and Mission. By students participating in these activities, they in turn see the purpose and goals that we are attempted to reach each year:

- Student Representative: As noted later in A2, Victory has a student representative on the School Board (attending on average 2 meetings each year as the designated student for all schools. (Superintendent Roger Stock and Principal Mark Williams meet with student individually prior to their rotation as board representative and explain the process and how students play a role).
- School Site Council: Students are heavily encouraged to attend School Site Council (meets 3x's annually). Based on

[Student Award Template](#)

[List of Student Awards](#)

[Student Board Representatives](#)

Victory High School ACS WASC/CDE Self-Study Report

Business/Community/District

There is an extremely strong partnership between the City of Rocklin, the Community, the District Office and with Victory High School. This partnership has continued to grow through the years and Victory feels extremely lucky to have the support and especially the comfort in knowing that these outside groups have a very strong understanding of the culture/philosophy and goals of Victory High School:

Business and Community:

- **South Placer Rotary:** The Rotary of Rocklin (which is made up of business men and women within the community) is the main sponsor of Victory's Interact Club. They support our club not only financially but also through mentorship of students, etc... This partnership is demonstrated in a variety of ways. Beginning with having a Rotary Designee as our contact person to assist with communication between the two groups and connecting Interact to the resources they need (for the Toy Drive, Fishing trip which is sponsored by Rotary and attended by over 15 Interact students who take elementary students fishing each spring, along with Canned Food Drive assistance, etc...). Members of Interact annually attend the Rotary meeting and present to the members an update on goals of the club, etc... One of the main activities of the Interact club each year is the Blood Drive. This Blood Drive is promoted within the community and open to all community members. It is due to the partnership of Rotary that the Interact Club continues to be a driving force and recognized by Bloodsource (the organization partnered with for the Blood Drive) as one of the strongest performing small schools (including receiving a local award in 2013-2014).
- **Rocklin City Council:** Over the course of the past 3-5 years, there has been a strong partnership formed with City Council and Victory High School. Examples of this partnership can be seen in the following:
 - 2012: The City Council honored the Interact Club with the Community Service Award for Rocklin.

[Interact Club Webpage](#)

[Blood Drive Pictures](#)

[Interact Club Award](#)

Victory High School ACS WASC/CDE Self-Study Report

With City Council (including the Mayor) in attendance, members of Interact were presented a plaque for their continued effort.

- Summer Civic Program: A new program implemented by City Council included Victory High students the past two years. Students were able to apply for a summer internship in which they would shadow the employees in areas of interest to them within City Council. Victory had 2 students selected each year that completed the program. Students then presented and were honored for their work at a City Council meeting the following August.
- Mock Interviews: Members of City Council each year participate in the Mock Interviews which occur on the day of the Career Fair each February. (see Career Fair below) for further details).
- **Career Fair:** Each year, Victory puts on a Career Fair that relies heavily on the support of the Community and the Chamber of Commerce. Due to this assistance, Victory can bring in over 20 representatives from local colleges, trade schools, law enforcement, military, guest speakers, business men and women, etc... to give students access to opportunities for plans after high school. In addition to the presentations by vendors, members of the community (business men and women, City Council members, District Office personnel, etc...) conduct mock interviews with all students who are present. These interviews are meant to give immediate feedback as to the skills needed for a successful interview.
- **Community Service:** Surrounding schools, agencies, organizations, businesses continually contact the administration of Victory with offerings of Community Service opportunities for students. These offerings are then promoted on the Student page of the school website for students to access.

[Summer Civic Program](#)

[Job Fair Mock Interview Pictures](#)

[Career Fair List of Vendors](#)
[2016 Fair Survey Results](#)

[Community Service Opportunities](#)

Victory High School ACS WASC/CDE Self-Study Report

- **Scholarships:** Community Members and Businesses within Rocklin work closely with the Victory administration to distribute over \$14,000 annually in scholarships to Victory Seniors. These groups review applications and select candidates to interview. Based on these interviews, students are selected and then provided their scholarship amount (ranging from \$250 - \$1000 each) at the Graduation Ceremony by the businesses. This example of not only businesses donating money to student scholarships but also having them present and take part in the graduation ceremony shows the unique relationships between Victory High School and the surrounding community.

[Scholarship Application](#)

[Scholarship List](#)

District Office:

- **Communication & Visitations:** Members of the District Office and School board consistently visit Victory High School to meet with office staff, administration and teachers. Through informal drop-ins, classroom observations, and formal meetings with the Principal, both Cabinet and Board Members consistently work to learn the philosophy and mission of our school.
- **Work Experience:** The District Office employs a Work experience teacher who is designated to all 4 high schools within RUSD (Whitney, Rocklin and Victory/RICA). This employee meets with Victory students weekly during the Support Class period on Thursdays to review job related items and issue Work Experience credit.
- **Counseling:** With the onset of the new LCAP, the District had the opportunity to further support the mental health counseling needs of Victory students (as with all students within RUSD). Given this opportunity, they increased the budget set aside for outside counseling using our current therapist (Terri Powell) from \$2000 to \$8000 for the 2015-2016 school year. With this increase, Victory will be given the opportunity to explore options that best support students emotionally and mentally by providing more in

[Work Experience Credit Slip](#)

[LCAP Page Goal 3, P. 17](#)

Victory High School ACS WASC/CDE Self-Study Report

<p>depth counseling and opportunities to grow for students. While the plan is not yet solidified by the date of this WASC report, it is a goal of Victory’s Administration to put this money to positive use by end of December.</p> <ul style="list-style-type: none"> ● Inclusion: Victory staff at all levels (Classified, Administrative and Certificated) are always included in professional development opportunities as well as district meetings. With any committee that is formed requiring representation from all schools, the district requires Victory be included (RETT, ELA, SLT, AP/ALT Ed, Learning Fest, Etc...). In addition, as mentioned later, the ASB President of Victory is in the rotation as Student Representative at RUSD Board Meetings. In all cases, Victory is a major part of the discussion within RUSD. <p>All examples provided above demonstrate a strong understanding from Community Members, Business Leaders as well the School District as to the Vision, Mission and overall ESLR’s (School Goals) of Victory High School as evident by the effort placed on not only educating students within the classroom on curriculum but in regards to the entire growth of our students. Through support financially, emotionally, professional guidance, etc..., Community members, Students, Parents, and District office members consistently attempt to further increase the success for all students both inside and outside the classroom.</p>	<p>RUSD Technology TOSA’s Weekly Newsletter on Technology PD</p>
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Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, the district LCAP, global, national, and local needs, and community conditions.

Prompt: Evaluate the effectiveness of the process for revising these statements with wide involvement.

Findings	Supporting Evidence
<p>The process for the continued evaluation of the School Goals (which in turn is an evaluation of the Mission/Vision statement) has been very effective in centering the focus each year for our school. The process of getting input from all teachers and classified staff is deliberate in that this is done through mandatory</p>	<p>Staff Meeting Agenda Ex 1</p>

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<p>staff meetings in which staff review the success and struggles in reaching the previous goals and then work together to create and build upon these goals for the upcoming year. it is due to this process that the entirety of the school (structure, protocol, philosophy of how credit is earned, in addition to the updates made with social-emotional and lifelong learning skills) have been continuously improved on. The process in creating Victory’s SMART goals that in turn mirror the Vision and Mission statement is a collaborative process that not only has led to tremendous growth and increase in a variety of areas but also indirectly in the communication between all stakeholders (Parents, Community Members, Students, District Office, and current staff).</p>	<p>Staff Meeting Agenda Ex 2</p>
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A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

Findings	Supporting Evidence
<p>The Board of Trustees consists of five members of the community whose terms are staggered so that, as much as possible, one half of the members are elected each even-numbered year. The term of office for each member elected is four years, commencing on the first Friday in December following their election. The board is elected to provide leadership and citizen oversight of the district regarding curriculum offerings, requirements for graduation, the Collective Bargaining Agreement, approval of personnel employment status, and establishment of expectations of students and staff.</p>	<p>Board of Trustees</p> <p>Board Meeting Schedule</p>

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<p><u>Governing Board Specifics:</u></p> <ul style="list-style-type: none"> ● The board consists of one student representative that attends each meeting. This student representative is shared between the two comprehensive high schools and as of 2013, has included for the first time in the history of Rocklin Unified, the student representative from Victory High School. In all 3 cases, this student representative is the sitting ASB President at each of the three schools (with some allowance and flexibility made at Victory due to sometimes students graduating early and thus Vice Presidents serving as the Student Representative. ● All Board agendas are sent to all schools within Rocklin Unified and posted in each school office (in addition to the District Office) and online. ● Board meetings are open to the public who wish to attend including a designated time for Public Comment from the Rocklin community. Board meetings are held bi-monthly or monthly (depending on the month) on the 1st and/or Third Wednesday of each month. In 2015-2016, Board Meetings will convene for a total of 15 times (not including special meetings that are sometimes called throughout the year. ● Minutes are posted after each board meeting and located on the RUSD Board website. ● Superintendent Roger Stock also sends out his personalized board minutes which consists of the highlights from each meeting to all RUSD certificated and classified staff. 	<p>Student Board Welcome Letter</p> <p>Board Agendas</p> <p>Board Minutes</p> <p>Board Highlights from Superintendent</p>
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Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The governing board’s policies are directly connected to the school’s vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the adequacy of the policies and district LCAP to support the school’s vision, mission, and schoolwide learner outcomes through its programs and operations.*

Findings	Supporting Evidence
The board’s policies directly connect to the vision/mission and annual school goals of Victory. In addition, there is	

Victory High School ACS WASC/CDE Self-Study Report

tremendous support from the school board (and thus the school district) with all aspects of Victory High School:

- Board Members consistently drop by the school and meet regularly with the Principal (as well observe classes when on campus).
- The current Board and Superintendent worked extremely hard to alter the policies in order to ensure that a Victory student was represented on the school board.
- The board annually approves the lower teacher - student ratio of Victory (18 to 1) and always supports the hiring of more staff to better serve students.
 - Examples can be seen with the addition of a 1.0 FTE Discipline Tech, 1.0 Instructional Aide, as well as continued support of the current Certificated FTE (including a .4 Art, .5 Science, and .8 Counselor in addition to the full time teacher staff).
- The Current District Budget set aside funds to fully implement the Odysseyware Online Curriculum that is vital to the success of students at a cost of over \$6000. (This was previously funded by Title 1 which was removed at the end of the 2014-2015 school year. The District assured Odysseyware is covered.)
- The Current LCAP also set aside \$8000 for social-emotional health so that students are able to receive additional support within the school day from outside counselors. Previously this consisted of Counselor Terri Powell (continuing to work with students in addition to other counselors hired due to the increase of over \$6000 in this budget line).

Each year, the Victory staff refines their School Goals (which in turn refines our mission and vision for the year). These school goals correlate specifically to the Goals of the Rocklin Unified School District's Strategic Priorities. Previous to the 2013-2014 school year, all school goals aligned to the District school goals. With the onset of a new Superintendent, a new, very all encompassing process was completed to ensure that the District created goals (Soon to be known as Strategic

[LCAP Goal 3 \(page 17\)](#)

[Strategic Plan](#)

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<p>Priorities/Plan). Principals, students, teachers, classified members, members of the community, Board Members, District Office members, and Cabinet members were all asked to join a team to create a specific group of priorities that were to guide the district moving forward. With each site having representation on one of the committees (including a teacher and Principal from Victory), these Strategic Priorities would then be created by each team, presented to a head council of representatives and then formally voted upon by the Rocklin Unified School District.</p> <p>Schools were then asked to align all of their School (SMART) Goals each year to this Strategic Plan. When looking at Victory’s SMART Goals, you will see the it has a designated area that aligns our School Goal to a Strategic Priority. Board Members periodically meet with Victory Administration to review the goals and to assist with any necessary resources to ensure we meet our goals.</p>	<p>SMART Goals</p>
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Governing Board’s Involvement in the Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the process for involving the governing board in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.*

Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
<p>The Governing Board regularly reviews and refines the goals of each school within the school district (including Victory). Cabinet Members within RUSD meet regularly with the administration at Victory to review the goals and discuss district initiatives. Through the use of Collaborative meetings amongst all Secondary Principals at monthly SLT meetings (Secondary Leadership Team Meetings), topics are discussed to ensure that school goals align to district goals and Strategic Priorities. SLT (Secondary Administrators only) and DLT (District Leadership Teams including all RUSD</p>	<p>DLT Feedback Chart on LCAP</p> <p>SLT Agenda</p>

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Administrators) are run with the philosophy that Principals are able to express their point of views and provide input to all aspects of the district’s Strategic Priorities.

In addition to meetings, Marty Flowers (Director of secondary Education) and Superintendent Roger Stock visit schools and conduct classroom walkthroughs along with the Principal (including Victory) to discuss best practices & ensure that district/school goals are being focused in the classroom.

Once Goals are concluded by the staff of Victory, they are voted upon by the School Site Council at an annual meeting as part of the Single Plan for Student Achievement, then entered into DTS (Document Tracking Services) which creates a unified format of the information that can then be presented to the Governing Board and voted upon for approval. This document is continually revised by staff members throughout the year as goals will be accomplished or changed regularly to fit the needs of our students.

As a Title 1 school (ending in 2014-2015), our School Goals also included specific funding set aside for Title 1 purposes. Administration would consistently meet with District personnel to ensure that funds were used appropriately as well as given advice on how funds can be used.

School Site Council members consisting of parents, students, and staff would meet on average, 3 times per year to review both the funding plan of the Title 1 budget in addition to reviewing the School Goals (among other items such as the Safety Plan). The SSC plays a vital role in the approval of all funds which required a specifically laid out plan on how the Title 1 funds would be spent.

In all cases in regards to the Governing Board, District Office, and School Site Council members, there is a strong sense of communication, partnership and collaboration to ensure the Goals set forth by the staff of Victory High School are achieved on an annual basis.

Online Effectiveness, Technology, Acceptable Use Forms:

As the first section of the school mission indicates “At Victory High School, students are supported while **learning core**

[Single Plan for Student Achievement](#)

Victory High School ACS WASC/CDE Self-Study Report

knowledge, skills, and self-advocacy to be successful in an **ever-changing** global-based society”, the use of Online Technology fits perfectly in addressing all aspects listed in the mission statement that are in bold. The Governing Board (Both the School Board as well as District Members and School Site Council Members) played a vital role in the final adoption of the online curriculum program that was implemented at Victory High School. Beginning with visiting other school sites, combined with meeting with district representatives, piloting programs among the staff, and finally getting input from parents and students, Victory was able to conclude that the program Odysseyware would be a strong fit in ensuring that students were not only learning the **core knowledge and skills**, but also using **self-advocacy** in that they had to learn to manage the system and would be learning at their own pace. In addressing the **ever-changing global society**, students were able to drive instruction through the use of technology (in this case, online learning). The Governing board has been fully supportive of this program not only in approving the use of it for supplemental credit, but also for fully purchasing the program as a site license (through the district budget) for our school.

The Vision of the school represented in the SMART Goals can also be seen with engaging instructional strategies that focus on the use of Technology to drive instruction from the teachers. Through the use of District Funds that were set aside to specifically train teachers in the top strategies to use involving Technology, the Governing Board continues to represent how they are supportive of Victory’s Goals. With a focus of Staff Development Days centered on the “Trainer of Trainer Model” within RUSD in which days are set aside for teachers of Victory and other Secondary schools to be trained by teachers from these very same schools in a variety of technology driven strategies. Through the use of district funds approved by the board, teachers have had ample opportunity to attend the Google Apps for Education Conferences, CUE Conference, among a variety of other in-district and local trainings to better serve students. As evident in the School Goals, ESLR’s and Mission Statement, the use of Technology as a Tool to drive quality and **engaging** instruction is a common theme in the staff of Victory. The Governing Board is extremely supportive of this for the reasons listed above.

[Odysseyware Info Page](#)

[District Learning Fest Agenda 2015](#)

[Google Conference District Shared Notes](#)

Victory High School ACS WASC/CDE Self-Study Report

Upgrading Technology:

As part of the School Goals centered on Technology, the Governing Board also approved the adoption of new technology for teachers and students. With the onset of the SBAC testing, The board agreed to allocate funds to the purchase of Chromebooks not only to complete testing at the schools but also to give teachers and students the access to collaborative opportunities within the classroom. This support is evident with the collection of 3 separate Chromebook carts consisting of 18-19 Chromebooks in each. When taking into account that the current student population is 74 students and there are 60 Chromebooks available just for Victory students (in addition to an average of 5 desktop computers in each class and a computer lab of 25 computers), it is easy to see the technology support given by the board to reach our goals in instruction and engagement.

For support for teachers, the Governing Board approved the replacement of old Desktop computers with brand new Laptops. This initiative was unprecedented in RUSD as the replacement of every computer for every certificated teacher within the school district (K-12) occurred prior to the start of the 2015-2016 school year. With a focus on not only distributing but also training staff, part of the Staff Development day reserved before school had district led trainings on how to make the most out of the laptop. Each certificated teacher at Victory participated in this technology upgrade and now has the ability to collaborate with other teachers outside the classroom as well as have computer access anywhere on campus including staff meetings, district meetings, etc... The District is consistently following up with staff to ensure that they are continuously supported (as evident from the survey provided for feedback to all staff sent in October 2015). Information gathered from the survey will allow the district to further support staff moving forward with necessary resources.

Acceptable Use Policy/Internet Safety/Etc...:

RUSD formed a committee of representatives that spanned all grade levels K-12 in a committee called RETT. The Rocklin Educational Technology Team (RETT) was established Fall, 2011, replacing the former Technology Committee. The members of RETT represent each of the sixteen school sites in the district, the Board of Trustees, teachers, classified staff,

[District Follow up with Staff on Laptop Distribution](#)

[RETT Committee Schoology Page](#)

Victory High School ACS WASC/CDE Self-Study Report

and administrators. An important focus of the committee is to enhance communication among all the stakeholders and each school staff, address technical and support concerns as well as develop a living technology plan that will integrate technology into the daily lives of our students and staff. Each member is charged with developing communication between his/her school and among the members of the team and the variety of departments and sites represented. Members of the team were individually recruited and identified as individuals who have highly effective communication and collaborative skills. The three goals set forth in RETT that all directly impact Victory are as follows:

- 1) Cyber Safety
- 2) Google Apps for Education
- 3) Schoology

All 3 goals are fully supported by not only Cabinet members but also members of the Governing Board of RUSD. During Principal meetings, these goals are reviewed and updates on the progress in each area are consistently communicated. Many of the goals within Victory (SMART Goals) align closely with the RETT Goals which in turn align closely with the Strategic Priorities of Rocklin. Members of each school are not only a part of RETT but then separated into one of the 3 focus groups mentioned above. These members regularly report out to their home staff of developments at staff meetings or emails (At Victory, this is done with the representative Claudia Newkirk reporting out at weekly staff members following the RETT meetings). With goals focused on Increasing engagement through instructional strategies at Victory, both Google Apps for Education (GAFE) and Schoology are a focus among the staff.

- GAFE are seen daily through the use of sharing documents, Google Forms, Slides, as well as a variety of applications that are downloaded and then used within the classroom (See Section C for further detail)
- Schoology is a learning management system adopted by the district and used by some of the current staff at Victory. One of the focuses of the RETT committee as is to continue to implement Schoology to better serve our students among all schools within the district. This emphasis can be seen with the focus of Professional Development in the 2015-2016 focusing on Schoology and GAFE (which Victory staff will continue to participate in).

[RETT Meeting Agenda Sample](#)

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<ul style="list-style-type: none"> ● Cyber Safety is a focus of RUSD’s Governing Board and especially RETT which can be seen in the continued updated Acceptable Use Policy Form which RETT is tasked with completing during the 2015-2016 school year. <p>Through the inclusion of Victory teachers on the RETT Team, combined with the increased communication between the Governing Board/District Office with the Principal (then relayed to the staff during weekly meetings), combined lastly with the focus of informing parents and students of these goals through not only School Site Council but also as evident in the increased use of technology within the classroom, one can see how the Governing Board is supportive (and vice versa) of the goals of Victory High School.</p>	
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Understanding the Role of the Governing Board

Indicator: The school community understand the governing board’s role, including how parents can participate in the school’s governance.

Prompt: *Evaluate the ways the school community and parents are informed as to how they can participate in the school’s governance including their role in the determination of the district LCAP.*

Findings	Supporting Evidence
<p>The Governing Board and District Office consistently communicate with all stakeholders within Rocklin Unified (including Victory High School Teachers and parents). Through the maintaining of the District Website and use of E-School Messenger, messages are periodically sent out to school communities regarding updates and information pertaining that relates to each school. With these messages come emails ahead of time to administration (and sometimes staff) in regards to what will be communicated to parents.</p> <p>RUSD stresses inclusion of school staff members and parents in the decision making process. Examples are:</p> <ul style="list-style-type: none"> ● All Title 1 schools (which included Victory in previous years) are required to have a parent and staff member (along with the Principal) attend a district meeting in which aspects of Title 1 are explained (including the budgetary items that directly impact each school). ● School Site Council meetings are held at the District in which administration, 1 staff member and parents are asked to attend to get an overview of the process. 	<p>District Title 1 Meeting</p> <p>District SSC Training Meetings</p>

Victory High School ACS WASC/CDE Self-Study Report

<p>representative attend the RETT (Rocklin Educational Technology Team) committee meetings as well as the English Language Arts and Math for Secondary curriculum meetings. In these meetings, school members are informed of the decision making process that includes their input as to the direction the district is taking in both curriculum and technology.</p> <ul style="list-style-type: none"> ● At the beginning of the year (and throughout the year) the Classified staff is invited to meetings in which the mission of the district and annual goals are discussed as well as trainings conducted to better serve the staff when back at the school site. ● 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. 	<p>English Language Arts Committee Minutes</p> <p>RUSD Strategic Planning</p>
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Board’s Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board in relationship 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.

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities.*

Findings	Supporting Evidence
<p>There is a high degree of clarity of the evaluation and monitoring procedures carried out by the governing board. All information covered in the School Board Meetings is placed on the agenda prior to the meetings and sent to all schools.</p>	

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<p>Schools (including Victory) then post these minutes for staff and parents to review in the main office. At the board meetings, administrators from schools attend on their own will. The Principal of Victory on average will attend 4-6 board meetings a year. In addition, RTPA and CSEA</p> <p>Superintendent Roger Stock provides board meeting notes which are emailed out the following day to all RUSD staff (all employees within Rocklin Unified).</p> <p>Site leaders (Principals, AP’s, Directors, etc…) meet monthly to review current practices, goals, and updates within the LCAP assessment. Information is provided from Principals in regards to current practices and if changes are needed.</p>	<p>School Board Meeting Agendas</p> <p>Roger Stock Board Meeting Highlights sent to all RUSD staff</p>
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Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

Prompt: *Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures.*

Findings	Supporting Evidence
<p>Victory High School administration prides itself on an open door policy for any staff member in regards to conflict resolution. Staff will normally drop in and speak to the Principal regarding any issues that are currently on campus that directly impact them. These meetings are held confidentially and attempted to be handled within the site. In situation in which staff feels representation is needed from a Union representative, administration is always open to this opportunity and welcomes as many advocates as needed with all discussions that occur. In situations where formal recognition of an issue occurs, administration works closely with the RTPA President, Human Resources Office as well as with site representation when working through a situation that arises.</p> <p>In all cases, the philosophy of “Kasserian Ingera” (which is a term used by an African tribe that refers to the well being of children as the main focus for all decisions (See Supporting evidence), the staff and administration of Victory understand</p>	<p>Union Negotiation News</p> <p>“Kasserian Ingera”</p>

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that while not always easy, difficult conversations need to occur in order to ensure that student’s best interest are at the forefront. In all incidences which involve teachers and administration, both parties use the available resources and personnel to ensure that the contractual agreements set forth in the most revised RTPA contract are met (in addition to the policies set forth in the “Williams Uniform Complaint Procedures”).

Parent Complaints:

While the overall parent view of Victory is extremely positive (see Parent Survey), inevitably there will be disagreements and complaints that arise. The philosophy and protocol of Victory is to begin this at the parent to teacher level. If administration is contacted by a parent regarding a complaint regarding a staff member, parents are encouraged to contact the staff member directly to start with and express concerns. In cases where parents would instead like to notify the principal of the situation, the Principal will then invite the teacher to attend the meeting or if a phone conversation, will follow up with staff member afterwards to ensure they were aware of the complaint by the parent. In all cases, a concerted effort is to address the issue at hand while always supporting both the parent and the teacher with an emphasis on communicating the concern. Due to this emphasis of communication between both parties, all complaints by parents (few and far between) have remained a site issue and handled through open communication between parent and teacher via email or meeting. If in the future a parent would like further action regarding their complaint to proceed to the district level, the site would (hasn’t had to yet) follow the William Uniform Procedure (which has been communicated to parents through the “Parent Receipt of Notification” (Parents Rights) which is given in the initial Summer Mailer in August as well as when students enroll through the intake process.

In all instances, an emphasis on respect, communication and ensuring that all decisions are made in the best interest of students permeates through all complaint procedures at Victory High School.

[Williams Act](#)

[Williams Uniform Complaint](#)

[Parent Survey Results](#)

[Summer Mailer](#)

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A3. Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

Indicator: The school’s planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Findings	Supporting Evidence
<p>The administration at Victory uses a very collaborative approach to decision making including input from the staff. This process has been instrumental in the numerous changes that have occurred from the time of our last full WASC visit. Ideas are proposed by all staff members including the Principal which are then discussed with the staff at meetings. Input is collected from the staff through a variety of means (including emailing Pros/cons, opinions, etc... or done at staff meetings). The collection of responses are then shared with the staff and decisions are made based primarily on the positive impact on student achievement (in addition to the general consensus of the staff).</p> <p>Such items that have gone through this process are:</p> <ul style="list-style-type: none"> ● Support Class ● Removal of the PAC program (in favor of the online learning management program Odysseyware ● Grad Portfolio changes ● Classroom Observation Tool (still in progress). ● Time on Task Unification ● Grading Window Timeline change (to ensure that all students start the quarter in the correct classes). ● Econ/Gov’t Semester classes (change from Quarters). ● Process for accepting late-work 	<p>Support Class Staff Responses</p> <p>PAC Staff Responses</p> <p>Grad portfolio Staff Responses</p> <p>Time on Task Staff Responses</p> <p>Make Up Work</p>

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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. Based on the examples provided in the Evidence column, you will see that support for changes has been the majority in all cases.

