Victory High School

3250 Victory Drive • Rocklin, CA 95765 • 916-632-3195 • Grades 9-12
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Rocklin Unified School District
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District Administration

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Superintendent

Kathleen Pon, Ed. D.
**Deputy Superintendent,
Educational Services**

Martin Flowers
**Director, Secondary Programs and
School Leadership**

School Description

Victory High School, part of the Rocklin Alternative Education Center, is an educational option for 11th and 12th grade students within the Rocklin Unified School District. Students come to Victory High for a variety of reasons including being credit deficit, in need of a smaller school environment, facing social, emotional or family challenges, or seeking to graduate early in pursuit of college or career opportunities. Supplemental programs and services include community volunteer-ships, regional occupation programs, career and mental health counseling, and work experience. Students graduating from Victory High earn a WASC accredited, high school diploma. Students are able to graduate at any time throughout the year, once they have reached their 200 credit requirement.

Mission Statement

The mission of Victory High School, a leading center of excellence for unique student opportunities, is to ensure each student reaches their full individual potential academically, socially, and emotionally as well as discover their purpose and passions through a school community distinguished by:
Focusing on individual student learning objectives, college and career goals and life skills
Providing a safe environment for academic, social and emotional needs, including reduced class sizes
Cultivating self-discovery and advocacy through constructive risk taking
Respecting diversity and promoting positive peer and community relationships

School Motto: Motivate, Educate, Graduate

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

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	24
Grade 12	51
Total Enrollment	75

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	1.3
Asian	2.7
Filipino	1.3
Hispanic or Latino	20
White	60
Two or More Races	8
Socioeconomically Disadvantaged	37.3
English Learners	2.7
Students with Disabilities	16
Homeless	4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Victory High School	17-18	18-19	19-20
With Full Credential	5	5	8
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Rocklin Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	605
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Victory High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials
Year and month in which data were collected: 6-1-2019

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

Rocklin Independent Charter Academy currently occupies three buildings on the Rocklin Alternative Education Center campus.

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	17	24	71	72	50	50
Math	0	2	63	63	38	39

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	41	95.35	24.39
Male	35	33	94.29	18.18
Female	--	--	--	--
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	11	91.67	36.36
White	23	22	95.65	9.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.74	22.22
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	45	43	95.56	2.33
Male	36	34	94.44	0.00
Female	--	--	--	--
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	12	92.31	0.00
White	24	23	95.83	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	19	95.00	0.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parental involvement is available through our School Site Council which has regular meetings. In addition, parents can assist and volunteer with our Associated Student Body (ASB) on fundraisers and field trip supervision. Our Interact club reaches out to the community and always welcomes parent volunteers. Any parents wanting to assist in the aforementioned programs or through the Administrative Office for clerical assistance can contact the main office at (916) 632-3195. . Parents can also help with the school golf team, providing transportation and support. In addition, Victory High School hosts a Back to-School Night in the Fall and two Awards Assemblies, for which attendance is heavily promoted and encouraged. Lastly, graduation is a welcome event for all parents and community parents to attend.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

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

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

Last Year's Safety plan was approved by Site Council on February 27, 2019 and a presentation was conducted of the plan by Principal Skott Hutton (including input from the School Resource Officer and Fire Department representative).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	16.4	41.7	33.8
Expulsions Rate	0.9	0.9	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.2	3.3	3.3
Expulsions Rate	0.1	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	75.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	
Other	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	7	18			8	15	1		8	16		
Mathematics	14	3			10	3			8	3		
Science	10	4			15	2			15	2		
Social Science	11	11			12	11			13	11		

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,371	$51,374
Mid-Range Teacher Salary	$69,555	$80,151
Highest Teacher Salary	$94,145	$100,143
Average Principal Salary (ES)	$127,546	$126,896
Average Principal Salary (MS)	$124,566	$133,668
Average Principal Salary (HS)	$133,108	$143,746
Superintendent Salary	$242,561	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	35%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	16184	1039	15145	65482
District	N/A	N/A	7265	$75,676.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	70.3	-16.5
School Site/ State	72.9	-22.1

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

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

Types of Services Funded

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Victory High School	2015-16	2016-17	2017-18
Dropout Rate	11.1	19.4	10.2
Graduation Rate	80.6	68.7	72.9

Rate for Rocklin Unified School District	2015-16	2016-17	2017-18
Dropout Rate	2.9	2.5	0.9
Graduation Rate	95.8	94.8	96

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Career Technical Education Participation

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

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	3.92

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

Victory High School students are able to attend CTE classes at both Rocklin and Whitney High School on an academic pass (if approved by both schools) for the following courses: Business Communications, Animal Veterinary Careers, Law Enforcement, Baking & Pastry Careers, Auto Technology, Work Experience, Health and Medical Careers, Culinary Arts, Child Dev & Education, Construction Technologies, Automotive Services, Computer Studies, Engineering for Manufacturing, Dental Careers, Fire Science, Graphic Arts.

DataQuest

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

Internet Access

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