

Charles Zupanic High School

266 West Randall Avenue • Rialto, CA 92376 • (909) 820-8120 • Grades 9-12

Andres Luna II, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Rialto Unified School District

182 East Walnut Ave.
Rialto, CA 92376
(909) 820-7700
www.rialto.k12.ca.us

District Governing Board

Nancy G. O'Kelley, President
Dina Walker, Vice President
Joseph W. Martinez, Clerk
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Edgar Montes, Member
Natalie Baca, Student Member

District Administration

Dr. Cuauhtémoc Avila
Superintendent

Dr. Cuauhtémoc Avila
Superintendent

Dr. Edward D'Souza
**Associate Superintendent
Secondary Instruction**

Jasmin Valenzuela
**Associate Superintendent
Elementary Instruction**

Thomas Haldorsen
**Associate Superintendent
Personnel Services**

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**Associate Superintendent, Business
Services**

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Educational Safety & Security**

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**Chief Technology Officer,
Information Technology**

Principal's Message

Zupanic High School is a fully accredited independent study high school. When the traditional high school setting or attendance requirements do not meet the special needs of students, Zupanic High School offers alternative educational options. At Zupanic, students receive one-on-one instruction in all courses. The curriculum for each discipline meets The Common Core Standards and is aligned with district guidelines. The personal touch extends beyond the curriculum, with our teachers and administrator working closely with students and their parents/guardians to meet our students' educational and personal needs. Zupanic has a dedicated staff that is determined to graduate young men and women who will be prepared for life after high school, whether on a College or Career Education.

Community & School Profile

Nestled below the San Bernardino Mountains, the City of Rialto lies in the west portion of the San Bernardino Valley. Rialto is sixty miles to the east of Los Angeles and 103 miles north of San Diego.

Rialto Unified School District served 25,957 students in grades kindergarten through twelve during the 2013-14 school year. Comprised of 19 elementary schools, five middle schools, three traditional high schools, one alternative high school, one continuation high school, and a community day school, the district offers instruction on a traditional schedule.

Located in southern Rialto, Zupanic High School operates on a traditional calendar schedule. Instructional delivery is provided through independent study, with students on campus only one to two hours each week.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (909) 820-8120 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	1
Grade 10	11
Grade 11	20
Grade 12	79
Total Enrollment	111

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9
Hispanic or Latino	82.9
White	8.1
Socioeconomically Disadvantaged	63.1
English Learners	19.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Charles Zupanic High School	13-14	14-15	15-16
With Full Credential	4	4	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rialto Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	0
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Charles Zupanic High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.3	0.8
High-Poverty Schools	99.3	0.8
Low-Poverty Schools	0.0	0.0

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

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

Pursuant to the settlement of Williams vs. the State of California, Rialto Unified School District held a public hearing to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is September 11, 2013.