In addition to staff meetings, the open door policy of the administration that allows for teachers to come in and express their concerns and suggestions combined with the staff meeting protocol (consisting of a Staff Agenda column for staff to place items for discussion on the agendas) allows for staff to play an integral role in the school planning process.

Staff are also encouraged to attend Professional Development opportunities (including conferences) throughout the area and state. A contingent to attending conferences is to come back and present at staff meetings. All staff have been granted opportunities to present what was learned at upcoming staff meetings and staff development days which in turn lead to conversations of best practices (which in turn have led to systemic changes in instruction at Victory High School). This again is an example of the collaborative effort of to include all staff in the decision making process of Victory High School.

Student Involvement:

ASB/Interact: Victory relies heavily on student involvement for all school planning processes related to school activities. Through both the Interact and ASB group, students are elected as officers and then work with each advisor to create and run the planned activities for the year. Students will work closely with administration and office staff in regards to determining funding options and current budget to help guide them as they plan activities throughout the year. Students will gain input from other students within the clubs and on campus as to how they will run these activities and continue to include more students in this process (as evidence by the continued growth in both programs in regards to activities conducted throughout the year).

[Student Activities Page](#)

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<p>Community: Community Members consistently support Victory High School and are committed to the programs of our school. Ranging from Scholarships awarded, Awards given out to student groups, Support from members in the Mock Interview Process, Donations from community members (Binders, Baby Supplies, BBQ, etc...), there is a strong commitment from Community members to the success of our school. In addition through partnerships with local agencies and businesses, guest speakers centered on Substance Abuse (Counselors from Recovery Happens), Government Agencies (Tom McClintock), National Speakers (Victor Denoble), etc... have contributed to the overall success of our program.</p> <p>In all cases, administration and staff have consistently met with speakers and guests, members of the community, Governing board members, etc... and received input as to what will further lead to success of our students. As a whole, it is this collaboration and seeking of advice and input that is consistent among all guests to Victory, that there is a bona fide collaborative and broad based approach to the school planning process of Victory High School.</p>	
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School Plan Correlated to Student Learning

Indicator: The school’s Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness standards are incorporated into the single plan and impact the development, implementation, and monitoring of the single plan and the LCAP?*

Findings	Supporting Evidence
<p>The Single Plan for Student Achievement which centers on the annual School Goals, which at Victory High School and other schools within RUSD is called SMART GOALS. SMART stands for Specific/Strategic, Measurable, Attainable, Results-oriented, and Time-bound. These SMART Goals are created based on the most current data, trends, and overall views of all staff within Victory High School. As seen in earlier sections that described annual progress on goals, this is centered upon:</p>	<p>SMART Goals</p>

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<p>well as having SMART Goals on the staff meeting agenda periodically throughout the year to review as a staff. In all instances, it is the SMART Goals worksheet that guides all decisions throughout the year (but economically and educationally).</p>	
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Correlation of All Resources to the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP

Indicator: There is correlation of the allocation of time/fiscal/personnel/material resources to the implementation, monitoring, and accomplishing of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

Prompt: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.*

Findings	Supporting Evidence
<p>There is 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. Victory is extremely lucky to have such strong financial support backing the programs implemented on campus. Examples can be seen with the following:</p> <p>Personnel Ratio: While Victory may at times be only 75 - 120 students, the district continues to fund our program with a teacher ratio that allows for very small classes (during low enrollment). Being able to run master schedule including 5 Full time teachers, 1 part time teacher, 1 .4 FTE teacher, 1 full time RSP teacher (with a 6 hour aid) in addition to a .8 FTE counselor, a full time Discipline Tech, 1 FTE Secretary, 1 FTE Registrar, and two administrators (regardless of the ebb and flow of student enrollment) allows our staff to plan accordingly in regards to giving our students the best classroom environment to be successful (in essence, continuing with our small classes at a max of 18-1 student to teacher Ratio). This ratio allows Victory to continue to work on all 3 main goals within the SPSA.</p>	<p>See Chapter 1 page 15</p>

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Budget:

In addition to personnel, the district strongly supports Victory with the funding necessary to accomplish our SMART Goals on an annual basis:

- 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.
- When Title 1 was removed from Victory High School at the end of the 2014-2015 school year, funds were set aside for the following that were previously paid for out of Title 1 and now through the District LCAP, funded directly from the district in order to allow Victory to continue to work on reaching success with the SMART Goals:
 - Odysseyware (\$7000): The Online Learning Management program that is essential to the students to get access to courses needed for graduation.
 - Terri Powell/Mental Health (\$8000): Terri Powell is an outside counselor that runs “Girls Circle (group of 6-9 girls who meet weekly to discuss any personal issues they may be facing. In addition, this money is set aside for 2015-2016 to bring in other mental health providers to better support the male population and overall substance abuse issue currently facing our program.
 - Professional Development Funding: With the removal of Title 1, Professional Development funding has been set aside by the district in the essence of \$5000 to allow staff to continue to pursue opportunities to learn best practices to then bring back to the staff and in turn, into the classroom to best support students.

[Title 1 Budget Allocation 2012-2015](#)

[LCAP Goal 3 \(page 17\)](#)

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Schoology/Naviance/Technology:

As one of the goals of RUSD is to better equip schools with the resources needed to engage students on a deeper level, funding has been set aside for all schools (including Victory) for technology based resources. The following are provided to Victory staff and students and specifically address the current and past annual SMART Goals:

- Chromebooks: With the emphasis of GAFE (Google Apps for Education) in both Victory and all school within RUSD, Chromebooks 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.
- Laptops were provided to all staff members which in turn has led to more collaboration and sharing of best practices due to the mobility of being able to work cohesively rather than in separate rooms. This overhaul occurred throughout RUSD in the days prior to the 2015-2016 school year.
- Google Accounts have been created for all staff members and the entire student body population within RUSD which in turn has led to the sharing of documents, communication with students and an overall collaborative environment rarely seen prior.
- Schoology has been purchased by RUSD. Schoology (online 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, etc... 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.

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- Naviance: Naviance is another district funded program that plays a large role in the success of Victory reaching success with its SMART Goals. Especially with a focus on future plans after high school.

[Naviance](#)

Misc. Allocation of Resources:

- Attendance Incentive Program: One of the goals of Victory each year is increased attendance. As shown previously and below, there has been a significant increase in attendance each of the last 9 years. Starting in 2011-2012, the district began an attendance incentive program to reward those schools with the highest increase of overall ADA. This allocation was based on improvement (while the money was in proportion to the number of students enrolled in the school). Each year with the increase in ADA of Victory High School, this money was presented to the administration (which in turn presented this money back to the students as incentive to continue to increase year to year). This has been instrumental in the success of Victory's strong attendance increase each year.
 - 2007-2008: 81.85%
 - 2008-2009: 82.98%
 - 2009-2010: 83.90%
 - 2010-2011: 84.03%
 - 2011-2012: 87.59% (\$400)
 - 2012-2013: 89.64% (\$1000)
 - 2013-2014: 91.26% (\$1000)
 - 2014-2015: 95.73% (\$1000)
- Victory's facilities and grounds are consistently maintained to the highest level and are a shining example of the support of the school district for our Alternative program. The Grounds department works closely with the administration to coordinate maintenance as to not to interfere with our activities, speakers, etc...

[Attendance Incentive Check 2012](#)

In all aspects, Rocklin Unified demonstrates through allocation of resources, meetings with staff, inclusion in all

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<p>aspects of District committees, etc... that there is strong support of Victory Staff, Students and Parents in our quest to reach our goals on an annual basis set forth in the Single Plan for Student Achievement.</p>	
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Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
<p>There is a strong emphasis placed on involving staff in the shared responsibility and accountability process to support student learning. All programs that have been implemented and/or changed have occurred through shared staff discussions and meetings to develop the current models related to Grad Plans, Support Class, Monday Minimum Day Life Skills, Odysseyware, etc...Due to the small nature of Victory, this shared responsibility is done through the following means:</p> <p>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.</p>	<p>Teachers Sharing Best Practices</p>

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<p>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.</p> <p>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. This is in addition to the professional development opportunities that have occurred involving all secondary schools (and sponsored by the District yet supported by teachers at each site who conduct the individual sessions including Victory teachers).</p> <p>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 explained later)</p> <p>Shared Decision Making on School Goals: As mentioned earlier, school goals are created and altered every year through</p>	<p>Walkthrough Form</p> <p>ELA Committee Minutes</p> <p>Learning Fest 2015</p>
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<p>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.</p>	<p>Rough Draft of SMART Goals (Final draft purposely not used as evidence to show process used).</p>
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Additional Online Instruction Prompt: Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.

Findings	Supporting Evidence
<p>Odysseyware is the only online learning management system used at Victory High School. There is not a specific or designated Online staff member who operates this program. Odysseyware is a staff adopted program that is run collaboratively by all certificated staff members. Each staff member is responsible for their specific subject matter in Odysseyware.</p> <p>Odysseyware is used sparingly for small credit ranging from .25 to 2.0 and not in place of what occurs in the classroom. All Professional Developments related around Odysseyware are conducted as an entire certificated staff and was originally implemented through a training package that was purchased along with the initial purchasing of the licenses. There are no specific online staff members.</p>	<p>Odysseyware Responsibilities</p>

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
<p>Existing processes are regularly reviewed by not only the school leadership (Principal) but also by the staff as a whole and also through individual conversations with the Principal. Each aspect of the current school protocol has gone under some form of transformation (some smaller than others) based on feedback from staff, students, parents, or through discussions held at staff meetings. As SMART Goals are analyzed for success each year, processes change to better serve students based on overall results.</p>	<p>Teacher Handbook</p>

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Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: *How effective are existing structures for internal communication, planning, & resolving differences?*

Findings	Supporting Evidence
<p>The existing structures for internal communication, planning and resolving differences are strong at Victory High School.</p> <ul style="list-style-type: none"> ● Staff is aware that there is an open door policy with administration to express concerns, questions or to work out differences that may arise. ● When differences cannot be resolved on site, either staff member, principal or both will rely on District Office support to help manage the situation to ensure a collaborative environment still consists. ● Internal communication of staff emails is used regularly by Principal to relay information to staff on a weekly basis. ● Agendas for staff meetings are sent out ahead of time with staff given the opportunity to add items to the agenda at will. ● Principal meets regularly with staff members throughout the week to discuss current practices and protocols as well as instructional strategies. These are mostly drop in sessions with the staff in Principal’s office or vice-versa. ● As new teachers and staff are hired, the Principal will meet individually with them to discuss protocols and review processes at Victory High School. ● Communication between all classified staff with each other and the Principal is strong and very cohesive. The Principal will consistently meet with all classified staff on a weekly basis. ● Due to the level of support expressed in the staff survey, there is a mutual feeling of respect amongst staff and office and thus, strong communication. 	<p>Agenda Template</p> <p>Classified Staff Survey</p> <p>Certificated Staff Survey</p>

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

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Indicators with Prompts

Qualifications and Preparation of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Prompt: Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.

Findings	Supporting Evidence
<p>Victory High School follows the Rocklin Unified School District Hiring process which is very structured. This structure ensures that only those that meet the qualifications set forth not only by California but also by the Rocklin Unified School District in regards to the appropriate EL qualifications, No Child Left Behind Qualifications as well as the proper credentialing needed to be successful in the classroom. One aspect to ensure that candidates are qualified employees (in addition to the paper screening process all administrators are trained on) is that Victory conducts interviews in a panel setting. This panel is comprised of Certificated (and sometimes Classified) staff members. While our staff is small, there is a concerted effort to always have at least 3 panelist for every interview. This process allows for staff consensus and dialogue regarding who would be the best fit not only for our student population but also as a contributing member to an already cohesive staff. Following the selection by the panel, a minimum of 2 reference checks is made by the principal to previous employers. This process is used for both Classified and Certificated staff which has been very successful in hiring extremely qualified and contributing members to the Victory Staff over the past 5 years.</p>	<p>RUSD Human Resources</p>

Staff Assignment and Preparation

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities, including any type of online instruction.

Findings	Supporting Evidence
<p>All new teachers hired by Rocklin Unified (and in turn hired by Victory High School) participate in the New Teacher</p>	

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<p>Induction Program. This district led program begins with all new teachers meeting as a whole group prior to school starting to get trained on the technology used by all RUSD schools. This meeting includes a formal introduction to the rest of the group by all Principals in attendance. The philosophy of the district is presented by the Superintendent followed by numerous individuals introducing themselves and their role in the district. Teachers are led on a tour of all schools on the school bus as both a bonding experience and to become more familiar with the school district as a whole. New to 2015-2016, the district created a unified Staff Handbook for all staff that was distributed online to all staff.</p> <p>Upon the conclusion of the district led training, all new teachers are sent to their respective sites to meet with the administration. At Victory, this meeting takes place over the course of multiple days in which the Teacher Handbook is reviewed in depth as well as the philosophy and expectations of our site in regards to professional standards, curriculum, and overall emphasis of instructional strategies. Staff is also provided the names and contact information of other teachers on campus who meet with them informally to review the teacher responsibilities as it relates to attendance, entering grades, philosophy, etc...</p> <p>Teachers new to the profession are also provided a BTSA support mentor who meets regularly with the new teacher throughout the first two years of their employment (completing the required BTSA training).</p> <p>Victory prides itself on the camaraderie of the staff and general cohesiveness in working together. Staff consistently meet with each other to work on solutions to student issues, curriculum support, etc... (including the sharing of expertise related to technology driven strategies to further student learning (as shown in the results of the teacher survey).</p>	<p>New Teacher Induction Agenda</p> <p>RUSD Employee Handbook</p> <p>Teacher Handbook</p> <p>Certificated Staff Survey</p>
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Defining and Understanding Practices/Relationships

Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Findings	Supporting Evidence
<p>An emphasis has been placed over the past 5 years of formalizing many of the protocols at Victory High School. This emphasis has led to a dramatic increase in the structure and day to day operations of all aspects of Victory including the following that have been laid out specifically in the teacher handbook. The teacher Handbook is reviewed each school year with all staff members (and consistently updated based on feedback from teachers and classified staff). In addition the use of the Catapult Website program has allowed for many policies that directly impact students and parents to be posted and communicated clearly.</p> <ul style="list-style-type: none"> ● Time on Task Procedures: While Victory has always followed the Carnegie model of Time on Task, with the input from the staff, it was needed to ensure that all calculations were done the same way with the same outcome. As seen in the teacher handbook, a step by step process has been implemented to ensure all credits earned are legitimate and accurate. ● Schedule Changes (Intakes): In order to ensure that curriculum was the center of the classroom, a schedule change window has been implemented in which teachers are able to work on 2 week units with the understanding that no students will be changing into their classes during this time. This change was instrumental in convincing students that it is not just about showing up but that the expectation is that students will be held accountable for what they learn (instead of students simply entering in the middle of the unit). Through a very carefully planned out and unified agreement of all staff members, the counselor will not move students into new classes until the new 	<p>Time on Task Calculator</p> <p>VHS School Calendar</p>

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<p>two week schedule window opens. This in turn is used for students transferring to Victory from other schools within the district. They too must wait until the two week schedule window to enroll (thus protecting the curriculum within the classroom).</p> <ul style="list-style-type: none"> ● Disciplinary procedures for students: In order to ensure that students are aware of the expectations, discipline talks are administered at the beginning of the year and then again in January (due to the influx of new students) that clearly lay out not only the expectations but also the consequences. This communication allows for students to be aware that their choices will lead to a specific consequence and thus has allowed for an increase in attendance and decrease in expulsions (See Evidence in Chapter 1). In addition, the Student Handbook is updated annually and presented to each student who enrolls in Victory through the intake process. ● How/What Credits are assigned: Added to the handbook was a clear definition of when credit is subtracted for non participation as well as how credit will be assigned for extra curricular activities such as Interact, ASB, Bowling, and Community Service/Work Experience. This protocol is clearly laid out in both handbooks (teacher and student) to ensure that all stakeholders are communicated with clearly. 	<p>Transfer Guidelines for RUSD Schools to Victory</p> <p>Discipline Presentation 2015</p> <p>Teacher Handbook</p>
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Defining and Understanding Practices/Relationships

Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
The Decision Making process is clearly communicated to staff as it is embedded in the school culture. Staff is aware that they	

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<p>have an open line to the Principal at all times to express their concerns and also their ideas for changes. All ideas are taken into consideration and then discussed at length in staff meetings. The administration relies on transparency with the staff on all decisions made (including the publicizing of the pros/cons lists made by staff (many times anonymously) via email and in staff meetings prior to making decisions that will have a significant impact on the school culture.</p> <p>Other aspects of the decision making process can be seen with the inclusion of staff members in district committees (RETT, ELA, Math, EL), attending of conferences (AVID, GAFE, CCEA), and desire to form specific clubs on campus (Interact, ASB, Gamer, Book, Creative Writing). In all cases, staff has a voice on campus to initiate change for the betterment of students.</p>	<p><u>Examples of Transparency</u> Summary of PAC Changes Summary of Time on Task</p>
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Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence
<p>Due to the onset of Title 1 at Victory, there has been a tremendous push in Professional Development for all staff. Teachers are highly encouraged to participate in any professional development opportunity that will lead directly to increased student achievement. Over the course of the last 5 years, annual conferences including AVID and CCEA (California Continuation Education Association) have been heavily attended by almost all certificated teachers on campus. Upon returning from any Professional Development opportunity (local, statewide, at other schools, etc...), staff would then share their knowledge and lessons with the rest of the staff at the following Staff Meeting. Administration highly encourages staff to seek out opportunities and willingly pays for release time for this to occur. These opportunities also include shadowing other classrooms both on campus and in the general area (both comprehensive and continuation</p>	<p>CCEA Conference Schedule</p>

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<p>schools) to learn further instructional strategies. Funds have been set aside each year (approved through School Site Council) to ensure that all staff are given every opportunity possible to successfully attend professional development.</p> <p>As part of Rocklin Unified, Victory is fortunate to be included in all district led and sponsored professional development opportunities. With emphasizing the “Trainer of Trainer Model” within RUSD, teachers at all secondary sites are given opportunities to train other teachers on their areas of expertise. This is not only done within schools (and has occurred multiple times at Victory High School) but also District-wide at Staff development Days. Staff Development Days are held at least 3 times a year in which teachers are able to sign up for mini lessons from other teachers on technology driven and/or Common Core instructional strategies. Not only have Victory teachers participated in all of these events, they have also played a role in presenting to other teachers.</p> <p>Another area of District sponsored professional development centers on Google Apps for Education. Each year, the district pays for 5 Victory High School teachers to attend the local Google Conference. Each year, Victory has maximized this number by sending teachers to the 2 day conference (with then given time to report back to the remaining staff members in a “share out” method at the following staff meeting).</p> <p>In all cases, whether it be district sponsored or site sponsored, Victory puts an emphasis on positive and successful professional development (as evident in the annual SMART Goals).</p>	<p>Staff Development Agendas</p> <ul style="list-style-type: none"> ● August 13, 2015 ● October 12, 2015 <p>Google Summit (Roseville)</p>
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Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: *How effective are the school’s supervision and evaluation procedures?*

Findings	Supporting Evidence
The evaluation process of staff at Victory High School follows the District adopted processes that are provided to all groups	

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<p>associated with the RUSD (including CSEA, RTPA, and RAPA). This is an effective process that allows for teachers to reflect on their practices while having the Principal as a sounding board for exploring and reaching their goals.</p> <p>This process is communicated clearly to all employees and laid out specifically in the negotiated contract for all employee groups. Regardless if a teacher is Probationary or Permanent, all teachers go through the same process which is as follows:</p> <ul style="list-style-type: none">● Meet with the Principal to determine 3 goals for the year. (These goals should revolve around instructional strategies, student achievement, professional growth, and/or district/site goals).● Teachers are observed either once or twice a year (depending on status). This process includes a Pre-Observation meeting, followed by an observation, then a post-observation conference.● At the end of the year, there is a Summary Conference in which the goals are discussed again along with the observation, etc... <p>This process is intended to allow for teachers and principal to work together to accomplish the goals set forth by the teacher. Through the use of professional development opportunities (mentioned in above section), combined with conference (both informal and formal) throughout the year between teacher and Principal, teachers are able to have another perspective look at their strategies and goals and work together to accomplish them.</p> <p>Beginning in the 2015-2016 school year, the staff of Victory composed a walkthrough form to assist with the professional discussion and professional growth. As seen in the Staff survey, there is overwhelming support for this form as a tool to spur conversations focused on best practices. While at the time of this report, this form is still in its infancy stage, the goal is to further the documentation of this form with immediate feedback using the Google Apps that allow for immediate results to be sent to the teacher which in turn will</p>	<p>RUSD Certificated Eval Manual</p> <p>Goal Setting Conference</p> <p>Pre-Observation Form</p> <p>Formal Observation Form Completed Formal Observation</p> <p>Summary Evaluation Form</p> <p>VHS Walkthrough Form</p>
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<p>allow for self-evaluation of the strategies used on that day. This is not only a SMART Goal for Victory but also an expected goal set forth by the Cabinet of Rocklin Unified.</p> <p>There is still much work to be done at Victory in regards to making this form an embedded aspect of the school culture and one that leads to strong professional development for all teachers and Principal.</p>	
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Additional Online Instruction Prompt: *How effective is the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
<p>There is no specific online Instructional Staff. All Certificated staff participate in the online curriculum and Learning Management Systems that are currently in place at Victory High School (Odysseyware and Schoology). In both instances, substantial training has occurred.</p> <p>Teachers were given professional development for Odysseyware upon purchasing of the Pilot program with on-site training from a certified trainer from the company on two separate occasions. Continued professional development is available as needed through the support section of the Odysseyware website. In addition, during staff meetings, Odysseyware is a continual agenda item in which the staff work with each other to norm their guidelines and practices. Students are also taught these norms through a presentation by the Principal in which the web page specifically dedicated to Odysseyware is reviewed in detail (followed up by a review by the teachers during a support class period).</p> <p>Schoology training is a continual focus of Rocklin Unified and has been emphasized at all Staff Development Days that Victory teachers (along with all other secondary schools) have been a part of. This will continue to be emphasized throughout the next couple of years.</p>	<p>Odysseyware Page</p>

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Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance.

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
<p>Professional Development has had a profound impact on not only student engagement but also student performance over the last few years at Victory High School. This effect can be seen with the introduction of new technologies and instructional strategies within the classroom that has led to stronger engagement of students. As seen in the staff and student survey, there is strong engagement of students within the classes. Classes are focused on Essential Questions with a variety of instructional tools used to ensure students are reaching level 3 and 4 in the DOK model. EQ has driven what PD is intended for in that it has led to more engaging curriculum. With not only the physical technological advances being used within the classroom, but also the use of web based technology tools, students are extremely engaged in the learning process. With the assistance of AVID, CCEA, GAFE conferences and more, teachers are using a variety of instructional tools learned through the professional development opportunities to better engage students.</p> <p>With this said, Victory staff sees the need for much needed growth in the area of determining measurables to evaluate these visible improvements. While CAHSEE and CST tests in the past have been helpful in seeing an overall rise in achievement in students at Victory (along with the ever increasing attendance rate), these measurables can be difficult to directly relate to the impact of Professional Development and what is occurring in the classroom. While classroom instructional strategies have changed to meet the needs of students in reaching College and Career Readiness, there is not viable data that Victory uses to measure this success. One area that is planning on being addressed with data is the collection of information from the staff approved walkthrough forms that</p>	<p>Google Summit (Roseville)</p> <p>CCEA Conference (Sent average of 3 Staff Members for past 3 years)</p>

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<p>are intended to become an embedded part of the school culture during the 2015-2016 school year. Much growth is needed in the collection of viable data to reinforce the strong curriculum gains that have occurred within the classrooms of Victory High School.</p>	
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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school’s vision, mission, and student achievement of the schoolwide learner outcomes, the district’s LCAP, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *To what extent are resources allocated to meet the school’s vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>As stated in previous sections, Victory High School is strongly supported financially by the District Office. Not only through academic resources, but also through Social-Emotional Services for students and Professional Development resources for all staff. Currently, all financial decisions in regards to allocation of funds to Victory High School begin with the LCAP. Through the input provided by Principals at District Leadership meetings, in addition to the individual site meetings that are held with Principals and Business Services, budgets are created that allow for student success. Included in the allocation of funds to sites are district led goals that are found in the LCAP and Strategic Priorities. Examples of this can be seen with the purchasing of laptops for all teachers at Victory (and within RUSD) as well as the purchasing of Chromebooks (from District budgets) for all sites including Victory. Other examples of allocation of funds from the district</p>	<p>LCAP</p> <p>Strategic Priorities</p>

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<p>Once all monetary amounts are allocated to Victory, the site works together to ensure that all decisions made have a direct correlation to the Site Goals. The SMART Goals run the vision for each individual school year. Professional development opportunities are granted to all staff who request them as long as there is a correlation to the SMART Goals. All purchasing of curriculum, technology and additional resources are done once a correlation to the SMART Goals has been made.</p> <p>When Victory was a Title 1 school, all allocation of funds related to Title 1 were required to be voted on by the members of School Site Council and specifically tied to the School Goals. Much of the title 1 funds was specifically allocated to professional development for staff along with the purchasing of the online learning management system Odysseyware, along with additional resources to bring up the reading levels in English Language Arts. All of these aligned closely to SMART Goals.</p> <p>In all cases, it is through a collaborative effort of District and separately the Victory staff that funds are allocated appropriately to ensure student achievement.</p>	
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Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note:** Some of this may be more district-based than school-based.).

Prompt: *Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)?*

<p>The current district practices regarding developing the annual budget as it relates to Victory High school is strong. School leadership is involved in the process for determining the aspects of the LCAP in regards to student support programs and expenditures through District Leadership meetings (being able to provide input through a very collaborative process).</p>	<p>LCAP Schoology Page for District Leadership</p>
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In determining the breakdown of all site budget funds for each school (including the process for Victory), the Business department will schedule meetings for both Principal and Site secretary to attend and sit with 2 members of their department. This meeting occurs at the District Office and is very specific in regards to allocating funds into each account (including expected expenditures, etc...). It is through this process that the District and the school sites are able to confirm that money is set aside for the programs that will be used for the following year. The District will not only guide the process but will also contribute to the decisions made by the Principal to ensure funds are sufficient.