All students, including English Learners, are given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district are aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The table displays information collected in November 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: June 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Edge (Level A): Reading, Writing and Language [Book] ISBN: 0-7362-3452-7 \$73.00 Hampton Brown 2008 1st edition Grades: 9-12 Adopted 10/14/09 for HS EL English Prep</p> <p>Edge (Level B): Reading, Writing and Language [Book] ISBN: 0-7362-3453-5 \$73.00 Hampton Brown 2008 1st Edition Grades: 9-12 Adopted 10/14/09 for HS EL Prep English</p> <p>Edge (Level C): Reading, Writing and Language [Book] ISBN: 0-7362-3454-3 \$80.00 Hampton Brown 2008 1st Edition Grades: 09-12 Adopted 10/14/09 for HS EL Prep English</p> <p>High Point (Basics): Success in Language - Literature - Content [Book] Schifini, Short, Tinajero ISBN: 0-7362-1223-X \$43.00 Hampton Brown 2002 Grades: 6-12 Adopted 6/26/2002 for ELD I</p> <p>High Point (Level A): Success in Language - Literature - Content [Book] Schifini, Short, Tinajero ISBN: 0-7362-0901-8 \$43.00 Hampton Brown 2002 Grades: 6-12 Adopted 6/26/2002 for ELD II SLRW</p> <p>High Point (Level B): Success in Language - Literature - Content [Book] Schifini, Short, Tinajero ISBN: 0-7362-0933-6 \$43.00 Hampton Brown 2002 Grades: 6-12 Adopted 6/26/2002 for ELD II ALAL</p> <p>High Point (Level C): Success in Language - Literature - Content [Book] Schifini, Short, Tinajero ISBN: 0-7362-0965-4 \$43.00 Hampton Brown 2002 Grades: 6-12 Adopted 6/26/2002 for ELD III</p> <p>The Language of Composition: Reading - Writing - Rhetoric [Book] Shea, Renee H., Scanlon, Lawrence, Aufses, Robin Dissin ISBN: 0-312-67650-6 \$75.00 Bedford/St. Martin's Press 2013 Second Edition Grades: 09-12 Adopted 1/08/14 for AP English Language</p> <p>Literature & Composition: Reading - Writing - Thinking</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>[Book] Jago, Carol, Renee H. Shea, et al. ISBN: 978-0-312-38806-5 \$70.00 Bedford/St. Martin's 2011 1st Grades: 09-12 Adopted 1/08/14 for AP English Literature</p> <p>Measuring Up to the California Content Standards (Exit Level) English Language Arts [Book] ISBN: 1-41382190-1 \$20.00 Peoples Publishing Group, Inc. 2008 Student Edition Grades: 10-12 Adopted 12/1/08 for Diploma English</p> <p>Prentice Hall Literature: Gold Level {9th grade} [CA Edition] [Book] Kinsella, Kate, et al ISBN: 0-13-054805-7 \$60.00 Prentice Hall 2002 California Edition Grades: 9 Adopted 6/6/2002 for English 9P / HP / PC</p> <p>Prentice Hall Literature: Platinum Level {10th grade} [CA Edition] [Book] Kinsella, Kate, et al ISBN: 0-13-054806-5 \$60.00 Prentice Hall 2002 California Edition Grades: 10 Adopted 6/6/2002 for English 10P / HP / PC</p> <p>Prentice Hall Literature: The American Experience {11th grade} [CA Edition] [Book] Kinsella, Kate, et al ISBN: 0-13-054807-3 \$60.00 Prentice Hall 2002 California Edition Grades: 11 Adopted 6/6/2002 for American Lit P / PC</p> <p>Prentice Hall Literature : The British Tradition {12th grade} [CA Edition] [Book] Kinsella, Kate, et al ISBN: 0-13-054808-1 \$60.00 Prentice Hall 2002 California Edition Grades: 12 Adopted 6/6/2002 for English Lit P / PC</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Algebra and Trigonometry for College Readiness [Book] Lial, Margaret L. and John Hornsby ISBN: 0-13-136626-2 \$99.00 Pearson Education 2011 Grades: 9-12 Adopted 8/25/2010 for Intro to College Math P</p> <p>Calculus with Analytic Geometry [Book] Larson, Hostetler, Edwards ISBN: 0-618-50300-5 \$113.00 Houghton Mifflin Company 2006 8th Edition Grades: 11-12 Adopted 9/13/2006 for Calculus P / AP</p> <p>California Algebra Readiness (Prentice Hall Mathematics) [Book] Charles / Illingworth / Mills / McNemar / Ramirez / Reeves ISBN: 0-13-350016-0 \$80.00 Prentice Hall 2009 1st Edition Grades: 8-9 Adopted 10/14/09 for Math Support / Algebra Readiness</p> <p>MathMatters 3: An Integrated Program [Book] Lynch & Olmstead ISBN: 0-07-868178-2 \$75.00 Glencoe 2006 1st Edition Grades: 11-12 Adopted 10/10/07 for Bridge to Algebra II</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Measuring Up to the California Content Standards (Exit Level) Mathematics [Book] ISBN: 1-41382180-4 \$16.00 Peoples Publishing Group, Inc. 2006 Grades: 10-12 Adopted 12/1/08 for Diploma Math</p> <p>MH: Integrated Math 1 [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-07-663858-1 \$125.00 McGraw-Hill Companies, Inc. 2012 1st Grades: 09-12 Adopted 5/28/2014 for Math 1 CC / HP</p> <p>MH: Integrated Math 2 [Book] Carter, John A. Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-07-663861-1 \$125.00 McGraw-Hill Companies, Inc. 2012 1st Grades: 09-12 Adopted 5/28/2014 for Math 2 CC / HP</p> <p>MH: Integrated Math 3 [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-07-663852-9 \$125.00 McGraw-Hill Companies, Inc. 2012 1st Grades: 09-12 Adopted 5/28/2014 for Math 3 CC / HP</p> <p>MH: Integrated Math 4 [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-07-663855-0 McGraw-Hill Companies, Inc. 2012 1st Grades: 09-12 Adopted 5/28/2014</p> <p>The Practice of Statistics: TI-83/89 Graphing Calculator Enhanced [Book] Yates, Moore and Starnes ISBN: 0-7167-7309-0 \$90.00 W. H. Freeman and Company 2006 3rd Edition Grades: 11-12 Adopted 10/14/09 for AP Statistics</p> <p>Precalculus [Book] Larson, Ron & Hostetler, Robert ISBN: 0-618-64345-1 \$100.00 Houghton Mifflin Company 2007 7th Edition Grades: 09-12 Adopted 9/13/2006 for Pre-Calculus P / HP</p> <p>Statistics Through Applications [Book] Yates, Moore & Starnes ISBN: 0-7167-4772-3 \$80.00 W. H. Freeman and Company 2004 Grades: 11-12 Adopted 10/14/09 for Statistics P</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Science