The protocols put in place through the course of the year to spend funds is very specific and one that includes the use of the ESCAPE program. All monies spent are reviewed by the District Office and then approved by the Principal. Consistent communication occurs between the sites and the business department when budget transfers need to occur, etc... Thus, the process of approval goes through analysis by many people to ensure that there is no mishandling of funds.

As an example of the support of Victory High School by the school district and Governing board, there is a unique format in place to determine the site budget for our school. Due to the consistent growth of Victory throughout the year, the District Office takes into account the average growth **and not** just the CBED each year to determine the site budget. In all cases, District support of Victory is strong. In times when there wasn't enough money set aside for what Victory wanted to accomplish, the district would supplement with their own funds (Examples can be seen with the continued employment of outside counselor Terri Powell, purchasing of the Odysseyware curriculum, and textbooks).

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Facilities

Indicator: The school’s facilities are adequate to meet the school’s vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Prompt: *Specifically, to what extent do the facilities support the school’s vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students.*

Findings	Supporting Evidence
<p>Victory’s facilities are second to none among alternative education facilities. The campus of Victory High School is maintained exceptionally well by the Rocklin Unified School District Facilities department. The maintenance and availability of facilities is another example of the support shown by the School district. From the moment Victory moved from portables behind Rocklin High School to its current site, the District Office continues to show that Victory should (and does) receive the same attention to facilities as all other schools within the district. Examples can be seen on a variety of levels:</p> <ul style="list-style-type: none"> ● Landscaping: Victory is on a weekly landscaping schedule that allows for flexibility when needed. When the Principal suggests certain trees be trimmed for viewing purposes, this is done immediately. There is strong rapport between the landscaping team and the school of Victory. ● Structural integrity and upkeep: During the summer months and vacations, Victory will undergo preventative maintenance and upkeep projects such as new carpet in the main office, painting, etc... ● From a Technology standpoint, WIFI and overhead projectors are available in every room. These are maintained closely by Facilities and Tech Services and when problems arise, staff has the immediate ability to report struggles using our online ticket system. ● Desks/Furniture: Students and staff are provided desks and furniture within the classroom that continue to demonstrate the support of the district for the goals of Victory. ● 2 Planter Boxes are carefully maintained in the middle of campus by the current custodian and are examples 	

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<p>of the pride that this school has for our students.</p> <ul style="list-style-type: none"> • Students demonstrate respect for the facilities by continuing to keep the campus clean throughout the day. Very little graffiti and trash are ever found on campus due the effort of the students to continually keep our school clean. 	
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Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

<u>Findings</u>	<u>Supporting Evidence</u>
<p>Victory High School is asked each year for a list of curriculum that is needed to support student learning. This list is provided to the district office and purchased if funds are available. If funds are tight, Principals will meet with the Director of Secondary Instruction (or the Deputy Superintendent) and discuss the list of requests and narrow down to what is essential. With the onset of Common Core, the expectation is that as textbooks are published that meet the Core Standards, further district adoptions will take place.</p> <p>As RUSD moves further along with the implementation of Schoology, further products are expected to be acquired. An example can be seen with the district purchasing of the ExamView suites for all curriculum at the secondary level. This will allow for Victory to continue to implement Schoology and increase the assessment of students through the use of ExamView.</p> <p>When a Title 1 school (ending at the end of the 2014-2015 school year), the process for ordering supplemental instructional materials was very simple. Teachers would meet with the Principal and suggest certain instructional materials that they wanted. A discussion would be held as to how this is benefiting students in the classroom. If this benefitted students and funds were available, the principal worked with the secretary to purchase the materials for the teacher. Much of the supplemental instructional materials used at Victory came from this process.</p>	<p>2012 Textbook Requests</p> <p>2015-2016 Textbook Requests</p> <p>October 12th Staff Development Agenda</p> <p>Title 1 Expenditures 2012-2015</p>

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Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
<p>Our district’s HR department utilizes EdJoin services to obtain a large pool of qualified applicants. The Principal and selected staff will review the applicants for current openings and decide on the selection of candidates. As mentioned earlier, interviews are done as a panel of current staff members to ensure that not only is the best candidate chosen but also so that there is a collaborative philosophy in the selection of staff. With the assistance of BTSA (Beginning Teacher Support Assistance) and PCOE (Placer County Office of Education) to offer significant Professional Development opportunities, new hires are able to achieve strong PD as they navigate their initial years within Rocklin Unified and specifically at Victory High School. Teachers are strongly supported by other staff on campus. Teachers are highly encouraged to observe others on campus to note best practices and thus include in their own classroom. There is a strong cohesive mentality of working together which permeates the campus (as seen in the staff survey) for both classified and certificated. As seen in the survey in which an overwhelming majority enjoys working at Victory, it is evident that much of this is due to the consistent support provided by other staff.</p>	<p>Human Resources Site</p> <p>Certificated Staff Survey</p> <p>Classified Staff Survey</p>

Long-Range Planning

Indicator: The district and school’s processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>Through the collaborative approach in creating the district’s LCAP along with the School Goals that consistently align to district goals (and strategic priorities), there is currently an effective process for ensuring the long range plan of both RUSD and Victory High School are met in order to see stronger student achievement and College and Career</p>	<p>2015-2016 SMART Goals</p>

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<p>Readiness. The long range plan (as evident in each annual School Goals and echoes in the VHS ESLR's) focuses on student engagement within the daily lessons with an emphasis on critical thinking, reading and writing to further develop the skills necessary to be successful out of high school. These skills revolve not only on academics, but also on attendance, technology based skills, social emotional well being and problem solving skills.</p> <p>As seen in the LCAP for the District, these goals of Victory echo the LCAP goals.</p> <p>LCAP Goals:</p> <ol style="list-style-type: none">1. Rocklin Unified School District (RUSD) will ensure that all students will achieve to their highest potential and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards and expectations2. RUSD will ensure that staff continually build capacity through professional learning and growth opportunities that support student achievement and success.3. RUSD will provide support systems for learning (during both the school day and after school) and provide safe schools with healthy climates where all students have opportunities to achieve at high levels. <p>Through the unified and collaborative approach of the LCAP, the process of creating the Strategic Priorities for the District, and the unified approach of the VHS annual School Goals among the staff at Victory, there is a strong process in place to accomplish the long term plans of Victory High School. This long term plan is financially, philosophically, and structurally supported by the district in all of the ways discussed in this section.</p>	<p>Strategic Plan for RUSD</p> <p>LCAP for RUSD</p>
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ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

After reviewing the findings and evidence in Category A above, 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 implements and consistently refines protocols to meet the needs of students whether it be through curriculum, programs offered, master schedule, etc., while also following the school vision. Victory is able to consistently meet the needs of students in these ways due to strong communication on the site level along with strong support from the School Board and Cabinet Members of the Rocklin Unified School District. Their support of our program is seen not only financially, but also with the inclusion of Victory staff and students on all district committees and events. In addition, the partnership with the community (which continues to increase throughout the years) continues to give Victory the opportunity to reach our goal of providing students additional avenues to succeed (academically, socially, and emotionally). These criteria impact the school's ability to address all three of the identified critical learner needs of Victory in that the support of the school district and highly qualified teachers that are hired continue to address the Common Core Standards and Next Generation Science Standards. The support from the district and community, combined with the shared vision of the staff to educate students not just academically, addresses the second Critical Learner Need (Educating the "whole student"). In addition, through these partnerships along with district financial support through the LCAP, Victory is able to address the third Critical Learner Need (Providing interventions both academically and socially) to students both on campus and through the local community.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

In reviewing the aspects of Category A, it is evident that there is a tremendous amount of strengths in a variety of areas that has led to strong student achievement in the classroom and overall student success. Through the findings listed, the following stand out as strengths in this category:

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

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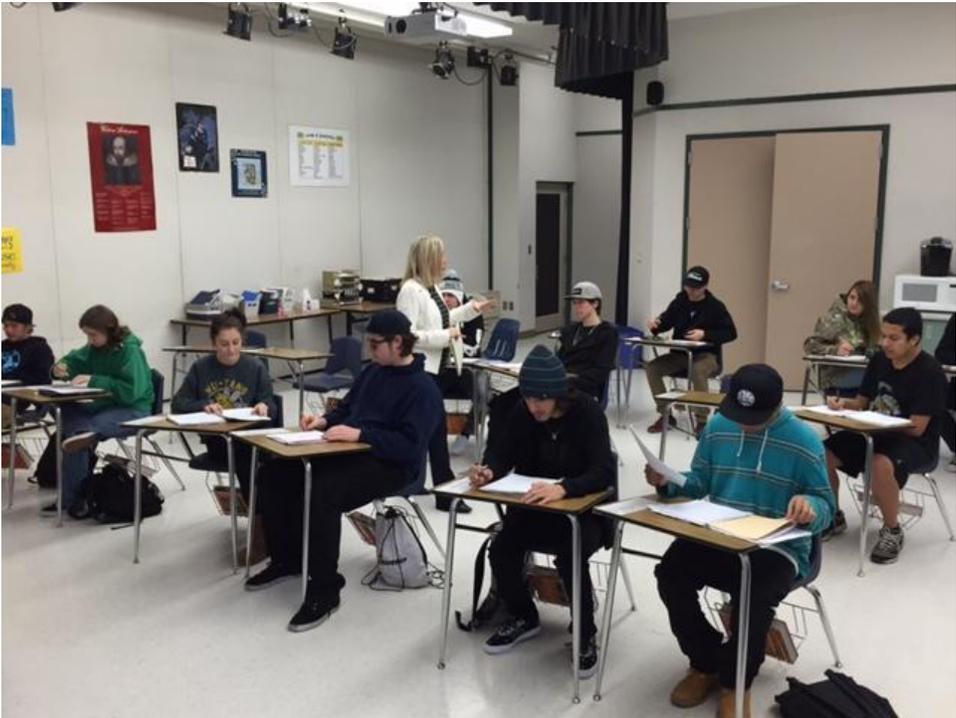
- 2) Communication & Collaboration are key factor to success.
 - a) Grad Plans provided to students each quarter showing their expected credits earned (also notifying parents). Plans show all parties involved how to reach a diploma.
 - b) Strong communication with parents on VHS protocols, policies, and updates.
 - c) Teacher input on all decisions related to Victory policy/protocol changes (with many times, initiated by teachers): PACS, 2 Week Schedule Change, Support Class, Grad Plans, Grad Portfolio, Monday Articulation, Testing, Etc...
- 3) Strong approach to build student relationships (Demonstrated Passion for student success, Family-like Atmosphere, Mentoring, Approachable. As a result of these strong relationships with students, there is a strong understanding of the students and their needs.
- 4) There is a strong emphasis of Professional Development (including the use of Technology) to bring the most engaging instructional strategies into the classroom.
- 5) There has been continued improvement in providing support for College/Career/Mental Health for students. (Yet much room to still grow).
- 6) Victory continues to hire highly qualified and successful staff (classified and certificated).
- 7) There is a very strong cohesive and positive staff on campus as evident by the working relationships of the staff and the overall job satisfaction of staff (in regards to working together as a team).
- 8) There is a unified approach to the goal/mission of the school by staff members.
- 9) Attendance rates continue to rise each year (highest increase in district over past 4 years)
- 10) Students feel a sense of pride for Victory High School and enjoy school.

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Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- 1) While Victory continues to improve the offerings of extra-curricular activities, engaging instructional strategies, and connections to the community and local colleges, there is a need to place further emphasis on Career Paths with specific programs/trades (Community Engagement) through the use of Support Class/Articulation Days/Embedding into the daily operations of Victory, etc...
- 2) Due to constant turnover in classified and certificated staff for a variety of reasons (opportunities within district, retirements, moving, etc...) a need for further Staff Induction protocol for new staff. While a Handbook is updated constantly for staff and the school has a strength in protocols and processes, more detail written procedures for individual responsibilities is needed: ASB, Interact, Yearbook, Counseling Protocol, Front Office Disciplinary Protocol, Newspaper, Bowling Team, Custodial duties, etc...).
- 3) While there is an emphasis on technology in the classroom, there is currently not enough Chromebooks available for teachers to have access at any time to enough Chromebooks for their students. In other words, the additional Chromebooks are necessary to allow a 1-1 ratio within the classroom (whether it be through additional Chromebooks and carts, etc...) to allow all teachers to use technology without having to plan with other teachers or schedule lesson plans around availability of Chromebooks.
- 4) While data is consistently collected, improvements needs to be made in how the data shapes decisions related to student achievement. In addition, creating an understanding of the significance of certain data (when taking into account the randomness of student enrollment). Therefore, creating data that is significant and measureable for student achievement as it relates to the practices and strategies implemented by the staff.
- 5) While communication exists, there needs to be stronger participation by parents in the learning process (checking grades, given opportunities to participate in events, communication with teachers, etc...).
- 6) At the current time, there is minimal teacher collaboration and observations that occur between teachers in order to improve best practices. While a Walkthrough form has been created through input from the staff, there needs to be further discussion about ways to embed this professional development opportunity for staff to incorporate further professional discussion on best practices.

Category B: Standards-based Student Learning: Curriculum



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Category B: Standards-based Student Learning: Curriculum

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

B1. Curriculum Criterion

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 schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program the prepares students for college, career, and life.

Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.*

Findings	Supporting Evidence
<p>Victory High School uses the latest tools and trends of the educational philosophies in each curricular area to help maintain a viable, meaningful instructional program. The school maintains a Staff Resources page on the website culled from the latest research and best practices seen from other professionals in the field. Through a wide variety of conferences and staff developments VHS educational professionals are able to examine the effectiveness of these philosophies and keep them current to help revise the curriculum.</p> <p>A structured bell schedule provides the appropriate amount of instructional time and opportunities once a week for educational intervention. Specifically on Thursday, classes in</p>	<p>-Bell Schedule</p>

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<p>the morning are shortened 10 minutes each which opens a 30 minute window during 3rd Period for Support Class where students can get help not only with specific subjects but also with Graduation Portfolio's or any other career and life skills necessary.</p> <p>Staff at Victory High School are heavily involved in all District Professional Development training and committees including having site representatives on the District Technology Committee (RETT), Common Core Teacher Leader Committee, English Language Arts Secondary Committee, as well as participation in all district wide Staff Development days. Victory partners with the closest neighboring Traditional school for combined Staff Development training related to Common Core throughout the year, as well partnering with all local schools during Articulation Days in which staff are able to meet with curriculum-like teachers at other schools. An emphasis on Curriculum and Instruction is evident in all Professional Development opportunities (including participation in local and statewide conferences). Jennifer Boettger is part of the Instructional Leadership Corporation sponsored by the CTA and Stanford. They train teachers to address standards in a student centered classroom. Thus, she is a valuable resource for Victory staff when it comes to assessments.</p> <p>Staff is supported and encouraged by administration to attend educational conferences not offered by the district. These include the annual AVID (Advancement Via Individual Determination) conference, Google Education Summit, CCEA (California Continuation Education Association) Conference, ERWC (Expository Reading and Writing Curriculum) Conference, Common Core Literacy, GLAD (Guided Language Acquisition and Design) and WICOR (Writing Inquiry Collaboration Organization and Reading) to name a few. Examples would be in the Social Studies discipline an emphasis on the WICOR when it comes to primary sources to gain a better depth of knowledge. English utilizes WICOR by using primary sources in the form of articles to begin</p>	<p>-Professional Development</p> <p>-Educational Conferences</p> <p>-Common Core Practices Staff Resources</p>
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<p>discussions in small groups that culminate in quickwrites and other writing tasks.</p> <p>These conferences help teachers implement current Common Core Practices in the classroom and through the curriculum. Essential Questions (EQ), Close Reads, Cornell Notes and Annotations help achieve the academic Competence by meeting state content standards in all subjects, by completing all required courses, and by passing the CAHSEE. As the staff finds beneficial strategies they are added to the list of resources the staff uses to implement instruction. The staff is also in the beginning stages of creating a staff observation form to enable teachers to have a mechanism in place to have each other observe and act as a second set of eyes when trying new strategies and/or materials. The form itself is solely for the teachers to use as a guide for the after observation discussion. Administration only tracks that the staff-to-staff observations are occurring to ensure knowledge and experience is being shared.</p>	<p>Walk through observation form</p>
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Academic and College- and Career-Readiness Standards for Each Area

Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

Prompt: *Evaluate to what extent there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements.*

Findings	Supporting Evidence
<p>Students who graduate from Victory High School are awarded a High School Diploma recognized in the same manner as any graduate from a Comprehensive High School. 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. Students are significantly prepared for higher education when they graduate from Victory due to the focus on reading, writing, and necessary skills to be successful in college that were</p>	<p>Model Continuation School</p>

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emphasized in their academic classes. A consistent goal for Victory High School is to see an improvement in the overall reading scores of students through the use of the Renaissance Learning STAR assessment that is given to students three times a year. Data is being collected from last year's assessments to compare to future years with a goal of increasing the grade level reading competency of students. An emphasis is also placed on writing for all students. Through the professional development (PCOE Training) centered on Common Core,

Victory is working collaboratively with the other RUSD secondary schools (Rocklin High School and Whitney High School) to unify the writing rubrics among all schools. With this emphasis of writing, students (regardless of the subject they are in) are expected to demonstrate the skills that are required of them in the Common Core State Standards for Writing. With the focus of standards moving to Common Core, Victory adopted the Norman Webb Depth of Knowledge (DOK) Chart to guide instruction. With DOK guiding instruction, students are now expected to comprehend the material in a much deeper way and be able to articulate their comprehension through in depth projects and/or assessments. In addition, the use of Essential Questions to guide instruction require students to critically think which is a specific skills needed to be successful in College and their Careers. In addition, standards involving specific writing requirements (as evident through the teacher survey) show that students are required to write in a variety of different areas (narrative, informative, etc...) to prepare them for college. These skills will greatly improve their ability to be successful in college when combined with our focus on Reading and Writing.

Victory is supported by RUSD in providing appropriate EL services to students based on their CELDT level. Students designated as EL are provided services as needed. Victory 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 our EL students.

In addition to instructional strategies on campus to

[STAR Testing website](#)

[Common Core and Webb's Depth of Knowledge](#)

[CELDT Levels](#)

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<p>assist with student preparedness, students are given ample opportunity for ROP and Work Experience curriculum on a volunteer basis. All opportunities for this curriculum are publicized to all students in assemblies, student meetings, as well as presented to parents throughout the school year.</p>	
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Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
<p>Victory had increased its Odysseyware account from 7 to 50 licenses for the 2014-2015 school year to better service students in their ability to reach their academic goals. For the 2015-2016 school year Victory purchased a full site license to ensure any and all students could access the site to complete credits. Odysseyware is an online credit recovery program. Students are allowed to earn up to two credits in each class they physically attend to make up for absences and are allowed to earn all credits needed to graduate in courses that are not offered at Victory High School or in our credit recovery night/summer school programs. All Odysseyware courses are developed to help students achieve the CCSS, and all courses are vetted both by the company and Victory content area teachers. Students can access this information on the Student page of Victory High School’s web site: This page show which teachers monitor which subjects.</p> <p>Schoology is a learning management system for K-12 schools, higher education institutions, and corporations that allows users to create, manage, and share content and resources. The cloud-based platform provides tools needed to manage any classroom or blended learning environment and is used by some Victory High School teachers to help run the curriculum in their respective courses. The service includes attendance records, online gradebook, tests and quizzes, and homework dropboxes. The Social Media feature also allows students to be engaged with not only the curriculum but, also with their teacher. Schoology can be integrated with existing school</p>	<p>Odysseyware</p> <p>VHS Odysseyware Page</p> <p>Schoology</p>

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reporting and information systems and also provides the added security, filters and support that school districts require. Schoology is a district-wide initiative for the classroom. It creates a one-stop shop for both the parent and the student to find their assignments, and parents to track progress. Many students on the campus use Schoology on a constant basis through the app on their smart phones.

Pearson Integrated Math I/II Curriculum is used to make the math program at Victory High School student based. Students come to Victory High School continuously throughout the school year and at all ability level. Students are placed in the Integrated Math I/II curriculum according to credits needed and their ability level. Each section provides video tutoring of all the problems in that section. Each step-by-step problem is followed by a now-you-try-it problem. At the end of the section the students work through three to four self assessment problems. Throughout this process students can get individualized help from each other and Ms. Newkirk. In addition to Ms. Newkirk checking for understanding throughout the period, she gives each student a mini three problem assessment for each sections they finish to check-for-understanding. If they are not successful Ms. Newkirk works with the students individually. Each math class is started with a daily warm-up that covers five programs from the curriculum in a sequential manner.

Google Apps for Education (GAFE) is a core suite of productivity applications that Google offers to schools and educational institutions for free. These communication and collaboration apps include Gmail, Calendar, Drive, Docs and Sites, and a GAFE account unlocks access to dozens of other collaborative tools supported by Google. All of these applications exists completely online (or in the cloud), meaning that all creations can be accessed from any device with an internet connection. Using Google Chromebooks Victory High School automatically, through the RUSD technology team, connects all students to these applications. Each student is given a username and password to log into the

[Pearson Integrated Math I/II](#)

[Google Apps for Education](#)

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<p>Chromebooks where they can then access a number of Google applications. In addition to Google apps, some Victory staff also uses Google Classroom which is similar in format to that of Schoology. Google Classroom is a blended learning platform for schools that aim to simplify creating, distributing and grading assignments in a paperless way. Assignment creation and distribution is accomplished through Google Drive while Gmail is used to provide classroom communication. The use of Google Apps allows the staff another opportunity to hit the state academic standards in the classroom through an emphasis on collaboration, reading and writing as stated in the new Common Core Standards.</p> <p>Lastly, the staff at Victory High School also use a wide variety of multimedia outlets including YouTube, news websites, TED, etc. that enhance the curriculum in the classroom.</p>	<p>Various Multimedia Websites</p>
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Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Through the Common Core Standards, Victory High School staff writes lesson plans that correlate directly with the ESLR’s of the school. With an emphasis on reading/writing/speaking/listening students will become effective communicators, collaborators, citizens and career seekers. Teacher lesson plans should reflect one or more of these aspects when applicable.</p> <p>The Naviance Program, is 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.</p>	<p>ESLR's</p> <p>Naviance</p>

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<p>In science, Next Generation Science Standards drive the essential question for a lesson. Bases upon that essential question, a variety of activities are planned. These can include a virtual simulation, hands on lab, reading activities that are Common Core driven, writing activities that drive critical thinking.</p>	<p>NGSS</p>
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Student Work — Engagement in Learning

Indicator: The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Competence: Test Results: While previously CST results were analyzed as a snapshot for student success. Moving forward the SBAC/CAASPP will be analyzed to see student progress related to the standards Walkthrough Forms: Curriculum is focused on the Essential Question, and utilize both formative and summative assessments. While not "Student Work", the future plan of analysis and documentation of observations from the Walkthrough forms will be seen as a snapshot of student work and analysis if standards are being addressed within the classroom (done teacher to teacher).</p> <p>RUSD is strongly urging the use of Schoology in the classroom as the platform for which lessons, grades and communication is to be used by the students and staff. The use of this online platform helps our students improve their competency by posting assignments and grades in real time. Students not only receive immediate feedback but are now involved in the graduation process by being up to date on their grades. Any missing, late or make up assignments can be viewed directly by the students and they can arrange to make</p>	<p>ESLR’s</p> <p>Peer Observations</p> <p>Administrator Observations</p> <p>Schoology</p>

Victory High School ACS WASC/CDE Self-Study Report

<p>them up with the teacher of that respective class.</p> <p>Communication: Victory High School creates numerous opportunities for students to improve their communication skills. Once a year during the Job Fair Assembly, members of the business community, invited by the Rotary Club come and do 5 minute interviews with our students then give suggestions on how they did and how to improve the interview process. In both English classes some projects require oral presentations. In Social Studies, a controlled debate and discussion is encouraged for certain topics. Outside of the classroom public speaking opportunities are arranged through the school administration. Part of the graduation portfolio requires a PowerPoint Oral Presentation to the support class teacher describing the research they have done on their chosen careers. Even at graduation certain students are asked to make final speeches to describe their experiences at VHS and how they feel it has prepared them for post-academic life.</p> <p>Citizens: Victory High School wants students to become productive citizens while attending and into their post-academic lives. Students can participate in public service opportunities that are found through the Interact and ASB clubs. Opportunities on campus include, but are not limited to the annual Blood Drive, Can Food Drives, Clothing Donations, and participating in Spirit Week. Numerous off campus opportunities to serve the community of Rocklin are also provided through these clubs. Students are incentivized to get involved in these programs by earning credits toward their PE and Elective requirements. At the end of each academic quarter an awards ceremony is held by the staff to recognize both academic and attendance achievements by students. Honor roll certificates for those that achieved a high GPA for the quarter and certificates of achievement for those with perfect or near perfect attendance. Each teacher also chooses a student to recognize for achievement in each class period.</p>	<p>Mock Interview Questions</p> <p>Rotary Luncheons 1 2</p> <p>ASB</p> <p>Interact</p> <p>Attendance</p>
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<p>Career Seekers: The final ESLR is that of become a career seeker. Teaching the skills needed to land a job in their post-academic lives. Through the Graduation Portfolio students identify two possible careers they would like to attain. They then 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 Letter of Introduction and Resume. how to properly fill out an application and how to answer interview questions properly. The entire process is monitored and mentored by the students respective Support Class Teacher to make sure they are not only doing the work correctly but that the student is getting the most out of the process and how to translate it into the real world.</p>	<p>Graduation Portfolio</p>
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Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for all students.

Prompt: *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs. How do school staff define rigor, relevance, and coherence? To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>The Certificated Staff at Victory is extremely dedicated to using a variety of instructional strategies to ensure that students are given every opportunity to succeed. Meetings are held consistently in the office for students and parents who are falling behind in credits or for emotional purposes. Teachers alert counselor/admin on issues that arise with credits or with concerns for students to schedule parent meetings. D/F lists provided to staff end of each quarter to discuss as a staff on student concerns. Teachers are consistently invited to 504’s, IEPs, and Parent Conferences as needed. During IEP meetings, the students personal learning plan is modified to fit the needs of the student and is agreed upon by staff, parents</p>	<p>Highly Educated Professional Certificated Staff</p>

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and student.

In addition to the Common Core Instructional Strategy Bank (discussed in B.1 and found on the Staff Resources page on the website), the staff emphasizes a collaborative student approach for instruction. While Direct Instruction still plays a role in education, it is not seen as the emphasis at Victory. Students are to play an active role in their education through reading primary sources, annotating their texts, writing consistently in each class through guided instructions by the teacher, as well as additional projects and assignments that show a much deeper understanding of the material.

Our goal at Victory is for students to reach Depth of Knowledge 3 & 4 (based on Norman Webb's Depth of Knowledge Chart that is recognized in the new Common Core Standards as the updated version of Bloom's chart). This DOK chart is evident in each room on campus as a reminder of what is expected of students. Staff have been updating their assessments to reflect more DOK 3 & 4 questions along with each lesson focusing on the "Essential Question" (which is the DOK 3 and 4 level question that students are expected to answer at the end of each unit (or within each unit). Due to the small class sizes, students get individual help to ensure that they are given every opportunity to achieve success.

Victory built in a 30 minute intervention period every Thursday to allow for students to receive additional help as needed. Through small classes, access to teachers before and after school, along with during intervention (tied into the Grad Plans given to students every quarter, and the reward system of honoring student success described in an earlier section), Victory has created a "No Failure" instructional system for students who want to graduate.

In addition, many staff members utilize the new technology strategies that have been presented through attending conferences (paid for by district and site Title 1 funds). Specifically, the adoption of Google Apps for Education has provided significant strategies that have assisted our students. Students are able to get instant feedback

[Website Teaching Resources](#)

[DOK Poster in Room](#)

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<p>on their written work through students electronically submitting their work to then have edits made by the teacher in real time for the student to see and then correct as needed. This is just one small example of how Google Apps have impacted our site. With the adoption of the Chromebooks that have been mentioned previously, students will have instant access to computers for writing, research and projects in addition to the use of the computer lab.</p> <p>At the beginning of the 2015-2016 school year, the teachers decided that, in accordance with the school wide goals, the students needed to be taught certain subjects that they would need for after graduation. Many of these classes would be taught in the student's home, but due to Victory's demographics the teachers identified a gap in the whole student development. "Life Skills" classes were implemented on Articulation Monday's to fill this need. Usually the students would go to all six of their classes for 20 minutes each. Under the new model students go to 3 classes for 60 minutes. They are taught how to create a resume, balance a checkbook, budgeting, first aid, the markets, healthy eating habits, etc.</p>	<p>Articulation Day Life Skills Lessons</p> <p>Budgeting Form</p>
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Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
<p>Victory High School is not considered a feeder school for the UC system. Students are encouraged to transfer through the Junior or Community College system if they desire to attend traditional 4 year universities.</p>	

Integration Among Disciplines

Indicator: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

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Findings	Supporting Evidence
<p>In an effort to prepare students for success after graduation, Victory has placed an emphasis on quality direct instruction (through small classes and individual help) as the main avenue for earning credits. While students do not set their own timeframe for completion of a course due to this direct instruction model, students are given flexibility and ability to create their own pace on all additional credit not earned within the classroom. Through the use of the computer program Odysseyware, in which students are assigned subjects to complete for additional credit, along with the required Graduation Portfolio that students complete on their own, students have access to staff for assistance as needed. While in the classroom, students are consistently given one on one attention as needed and provided with additional resources and extended time depending on the situation. In all cases, staff understands the flexibility needed to ensure that students are successful while still holding them accountable. Student progress is monitored closely by the staff in both informal and formal avenues.</p> <p>Progress reports are sent home to parents in the middle of each quarter. Report cards are sent home to parents at the end of each quarter. In addition, staff constantly keeps both the Principal and the counselor up to date on any academic issues that suddenly arise with students. Parent meetings are held constantly for students who are struggling with classes. As mentioned above, staff makes themselves available before school, after school and during Support Class for additional help. In all cases, students are given every opportunity to succeed through individualized attention combined with immediate response from staff for those who are struggling.</p>	<p>Odysseyware</p> <p>Progress Report</p>

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: *Comment on the effectiveness of the school’s curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

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Findings	Supporting Evidence
<p>As mentioned multiple times already, the staff of Victory is highly qualified in their subject area. In addition, staff is highly involved in all district-wide professional development opportunities (sitting members on all subject matter district committees), as well as attend numerous professional development conferences throughout the year through the use of Title 1 Funds. While Title 1 funds have been taken away, the district is still supportive with setting aside over \$5000 for PD for Victory Staff as needed for the 2015-2016 school year. In almost all cases, teachers are granted permission to attend conferences in the area.</p> <p>Victory also is active in the CCEA conference with an average of at least 2 attendees each year. Staff development opportunities are the cornerstone to success of school as evident with the technological strategies centered on Google Apps, Common Core instructional strategies, as well as additional strategies evident with each staff member. In many cases, Victory staff will partner with other secondary schools within the district for combined Staff Development Days. These days focus on technology training, as well as instructional strategies that are related to Common Core. For example, during the 2015-2016 school year, Victory teachers will be attending a district-wide “Learning Fest” with the other 4 Secondary schools in which topics will range from seminars on Google Docs, Chromebooks, new district purchased Learning Management Systems (Schoology), as well as focusing on reading and writing standards. Teachers will be given the option to attend the afternoon sessions of their choosing. In all cases, an emphasis is placed on the trainer of trainer model in that any teacher who attends a conference or professional development opportunity will then share with the rest of the staff at the following staff meeting, what they learned. This is then compiled into a resource bank for all staff to access at any time to assist with their curriculum development. The administration at Victory emphasizes and encourages staff to consistently attend professional development opportunities throughout the year.</p>	<p>Learning Fest</p> <p>Learning Fest Options</p> <p>Teacher Resource Bank</p>

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<p>Staff input is elicited on all curriculum based decisions within their subject matter. In all cases, all changes to textbooks, curriculum, class changes have occurred with the full support of the teachers involved in the classes and their input is sought and considered fully before change is implemented.</p> <p>Math: Integration plan for Integrated Math I with supplementing Integrated Math II materials to reach Algebra requirement.</p> <p>ELA: English Elective Class direction, implementation of a Journalism program, and structure of the English 3-4 classes between two teachers.</p> <p>History: Economics and Government becoming semester long classes.</p> <p>All changes done with input and buy-in from staff.</p>	
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Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school’s mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	Supporting Evidence
<p>All Teachers have ability to propose needs of materials and textbooks/supplementals to Principal to have purchased (During Title 1 years, all requests made that benefitted students and supported teachers). Each year staff is asked for needs in the classroom, which are then discussed with Principal and if found as a need to help students, are purchased. As NGSS and other subjects produce Common Core Aligned textbooks, further adoption will occur to match other district schools, but taking into account specific alterations possibly needed for VHS due to student population. This type of vetting caused Victory to go against District adoption of CPM after input from Math teachers who piloted program. Instead the school went with Pearson based on input from the Victory Math teacher and other schools using program.</p>	<p>ERWC (Expository Reading and Writing Curriculum)- CSUS</p>

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As part of the philosophy of Rocklin Unified, teachers from each site are consistently invited to participate in district-wide committees that evaluate current curriculum, instructional practices, assessment options, etc... Examples of this can be seen with the following including Victory teachers and staff:

- Interim Assessments: An ELA and Math teacher (along with the Principal) participated in a release day professional development opportunity with members of other secondary schools. The purpose of this was to analyze the current CAASPP Interim Assessments available to all schools. Teachers who attended reviewed the site, discussed as a group the pros and cons and also the possibility of implementing this at the school site. The plan at Victory is to continue this discussion as a staff to determine steps to implement.
- ELA Committee/Book Review Committee: Victory had an ELA and the Principal a part of the secondary committee that discussed the proper placement of Novels at the 9-12 level in addition to the creation of rubrics for the new Common Core Standards. This committee met monthly over the course of two years to continue this curriculum development.
- RETT: Victory had a Math teacher (and Principal) as part of the Rocklin Educational Technology Team which consisted of looking at current instructional strategies as it relates to technology, curriculum to access online, etc... which was then communicated to the staff of Victory at follow up staff meetings.
- Common Core: Victory had 2 ELA teachers a part of the Common Core RUSD Training which met monthly over the over the course of two years in the evening at the District Office. Trainings consisted of reviewing strategies and best practices to address the common core standards (as well as breaking down Standards).

In all cases, Victory staff is included in all district led committees involving secondary schools. This inclusion revolves around the “Trainer of Trainer models” in which representatives attend and then report back to the staff as a whole at meetings to convey the information presented.

[Professional Development Days](#)

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Additional Online Instruction Prompt: Determine the effectiveness of the school for outsourced curriculum to maintain curricular integrity, reliability, and security.

Findings	Supporting Evidence
<p>A strong vetting process went into choosing OW including a demonstration by the OW rep, visits to other schools using other programs, a piloting program of OW, with a final decision made by the staff that this would benefit VHS the most in regards to programs available.</p> <p>To ensure integrity in the credits earned, all exams have to take place in the presence of a teacher.</p>	

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
<p>Teachers and administrator regularly meet with the teachers and staff at the feeder schools for Victory High School.</p> <p>Teachers meet with the departments of Rocklin and Whitney High Schools to understand where their ninth and tenth graders are in the year to better understand how the students are progressing through the year through participation on ELA Committee and MLT (Math Leadership Team).</p> <p>Release time is given for staff to observe feeder schools (RHS and WHS for instructional based strategies to take back to VHS classroom). Administrators regularly meet with the feeder schools to ensure they understand the requirements to enter Victory High School.</p> <p>Victory maintains strong partnerships with American River College, Sierra College and other local colleges/trade schools. Presentations are given to the students during support time on the various Degree and Certificate programs available to students. This is done in preparation of the field trips made to these schools with all Seniors to review programs available in</p>	<p>Sierra College 2</p> <p>American River College</p>

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<p>person. (While not currently allowing dual enrollment or credit, there is a strong partnership connecting students to future opportunities.</p>	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Through our varying programs, professional development opportunities, curriculum implementation and use of technology Victory High School does an outstanding job bringing standards-based rigor, relevance and coherent standards into the classroom. Although we are proud of all our accomplishments, we are aware that we lack the implementation of career and college readiness skills into the curriculum.</p>	

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>The constant drive by the staff to provide engaging, dynamic and rigorous lessons and curriculum for the students helps achieve each one of our critical learner needs. The current staff places an emphasis on getting students to critically think (addressing Learner Need 1), as well as giving them the tools through the life skills curriculum & partnerships with the community to address the whole student (Learner Need 2, 3). The increased use of technology in the classroom enhance the curriculum and the tech support from the district continuously impacts our ability to address the learner needs and ESLR’s. Victory’s administration provides numerous opportunities for certificated staff to attend professional development hours so that they can improve, adjust and change existing curriculum or introduce new curriculum into the classroom thus address the learner needs. This along with our college and career readiness programs provided for our students not only allows for Victory to address the ESLR’s and outcomes but creates a warm, inviting and secure learning environment at Victory High School.</p>	

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B2. Curriculum Criterion

All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>As mentioned previously, Victory focuses not only on academics but also on ensuring students are prepared for the future. Students are given ample resources and ability to make connections in a variety of different ways listed below:</p> <p>Career Faire: Each year, Victory hosts a large Career Fair for the students in which representatives from over 20 colleges and careers meet with students. The day is broken up into sections in which students receive presentations from all military branches, The California Apprenticeship program, and the local Community College. In addition, students participate in mock interviews with members of the South Placer Rotary, Community members, as well as local businessmen and women. The 3rd section of the fair consists of different trade schools, colleges and representatives from the careers in the area at designated tables in the cafeteria and students given the opportunity to learn about their program. Participants include: California Conservation Corps, Paul Mitchell and other beauty college programs, and UTI automotive trade schools.</p> <p>College Visits: Students are provided transportation through school sponsored field trips to the local community college open houses (Sierra</p>	<p>Career Faire</p> <p>College Visit</p>

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<p>College and American River College) for both the AA programs as well as the multiple certificate programs that are available to all students. These field trips are held in the fall and spring and all students are given the opportunity to attend.</p> <p>Job Fair: In partnership with Rocklin High School (in RUSD), students are able to participate in the local job fair in which they gain interview skills training as well as able to meet with local businesses who volunteer to hire high school students for summer positions.</p> <p>Summer Civic Program: Victory and the two other high schools participate in a summer intern program in which students (if selected) are able to shadow city officials and workers in a variety of different job responsibilities. They obtain on the job experience, a paid stipend, as well as an understanding of different job opportunities available to them in the future.</p> <p>Guest Speakers: During Support Classes throughout the year (Thursday’s intervention period for students), local representatives from colleges, trade schools and the military are on campus to present about the opportunities available for students upon graduation.</p> <p>Sierra College Partnerships: In addition to the specifically laid out timeline created by Victory’s front office for enrollment into Sierra College. Sierra has approved and trained Victory’s counselor to conduct the required entrance assessments to their programs to be done on Victory’s campus for prospective Sierra College students. This has significantly increased the probability of students enrolling on time with Sierra, as many (not all) of the requirements for enrollment can now be handled through Victory’s front office.</p>	<p>Mock Interviews 2 3</p> <p>Summer Civic Program</p> <p>Guest Speakers</p> <p>Sierra College Partnership</p>
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<p>ROP: All Juniors are given an ROP presentation and provided with information for their Senior year to take ROP courses.</p> <p>Work experience: A credentialed teacher meets weekly with students to discuss job related items such as tax deduction, payroll, work permits, etc..</p> <p>ASVAB & Naviance: The Naviance and ASVAB are multiple-aptitude batteries that measure developed abilities and helps predict future academic and occupational success in the various occupations in civilian or military life. Many students try to make decisions about college or careers before they have really spent time thinking about their own interests, values, talents, and abilities. Before choosing or exploring a career, students at Victory through their grad portfolio are required to spend some time finding out about themselves. Many factors are important in determining which occupations will bring you success and fulfillment. When making career plans, it is helpful to have a good understanding of the things you do well and your likes, dislikes, goals, and lifestyle preferences.</p>	<p>ROP (Now CTE)</p> <p>Work Experience</p> <p>Graduation Portfolio</p>
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Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, based upon a student’s learning style and college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, based upon a student’s learning style and college/career and/or other educational goals.*

Findings	Supporting Evidence
<p>The staff of Victory has a unified protocol for assisting students in reaching their goal of graduation. Through the use of the student Grad Plans, which all staff are able to access each student’s Graduation Plan at any time through the teacher shared drive, students are able to get questions answered by any staff member on campus as to what is still needed for them to graduate. In addition, the office staff (including Principal and Counselor) consistently sends out updates to</p>	<p>Grad Plan</p> <p>Grad Plan Explanation</p>

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<p>staff on students regarding concerns academically, personally, relaying information from families, etc... Meetings are held consistently in the office for parents and students who are falling behind in credits or for emotional purposes. Teachers alert counselor/admin on issues that arise with credits or with concerns for students to schedule parent meetings. D/F lists provided to staff end of each quarter to discuss as a staff on student concerns. Teachers are consistently invited to 504's, IEPs, and Parent Conferences as needed. During IEP meetings, the students personal learning plan is modified to fit the needs of the student and is agreed upon by staff, parents and student.</p> <p>Staff communicates regularly with counselor, administration and case carrier about students to alert them to when they fall behind or are failing; grades are printed to share with all stakeholders. Special Education students all have a transitional goal along with academic goals.</p>	
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Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence
<p>Victory stands apart in addition to the emphasis of direct instruction from highly qualified and caring teachers in the communication with students and parents as to their graduation status through the use of a "Grad Plan". Upon enrolling at Victory High School, students are provided with an individual plan as to how much credit they are expected to earn with specific attention given to the avenue in which they are to earn it. For example a grad plan will delineate how much credit is earned through direct instruction, online curriculum, Night School, Summer School, Community Service, etc (for each individual quarter they are enrolled in school). In each case, students can see firsthand their expectations as well as their total amount of credits if they stick to the plan both for the quarter and the year (All Seniors</p>	<p>Grad Plan</p> <p>Grad Plan Explanation</p>

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<p>have a plan to get to “0” credits needed by June, All Juniors have a plan to get to “45-55” credits by June). These Grad Plans are updated at the beginning of each quarter (taking into account the credits earned from the previous quarter) by the counselor. Grad Plans are checked carefully and then distributed out to each individual student (along with an explanation of how to read it a generic grad plan) approximately the second week of each quarter. This is done each quarter until the student graduates. By updating the grad plan each quarter, the student is able to see firsthand what is expected of them within the quarter (as well as the impact of his performance in the previous quarter has on his overall grad plan).</p> <p>In addition, the counselor and administrator meet with students regularly to review their grad plans throughout the quarter and can adjust based on the needs of the students. Classes and/or Odysseyware can be added, deleted, or changed based on the personal situation of each student. When this is done, a new grad plan is created and sent to the Teacher Shared Drive so that all teachers have access to the updated plan. This communication directly impacts higher attendance and achievement by the students due to a clear understanding of what is needed to graduate.</p>	<p>Grad Plan Presentation</p>
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Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>Victory focuses not only on academics, but also on ensuring students are prepared for the future. Students have access to their “grad plan” at all times throughout the year by asking a teacher or the office to print it out for them. Students have access to the counselor and Principal on a drop in basis (appointment if necessary). During these meetings, the grad plan is reviewed with the most up to date attendance information readily available. Students are required to complete a Graduation Portfolio assignment prior to</p>	<p>Graduation Portfolio Assignment</p>

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graduating. The portfolio consists of 14 different assignments that are all to be done outside of class. The portfolio starts with a skills assessment (either through taking the ASVAB or the Naviance Computer program). From there, students must complete a variety of assignments revolving around their choice in professions, building a resume & letter of introduction, along with researching their career path including education pathways to reach their goals. Students have the opportunity to attend presentations given by different colleges, military officials and local community leaders during support class on Thursdays. This allows students to ask questions and hear about various opportunities.

The District has supported the school by creating a .8 counseling position on site. With the student population on average of 80, a .8 position gives students one-on-one time with the counselor as needed. The counselor, administration, and staff have open communication with students and parents. The school assists students with filling out the FAFSA application, guide students to determine scholarship opportunities. The staff also assists students in enrolling at the local junior college.

Students have the opportunity to participate in ROP courses offered in the area. All ROP programs prepare students for other avenues rather than college. Student schedules are built around their participation in these programs as the courses are not offered directly on the Victory campus.

[ROP \(Now CTE\)](#)

The Naviance and ASVAB are multiple-aptitude batteries that measure developed abilities and helps predict future academic and occupational success in the various occupations in civilian or military life. Many students try to make decisions about college or careers before they have really spent time thinking about their own interests, values, talents, and abilities. Before choosing or exploring a career, students at Victory through their grad portfolio are required to spend some time finding out about themselves. Many factors are important in determining which occupations will bring you success and

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<p>fulfillment. When making career plans, it is helpful to have a good understanding of the things you do well and your likes, dislikes, goals, and lifestyle preferences.</p> <p>Victory provides opportunities to aid in transition to college and/or career through college visits, local job fair, the summer civic program, guest speakers, & Sierra College Partnerships.</p>	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.</p> <p>VHS provides students with an atmosphere that allows them to be successful. The students at VHS have come from a variety of instructional settings that have not been able to serve their individual needs. VHS provides an atmosphere that gives students the opportunity to be successful through a continued growth in opportunities to learn about other programs for postsecondary success. The school prides itself on being a place that all students regardless of circumstance feel included and designed to give them equal opportunity to all the school has to offer. VHS’s focus on the grad plan allows for each student to make the choices they need to go on to any future they want post high school.</p>	

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>All of the decisions made by the staff at Victory High School are made with this criterion in mind. The school goals reviewed at the beginning of every school year are rooted in what is best for the student in a holistic manner. The staff takes great pride knowing that the student is being served not just academically, but emotionally and physically as well. While academics are very important and VHS does an excellent job preparing the student academically for a post high school career or college, it is just as important that the students feel connected to a society that had left them behind</p>	

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<p>in their previous educational experiences.</p> <p>All 3 of the Critical Learner Needs are addressed with this criteria in Section B2 in that our goal in educating students at Victory is not just from an academic perspective but instead to provide them with the tools and resources to be successful after high school. With a focus on School to Career programs (through field trips, presentations by colleges/professionals on campus, as well as access to resources to address their needs (Financial, Social-Emotional, etc..), we are address all three aspects of our Critical Learner Needs in the following ways:</p> <ul style="list-style-type: none"> ● Giving them the tools academically to succeed ● Making them aware of the opportunities that exists after graduation. ● Assisting them with what they need to address their struggles to allow them to be successful afterwards. <p>In all cases, we are attempting (not fully succeeding yet) to address the “Whole Student”. There is still much work to be done.</p>	
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B3. Curriculum Criterion

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Indicators with Prompts

Real World Applications — Curriculum

Indicator: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Prompt: *Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

Findings	Supporting Evidence
<p>AVID study strategies aid students in the organizational skills they will need as they move forward with their personal college or career aspirations. The school's emphasis on WICOR creates critical thinking students that are able to both articulate their point, but defend it verbally or in writing using evidence from primary sources. The beginning of WICOR for the school is the Essential Questions that drive each unit requiring the student to critically think at Webb’s Depth of Knowledge 3-4.</p>	<p>Common Core Practices</p> <ul style="list-style-type: none"> - Cornell Notes - Essential Questions - Student Centered Learning - Depth of Knowledge questions

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<p><u>Student Centered Learning</u></p> <p>Math: Math lessons are taught two ways. The mathematical standards are taught through daily warm-ups so all students are regularly being exposed to new information while building conceptual understanding and practicing skills. Students then have individual lessons via an online math book with video lectures. The teacher continually checks for understanding and supports each student.</p> <p>Social Studies: We use daily Essential Questions that relate to the student's current interest to drive the lesson. We use a variety of instructional strategies in our lessons. We use a variety of Primary and Secondary Source Documents (Videos, diaries, photographs, quotes, etc.) in warm-ups and lessons. We also try to always teach to a historical theme and not just information and details. Most lesson plans are drawn from the Internet and the textbook is primarily used as a rough guide for scope and sequence.</p> <p>English Real world situations and problems are used to illustrate curriculum and link it to real world applications. Units are taught thematically and allow students to develop skills that will benefit them anywhere. Examples of thematic units include identity and family. Projects and collaborations etc are used; students also work on argument and opinion, organization, and clear communication of complex thoughts.</p> <p>Interact The club allows students to interact with community members throughout Rocklin. They build leadership and communication skills through the various activities run on campus (Blood Drive x2, food drive, winter gear). Community service at elementary schools and stocking stuffing, and serving chili at the Christmas tree lighting ceremony allow students to be involved in the community.</p>	<p>Math Warm Ups</p> <p>Social Studies Essential Questions website</p> <p>VHS Interact Webpage</p>
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<p>In addition, RUSD is exploring ways to give students interim assessments mirroring the format of the SBAC. This allows students the opportunity to better understand the platform and nuances of the test. Two VHS teachers and principal are members of this committee which is working on determining the best ways to implement these assessments.</p>	
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Meeting Graduation Requirements

Indicator: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: *Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
<p>The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements. All teachers monitor their Seniors through weekly tracking of credits in their specific class during last 2-4 weeks of school. The Grad Portfolio monitoring is assigned to Period 3 teacher to monitor student progress. Teachers also provide extra help to students during the structured intervention time every Thursday. Students with IEPs are given additional help during a dedicated Study Skills class.</p> <p>Additionally, VHS organizes field trips at three local area colleges (Sierra, ARC, California State University, Sacramento), as an opportunity for VHS to participate in college tours and to gain better understanding of the college experience. Additionally, students are shown Career and Technical Education (CTE) programs that are an alternative to a traditional college pathway. Special Education students are encouraged to utilize Disabled Student Programs and Services (DSPS) that will provide support in a college environment. Special Education students are also invited to participate in Transition Partnership Program (TPP) to provide them with job opportunities and support during the school year and after they have graduated from high school as an alternative to college.</p>	<p>Graduation Requirement</p> <p>Graduation Portfolio</p> <p>Grad Plan Presentation</p> <p>College Tours</p> <p>Pre-Enrollment to Community College with onsite ability to administer Accuplacer</p>

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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>VHS does a great deal with the community’s support to ensure that students are exposed to what can come after high school. From job fairs to college visits, Victory ensures that the students are ready for the next step. This would not be possible without the work done in the classroom. With all instruction meeting the CCSS students are prepared to meet the rigors of their academic futures, and the style of the instruction presented with essential questions prepares the students for life by forcing them to become critical thinkers that examine the world around them instead of taking it at face value. Students at Victory want to see behind the curtain.</p>	

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>This criterion is continually being addressed, assessed, and modified for what is best for the student. This criterion drives everything the school makes decisions on as preparing the students for college, career, and life is what Victory is all about and again addresses all three of our critical learner needs with a focus on critical thinking skills (including reading/writing) combined with educating the “whole student” through the examples provided above.</p>	

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WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

- Implementation of Common Core Standards and NGSS
- Strong use of technology in instruction
- Continual support for staff to attend Professional Development Conferences where they can be introduced to new forms of curriculum that are utilized in the classroom immediately.

- Curriculum continues to be updated and is on track with district curriculum yet still flexible if curriculum does not benefit students i.e. Math we are not in the CPM.

- Making curriculum relevant to students both core curriculum and newly implemented life skills

- Adding curriculum to meet the student needs (Master Schedule adapts to the needs of students):
 - I.E. World History, Econ/Gov't Semester long
 - Splitting Sciences into separate classes

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

- Implement school wide writing rubrics to ensure Common Core standards are being met throughout the individual disciplines.
- Time to investigate if text based resources are out of date with current standards and if so, request the district update them.
- Further emphasis on Primary Documents used in the classroom and the instructional strategies that can accompany these documents to ensure proper use of this resource.
- Further implementation of Life Skills curriculum to not only reach academic success but also to meet the College and Career Readiness Standards, ESLR and School Motto of educating the “whole student” to ensure success after graduation.
- Adding new electives for further options for students (exploring creative ways).