Biology (AP Edition)
[Book] Campbell, Reece ISBN: 0-8053-6777-2 \$110.00
Prentice Hall 2005 7th Edition
Grades: 11-12
Adopted 2/8/2006 for AP Biology

Chemistry & Chemical Reactivity (AP Edition)
[Book] Kotz, John C., Paul M. Treichel and John R. Townsend ISBN: 978-1-11142704-7 \$160.00
HOUGHTON MIFFLIN HARCOURT 2012 8th
Grades: 11-12
Adopted 3/23/2005 for AP Chemistry

Holt Chemistry: Visualizing Matter
[Book] Myers, Oldham, Tocci ISBN: 0-03-052002-9 \$56.00
Holt, Rinehart & Winston 2000
Grades: 11
Adopted 8/28/2002 for Chemistry P

Holt Lifetime Health
[Book] Friedman / Stine / Whalen ISBN: 0-03-064614-6 \$63.00
Holt, Rinehart & Winston 2004
Grades: 09-10
Adopted 05/25/05 for Health

Holt Modern Biology
[Book] Postlethwait & Hopson ISBN: 0-03-092214-3 \$70.00
Holt, Rinehart & Winston 2007 California Edition
Grades: 10-12
Adopted 5/23/2007 for Biology HP

Holt Physics
[Book] Serway, Faughn ISBN: 0-03-056544-8 \$56.00
Holt, Rinehart & Winston 2002
Grades: 12
Adopted 3/23/2005 for Physics P

Holt Science Spectrum: A Physical Approach
[Book] Dobson, Ken, et al ISBN: 0-03-054349-5 \$51.00
Holt, Rinehart & Winston 2001
Grades: 9
Adopted 6/27/2001 for Integrated Science P

Modern Chemistry
[Book] Davis, Metcalfe, Williams, Castka ISBN: 0-03-056537-5 \$56.00
Holt, Rinehart & Winston 2002
Grades: 11-12
Adopted 3/23/2005 for Chemistry HP

Physics: Principles with Applications
[Book] Giancoli, Douglas C. ISBN: 0-13-061143-3 \$92.00
Prentice Hall 2002 5th Edition
Grades: 12
Adopted 3/23/2005 for AP Physics

Prentice Hall Biology (California edition)
[Book] Miller & Levine ISBN: 0-13-201352-5 \$75.00
Prentice Hall 2007 1st edition
Grades: 9-12
Adopted 5/23/2007 for Biology P