Category C: Standards-based Student Learning: Instruction



Category C: Standards-based Student Learning: Instruction

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

C1. Instruction Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

Indicator: The school’s observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>To a high degree all Victory High School students are involved in challenging learning to achieve the Common Core standards. The school has worked extensively to adopt school wide strategies the past six years. These school wide strategies include:</p> <ul style="list-style-type: none"> ● Close reading ● Interactive Notebook ● DOK Questioning ● Essential Questions ● Cornell Notes ● WICOR Instructional Sequence 	<p>Classroom Peer Observations</p>

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<p>discussion questions as part of the lesson to foster critical thinking and writing skills.</p> <p>English: English is using Depth of Knowledge level 3 and 4 questions to develop thematic units in order to help students develop their critical thinking skills. We have essential questions daily that guide our instruction for the day. We collaborate and discuss best practices and how to make assignments more meaningful and challenging. 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. We also use Interactive Notebooks. The notebooks allow student to have reference to previous learned materials that build on future lessons. We teach narrative, informative and argumentative writing in order to meet the Common Core Standards. Essay writing is taught through direct instruction which allows us to reflect on the strategies used to teach the various types of writing. We use common rubrics so students understand what is expected in their writing.</p> <p>Social Studies: In Social Studies instruction is broken in units while following a basic timeline. Some examples of these units in US History are “Immigration and Industrialization”, “Progressivism” and “Postmodernism”. 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. This focus on DOK within the lessons allows opportunities for the students to use critical thinking skills. For example, in the “Progressivism” unit students not only define the word “progressivism” but they study the Progressive Movement and its effect on American politics at the local, state and federal levels of</p>	<p>Close Reading activity</p> <p>Time Magazine Project</p> <p>Depth of Knowledge Chart</p>
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government. The unit culminates in a digital based project about one of the three progressive Presidents.

Mathematics:

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.

Special Education

Victory High School services students with Special Education needs. Special Education students receive academic support with a Study Skills class. The Study Skills class is offered to students with an Individual Education Plan (IEP), working on General Education classroom assignments. Many students benefit from extra time, one to one instruction, and a smaller instructional setting to complete the assignments. Study Skills class also provides opportunity to work on individual academic and transitional goals. The Study Skills is in addition to the general education classes that the students are placed into to offer the least restrictive environment. Special Education support includes one full time RSP teacher and one full time paraprofessional dedicated to students with an IEP. The staff follows the services, aides, and accommodations/modifications set forth by the IEP.

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,

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<p>budgeting, interview skills, and essay writing. On every Thursday, during support class time, for 30 minutes, teachers work with the students completing the Grad Portfolio and correctly writing the three required essay of the portfolio. Special Education students work with teacher and paraprofessional throughout Graduation Portfolio process to assist with research, edit essays, create resumes, and prepare students for final oral presentation.</p> <p>There are three Chromebook carts available for use in all classrooms and we also have a Computer Lab with 20 Thin Clients. This allows us to have a one-to-one computer ratio with all our students. Special Education students utilize Chromebooks during Study Skills classes to complete assignments due in general education classes.</p> <p>The teachers at Victory use Primary and Secondary Source Text Dependent Questions in their inquiry and writing prompts:</p> <p>The staff also uses Instructional strategies that have been compiled by the principal on the School Website .These reading strategies have been selected specifically to help our students become better readers and to address the Common Core Standards for Reading and Writing.</p>	<p>Primary Source Documents</p> <p>Teacher Resources Database</p>
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Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction*

Findings	Supporting Evidence
<p>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</p>	<p>Odysseyware Website</p>

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questions, help students stay focused and monitor process through completion.	
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Student Understanding of Learning Expectations

Indicator: The students know the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

Findings	Supporting Evidence
<p>Students at Victory know what they are expected to learn each day. Posted and discussed Essential Questions are a daily occurrence in most classrooms.</p> <p>English: All essays have a grading rubric that student receive during the writing process. Teachers review the rubric and explain the expectations. Unit essential questions are posted for students to see and daily questions support the essential questions. Formative and Summative assessments are given to ensure that student will be successful. This also allows teachers to go back a re-teach a lesson..</p> <p>Mathematics: Evaluation of learning is planned every two weeks. A list of problems the students should be able to solve is provided and referred to as material is taught. The work is graded holistically to encourage students to continue to strive for deeper understanding. All essential questions are posted on the wall and referred to.</p> <p>Biology: The essential questions are listed at the beginning of the unit. After the material has been explored/read/discussed students are provided different methods to demonstrate understanding such as creating a graphic organizer of the concept.</p>	<p>Rubrics</p> <p>Math Essential Questions</p> <p>Essential Question</p>

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<p>Science: Students are given the Essential Question for the unit and a daily objective on the board. Students are given grading rubrics for long term projects prior to starting the project.</p> <p>Social Studies: Students are given a grading rubric and instructions when asked to produce an essay. Social Studies teachers also use a pacing guide to ensure that not only are the Common Core Standards met ,but also to cover the California History-Social Studies Standards that are still adopted. Each California History-Social Studies Standard has been turned into a separate unit. These units are then taught using the Common Core English Standards.</p>	<p>Science Rubric Example</p> <p>World History Syllabus Schoology</p>
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Differentiation of Instruction

Indicator: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>Staff members differentiate instruction, including integrating multimedia and technology to a high degree. All instructional staff provide accommodations and modification according to 504 plans and IEPs on a daily basis. Many of these accommodations include preferential seating, extended time, and alternative testing environment.</p> <p>All staff use instructional strategies that appeal to visual, auditory and kinesthetic learners. The differential instruction utilizes a range of modalities which increases student learning. VHS teachers utilize a variety of multimedia and technology to differentiate instruction as shown below.</p> <p>English: Students use Chromebooks to access online curriculum on Schoology or in a shared Google folder. Teacher use a variety of multimedia to enhance lessons. Ted Talks are shown to support the unit of study such as John McWhorter’s “Twtng is Killing Language. JK!”. The talks allows students to listen to another perspective on a subject. Students use various</p>	<p>Ted Talk</p>

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programs such as Wevideo to create presentations for class. Project based learning is used to show student knowledge of a particular subject. This project based learning is done both as individuals and as groups depending on the level of the students. In order to differentiate the instruction some classes may utilize both individual and group based projects to ensure all of the lessons are accessible to multiple learner levels.

Science:

Differential Instruction is used by having students work in pair for hands on activities. Reading in class is done aloud to allow for a discussion on the subject within the class, this allows students to ask questions and get immediate feedback. KWL (Know, Want to Learn, Learned) allows students to explore a topic at their own pace and level. Computer Simulations will have multiple levels to allow students to progress in their ability and gained knowledge.

[Science Computer Simulation](#)

Social Studies:

In Social Studies differentiated instruction is implemented throughout the various themes used. An example of this is in Government. In the "US Constitution" unit students were first required to read the Preamble to the US Constitution. As a class we then discussed the six different principles raised in the preamble itself. Using the diagram of a flower the students were required to the best of their ability, draw a picture that represents each principle in the six different petals of that flower.

Mathematics:

The amount of work is adjusted based on students abilities. More advanced students can move through the material at a quicker pace and/or move on to advanced topics. Integrated I is taught but more advanced students are supported through textbook video instruction and teacher tutoring. Video lectures are available for all topics including remedial math subjects. There are five graphing calculators available for students use and their use is demonstrated periodically.

[Integrated Math Plan](#)

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<p>Biology: With the wide range of reading abilities the units are read aloud by volunteers. Either AVID notes or outlining is used to organize the material. The teacher uses the document camera to project the notes to help the students stay focused. The majority of work is one in pairs or groups.</p> <p>Chromebooks are used by students to conduct research, to interact with the teacher and the other students on activities and assignments and also to write essays that can be electronically shared and edited by the teacher or the other students. The feedback happens in real time making the input more valuable. Besides having Chromebooks, each classroom has a Smart Room Projectors that is connected to the instructor's laptop and a CD player. The rooms also have four speakers to give all students surround sound of whatever audio video resource is being provided.</p>	
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Student Perceptions

Indicator: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings	Supporting Evidence
<p>Victory High School students have an understanding of expectations. According to the student survey, student feel that teachers listen to the students’ point of view leading to students feeling valued. According to the student survey, 93% feel that Victory gives them great information that helps plan for the future.</p> <p>Students create a graduation portfolio that guides them in researching various career options and having tools necessary for college, career and life. Students use Naviance to show</p>	<p>Student Survey</p>

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<p>their interests and which careers would be of interest. The portfolio also requires students to fill out job applications, a resume and letter of introduction. These assist in the student's plans for the future.</p>	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>It is our finding that teachers at Victory were observed using highly effective teaching strategies in the classroom and that to a high degree all Victory High School students are involved in challenging learning to achieve the Common Core standards.</p>	

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>This Criteria directly impact one of the main critical learner needs of Victory involving addressing the Common Core Standards with an emphasis on not only reading/writing but also critical thinking skills through the use of Essential Questions to drive instruction. If done effectively, students are to use critical thinking skills (to then demonstrate through reading/writing and/or speaking skills) to answer the Essential Question for the day and the unit. There is a need however in addressing Critical Learner Needs #2 and #3 to incorporate more real world experiences within the instructional strategies to address the “whole student” (thus addressing these additional critical learner needs more effectively).</p> <p>Critical Learner Needs:</p> <ol style="list-style-type: none"> 1. Addressing the Common Core Standards & Next Generation Science Standards with instructional strategies to emphasize reading comprehension, critical thinking skills, and writing skills. 2. Educating the “whole student” 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, etc...) 3. Providing students interventions and supports both embedded on campus and through the community to address the “whole student” (academically & socially). 	

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C2. Instruction Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: *Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Curriculum from CSUS was introduced into the English curriculum through the ERWC program. This curriculum meets the CCSS and prepares the students from college level English. The curriculum has been developed and vetted by the CSUS system and deals with topics the students find interesting which aids in student engagement. To generate interest for the students an example of the topic of cloning is used in the “To clone or not to Clone” unit. The students read numerous primary articles on the topic paying close attention to the types of rhetoric being used. To aid students in ideas about cloning, movies like “Jurassic World” and “The Island” are shown.</p> <p>Science: Video clips to further explore topics. For the Chemistry unit a “Crash Course Video” was used to further students understanding of Chemical Bonding. Chromebooks for writing assignments and computer simulations. Google classroom is used as a way to share links with students for assignments and simulations. Schoology is used as a gradebook that students can check their progress on.</p> <p>In Social Studies multi-media and/or technology is used almost on a daily basis. The platform for which these forms of technology are accessed is primarily Chromebooks but a computer lab is also available. Each teacher also uses new laptops recently provided by the district. In US History and</p>	<p>Crash Course Video</p> <p>EdPuzzle Netflix Discovery Streaming YouTube Rocklin Library</p>

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Government almost all assignments are posted to Schoology so that not only are they viewable but also can be accessed at home when students are absent. One example is in Government instructions on a research project about Congressional Committees was posted so that for each of the three days the students were working on the project they could easily know what to do or, if they were absent when the project was being done they still could access it from home to complete it on time. In use of multimedia social studies uses Netflix, YouTube, EdPuzzle and DVD's either rented from the library or from our personal collection.

Mathematics:

This is the first year we are using an Integrated Common Core Math I book. This book comes with complete video lectures that cover all topics. Individual learning programs were implemented at the beginning of this school year but students would not take advantage of the technology, instead waiting for the teacher to tutor them on the topic. At the 2nd quarter direct teaching was implemented with students taking notes, hence creating their own math resource material. The video lectures are still used by some students who have been absent or are working on advanced topics. A document camera is used to focus instruction when teaching new concepts. A Texas Instrument Computer graphing program is used to show the students how to use the five graphing calculators that are available and used in the classroom.

Biology:

The document camera is used to focus the note taking. Video clips are used to convey different topics.

Schoology: Victory uses Schoology - a RUSD supported online teacher/student curriculum engagement tool. Teachers use Google apps and Google classroom. They also use movienote.com - a presentation aid for Google slides. Teachers use socrative.com - to engage and assess students with phones and tablets. Lessons are often built with visual and audio aides. Most teachers have access to online

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<p>textbooks and resources for all subjects.</p> <p>Odysseyware Online credit Recovery: The students at Victory also use Odysseyware as our Online Support to help them accelerate their credit recovery. Students have all year for completion of assignments, quizzes and tests. The staff can track how much the students have completed. Another effective technological tool is our Victory High School Web Site. Any aspect that a student, parent, or teacher might want to know about Victory is on the website. It is always kept current and it contains an exhaustive amount of detail about anything Victory.</p>	
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Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
<p>Odysseyware All teachers were given professional training from Odysseyware representatives regarding the administering of the program, Teacher must create unique Odysseyware courses for each student based on their credit needs. The teacher must then view, grade, and give corrective feedback within the program. When the student is ready for a test , the teacher must open the test and assure that the student is taking the test in a secure environment. The teacher then must give a final grade and credit to the student and then the student’s work must be archived in the computer. All of Victory’s teachers display high competencies in all of these requirements.</p>	

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	Supporting Evidence
<p>Victory teachers support and facilitate learning with encouragement and motivation. Our teachers also build</p>	

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rapport, motivation, and trust. The teachers offer encouragement, reward effort, are non judgmental, expecting of hard work, and patience. They also develop lesson plans of interest to student.

Special Education

Special Education staff supports students to manage behavioral issues in a positive way by asking student to explain conflict, and offering appropriate solutions. They offer motivation to complete assignments that students do not want to complete due to frustration or disinterest. They coordinate accommodations with teachers, based on IEP, for student success in class to encourage further participation and interest in completing work.

English:

Through the use of Chromebooks the English teachers are able to be much more responsive to student work during the writing process and not just having to wait until the end of each step in the writing process. The teachers are able to closely monitor and comment on the students writing while it takes place. This allows the teacher to take on a more active coaching role in the writing process.

Science: In Science students are monitored while doing hands on activities. With smaller class sizes, the teacher is allowed to spend more time with each group and correct any misconceptions. Students are encouraged to ask questions and spark discussion based on the daily warm up question. Students are allowed to access their grades via Schoology at any time along with a printed report from the teacher periodically during the quarter. This allows the teacher to have a discussion about a student’s progress and what steps that can be taken to correct grades.

Math: Teacher walks around and individually tutors students after introducing a concept.

Small class size offers teacher to provide 1-1 direct

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<p>instruction. Classes at all levels include diverse student groups with various abilities. Teachers understand their student’s learning needs, preferences, and styles. They also modify their approach to reach student potential. The staff adjusts expectations and support based on individual student skill level. They also regularly work alongside students, assisting them with academic standards, enriching students’ life learning experiences. Teachers collaborate in curriculum design and assessment. The staff designs curriculum that is engaging, relevant, enriching, and differentiated to student needs. Students at VHS are offered positive learning atmosphere, fostering personal growth, emotional counseling, and a positive future outlook.</p>	
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Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Prompt: *Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Student work demonstrates structured learning which allows students to organize, access, and apply knowledge they have learned through the use of school wide teaching strategies across the curriculum.</p> <p>Students have the tools needed to gather knowledge and apply that knowledge. These tools include curriculum, classroom computers, Chrome carts, computer labs and a library.</p> <p>Students also bring their own devices to gather, create and share knowledge.</p> <p>English</p> <p>English teachers employ Interactive Notebooks to give students a tool to gather and maintain information throughout the year. The information they gather in the notebook is later used on various assignments. We teach writing explicitly in</p>	<p>Interactive Notebooks</p>

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order to give students a formula to develop a well-written essay. The more comfortable the student becomes with his/her writing, the more the student can move away from the formula and begin to develop their ideas in a well structured way. An English Articulation Committee was developed in which 7-12 English teachers met to discuss common expectations with reading and writing at all grade levels; common writing rubrics were also developed at this time so there is consistency across grade levels.

Depth of Knowledge Level 3 and 4 questions are developed to guide units. Level 1 and 2 questions are asked frequently in support of the unit essential question. Lessons are structured around the essential questions and guided instruction.

Social Studies:

In our Social Studies Department we use AVID Wicor Strategies. Wicor is an acronym for Writing, Inquiry, Collaboration, Organization and Reading. We do Close Reads in class. Such a reading places great emphasis on the single particular over the general, paying close attention to individual words, syntax, and the order in which sentences and ideas unfold as they read. We also utilize AVID Notes when taking notes on videos or PowerPoint's that relate to the day's Social Studies lesson. We develop our lessons based on the Essential Question of the Unit and the Essential Question of the Day. We start building a foundation by using basic DOK 1 and 2 questions (who, what ,where when) and then build to more complex DOK 3 and 4 questions. (why and how," how does this relate today and to you").

Science:

In science Avid Notes are used to allow students to gain knowledge about a subject that they may not have prior knowledge or a deep understanding of. AVID Notes allow students to explore the educational text in a more meaningful way and allow for questioning on the subject. Science classes have used Avid Notes for Ionic and Covalent Bonding unit.

[World History Close Read on Schoology](#)

[AVID Notes](#)

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<p>The students were able to compare and contrast the types of Chemical bonds by using the Avid Notes to ask questions about each type. Use of a daily warm up question allows students to check for understanding for the prior days instruction and brings a classroom discussion if there is a lack of understanding.</p>	
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Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
<p>Odysseyware is a computer based learning program, accelerating student credit recovery. Students have all year for completion of assignments, quizzes and tests. The staff can track how much the students have completed.</p>	

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

Prompt: *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>English: English classes utilize group work to develop students problem solving skills. Desks are lined up so that students have a partner to work on assignments. Group discussions encourage dissimilar thinking in order to strengthen ways to communicate their opinions and ideas. Students are encouraged to learn from each other. In class, students read Hamlet and then watch <i>The Lion King</i>. Students write an argument essay on which family is more dysfunctional. Students brainstorm within groups to determine which family is more. Students then begin to develop their argument taking information from the text, movie and discussion. The classes use many strategies like 60/60 pair sharing, group activities, whip arounds, large and small group discussions around the Essential Question prior to starting individual or groups</p>	<p>Student Essay</p>

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projects to ensure students demonstrate their ability to think, reason, and problem solve.

The English teachers have begun collaborating on creating assignments where students can show their understanding of various ideas.

Science:

Group work is used to encourage students to work critically and problem solve. Desks are arranged so small groups can have discussion. In the Chemistry Unit students were placed into groups and allowed to sort the types of chemical reaction.

Social Studies:

Social Studies use grouping and pairing in most of its lessons to evaluate the student's ability to think and reason. This does not mean we don't individualize work but it is not utilized as often. One example is the use of a Venn Diagram in US History for the "Imperialism" unit. Each group is given a three circle Venn diagram in which the center circle represents US Imperialism. Each group is then given one of the specific geographic locations studied during this period (Japan, Hawaii, Latin America). Each group comes up with information on how the United States spread its influence over these areas and how it contributed to imperialism. Each group then participates in a class discussion teaching about their specific location to the other groups who in turn fill in the corresponding information.

Student work demonstrates critical thinking in both individual and group assignments. Class debates encourage student opinion and critical thinking. Field trips allow students apply hands on learning. ROP classes provide real life skills and work skills.

VHS students earn credits and experience with community service. All classes use visual arts, posters, film, and computers to enhance student understanding and comprehension of lessons

In conclusion, we have looked at representative samples of student work and find that they demonstrate that students are

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<p>principle until they fully understand it. Use of a virtual lab for the principle of buoyancy was used.</p> <p>Teachers incorporate technology into their lesson plans; students conduct research using Chromebooks utilizing a variety of apps and software. Students also use to play learning games with their cell phones (example: Kahoot-it!)</p> <p>Overall, we have found that samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.</p>	
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Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>Victory High School students to a high degree, use materials and resources beyond the textbook.</p> <p>English: Students use a variety of resources beyond the textbook to enhance their learning. Non-fiction articles related to the thematic unit (Family unit read “The Inheritance of Tools by Scott Russell Sanders) Ted Talks (Txting is killing language by James Whorten), YouTube clips (Allen Iverson talking of practice), Netflix clips (Food Inc clip watched during a GMO reading) Cartoons (Rumors, Lies and Innuendo by Mike Twohy) NBC news story on Cell Phone tracking during a Social Media unit.</p> <p>Social Studies: In Social Studies, we like to start off with a current event that relates to the subject being taught that day. Example: When studying Imperialism of the late 1800’s, we would start with a</p>	<p>Cartoon</p>

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<p>discussion of recent Imperialist maneuvers of current world powers. Students may participate in virtual stock market game. Teachers use nontraditional resources: video clips, news coverage, pictures, articles, websites, primary source documents, etc.</p> <p>Physical Science</p> <p>In Physical Science a wide variety of resources beyond the textbook are used. Student working on a Element Superhero project needed to research an element of their choice. Using search engine on the Chromebooks and Library books. Students are show TED Talks and Crash Course Videos to help enrich their knowledge on a subject.</p>	
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Real World Experiences

Indicator: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

Prompt: *Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.*

Findings	Supporting Evidence
<p>All students have opportunities to participate and access a variety of experiences. Career exploration experience includes various elective courses, guest speakers, workshops and field trips to career fairs, Community College, work experience and other vocational programs. Students may receive flexible class schedule to hold a job. The counselor is continuously available to help students re-evaluate and update career path and long term goals.</p> <p>Students also have opportunities for access and involvement in a variety of real world experiences in the following school activities:</p> <p>Career Fair:</p> <p>We have an annual Career Fair where representatives from local colleges, vocational schools, and the military are invited to our campus. Students then can explore the many opportunities being displayed. Students participate in Mock Interviews. These interviews prepare students to interact with</p>	

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future employers. These interviews are held by local business and community members who volunteer for the day.

Work Experience:

Victory also has a Work Experience program where students are allowed to earn school credit for hours worked at an outside job. Students earn one credit for every 34 hours of work. Students meet with the Work Experience coordinator once a week.

Graduation Portfolio:

During the creation of their Graduation Portfolio, students are expected to research two different professions, write a resume, a cover letter, fill out a job application, answer interview questions, and conduct a future budget plan. As a part of the Grad Portfolio, students also have an opportunity take an ASVAB Test conducted by the military. The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success. We also use Naviance which is an American "college and career readiness software provider" that partners with high schools and other K–12 institutions to provide students with college planning and career assessment tools. Either of these program's results are included in the portfolio.

Life Skills:

The teachers at Victory also teach Life Skills during selected Minimum Days. During these classes, the students learn the real world skills. Some skills taught include budgeting, taxes, resumes, interview skills etc.

Field Trips:

Victory also takes our students on CTE Field Trips to Sierra College, American River College, and Sacramento State University. Many of our students would not explore a college campus on their own. Consequently, this is an outstanding way to expose them to the possibility of college. We also have

[Student Resume](#)

[Profession Research Worksheet](#)

[Grad Portfolio Homesite](#)

[Budget Plan](#)

[Life Skills](#)

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<p>presentations from local trade schools during our Thursday Support classes. Finally, military representatives from local recruiting stations will meet individually with our students when requested.</p> <p>Students also have access to Special Education Workability, TPP (Transition Partnership Program) through the Department of Rehabilitation (for jobs not drug rehab). They also have access to PRIDE for transition after school.</p>	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Teachers at Victory use a variety of strategies & resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed.</p>	

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>In conclusion, we find that teachers at Victory are using a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students. We feel that the teachers are emphasizing higher order thinking skills, that help the students succeed at high levels in order to address #1. The staff continues to explore further instructional strategies centered on real-world experiences to not only bring within the classroom through instruction but to the school as a whole to address all three of the critical learner needs. Victory sees the importance of not only teaching them the academics but also the skills needed to be successful after high school.</p> <p>Critical Learner Needs:</p> <ol style="list-style-type: none"> 1. Addressing the common Core Standards and Next Generation Science Standards with instructional strategies to emphasize reading comprehension, critical thinking skills, and writing skills. 2. Educating the “whole student” 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 	

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<p>those goals, etc...)</p> <p>3. Providing students interventions and supports both embedded on campus and through the community to address the “whole student” (academically & socially).</p>	
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WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category C. Standards-based Student Learning: Instruction: Areas of Strength

In reviewing the aspects of Category C, it is evident that there is plenty of strengths in a variety of strategies and resources with academic standards, learner outcomes, career readiness, and technology to engage students with challenging and relevant instruction.

Through the findings listed, the following stand out as strengths in this category:

- 1) Teachers have the ability to chose the right resources (technology, primary sources, graphic organizers, etc.) to ensure the students in the room are engaged with authentic instruction.
- 2) Teachers incorporating new technology tools in the classroom after careful consideration and not just using technology for the sake of using technology.
- 3) Teachers use a variety of instructional strategies to engage students on a daily basis (Ranging from reading strategies, interactive notebooks, AVID, WICOR, etc...)
- 4) One-on-one teaching.
- 5) Teachers as coaches, making connections and providing positive learning environment for student interest and motivation.

Category C. Standards-based Student Learning: Instruction: Areas of Growth

- 1) Find more technology tools that engage the students in mediums they are more receptive to (becoming more adaptive to the technology that students are using to adapt into our instruction).
- 2) Create new ways for the students to become more technology savvy.
- 3) Continue to adapt our instructional strategies to meet the changing needs of our students
- 4) Continue to explore relevant resources (primary documents, visual aids, etc.) to not supplement instruction but to guide it.
- 5) Continue to emphasize reading/writing that aligns to common core standards with specific emphasis on the structure of CAASPP assessments. (Involving the implementation of common writing rubrics among all disciplines).
- 6) With the onset of Common Core Standards, there needs to be further growth on interdisciplinary opportunities with classes at Victory to allow History and ELA, Science and Math, etc... to work together to engage students in critical thinking instruction that goes across different subjects.
- 7) Emphasizing citing evidence (specifically from primary sources/readings)
- 8) Continuing to improve instruction to make relevant to the needs of the students (including technology, subject matter, curriculum, and instructional strategies).

Category D: Standards-based Student Learning: Assessment & Accountability



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Category D: Standards-based Student Learning: Assessment and Accountability

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

D1. Assessment and Accountability Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Prompt: Evaluate the effectiveness of the assessment processes.

Findings	Supporting Evidence
<p>At Victory High School, teachers utilize an effective assessment process to collect student performance data. State testing data is reviewed by the staff, especially the English and Math department, to examine the implications on the courses. During CST years, a collection of data was done not only separated by subject but also by subsections within each subject. These were added onto an ongoing document that was then shared with the staff each year, reviewed at staff meeting. English teachers not only use the state testing data, they also review other reading assessments that are given throughout the year, to monitor students’ reading level and comprehension. All staff monitor student scores to target specific students for academic support.</p> <p>All teachers use standards-based unit assessments in the form of writing, projects, speeches, presentations and multiple-choice questions. The information from these assessments is</p>	<p>State Testing Results (SBAC)</p> <p>STAR Reading Tests</p>

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<p>then used to determine areas of need and/or questions that were not clear. If necessary, the teacher will re-teach the lesson based upon the data to ensure that students have a firm understanding of the topic. The information is used to improve teaching strategies in order for students to fully understand the content standards. In Social Studies using Schoology as the platform, discussion prompt questions are created by the teacher which spurn group chat discussions on specific topics. The answers are given and monitored by the teacher and checked for understanding.</p> <p>During staff meetings, standardized and nonstandardized data is discussed as a means to improve the evolving curriculum in order to promote student growth and success. Support class time each week is spent working with students in areas that are of challenge for them. Students can go to other teachers for help in a specific subject or they can stay with their support teacher and receive one on one assistance. Students are able to make up work, retake assessments and receive any additional help they may need.</p> <p>Grades are kept online for easy access for students and parents through various district online grade systems. Progress reports, quarter and semester grades keep students and parents informed every four weeks regarding student performance in class. Student/teacher/parent conferences are also used to effectively share up to date data with parents. Students with multiple D's and F's are reviewed by the staff at meeting throughout the year to determine interventions that will benefit the student. Also Seniors who are considered at risk are contacted, along with parents, for meetings with the Counselor and Principal (and teachers if available) to determine the best means of correction to get grades to passing. Our School Accountability Report Card includes standardized data and student successes.</p> <p>CAHSEE scores and state standardized test scores are mailed home to parents as soon as information is received from the</p>	<p>Assessment examples</p> <p>Staff Meeting Agenda</p> <p>Online Gradebooks (Schoology, Aries)</p> <p>Progress Report Sample</p> <p>School Accountability Report Card</p>
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<p>state. Parent and student questions are answered by the counselor, administration and special education case carrier. Teachers are able to review the results and if a student has not passed, this information is used to individually help students. School Site Council is also presented with the results and discussed and analyzed.</p> <p>Victory High School website is updated continually and includes testing dates, school events, college information, and career opportunities.</p>	<p>Victory High Website</p>
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Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students’ grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: *Evaluate the impact and effectiveness of the basis for which students’ grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Victory High School has determined the basis upon which grades and growth are measured. Student grades are determined by class percentage. Students must master grade-level content standards and receive a passing grade of D or higher. There are re-teaching and retake opportunities designed to ensure students have multiple opportunities to reach full understanding.</p> <p>VHS teachers use a wide range of assessment strategies to measure student growth. A range of examples of student work demonstrates students achievement in content standards. Students show mastery of standards through quizzes, blogging, essays, exams, group projects, and individual projects, hands on activities, labs, computer simulations and demonstrations, and participation in review activities/class. For example, students in some Social Studies classes blog about various events once a week measuring their understanding of the topic and communication skills. Teachers give students opportunities to improve their work. On the Staff Resources page, there is a list of instructional strategies that are consistently shared with staff to provide further engaging</p>	<p>Course syllabi</p> <p>Staff Resources</p>

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<p>strategies. These strategies and types of assessments are found throughout Victory High School. Language arts essays can be rewritten multiple times to show mastery. Re-teach and retake opportunities are constantly utilized by staff to ensure that students are meeting standards.</p>	
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Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
<p>The Odysseyware program is an online program that allows students to recover credit in a variety of subjects. Students are required to receive a 70% or higher in order to move on to the next unit. Students have the ability to work on this during school and from home. Within each unit, students are tasked with a variety of assessments to ensure mastery. The computer grades the quizzes and tests. Within the quizzes and tests are written response questions which the teacher is tasked with grading. When students are ready to attempt the assessment, they schedule a time with the teacher to come in and take the exam. Every student is required to take the exam in front of the teacher to maintain the integrity of the program. Thresholds for all Odysseyware tests require a 70% pass rate in order to earn credit. These thresholds were agreed upon by all staff.</p>	<p>Odysseyware</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Assessment continues to change across education based on the new state testing. Students are only tested in the spring of their 11th grade year. Per the Governor’s order, there is a three year hold on the CAHSEE.</p>	

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<p>Previously, the staff has used the state testing results to guide lesson planning, assessments and curriculum development. CCCSS are being integrated into all curriculums and teachers continue to adapt to the new rigor set forth in these standards. The results of the new standards and state assessments will be used to plan, and align lessons to meet the requirements not only of the standards but also the needs of the students. The rigor of the curriculum to address the Depth of Knowledge Level 3 and 4 questioning strategies</p> <p>Through the online grading programs, stakeholders have the opportunity to access student progress.</p>	
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Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>The criterion impacts the school’s ability to address critical learner needs one: Addressing the Common Core Standards and Next Generation Science standards with instructional strategies to emphasize reading comprehension, critical thinking skills and writing skills. The skills students need to master the CCCSS and NGSS will need to be implemented within all curricular areas by implementing Depth of Knowledge Level 3 and 4 questioning strategies, developing strong literacy skills and improve writing in all areas. The staff would benefit from training on strategies to ensure level 3 and 4 questions are being asked of students on a consistent basis.</p> <p>The staff could benefit from specific development with regards to the individual software programs adopted by the district. All teachers utilize technology in their courses but students become confused from not knowing which instructors are posting to which sites. There is a wide variety of technology resources available to enhance student learning and there is flexibility for the teachers to implement their best technological delivery method. Chrome carts are used daily by most teachers to assist in student learning.</p>	

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D2. Assessment and Accountability Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: *Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>Victory High School uses a wide variety formative and summative assessment strategies to measure students’ knowledge. The staff continually works to align assessments to the California Common Core State Standards (CCCSS) and Next Generation Science Standards (NGSS).</p> <p>Students show mastery of knowledge through quizzes, exams, essays, blogging, and projects (both individual and group) to name a few. All courses utilize student work to show mastery of the subject. During an assessment, if a student needs accommodations to ensure mastery of knowledge options are available. Students can be given more time on an exam or the exam may be chunked into smaller portions; testing orally is also an option.</p> <p>English: Students are required to research a topic, answer open ended questions and then create something based upon the topic to present during class. The creation can be a piece of art, a video, or music etc. This shows progression towards mastery. Students have the option of rewriting essays multiple times to show mastery. Staff members have multiple re-teach and retake processes for students that do not show mastery.</p>	<p>Student work</p>

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<p>Math: Math assignment are corrected daily to identify areas that need review and clarification. Daily corrections also show which students need more help, so the teacher can focus on them the next day. Students are encouraged to correct their work to make them more responsible for their own learning. During the math class the teacher continually walks around checking the students work and offering help when the student seem disengaged to keep all the students on task and learning.</p> <p>Social Studies: In Social Studies, one example is the creation of a digital version of TIME magazine. Students are given a specific topic based on the theme or time period being studied, follow guidelines created by the teacher through Schoology then given a specific amount of time to complete the project in class. The entire project is created, completed and graded through the use of Chromebooks and the internet. Throughout the process student information and progress is checked by the teacher. Depending on the assignment the magazine is either submitted through a shared process or presented publically to the class.</p> <p>Science: In Science, students show mastery of the two week unit with a quiz. Throughout the unit students are checked for mastery with the use of hands on activities, group response, answering a writing prompt with a short essay, and daily assignments. A daily warm up question allows for re-teaching of there is a lack of understanding of the prior days lessons</p> <p>Many teachers are using Schoology, ExamView and Google Docs to assess their students. On Schoology students are able to take formative assessments to monitor their own progress. They are able to take the assessment during class time or at home to show mastery of academic standards. These assessments show results immediately to the students and teachers. Teachers also use ExamView to create assessments using a bank of question. Students use Google Docs to write</p>	<p>Student Work</p> <p>Student work</p> <p>Student Work</p> <p>Schoology assessment</p>
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<p>essays. Teachers are able to give real time feedback during class time to help students improve their writing. These assessments are aligned to the standards and schoolwide learner outcomes and give teachers the feedback and drive further discussion and review. Students view the questions in a randomized order and one at a time to maintain the integrity of the online assessment. These strategies minimize opportunities for cheating which allows the teacher to be available while proctoring the exam.</p> <p>To continually monitor the integrity of written response assessments, ELA teachers use the online resource turnitin.com for written document submissions. The program runs a plagiarism check on each student document and assists the students in producing honest and authentic written work that is submitted through an online portal. This helps reduce the amount of plagiarism in student work. It also allows for teaching opportunities to ensure that students understand plagiarism and the consequences thus having college and career readiness.</p>	<p>Turnitin.com</p>
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Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those with special needs.

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Victory High School has a variety of examples of student work which demonstrates students achievement of the CCCSS and NGSS in the form of essays, projects, presentation, and many more. Rubrics are used for evaluation of student attainment of the standards. Common writing rubrics are in the beginning stages on the campus to examine student writing and other various assessments.</p> <p>Students who qualify for Special Education Services in the</p>	<p>Rubrics</p>

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<p>form of 504s and IEPs are expected to complete assigned work and assessments. Students are held to the same expectations and the same rubrics are used to evaluate the work. Students are given extended time and other accommodations in compliance to their plans to ensure success. 504's are updated annually and IEP's fall under a specific timeline which are always met by VHS.</p> <p>All juniors took the Smarter Balance assessment as a trial for measuring student progress toward mastery of these standards.</p> <p>Victory High Staff work to get students college and career ready through curriculum and activities. Students write, speak and listen daily in their classes. This is a focus of the school and can be seen during drop in walkthroughs and formal observations. The students attend a career faire in the spring where they participate in multiple mock interviews. The mock interviews are held with people from the community who volunteer to come and interview students. Often these community volunteers are business owners or military recruiters. Students receive feedback on their interview so they are prepared for steps after high school. They are also able to speak with representative from various colleges and careers in order to gain information on possible career options. All students are required to complete a Graduation Portfolio. As a requirement of the portfolio, students are required to write a resume and a letter of introduction. Students are also required to research two careers of interest for them based on results from the ASVAB or Naviance career research. Students are given specific time (during articulation day) to review their ASVAB scores with a ASVAB representative. This representative reviews the scoring rubric, answers specific questions for students and allows time to have students summarize their scores to then apply to job alike descriptions. Once research is completed, students write essays about various aspects of the career. Students are also required to present their portfolio to their peers and teacher in the form of Google slides. Teachers use a rubric to assess the graduation portfolio.</p>	<p>Career Faire</p> <p>Graduation Portfolio requirements</p> <p>Graduation Portfolio rubric</p> <p>ASVAB Scores</p>
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Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Students are provided the opportunity to do credit recovery online with Odysseyware. This program allows student to work at their pace and evaluates mastery of the subject. Students gain mastery through scoring a 70% or higher on exams in order to earn the credit.</p>	<p>Odysseyware</p>

Curriculum-Embedded Assessments

Indicator: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
<p>Staff examines curriculum-embedded assessments continually to determine student understanding of standards based curriculum. Assessments (interactive notebooks, discussions, quizzes, exams, essays, blogging) are appraised for student understanding and performance. Standardized assessments measured through test scores (CAHSEE, STAR, SBAC) are employed as data for instructional tempering. Teachers use a variety of formative assessments to guide their instruction and reexamine the execution of curriculum.</p> <p>English</p> <p>For example, daily progress of English students is judged through the use of Interactive Notebooks and discussion utilizing immediate feedback with strategies that include thumbs up/down and self reflection. This allows the teacher to see which students have an understanding of their progress and thus the teacher has instant valuable academic feedback. Language arts teachers use formative and summative assessments. While writing essays, each skill is broken down into measurable steps as part of the formative assessment. For example, the concept of including direct quotes from sources,</p>	<p>Certificated Staff Survey</p>

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including analysis of those quotes and having each paragraph begin with a topic sentence is assessed individually. Students are given the rubric ahead of time so they understand what is expected of them. The summative assessment brings all individual concepts together. Students build on these concepts throughout high school and when they have mastered the skills they are given more freedom of writing. These various assessments assist the English Language learners in the class. With the scaffolding broken into smaller pieces, the English Language student is able to have success.

Math:

In math class students are asked if they are a bird, boat, the sea, a fish or a rock - using humor to rate their understanding of the topic and/or problem(s) being explained. In math a lighter atmosphere makes it easier for students discuss what they don't understand. Sometimes they are just a school of fish because the teacher didn't explain well.

Social Studies:

One way assessment is tracked daily is through the use of Interactive Notebooks. In Government students create a "Constitution Notebook" which not only defines vocabulary terms but shows how the US Federal Government is put together as well as a historical background on how the Constitution came to be. It then goes into detail the Preamble, the Articles and the Amendments of the Constitution specifically. This notebook is then used as a reference for understanding broader concepts like Political Parties and Elections. In Social Studies students are required to read and analyze primary documents then using a variety of assessments link them to real world relevant issue facing the world today. Also in Social Studies we ask student to write Argumentative, Narrative and Informational essay about historical and related current events. These are assessed through rubrics. This is one way to address the Common Core Language Arts standards through Social Studies.

[Student Work](#)

[Student Example](#)

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<p>Arts students write reflections in their interactive notebooks giving important insight into the unit lessons and assessments. Students and teachers hold individual conversations to determine how a student feels after an assessment. Discussions between the teacher and students about assessments help the teacher have authentic feedback of the successes and challenges students had with that assessment. Teachers request feedback during IEP and 504 meetings to better serve the needs of those students. Teachers ask the student, parents and case manager what the student needs from the teachers along with the modifications and accommodations in order to be successful.</p> <p>ASB officers and members meet weekly to discuss the school's needs and cultures. On a district level the ASB school representative shares an appointed School Board member position with the ASB presidents from the other two high schools in the district. Vital student insights are gained from the representative as he/she shares information about other district school sites.</p>	<p>ASB Student Representative at Board</p>
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Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
<p>Formative and summative assessment scores are made available for teachers to analyze the results and make changes to their curriculum. Victory staff receives state standard test data from administration after scores are released. When we had CST results, teachers would use that information to modify curriculum and assessments. Unit and lesson summative assessments come in a variety of forms, for example multiple choice, true/false, essay, verbal, and presentations. These results are used to evaluate the teaching and the unit lessons and assessments. Common formative</p>	<p>Assessment Example</p>

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<p>assessments come in many forms and provide informational feedback on learning. All staff use some form of assessment such as quizzes, thumbs up, interactive notebook pickers, checks, exit questions, or warm up questions. With the development and further implementation of the VHS walkthrough form, it is obvious that a formative assessment is a priority at the school. This data is frequently gathered and drives daily and long term curricular decisions.</p> <p>In math the warm-ups/lesson problems are created by the teacher and are continually edited to improve their effectiveness based on student questions and student work. Math vocabulary and essential questions are always used so the students have a focus on what they are learning. The kind and types of math problems assigned change to best meet the current students abilities.</p> <p>Social Studies uses project-based assessments such as A Google Slides presentations where students created a Time Magazine analyzing the US Presidents of the Progressive Era and their impact on changing society.</p> <p>In science the use of graphic representations of ideas to ensure understanding, such as types of chemical bonding as cartoons of “relationships”.</p>	<p>Assessment Example</p> <p>Walkthrough form</p> <p>Math Warm Up</p> <p>Google slide presentation</p>
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Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students’ progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Students are required to give a Graduation Portfolio presentation to demonstrate college- career-readiness. Students are given a rubric to ensure that all elements are addressed in their Grad Portfolio. The Graduation Plans are also used to monitor student progress toward meeting schoolwide learner outcomes. The plan helps guide students in understanding what is required in order to graduate.</p> <p>State testing data is evaluated to make adjustments to curriculum. Scores are compared to prior years.</p>	<p>Grad Portfolio</p> <p>Graduation Plan</p>

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<p>Star Reading testing is given each quarter. Results are compared to past quarters performance and past year performance. If students are showing that they are not improving their reading abilities, staff gives strategies to students to assist them with their reading. Curriculum is also adjusted to be made accessible to the student.</p> <p>Recently, VHS has started to tally the individual student’s goals for life after high school. Students are given a survey when they enter and leave VHS and staff monitors the progress made toward the student’s goals.</p> <p>Staff has agreed to use common writing rubrics for informational and argumentative essays and this continues to be a work in progress. Students have access to the rubric and understand what is required of them. Staff works together to maintain the integrity of the rubric and the student writing.</p>	<p>Before/after surveys from enrollment to graduation to see progress made in future goals.</p>
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>When mastery of standards has not been met, re-teaching and re-taking of the various assessments is done. Staff uses support class time to offer additional help in areas of challenges to the students. Students also are allowed to make up assessments during this time. Teachers also decide to assess in a different way in order to help students pass the assessment, for example a test may be read to the student, multiple-choice may be offered instead of fill in the blank etc. These methods are effective in ensuring that students have a solid understanding of the material.</p> <p>Victory High School staff is also kept up to date on the latest methods of assessment evaluation thorough professional development and the district office. If new and/or better ways to assess are found and the staff is confident in it’s abilities, the new assessment is implemented in time to the curriculum. Three staff members are on a district committee that is</p>	

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<p>evaluating Interim Assessments and how these assessments could be possibly implemented in the classroom to ensure students understanding and preparedness for the state assessments. This committee is meeting throughout this school year to determine the best way to approach the new state assessments.</p>	<p>Interim Assessment Training</p>
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Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Victory High School staff challenges themselves to continually improve assessments and ensure the assessment is aligned to the CCCSS which in turns addresses critical learner needs 1. Addressing the Common Core Standards and Next Generation Science Standards with instructional strategies to emphasize reading comprehension, critical thinking skills, and writing skills and 3. Providing students interventions and supports both embedded on campus and through the community to address the “whole student” (academically and socially). Staff is able to have time during minimum days to study data and determine the effectiveness of the assessments. With the improvements in technology and easy access to it, staff needs to continually monitor students while taking assessments to ensure the integrity of the assessment. Staff continues to improve online assessments and differentiated instruction. Schoology allows students to access curriculum, grades, support materials and discussion boards. Students have access during and after school hours so if they are absent on a given day, they are able to check the webpage to see what they need to make up. The program allows teachers to develop assessments that taken and graded with immediate feedback. Students are also able to upload assignments for the teacher to grade. Students appreciate the ease of the program and the real time feedback they receive.</p> <p>Recently, the district has invested in resources that allow students the ability to have easy access to their grades and assessments online. The teachers of VHS continue to learn these new tools and are becoming more confident in their abilities to monitor students through the use of these tools.</p>	

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D3. Assessment and Accountability Criterion

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Victory High School uses a variety of assessments and monitors student progress toward meeting standards. Students take part in the SBAC assessment program in the spring. Prior to this year, students also took part in the California High School Exit Exam (CAHSEE). The results from these two state assessments are shared with all stakeholders. The staff examines the results, looking at present and past results to determine what adjustments need to be made to the curriculum and the instruction in order to help students achieve the standards. Assignments and assessments used in the classroom are tied to the CCCSS and smart goals with teachers examining the data to determine student progress. Teachers monitor student success toward mastery of standards with daily assignments and summative/formative assessments. Progress reporting happens every four weeks to inform parents of students’ grades. Daily progress can be monitored through the online gradebook within Schoology.</p> <p>Staff uses testing data and other site information to form the school site plan and set goals for the school. The RUSD school board reviews the plan which includes the SMART goals tied to standards that ensure student success. Support Class time has been used to explain the SMART Goals to the student body and thus allowed them the opportunity to weigh in on the value of those goals. VHS Staff takes seriously the feedback from students and parents their feelings, ideas and thoughts on the SMART Goals.</p>	<p>School Site Plan</p> <p>Certificated Staff Survey</p> <p>Student Survey</p> <p>Parent survey</p>

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<p>Parents receive information through the mail in regards to information about their student. Grade reports and state testing results are sent home through the mail. Parents have the opportunity to meet with administration if there are any questions or concerns about the assessment results. During 504 and IEP meetings, results are shared with the team. Goals for the IEP are written based upon the various information gathered and disseminated.</p> <p>SARC is updated annually through by the Principal with assistance from District Office personnel and the third party program called Document Tracking Services. The report can be accessed by the public through the school website.</p> <p>District and Board Members: During District Principal and Cabinet meetings, the review of individual site scores are reviewed as a team. Each Principal receives scores from state assessments and through table discussions, presentations by District Leadership on overall scores, as well as at Board Meetings, all District leadership is notified of academic progress of students on state assessments, graduation rates, and additional individual site specific student progress towards College and Career Readiness.</p>	<p>SARC Report</p>
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Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
<p>There are no specific online students at Victory High School. All students attend classes on a daily basis. The only online component of our school is the Learning Management System Odysseyware which is run by all teachers in their specific subject matter (as small variable credit opportunities for students).</p>	

Reporting Student Progress

Indicator: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

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Prompt: Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Victory High School uses many materials to monitor assessments. Students are given the SBAC assessment annually and have taken the California High School Exit Exam (CAHSEE). Results from these state assessments are shared with students, parents, staff, the school district and the community. The staff analyzes data on current and past students to make informed decision on modifying curriculum and teaching strategies in order to meet the needs of all students. Teachers administer assignments and assessment information tied to the CCCSS and school goals to determine student knowledge. Teachers monitor students’ mastery of standards through daily assignments and summative/formative assessments. Every four weeks, progress reporting takes place to inform parents and students of their academic standing in each class. Reports are mailed home to the parents. Grades can be monitored daily progress by both students and parent through Schoology and Aeries gradebook.</p> <p>The district office receives summaries of testing data and onsite programs. The School Site Plan includes school goals and academic successes. The RUSD board reviews the summaries and SSP. School SMART goals are connected to district goals.</p> <p>Parents and students are able to monitor grades through the online gradebook through Schoology. Both parents and students are given login information to have access at any time. Teachers and office staff stay in contact with parents about student attendance and academic performance.</p> <p>The counselor continually updates Graduation Plans. The Grad Plans outline how many credits a student needs in order to graduate. Students schedule appointments to meet with the counselor and/or principal to review and discuss student progress toward the graduation requirements. Students and</p>	<p>Formative/Summative assessments</p> <p>School Site Plan</p> <p>Graduation Plan</p> <p>Graduation Plan Example</p> <p>Graduation Plan 2</p>

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<p>parents understand what needs to be achieved in order to graduate.</p> <p>Formal student progress reports are mailed home every four weeks. These reports show student progress toward meeting the academic standards set by the school. School Messenger, a computerized phone messaging system, is used to provide a variety of information to all parents. Parents can email and make phone calls to teachers and administration. They can expect a response to the message within 24 hours.</p> <p>Victory High School hosts a Career Faire on campus each year which provides students with information. Booths are set up by various colleges, military and tech programs to show students what each offers. Students have an opportunity to practice interview skills by going through mock interviews with community members. Students also have the opportunity to listen to motivational speakers.</p> <p>The school has a system in place to monitor academic assessment and student achievement toward the CCSSS. There is a high level of academic achievement expected from students. Teachers are dedicated to improving their assessment practices in order to ensure students are meeting the academic standards.</p>	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Student progress toward the academic standards is monitored. Formative and Summative assessments are utilized to monitor student progress toward academic standards, college and career readiness and school-wide learner outcomes,</p> <p>Staff uses a variety of measures to monitor student progress. Online gradebooks are used on a regular basis to show progress within a class. Schoology is being implemented district wide with most of VHS teachers utilizing the system to give students access to curriculum, calendars, and</p>	

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<p>collaboration between students. Formative and summative assessments are used in multiple ways to meet the needs of all students. Teachers allow students the opportunity to retake tests and rewrite essays, which are supports on campus to help students achieve their goals.</p> <p>Parents can monitor student progress through progress reports and online gradebook within Schoology and Aries.</p> <p>The district office has information regarding testing data which is shared with all stakeholders.</p>	
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Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>The criterion impacts the school’s ability to address critical learner need: 1. Addressing the Common Core Standards and Next Generation Science Standards with instructional strategies to emphasize reading comprehension, critical thinking skills, and writing skills and 3. Providing students interventions and supports both embedded on campus and through the community to address the “whole student”.</p> <p>Victory High School has a system in place to monitor and share student progress; this system works well. The Graduation Plan allows students to plan the next step in their future; the Graduation Portfolio helps students recognize which paths are available to them. The online gradebook provides good information to students and parents if the staff maintains up-to-date information. The parents and students need to monitor the grades on a consistent manner. The district has not determined which online gradebook will be the official gradebook of the district so until that time teachers use the one they feel most comfortable with and students need to remember which gradebook each teacher is using.</p> <p>Having more community involvement in the school is an area that we continue to strive and build. Although there are many activities which the community can participate, we look for more ways to involve all stakeholders.</p>	

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D4. Assessment and Accountability Criterion

The assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school’s program, its evaluation and improvement, and the allocation and usage of resources.

Indicators with Prompts

Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations, demonstrating a results-driven continuous process.

Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>Standardized test results have given information to staff which helps guide teaching practices. More time is needed to analyze the data that is gathered from these assessments. Minimum days could be effective in analyzing data in order to improve teaching strategies. Most of these days are used on other responsibilities that take priority over the examination of data. While assessments are taken into account, many of the changes are implemented due to observations of students, analysis of those who graduate and do not graduate, discipline issues that arise and ideas that stem from other school observations and conferences attended by staff.</p>	<p>State Testing Results</p> <ul style="list-style-type: none"> • SBAC • CST

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The staff recognizes the importance of assessments being used to drive instruction. Utilizing the information gained from assessments can be beneficial but also challenging in documenting and analyzing the information. We continually work on how we use assessment data and when we use it to implement new assessments, strategies and curriculum into the classes.</p>	

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Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Victory has adopted Schoology as the common technology resource. Through this program we are able to communicate to students and parents. Quizzes, tests, handouts, calendars and links are located here to help ensure students are successful in their classes. Many assessments are entered into the online gradebook within Schoology. Students and parents can quickly access the information and scores on the assessments when they log on to the website. All students have access to technology on campus to check their online grades on either Schoology or Aries when they choose to do so. This addresses Critical Learner Need #1, Addressing the Common Core Standards & Next Generation Science Standards with instructional strategies to emphasize reading comprehension, critical thinking skills, and writing skills.</p> <p>We continue to work on the assessment of student achievement. While continuing to look at data, we recognize that some critical learners may not be identified in a timely manner due to lack of time to disaggregate data.</p>	

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WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Sharing of Statewide testing data, when available (Note it is a small sample size)
- Variety of assessment strategies aligned to CCCSS & NGSS
- College and career readiness embedded into curriculum
- Online grading allows easy access to students and parents (Access is available)
- Statewide testing data reported to all stakeholders through a variety of forms
- Modifying of instruction/assessment to fit the needs of our students.
- Use of technology as a tool for assessment and maintaining the integrity of the assessment.
- Continual Professional Development for Instructional and Assessment strategies (including involvement in all district led professional development opportunities)

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- One of the items that needs to be examined is the need for more time to share what is working well in each class regarding assessments.
- Interim assessments & CAASPP testing (no data currently) is not able to be used to determine school-wide decisions.
- Common Writing Rubrics that are implemented school-wide (currently done in ELA only but not across all subject matter: Science, History, Math).
- Changing of the culture to get students and parents to access grades online.

Category E: Standards-based Student Learning: School Culture & Support



Category E: School Culture and Support for Student Personal and Academic Growth

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

E1. School Culture and Student Support Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.*

Findings	Supporting Evidence
<p>Victory High School diligently works on strategies that ensure involvement of students, families, the district and local community with our school learning and teaching processes.</p> <p>Victory High School maintains a high level of communication with parents and seeks to have them actively involved in the school. The parent survey results show that there is strong communication and many opportunities for involvement on our campus. 96% of parents agreed that the school communicates clearly on upcoming events and activities. Each year the school hosts a Back to School Night where parents visit each classroom to meet their child’s teachers and learn about the philosophy of the teacher, class and school. During this Back to School Night, the Principal conducts a 30</p>	<p>Parent survey results</p>

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<p>minute presentation on the facets of the school that most impact their son/daughter (Grad Plan, Expectations, School Vision, etc...)</p> <p>The VHS School Site Council facilitates parental involvement, assists with school programs, and distributes categorical funds as they relate to students. Staff, parents and students are active members of the School Site Council. They participate in discussions, make decisions and vote. School Site Council is volunteer. Participation in School Site Council is heavily promoted throughout the beginning of the year (Summer Mailer, E-School messenger, Back to School Night, etc..).</p> <p>Another way to communicate with all parents is through the E=school Messenger system. This automated telephone system allows the school to send pre-recorded messages home to parents. This systems allows messages to be sent home in the student’s primary language. Parents are able to have an increase of information about upcoming activities on campus. This system sends messages home on a variety of topics from graduation deadline to minimum days to Spirit Week activities.</p> <p>Administration and staff have an Open Door/Drop in policy. Parents and community members are welcome any time on our campus. The VHS staff is available to meet and discuss various topics. Administration has intake meetings with each new parent and student of Victory High School. This intake meeting is a requirement prior to enrolling. During these meetings, parents and students learn about the program, graduation requirements and what they will need to do to be successful. For students with IEP’s who plan to enroll at Victory from an in-district school, administration and case manager attend IEP at their home school and discuss the program in detail. Once a Victory student, parents have access to schedule meetings with both case manager and Administration. IEP’s/parent meetings are consistently held for students who are struggling (plus phone contact between case manager and family).</p>	<p>School Site Council Agenda</p> <p>E-School Messenger Report Sample</p>
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In addition, administration and counselor meets with parents of at risk students throughout the year to develop a plan that best fits the needs of the student. This plan changes periodically based on the current status of said student. For example, if absences have been accrued, a meeting will take place in which the grad plan is altered to reflect the current absences and thus, additional classes are added to the schedule (and vice-versa).

The Victory High School website is updated daily and provides a plethora of information. Teacher information, course information, activities, student resources, parent resources, job opportunities and general information can all be found on the page. The website is constantly changes and provides information for students, parents, and community members. The website provides one place to access information. Students and parents can check grades, access course information and contact teachers. In order to ensure that communication is the most up to date, the district allows the teachers access to their own individual web pages on the school site. Generic and school-wide information is maintained on the website by the Principal and also the school librarians.

[VHS Website](#)

Staff and students are being encouraged to use the Schoology website. Teachers use the Schoology gradebook and can upload daily assignments, notes, worksheet as well as give quizzes and tests; the program also has a calendar that allows students and parents to see upcoming assignments. This website gives parents and students the opportunity to be involved in class work, homework and projects. Students and parents have access anywhere there is internet and they can also download the app. This learning management system is in its infancy at Victory and continues to grow in usage among the staff. There is a continued goal to get all staff using this resource to not only run their day to day lessons but also as a communication tool for parents and students. This program was purchased through district funds (and is district-wide) but

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<p>included the input of stakeholders from each school in the process. There is continued professional development opportunities from RUSD to all teachers at all sites (including Victory) on how to effectively use this learning management system).</p>	
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Use of Community Resources

Indicator: 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 employers, and evaluation of student projects and classroom presentations.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
<p>Each year, Victory High School holds a Career Fair on campus. This event pulls in leaders from the community to hold mock interviews with students to practice these skills. Local colleges and trade schools set up booths and share information about the programs they offer on their campus. Students are able to listen to motivational speakers. Local colleges pass along information about the application process as well as the process of completing the financial aid forms. This program continues to grow each year with more and more local representatives presenting opportunities for students upon graduation. Through the structured schedule, students are able to get very specific information regarding educational opportunities in the future. This is truly one of the pride and joys of Victory High School due to the community involvement that continues to play a part in the success of this program.</p> <p>The City of Rocklin has partnered with Rocklin Unified School District to develop the Summer Civic Career Program. This program allows students to make important contributions to the City while participating in a challenging and rewarding work experience. During the three week program, students are placed in one of six departments within the City of Rocklin based upon their skills and interests and assist City officials and employees with a variety of tasks and projects. Once a week, students meet with the program coordinator to discuss weekly experiences and expectations. This requires at least one reflective journal write per week. This written reflection</p>	<p>Career Fair 2015 Vendors</p> <p>Summer Civic Program</p>

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along with student feedback at the weekly meetings help the city and school district collaborate to make the program stronger for future students. At the conclusion of the three weeks, participants submit their journal, and a thank you letter to their supervisor and an essay no longer than 500 words describing what they have learned and how it will benefit their future. Upon successful completion of the program, The City of Rocklin awards each student a \$500 scholarship that is presented at a City Council meeting in the fall..

The South Placer Rotary supports the Interact Club on campus. Rotary members work with students during various community service opportunities. For example, students participated in Heritage Park Project. Members of club worked along side Rotary Club members to complete this project. This project was to build a path and plant trees along the path which would provide a safe place to walk and/or bike with the family. Rotary also sponsors other community service activities throughout the year and supports Interact's participation both financially and with available resources (including providing toys for the stocking give-away to local children's hospital during the holidays as well as running a fishing excursion for local elementary students (chaperoned by Interact members). This is in addition to the Rotary Club formerly adopting Interact as its sponsored club and designating a Rotary member to be the point person for the club (who attends weekly meetings and meets with advisor and Principal regularly for updates).

The Interact Club also works closely with Blood Source to host two blood drives each year. The students work closely with Blood Source in organizing these two events; students post fliers around the area to publicize the drive and encourage community members to drop in and donate.

Field trips to local colleges are provided to students. This allows students to tour campuses close to their place of residence and experience life on a college campus. During these tours, students sit in on classes, talk to leaders in various

[Interact Club](#)

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<p>programs to understand what programs the college offers and see what life is like on a college campus. Prior to the annual Sierra College CTE Open House, the coordinator will make a special trip to Victory to present the CTE options to students prior to the field trip to ensure they are knowledgeable in the options available. Communication is also made with American River College and Sac. State who also run private/scheduled tours for Victory students each Spring.</p> <p>Victory also reaches out to the community for guest speakers ranging from Substance Abuse counselors. Through a partnership with the founder of “Recovery Happens” (A Local Substance Abuse Counseling Service), Victory is able to connect with Substance Abuse Guest Speakers. These guest speakers will present to students and many times will remain afterwards to increase the connection between their organization and students in need (whether it be referrals for students to a Drug Treatment Center or just to connect to students).</p> <p>The Community can also assist with educationally themed programs such as the 11/30/15 “Election Day”. This program consisted of Placer County Officers running a program on campus to educate students on the political process. (See Link for details on the lesson for the day.</p> <p>A few chosen students are nominated to Shop with a Cop. This program targets children between the ages of five and eighteen who are in financial need and have overcome or are working on overcoming hardship by working hard in school, living a crime-free lifestyle, and making strides to improve their situation. This hardship can take many forms and is different for each child. It can be that the family is struggling financially or that the child is in some type of foster care due to family dynamics. The children are paired up with an officer and a professional staff member and taken to Target in Roseville for a shopping trip. After the shopping event the children, their parent/guardian, and the officer/professional staff teams have a lunch together.</p>	<p>College Field Trips</p> <p>CTE Presentation to Students (prior to Field Trip)</p> <p>Recovery Happens Website</p> <p>November 30th Election Day Picture of Presentation</p> <p>Shop With a Cop Program</p>
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<p>A local church, St. Peter and Paul, in Rocklin generously offers to provide gift cards during the holidays (Thanksgiving or Christmas) to some of our school district’s most needy students. Students are given Target gift cards to shop for whatever the family needs.</p> <p>Throughout the year, there are other community based organizations that reach out to assist with our students both in mentoring on campus and also through generous donations.</p> <p>Scholarships are handed out every year to graduating seniors (last year reaching over \$20,000 alone from the community). These scholarships are all donated from organizations within Rocklin and the surrounding areas. These organizations meet with the Principal and determine the allotment for the year, conduct panel interviews (on campus) with the students, and then attend Victory’s graduation ceremony and present the scholarships during the ceremony. Each year, the scholarship funds continue to grow due to the continued partnership between the community and Victory High School.</p>	<p>VHS Scholarship List</p>
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Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Prompt: *Determine the adequacy and effectiveness of the school’s strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
<p>Victory High School uses strategies that ensure parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the programs on campus. Some of these strategies include the following that have all been discussed previously.:</p> <ul style="list-style-type: none"> ● Quarterly grade report cards ● Progress reports ● Schoology 	

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<ul style="list-style-type: none"> ● Back to School Night ● Individual Grad Plans ● Transcripts ● Administration/Counseling meetings <p>According to the parent survey, there is a significant communication in regards to the philosophy and vision of Victory High School among the parents. In addition, the survey shows that a significantly overwhelming percentage of parents have a good understanding of what is needed for their son/daughter to be successful as well as an understanding of the Graduation Plan for each student. However, only 44% of parents have checked their student’s grade online. Work needs to be done in order to have more parents check their student’s grades online and to ensure they are remaining up to date on their child’s progress (in addition to the emails/phone calls that are conducted by the teachers on a regular basis).</p>	<p>Parent survey results</p>
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Additional Online Instruction Prompt: *Evaluate the school’s processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.*

Findings	Supporting Evidence
<p>As students progress through their senior year and thus, Odysseyware becomes more of necessity for them to graduate (due to the assigning of remaining partial credit through OW), their success is closely monitored. In those cases where students are significantly struggling with Odysseyware and thus online instruction is not the best match for them, they meet with the counselor and/or Principal and discuss the option of instead being placed in a class for the remaining credit. This process is clearly communicated to parents (as is the protocol any time classes are added or subtracted to the schedule). Once classes are changed, the grad plan is then updated, printed and distributed to the student.</p>	<p>Odysseyware</p>

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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Victory High School uses a variety of strategies to encourage parent and community involvement in the learning/teaching process. Throughout the past few years, there has been a significant increase in community involvement through a variety of partnerships that have been listed above (and will be listed in sections below). The Rocklin Community and parents are involved in VHS which supports student success in learning. While we do have active parents, there is definitely a need to include more parents in the learning process (other than simply attending Back to School Night and having access to the Principal & Counselor as needed). Victory continues to explore ways to encourage more parent participation and ownership of their child’s education (this includes improving the communication and access of student grades).</p>	

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>With the two of the three Critical Learner Needs focused on the “Whole Student”, the Criteria in this section above impacts directly with the success of these needs. Due to the small nature of our school (and thus small resources), it is vital to have support not only from the District but also the community to help us reach our goals of not only educating students on their opportunities after high school but also in the providing of intervention resources to help them as a whole (scholarships, emotional support, academic support, connections for substance abuse, anger management, family counseling, etc...)</p>	

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2. School Culture and Student Support Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
<p>Student safety is a priority at Victory High School.</p> <p>The Rocklin Police Department’s School Resource Officer is shared between Rocklin High School and Rocklin Alternative High School. The Officer is daily on-call and will periodically do drop ins on campus. During these drop ins, the officer is making connects with students.</p> <p>The district partners with Interquest Canine Unit. This program involves a “Drug Dog” and his handler visiting all secondary schools within RUSD. The protocol is purposely done randomly in which all students leave the room so that the handler/dog can work from one backpack to the other. If an odor related to gunpowder, alcohol or an illegal substance is detected, the handler will notify the administrator (or designee) at which point a determination of who’s backpack it is conducted and the student and belongings are brought to the office for further disciplinary action.</p> <p>After years of having a part time discipline tech on campus, the district saw the need to make the position full time which was implemented last year. The discipline tech supervises on-campus school suspension, tracks tardies, assigns detentions, supervises lunch detention and organizes Saturday School, which students attend if they have three or more unexcused class absences. The tech works in the office at other times assisting the other office staff.</p>	<p>School Resource Officer</p> <p>Interquest K-9 Unit</p>

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<p>VHS conducts three fire drills throughout the year (one in the fall, winter and spring). The practice allows staff and students to understand what steps in to be taken in order to be safe. The drills allow staff to review the plan and make any necessary changes. In all cases, the priority is student accountability. A unique student accountability form resides in each classroom and is used by each staff member in any evacuation. In drills, these forms are tabulated and students/staff cannot return to classes until they are completed and documented with 100% accuracy.</p> <p>The School Safety Plan is updated annually and presented to the School Site Council for approval. It is then approved by the District. When presented to the Site Council, representatives from Rocklin Fire and Police are asked to attend (and regularly do) to answer any questions from the council and provide input as needed.</p> <p>Victory High School is a closed campus. The campus is surrounded by a fence and gates. Students are required to check in and out through the front office. Likewise, parents and visitors must check in and out at the front desk. While all staff are provided picture ID badges at the beginning of each year, due to the small number of staff members, these badges are not worn throughout the day.</p> <p>The high school custodian and grounds crew provide maintenance to the buildings and grounds to ensure a safe campus for all stakeholders. The custodian is constantly maintaining the cleanliness of school grounds and in constant communication with the principal and office staff regarding all aspects of his job that relate to students.</p> <p>According to the parent survey, 96% believe that the schools provides a safe learning environment. In addition the Staff and Students also believe they are in a safe and clean environment (along with one built on trust). The staff has established solid relationships with well over half the student population, enough that the students feel comfortable coming to various staff with personal issues.</p>	<p>Evacuation Student Accountability Sheet</p> <p>School safety plan</p> <p>Visitor check in</p> <p>Parent survey results</p> <p>Certificated Staff Results</p> <p>Student Survey Results</p>
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<p>Victory staff places an emphasis on building trust with the students with a focus on stability, professionalism and high expectations. As stated in an earlier section, the staff came together to create a unified “Staff philosophy” called “Our Why” in regards to why we are all teaching at Victory. This “why” has thus been shared with the student body on multiple occasions to reflect the care and passion we have for our students. This in turn is also to assist with the relationship building that is prevalent at our school (evident by the student survey results indicating that there are in most cases an adult on campus that they feel comfortable speaking with).</p> <p>One way of demonstrating high expectations for all students can be seen with the high level of instruction within the classroom. Over the course of the past 4-5 years, an emphasis has been placed on quality instruction through differentiated strategies centered on critically thinking Essential Questions. These Essential Questions are formulated based on Webb’s Depth of Knowledge (which can be found in each classroom on the wall). This form of instruction demonstrates to the students that there is a high expectation for them to reach the level of critical thinking that is expected of them by the staff. This is in addition to the focus on the master schedule and emphasis of few class interruptions within the week (2 week schedule change window discussed in Section A). Again this focus on strong instruction (without interruptions and class changes) shows the high expectations set forth on students.</p> <p>With the onset of the multiple clubs and extra-curricular activities available on campus for students, combined with the focus of addressing the “Whole student” with our minimum day Life Lessons, Victory is focused on continuous school improvement both inside and outside the classroom.</p>	<p>“Our Why” (Posted on Website)</p> <p>Webb’s DOK Link</p> <p>Extra Curricular Options</p> <p>Life Skills Curriculum</p>
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High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: *Evaluate the school’s work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

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<p>with the philosophy that our teachers are teaching more than just the curriculum. They set examples of stability and support for students in their everyday conversations, ability to appreciate student differences (seen with student able to dress how they feel the most comfortable, access to get fresh air if struggling in class, ability to see the counselor/principal at will, and the overall respect shown by the staff to students on a daily basis. This respect is also seen in the highly engaged instructional strategies conducted each day. Students feel that they are worth more than just a packet of work or busy work due to the fact that teachers present lesson plans focused on engagement and critical thinking. Outside the classroom, the focus on extracurricular activities (growing each year and listed in latter portions of Section E, combined with the Girls Circle/Guys Counseling groups with outside therapists that meet with small groups of students each week, combined with the “Life Skills” curriculum implemented for all Monday articulation days demonstrates a high level of expectations and support for students.</p> <p>This evidence can be seen with responses from students on the student survey indicating they are proud to be at Victory High School and that they feel there is someone they can speak with if needed.</p>	<p>Student Survey Results</p> <p>Life Skills Curriculum</p>
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Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect and professionalism?*

Findings	Supporting Evidence
<p>Victory High School has a strong atmosphere of trust, respect and professionalism.</p> <p>Teachers set ground rules within their classroom to create a positive environment. Some teacher post these rules in their classroom, making them visible to all students. Academic integrity is expected and enforced by administration and teachers.</p> <p>In English class, student essays may be submitted to Turnitin.com . Teachers use this to teach plagiarism and</p>	<p>Student Handbook</p>

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<p>support academic integrity. Student sign an internet agreement stating that they will appropriately use the internet while at school. Students, who violate this, can be identified and responded to per the district policy. Also, in English classes the students are shown how using Google docs or slides as part of a group. Each student is still responsible for their own work as the teacher can see who did what for a project. Even in groups, students understand how they must contribute</p> <p>The school district is working on developing a BYOD (Bring Your Own Device) policy which will be added to the computer policy. With the addition of Chromebooks and Schoology for instruction, teachers work with and monitor students within the parameters these should be use.</p> <p>Additional Findings are:</p> <ul style="list-style-type: none"> ● Consistent message of “respect” in Principal’s Message done at each assembly (and found online). ● Staff Survey/Student survey indicating Respect as a strong asset to the success of Victory ● Extremely low harassment and bullying statistics seen in both the Student Survey and the collection of data for Ed. Code violations in Aeries database. <ul style="list-style-type: none"> ○ Respect = Low Harassment/Bullying Discipline numbers ● “Our Why” showing Role Model/Professionalism as an emphasis of the staff of Victory High School. 	<p>Principal’s Message (Home Page of Website)</p> <p>“Our Why”</p>
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Victory High School has policies and resources to ensure that students feel safe and nurtured on campus. The structure put in place to ensure order allows for a very safe environment. Students have a strong understanding of the expectations of them both inside and outside the classroom which leads to a</p>	

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<p>strong culture of respect and pride. There is a positive environment of communication and acceptance on campus for all students. The emphasis of personal relationships between students and staff leads directly to the overall focus of continued school improvement (evident in attendance percentages, increase in clubs available on campus, increase in social emotional support, etc... for students). However, there is a continued need to address the fact that all students should have someone on campus who they are comfortable with to discuss personal issues. (As seen in the latest student survey, only 65% answered “Yes” to having someone on campus they are comfortable speaking with on a personal issue).</p>	
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Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>With a strong culture in place built on respect, professionalism/trust, and high expectations, the school is able to address all 3 of the Critical Learner Needs. With an emphasis on high expectations and student feedback, Critical Learner need #1 (Critical Thinking Skills, etc...) is directly impacted. There is a significant need to continue to explore options to address Learner Need #2 (“The Whole Student”) as it relates to providing additional resources to assist students.</p>	

E3 & E4. School Culture and Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Indicators with Prompts

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

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Prompt: Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Findings	Supporting Evidence
<p>Victory has continued to grow with available and adequate resources available to students yet still have much room for improvement. It is very apparent that many students need outside support in order to address the struggles that they have. Victory continues to partner with neighboring programs to assist students and provide them this support along with implementing adequate resources within the school.</p> <p><u>Academic/Career Assistance & Individualized Plans:</u></p> <p>Grad Plans: As mentioned earlier, each student receives an individualized learning plan each quarter (with the most current updated credits). Aspects of this that focus on individualized plans involve the ability to adjust grad plans (i.e.: Classes, and plan to earn credits) based on the needs of the students. In many cases, grad plans will be altered after meeting with parents/student and determining the best case scenario for the student.</p> <p><u>College/Career Guidance:</u> A focus is placed on connecting students to colleges and careers through direct contact in a variety of ways. This involves</p> <p>Field trips to the Sierra College and American River: To focus not only on a campus tour for AA degrees but also in depth hands on tours of the Certificate (CTE) programs available.</p> <p>VHS Career Fair: A variety of local and regional colleges and representatives from specific occupations present to the student body (in groups of 15-20 through a rotation cycle) the benefits of pursuing that specific occupation/college path.</p>	<p>Graduation Plan Example</p> <p>College Field Trips</p> <p>Career Fair Vendors</p>

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<p>Rocklin City Council Career Fair: A city sponsored career fair held at Rocklin High School which will now include Victory High School students due to the partnerships fostered between the city and our school. Career fair will include mock interviews, on the spot job interviews for summer work positions, etc...</p> <p>ASVAB/Naviance: Two separate options (one is required prior to receiving a diploma as part of the graduation portfolio) provided for students to determine their strengths through a skills assessment. The ASVAB assessment is run 2-3 times per year for any student interested in choosing this option. The test is 3-4 hours followed by a follow up meeting within 2-3 weeks in which a representative will review their individual scores and walk through the ASVAB website that links their skills to a personality test followed by links to jobs that fall within those skills. This is conducted on a Minimum Day in the computer lab to allow students ample time to explore their careers. The Naviance program is available 24 hours a day and is a similar (yet abbreviated) program to the ASVAB in which skills are assessed & aligned to occupations.</p> <p>ROP: the 49er ROP program is heavily promoted to all Victory students through all school assemblies at the beginning of the year and in January. In addition, all Juniors are presented specific information as to the classes available in ROP through a presentation by the VHS counselor during a support class in January (prior to sign-ups). The website is reviewed as well as information on how to sign up for classes. In all cases, Victory will adjust the student's schedule to accommodate the ROP class.</p> <p>Work Experience: Students are encouraged to attend the voluntary Work Experience class which meets every Thursday during Support Class. During this time students receive information that assists them with maintaining a job, filling out tax forms, etc... Students are given the opportunity to earn Elective credit by submitting timesheets in their current job</p>	<p>City Council Career Fair</p> <p>Naviance</p> <p>ASVAB</p> <p>49er ROP (Now: CTE)</p>
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and can also receive an extended work permit for attending. **School/Career Employment Link:** The VHS website maintains current job openings within the area to assist students in finding jobs. The links for the applications are directly located on the website and maintained by the librarians with assistance from the Principal. This page also includes updated information on all trade schools and colleges that attend the Career Fair and/or have presented to students on campus. This site is maintained throughout the year to ensure that the most updated information is available.

Alternative school settings as needed: With an Independent Charter Academy (Independent Study School) also located on Victory’s campus (under the direction of the Principal of Victory), students who are struggling with the schedule of everyday classes have the opportunity to enroll in this program (RICA). Students and parents will meet with Principal and Program Specialist of RICA and if decision is made to move schools, the registrar will make the switch in the database. In addition, students who desire to take a class that is not offered at Victory can apply for an Academic Pass to attend a class at one of the two comprehensive schools within RUSD (Rocklin and Whitney). These academic passes consists of classes such as: ROTC, Culinary, Drama, Music, etc... There is a process in place to ensure that students are granted this pass and receive the appropriate credit.

Health/Personal Counseling:

Girls Circle/Guys Group: Through the designation of \$8000 in the RUSD LCAP, Victory is able to not only continue their personal counseling program but also expand it tremendously starting in the 2015-2016 school year. For the past 9 years, money has been set aside to fund an outside therapist to run a “Girls Circle” consisting of 4-8 girls (selected by the counselor/principal) to meet with an outside therapist on campus during support class. This group would work on coping skills for depression, anxiety, how to build goals, as well as other issues brought up by the group to discuss. Due to the increase in LCAP money designated for mental health,

[Employment Link on VHS site](#)

[College Link on VHS Site](#)

[RICA Website](#)

(Under umbrella of Rocklin Alternative Education Center)

[Verification for Guys Group](#)

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<p>Victory is going to run a “Guys Group” with a male outside therapist beginning in 2015 that will conduct a similar group of male students at the same time.</p> <p>Placer Network of Care: An effort has been made to increase the resources available to students for a variety of mental health needs. Both Principal and Counselor has increased contact with Placer County resources including attending the Placer County Mental Wellness Fair the past two years. This fair has been instrumental in connecting office staff with resources for a variety of different programs that benefit our students. Due to these connections, students have been referred to a variety of programs including Full Circle Treatment Center (Substance Abuse treatment for adolescents), health and dental needs, housing needs, etc...). Contacts continue to grow each year and further exploration of programs are expected to become a part of Victory’s repertoire.</p> <p>NAMI (National Alliance of Mental Illness): To further support the mental health of students, Victory has signed up to host a NAMI club on campus which will bring mental health awareness to campus and reduce the stigma among students. This program will consist of an all day training which will be attended by 7-8 students, the counselor and our outside therapist who runs Girls Circle. After the training, NAMI will meet weekly (bi-weekly) as a club on campus to promote the NAMI agenda.</p> <p>Kognito: Staff has been trained on two occasions by the Kognito simulation which allows for an interactive approach on how to speak with students who are suffering from depression. This site is provided free of charge to all schools within Placer County. Counselors and Administrators were trained previously to school staff being trained across RUSD.</p> <p>McKinney Vento Resources: Victory works closely with the RUSD employee for McKinney students (Jordan White) to provide necessary resources and referrals for counseling, housing, etc... for students under “Mckinney Vento”.</p>	<p>Placer Network of Care</p> <p>NAMI</p> <p>Kognito</p>
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Direct Connections

Indicator: The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/ advisory services, articulation services, and psychological and health services, or referral services.

Prompt: Evaluate the ways that there are direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Findings	Supporting Evidence
<p>There is a direct connection between our schoolwide learner outcomes, academic standards and student support services as evident by the counseling support present daily. Victory is extremely fortunate to be able to employ a .8 counselor, access to the School psychologists (that is shared between Victory and Rocklin High) as well as access as needed to Speech pathologists and a school nurse. In all cases, RUSD has emphatically shown tremendous support for our continuation school as evident by all of these resources being available (in many cases daily or on call) regardless of the student population that may exist. The counselor is supported by other counselors within the district through attending the DCM (District Counselor Meetings). During these meetings, she is provided the resources similar to all other secondary schools within the district to then bring directly to the students. Victory’s counselor focuses on not only the academic needs of students by meeting daily with students regarding their personalized grad plan but also on a social-emotional basis with counseling one on one and/or providing students with the resources she has access to.</p> <p>In addition, Victory was included in the purchase of Naviance (which both the counselor and Principal continue to grow knowledgeable of and plan on continuing to implement further aspects of the program to benefit students (as of now, mainly used to run a skills/personality assessment with students and assist in helping them find careers in their fields of interest). The counselor/school continue to explore options to determine the interests of students post high school graduation and focus on connecting students to these organizations or individuals within those fields to further encourage and inspire them to excel. This continues to be a work in progress as currently it</p>	<p>Naviance</p>

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only consists of:

- Student Surveys provided asking for plans after high school.
- Incorporating results from student survey in participants at VHS Career Fair
- Establishing one on one meetings at the school site with students and specific trade schools/colleges or military representatives within the area.

In order to ensure that there is a direct connection between academic standards and schoolwide learner outcomes, Victory has begun to look at the Master Schedule and the classes offered. The purpose of this in depth look was to determine if the Master Schedule was working in the student's best interest. In addition to the changes made below through direct analysis of the Master Schedule, the counselor and Principal continue to look at classroom numbers and separation of classes to accommodate both morning and afternoon students.

[Master Schedule](#)

Changes in 2015-2016 to better accommodate students:

- Decreasing the Science position to .5 FTE and increasing the Social Studies position to 1.0 FTE (as many students continue to come to Victory in need of Social Sciences compared to science). This was also able to occur by looking at the current multiple credentials that some staff possess and thus making the most out of the highly credentialed staff on campus.
- Transforming the Economics and Government classes into semester long (Quarter 1 and 2 combined) in order to best serve the needs of students (compared to previously having students in only 1 quarter of Economics and Government and the rest completed in Odysseyware). This transformation allows for more in depth classroom instruction time spent on each subject.

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<p>implemented within the class period. All strategies focus on the philosophies of AVID and WICOR (Writing, Inquiry, Collaboration, Organization, and Reading). In some aspect, the philosophies of WICOR should be present on a daily basis. Through the use of this emphasis with the combination of the Chromebooks, students are provided rigorous standards based curriculum.</p> <ul style="list-style-type: none"> ● Interventions: (Support Class & Office Hours): Victory implemented a Support Class to reserve time for not only presentations of college and career opportunities, motivational speakers, distribution of school related information, etc... but also to allow for intervention time for students to receive extra help. With this 30 minute period set aside, students are able to complete any additional assignments they need to do to raise their grade, or meet teachers for additional help as needed. This is in addition to the expectation of teachers being available before and after school for student assistance (in addition to attending parent meetings, 504's, and IEP's to better serve students and communicate with parents struggles and successes within the classroom). 	
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Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

Findings	Supporting Evidence
<p>There is a direct relationship between support services and student involvement in learning. Due to the small school environment (both in regards to small class sizes and overall small student body that allows for direct and one on one</p>	

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communication between staff and students), support services programs on campus have a direct correlation to student success within the classroom.

Special Ed Services: With the increase of the RSP teacher to full time (1.0) in 2014-2015 along with the increase of the Instructional Aide to full time (1.0) in 2015-2016, students with an IEP are continuing to get an increase one on one contact with Special Education Staff. All students who have an IEP are provided a study skills class in which both the RSP teacher and the Instructional Aide work closely with the teachers to provide the necessary support for students to remain successful in class. Student while in their general Ed classes always have the opportunity to take their work to the library to work with RSP or the IA at any time throughout the day. In addition, any student transferring to the 2 feeder Comprehensive schools that is Special Ed, has a transition IEP at their home site in which both the Victory Principal and the RSP teacher attend. At this meeting, the accommodations currently in place are reviewed and carried over to the new site.

IEP's/504's: During IEP's and 504 meetings, all teachers who have the student on their schedule are required to attend the meeting, present status within the class (Current grade, strengths and areas of growth) and then are provided afterwards with an update of any accommodations that are placed in the final document. These accommodations are honored within each class the student attends. 504's are updated annually as well as the IEP's held within the timeline required.

Health Plans: Students with health plans are disseminated by the registrar to all teachers of record as well as the Principal and health plans are followed per the instructions from the nurse/doctor.

For students that are struggling, communication becomes the main tool among all staff members. Staff is provided with a

[IEP Meeting Agenda](#)

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<p>D/F list following progress reports that are distributed at the following staff meeting. These lists are reviewed by the staff and discussions are held regarding best practices (if for example, one teacher is finding success with a certain student who is struggling in another). This strategy has not only allowed for practices to be shared among staff but also allows for staff to become aware of certain struggles students have. Both Counselor and Principal participate in this sharing of information (all held confidentially among the staff) in which staff is made aware of any outside struggles that are occurring with the student that may in fact lead to struggles within the classroom.</p> <p>In addition to the interventions involved within the classroom, Parent conferences are held regularly. During these meetings, teachers are either present to provide current grade information or provide this information to Counselor/Principal ahead of time which is then communicated to the parents in the meeting. During these meetings, a review of current grades as well as impact on the grad plan are discussed. In many cases, changes may occur to the schedule or grad plan based on the information provided by the parents. In all cases, teachers are communicated with afterwards as to any new plan put in place to assist students. These plans can include: Additional Study Hall as an extra class to make up missing work, adding of a 2nd math class, moving work from the Odysseyware to a direct instruction class, etc...</p> <p>Victory does not have ever more than 1-3 EL students at any time. Regardless of the numbers however, Victory does have an EL designee who works closely with the District Office designee to ensure proper testing and accommodations are put in place to assist as needed. If it is determined through the testing that an EL student is in need of stronger support within the classroom due to language barriers, a discussion is held to possibly transfer student to RHS where stronger support is available (or at the very least, an academic pass to receive additional support at Rocklin High School (while still attending Victory).</p>	<p>D/F List provided to Staff (Based on Quarter Grades)</p>
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<p>Regardless of the classification of EL, Special Ed, 504, or just a struggling support, interventions in place center on building relationships with the student, allowing for accommodations within the class, communication with staff and parents, along with a focus of providing as many opportunities for the students to participate in activities within the school to create a more engaged and active students are done. (See Co-Curricular Activities below for further examples of activities available both during and after the school day).</p>	
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Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant, and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *What have you learned about the accessibility of a challenging, relevant, and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement?*

Findings	Supporting Evidence
<p>The distribution of classes to students is purely based on an established protocol after careful analysis of a student transcript and creation of a Grad Plan.</p> <p>Grad Plan: In order to ensure that students have a strong understanding of the rationale for assigning of classes, the following philosophy is used to assign classes. The goal of students starting their senior year is to have between 45-55 credits remaining. This in turn allows for more than likely, a 3 period day in the morning and thus the opportunity to possess a job in the afternoon. This philosophy allows for Seniors to graduate sometime in May of their Senior year. As a Junior, this philosophy also guides the number of classes they are enrolled in. Ideally, Seniors attend for three hours in the morning, with Juniors attending 3 hours in the afternoon. If after creating a Grad Plan for a Junior with 3 classes shows that he/she will be at 80 credits by the end of the year (and not the desired 45-55), then additional classes are added with the</p>	<p>Grad Plan Explanation</p> <p>Grad Plan Sample</p>

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<p>beginning of the year always having more classes and then decreasing to 3 whenever the student is on track. For example, a Junior might have 6 classes in quarter 1, 5, classes in Quarter 2, 4 in Quarter 3, and finally 3 in Quarter 4 to get to 45-55 by the end of the year. In some cases, Seniors may start needing 70 credits to graduate and will also start with more than 3 classes in the first part of the year until they are caught up at which point they will decrease to 3 classes.</p> <p>In many cases, students need so many credits that the use of Night School and Summer School are offered as credit recovery programs (available to all Juniors and Seniors within RUSD including Victory students). In all cases, the creation of each individual graduation plan (done at the beginning of each quarter for each student) drives the assigning of classes (including which specific class and the number of classes on the schedule).</p> <p>Summer School: RUSD runs a Summer School program available to all Juniors and Seniors within Rocklin Unified School District (WHS, RHS, RICA, and Victory). Sessions begin 1 week after the conclusion of the school year.</p> <p>Night School: RUSD runs a Night School program twice each year (held on the campus of Victory High School and under the supervision of the Victory Principal). Sessions run for 12 weeks with 1 Session in the Fall (Sept - December) and one in the Winter (Feb - May). Students may take 2 classes and must maintain a grade of a C or better and attend for a total of 30 hours in order to earn the 5 recovery credits in the following courses: English I - IV, World History, US History, Geography, and Physical Life Science.</p> <p>In both Night School and Summer Schools, teachers are hired from any of the RUSD secondary sites and must be highly qualified with the appropriate credential. Students sign up at their home school through registration forms provided by the Principal of the Credit Recovery program. Victory High students take full advantage of both of these credit recovery</p>	<p>Summer School</p> <p>Night School</p>
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<p>programs as they are highly advertised and encouraged by Counselor and Principal with individual students (again based on the grad plan).</p>	
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Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?*

Findings	Supporting Evidence
<p>Victory High School provide multiple opportunities for students to be involved in a club on campus. Each school club is supervised by a staff member who helps develop a plan for activities. Most clubs meet during lunch period, but a few clubs offer after school meetings.</p> <p>The Associated Student Body's purpose is to establish a place for students to actively engage, grow and learn as one student body. They conduct activities on behalf of the student body; these activities include promoting school spirit by sponsoring Spirit Week, planning Senior Trip, and fundraising by hosting a talent show. The talent show participants are students and staff members who bring a wide range of talents to the stage and the proceeds are to support the Senior Trip. ASB also hosts lunchtime BBQ's throughout the year. These events help build a sense of community on campus and bring positivity to the student body.</p> <p>The Book Club meets once a week after school in a location outside of the school. Students select an agreed upon novel to read. They then meet to discuss different elements of the novel. The discussing points may be themes, character development, plot analysis and how the novel relates to events happening in today's world. This club allows students to meet outside of the school day and have an open forum to discuss what they feel is relevant to the novel. The club assists in developing reading skills and social skills.</p>	<p>Link to ASB page on VHS website</p> <p>Link to Book Club page on VHS website</p>

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<p>The Bowling Team is a competitive team that meets once week at the local bowling alley. Students on the team bowl against other VHS students as well as students from other local schools. Bowling provides students the opportunity to meet other students as well as show they are responsible members of society as shown through their dedication to their team members.</p> <p>Field Trips to Colleges: Victory High School sponsors field trips to local colleges throughout the year. During these field trips, students experience life on a college campus. They are able to sit in on classes in order to experience what a college course entails. Students are also given the opportunity to visit various program offerings to determine if they may be interested in pursuing that field of study. Students are given forms that are filled out during their visits to the various programs. These forms help guide students to understand all that is required for specific programs.</p> <p>The Gamers Club is new to campus this year. The club meets once a week during lunch. During the club meetings, students discuss the latest video games, hold competitions, and conduct student presentations on maps, strategies, etc. for specific games. Student presentations require writing an essay and creating a slide presentation that incorporates strategies to assist in performing better while playing the game.</p> <p>Interact Club is the volunteer club on campus. Students meet weekly and discuss volunteer opportunities on campus and in the community. Students actively participate throughout the community supporting elementary carnivals, city of Rocklin events and the Blood Drive which takes place on campus. Students develop skills in communication, collaboration and citizenship. Through volunteering students learn to communicate clearly, effectively, and with reason and are able to utilize critical thinking in order to develop solutions to problems they notice.</p>	<p>Link to Bowling page on VHS website</p> <p>Field Trips to Colleges</p> <p>Gamer Club</p> <p>Link of Interact Club on VHS website</p>
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<p>Creative Writing Club: The Creative Writing Club is held weekly on Wednesdays and coincides with the National Novel Writing Month (NANO) in November. Students meet with a club advisor and write short stories to then share with the rest of the club.</p> <p>Support class: To address the College and Career expectations, Victory uses the Support Class built in period on Thursdays to bring onto campus Guest speakers from local colleges, trade schools and military branches to speak with students. These presentations are in many cases voluntary and promoted to all students the week prior. Announcements are made indicating that any student interested in that specific career or college can proceed to the multi to listen to a 30 minute presentation and Q & A with the representative.</p>	<p>Creative Writing Story</p>
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Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
<p>Victory High School offers multiple opportunities to become an active member on campus. According to the student survey, 60.3% of students state they feel encouraged to participate in clubs on campus. The staff recognizes the need for more students to participate in these clubs so they feel more connected with the school.</p> <p>Each club advisor monitors the attendance during the weekly meetings. If they club does activities outside of the regular meetings, the advisor also takes attendance during those times. Of the 81 students enrolled at VHS, 17 are active members of Interact. The Bowling Team consists of 14 students. The Gamers Club has 22 members. Creative Writing Club has 4 members. Book Club has 6 active members. ASB has 11 active members. Victory recognizes the need to have more students actively participate in activities offered through school.</p>	<p>Student Survey results</p> <p>Victory High School Clubs & Activities</p>

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Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: *Comment on the student's view about the effectiveness of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
<p>At Victory, we view support in a variety of ways</p> <ul style="list-style-type: none"> ● Academically: Achievement in the classroom ● Socially: Plans for future, Acceptance on Campus, Decision Making ● Emotionally: Counseling, Personal Struggles <p>Based on responses from the students through discussion, the students felt:</p> <ul style="list-style-type: none"> ● Academically: Victory High School helps students academically by teachers helping one on one. The school is so small that the teachers have time for each student. They also do small group projects to keep us interested and involved. The teachers at victory are caring about their students and genuinely want them to succeed. Students don't feel intimidated to ask questions in class, nor are they embarrassed to ask for help. There are always opportunities to fix grades, and students make up missing work or make correction to improve your grade. Based upon the dialogue had with students, they feel that they receive the support that they need to be successful academically. ● Socially: Victory helps students meet their goals through one on one consulting with the administration, counselor and teachers. The Graduation Plan assists students in monitoring the progress toward graduation. Also, the students here at Victory are comfortable talking to peers and teachers about any problems they are facing in or outside the school. Students understand the multiple ways to receive support to meet their needs and they take advantage of these ways. 	

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<ul style="list-style-type: none"> ● Emotionally: The teachers are super accommodating. Students feel that they can go to any of our teachers and talk to them about our problems and look at them as equals, and get realistic help from them. Students understand that many people struggle with these sorts of problems: bullying, mental abuse, mental fatigue, physical abuse, anxiety, depression, etc., and many would rather go to our teachers than a lot of other resources at this school because of the fact that “we feel comfortable around them, and that’s fantastic. It’s really nice to be able to talk to adults as equals, especially ones that can relate to those sorts of problems because they’ve maybe gone through it at other points in their life and can give us advice similar to what they did to get out of those slumps.” 	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Each year, Victory continues to expand its offerings of support and resources through partnerships with PCOE, the City of Rocklin, and additional partnerships made by staff members on site. Programs continue to evolve to meet the needs of the students to ensure their success. The effectiveness of these services is based on the need of each individual student. There is still much room to grow in providing the students with the necessary support services as this continues to be a goal of the staff. While more offerings for support services are provided now than ever before, there is a need to continue this increase due to the social-emotional needs of our students.</p>	

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>VHS has established specific school-wide standardized intervention strategies, these include Parent/teacher or parent/administrator conferences,, IEP special Education meetings, support class tutoring, and teacher/counselor</p>	

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<p>meetings to discuss students’ progress. In addition, the influx of Placer County resources and on-campus counseling continue to address the following 3 Critical Learner Needs:</p> <ul style="list-style-type: none">● Addressing the Common Core Standards and Next Generation Science Standards with instructional strategies to emphasize reading comprehension, critical thinking skills, and writing skills.● Educating the “whole student” 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, etc...)● Providing students interventions and supports both embedded on campus and through the community to address the “whole student” (academically and socially)	
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WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

**Category E. School Culture and Support for Student Personal and Academic Growth:
Areas of Strength**

Students who have felt disenfranchised at previous schools feel a sense of belonging and family-like acceptance at Victory (evident in Student Survey and strong attendance, achievement and participation on a daily basis).

Wide variety of opportunities for personal and academic growth are available for students on campus including: ROP, Work Experience, Girls Circle, “Guys Group”, Partnerships with City of Rocklin and Placer County, etc...

There are a variety of extracurricular activities available to students to assist in their overall social-emotional well being (including on campus and off campus clubs and activities).

The use of outside counseling professionals for both the male and female population to address the social-emotional needs.

**Category E. School Culture and Support for Student Personal and Academic Growth:
Areas of Growth**

Need to further communicate/encourage/make accessible activities for more students to be involved in on campus.

Formalizing the process for accessing grades online and at home so that parents have a unified process to get up to the minute grades for their son/daughter in each of their classes.

Continue to develop sustainable resources for students who struggle with outside influences (Chemical Dependency, Anger/Depression, Poverty, etc...). Imbed them in the daily resources available to students.

A more embedded program of providing College/Career/Socio-Emotional support to students (not as additional programs or opportunities but embedded within the overall program of Victory High School

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Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

The list provided below was done through consolidating all “Areas of Growth” from each section (listed on the next page), discussing each one as a staff, then taking a survey to indicate which Areas of Growth were most important to the staff. The top Areas based on the survey from each Category were compiled at which point were consolidated into the 5 Areas of Growth listed below. Click [here](#) for the Survey Results.

1. Providing programs and support and knowledge centered on College & Career Paths and Socio-Emotional Support into the school not as additional programs but embedded in the overall structure of the school and providing opportunities to be successful after graduation. (Partnerships with Community, Colleges, Workforce volunteers, Support Class, CTE, Life Skills curriculum, mental health support, etc...)
2. While data is consistently collected, improvements needs to be made in how the data shapes decisions related to student achievement. In addition, creating an understanding of the significance of certain data (when taking into account the randomness of student enrollment). Therefore, creating data that is significant and measureable for student achievement as it relates to the practices and strategies implemented by the staff (more than just Interim Assessments and CAASPP).
3. Stronger participation and communication with parents in the learning process including uniforming online grading system among staff, encouraging parents to access grades online, and parent communication with teachers.
4. Developing further instructional strategies that address the Common Core Standards through an emphasis on citing evidence, use of Primary Documents, emphasis on reading strategies to improve comprehensions, high level thinking activities, as well as improving the text-based resources to address Common Core Standards.
5. Implement the use of technology to not only engage students through mediums they are more receptive to (social media and other web based programs), but also to allow students to become more technology savvy in the tools necessary (word processors, multi media presentations, etc.) to be successful post High School.

*While not reflected in the list of Prioritized Areas of Growth above (based on the Staff Survey results and discussion), the following **were listed multiple times** throughout the “Areas of Growth” from each section:*

- Emphasis on Writing in each class (with common Rubrics):
 - Section B (A), Section C (E), Section D (C)
- Emphasis for Collaboration and Prof. Dev’t (related to instruction, assessments, best practices):
 - Section A (F), Section C (F,H), Section D (A).

Summary of Areas of Growth from Categories A - E

Category A: Organization: Areas of Growth

- A. While Victory continues to improve the offerings of extra-curricular activities, engaging instructional strategies, and connections to the community and local colleges, there is a need to place further emphasis on Career Paths with specific programs/trades (Community Engagement) through the use of Support Class/Articulation Days/Embedding into the daily operations of Victory, etc...
- B. While a Handbook is updated constantly for staff and the school has a strength in protocols and processes, more detail for individual job responsibilities is needed: ASB, Interact, Yearbook, Counseling Protocol, Front Office Disciplinary Protocol, Newspaper, Bowling Team, Custodial duties, etc...).
- C. While there is an emphasis on technology in the classroom, there are currently not enough student Chromebooks available for teachers to have access at any time. In other words, the additional Chromebooks are necessary to allow a 1-1 ratio within the classroom (whether it be through additional Chromebooks and carts, etc...) to allow all teachers to use technology without having to plan with other teachers or schedule lesson plans around availability of Chromebooks.
- D. While data is consistently collected, improvements needs to be made in how the data shapes decisions related to student achievement. In addition, creating an understanding of the significance of certain data (when taking into account the randomness of student enrollment). Therefore, creating data that is significant and measureable for student achievement as it relates to the practices and strategies implemented by the staff.
- E. While communication exists, there needs to be stronger participation by parents in the learning process (checking grades, given opportunities to participate in events, communication with teachers, etc...).
- F. At the current time, there is minimal teacher collaboration and observations that occur between teachers in order to improve best practices. While a Walkthrough form has been created through input from the staff, there needs to be further discussion about ways to embed this professional development opportunity for staff to incorporate further professional discussion on best practices.

Category B: Curriculum: Areas of Growth

- A. Implement school wide writing rubrics to ensure Common Core standards are being met throughout the individual disciplines.
- B. Investigate if text based resources are out of date with current standards and if so, update them.
- C. Further emphasis on Primary Documents used in the classroom and the instructional strategies that can accompany these documents to ensure proper use of this resource.
- D. Further implementation of Life Skills curriculum to not only reach academic success but also to meet the College and Career Readiness Standards, ESLR and School Motto of educating the “whole student” to ensure success after graduation.
- E. Adding new electives for further options for students (exploring creative ways: Credential Requirements, Master Schedule, Budget, etc...).

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Category C: Instruction: Areas of Growth

- A. Find more technology tools that engage the students in mediums they are more receptive to (becoming more adaptive to the technology that students are using to adapt into our instruction).
- B. Create new ways for the students to become more technology savvy.
- C. Continue to adapt our instructional strategies to meet the changing needs of our students
- D. Continue to explore relevant resources (primary documents, visual aids, to not supplement instruction but to guide it.
- E. Continue to emphasize reading/writing that aligns to common core standards with specific emphasis on the structure of CAASPP assessments. (Involving the implementation of common writing rubrics among all disciplines).
- F. With the onset of Common Core Standards, there needs to be further growth on interdisciplinary opportunities with classes at Victory to allow History and ELA, Science and Math, etc... to work together to engage students in critical thinking instruction that goes across different subjects.
- G. Emphasizing citing evidence (specifically from primary sources/readings)
- H. Continuing to improve instruction to make relevant to the needs of the students (including technology, subject matter, curriculum, and instructional strategies).

Category D: Assessment and Accountability: Areas of Growth

- A. One of the items that needs to be examined is the need for more time to share what is working well in each class regarding assessments.
- B. Interim assessments & CAASPP testing (no data currently) is not able to be used to determine school-wide decisions.
- C. Common Writing Rubrics that are implemented school-wide (currently done in ELA only but not across all subject matter: Science, History, Math).
- D. Changing of the culture to get students and parents to access grades online.

Category E: School Culture: Areas of Growth

- A. Need to further communicate/encourage/make accessible activities for more students to be involved in on campus.
- B. Formalizing the process for accessing grades online and at home so that parents have a unified process to get up to the minute grades for their son/daughter in each of their classes.
- C. Continue to develop sustainable resources for students who struggle with outside influences (Chemical Dependency, Anger/Depression, Poverty, etc...). Imbed them in the daily resources available to students.
- D. A more embedded program of providing College/Career/Socio-Emotional support to students (not as additional programs or opportunities but embedded within the overall program of Victory High School.

Chapter V: Schoolwide Action Plan

- A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Rationale for VHS [School-wide Action Plan](#):

As mentioned throughout the report, the staff of Victory work each year in identifying the needs of the school and students through the process of creating our SMART Goals (the annual school goals that not only tie to our student needs but also the district priorities and goals). These goals are updated and altered each year based on the data reviewed as well as input from the staff. The 2015-2016 SMART Goals were done in the spring of last year and then reviewed and altered this year due to the changeover in staff. The current 2015-2016 SMART Goals represents what the staff intended to focus on for this year.

Through the WASC Self-Study process, gathering evidence, discussing in detail each of the 5 Categories within Section IV with special attention on the identified Areas of Growth, the staff was able to determine our Prioritized Areas of Growth for our school (page 213). When working as a staff on the new Action Plan, it was evident that *almost all* of the Prioritized Areas of Growth that were identified fell within the current 2015-2016 School Goals. However, there were gaps shown in the current goals as compared to the Prioritized Areas of Growth. Through this comparison and meeting as a staff, we were able to amend the current goals to represent the all of the identified Prioritized Areas of Growth. The document below is the updated VHS 2015-2016 School Goals. All strategies and evidence listed in **red** were added to our School Goals based on the new Prioritized Areas of Growth. This Action Plan (now known as our amended 2015-2016 School Goals) will go through the same process as previous years in that each Spring/Fall these will be reviewed and altered based on the needs of our students and improvements made as a staff.

Link:

[Victory High School Schoolwide Action Plan](#)

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Appendices:

All evidence below is hyperlinked to specific document as well as located throughout WASC report). In addition, upon arrival, all evidence from report will be printed and placed in a binder (in the order of the report).

- A. [Timeline of self-study process](#) (Page 4-5 of this report)
- B. Results of [student questionnaire](#)/interviews
- C. Results of [Parent](#), [Certificated Staff](#), [Classified Staff](#) questionnaire/interviews
- D. [Master schedule](#)
- E. ~~Approved AP course list~~—(None)
- F. ~~UC a-g approved course list~~ (None)
- G. [Additional details of school programs](#): (Student Handbook)
- H. [School Quality Snapshot](#) (see cde.ca.gov)
- I. [School accountability report card](#) (SARC)
- J. [CBEDS school information form](#)
- K. [Graduation requirements](#)
- L. Any pertinent additional data: (All data linked in report)
- M. [Budget](#): Including budget pages from the school's action plan, i.e., the Single Plan