Prentice Hall Earth Science: California Edition
[Book] Tarbuck & Lutgens ISBN: 0-13-166755-6 \$75.00
Prentice Hall 2006 California Edition
Grades: 9-10
Adopted 5/23/2007 for Earth Science P

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
<p>History-Social Science</p>	<p>American Government: Institutions and Policies [Book] Wilson & Dilulio ISBN: 0-618-66037-2 \$71.00 Houghton Mifflin Company 2004 9th Edition Grades: 12 Adopted 9/14/2005 for AP Government</p> <p>American Pageant [Book] Kennedy, Cohen, Bailey ISBN: 0-618-47940-6 \$83.00 Houghton Mifflin Company 2006 13th Edition Grades: 11-11 Adopted 2/8/2006 for AP U.S. History</p> <p>The Americans: Reconstruction to the 21st Century [Book] Danzer, Klor de Alva, Krieger, Wilson, & Woloch ISBN: 0-618-55713-X \$75.00 McDougal Littell 2006 California Edition Grades: 11-11 Adopted 5/10/2006 for 20th Cent U.S. History P</p> <p>Economics: Principles In Action (California edition) [Book] O'Sullivan, Arthur & Sheffrin, Steven M. ISBN: 0-13-133487-5 \$73.00 Prentice Hall 2007 1st Edition Grades: 12-12 Adopted 2/8/2006 for Economics P</p> <p>Economics: Principles, Problems and Policies [Book] McConnell, Brue ISBN: 0-07-281935-9 \$105.00 McGraw-Hill 2005 16th Edition Grades: 12-12 Adopted 2/8/2006 for AP MacroEcon</p> <p>Magruder's American Government: California Edition [Book] McCleaghan, William A. ISBN: 0-13-133579-0 \$74.00 Prentice Hall 2006 California Edition Grades: 12-12 Adopted 12/1/08 for American Government P</p> <p>Modern World History - Patterns of Interaction [Book] Beck, Black, Kreiger, Naylor & Shabaka ISBN: 0-618-55715-6 \$75.00 McDougal Littell 2006 California Edition Grades: 10-11 Adopted 5/10/2006 for World History P / HP</p> <p>Ways of the World: A Global History with Sources [Book] Strayer, Robert W. ISBN: 978-0-312-64466-6 \$112.00 Bedford/St. Martin's Press 2011 High School Edition Grades: 09-12 Adopted for AP World History</p> <p>The Western Heritage: Since 1300 [Book] Kagan, Donald, et al ISBN: 0-13-040421-7 \$57.00 Prentice Hall 2001 7th Edition Grades: 11-12 Adopted 3/23/2005 for AP European History</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

Foreign Language

¡Avancemos! Level 1
[Book] ISBN: 0-547-87191-0 \$81.00
Holt McDougal 2013
Grades: 09-12
Adopted 2/13/13 for Spanish I P

¡Avancemos! Level 2
[Book] ISBN: 0-547-87193-7 \$81.00
Holt McDougal 2013
Grades: 09-12
Adopted 2/13/13 for Spanish II P

¡Avancemos! Level 3
[Book] ISBN: 0-547-87192-9 \$81.00
Holt McDougal 2013
Grades: 09-12
Adopted 2/13/13 for Spanish III P

¡Avancemos! Level 4
[Book] ISBN: 0-547-87194-5 \$81.00
Holt McDougal 2013
Grades: 09-12
Adopted 2/13/13 for AP Spanish IV Language

Deutsch Aktuell 1
[Book] Kraft, Wolfgang S. ISBN: 978-0-8219-5205-4 \$104.00
EMC Publishing 2010 6th
Grades: 09-12
Adopted 2/13/13 for German I P

Deutsch Aktuell 2
[Book] Kraft, Wolfgang S. ISBN: 978-0-8219-5206-1 \$97.00
EMC Publishing 2010 6th
Grades: 09-12
Adopted 2/13/13 for German II P

Deutsch Aktuell 3
[Book] Specht, Roland H., et al. ISBN: 978-0-8219-5207-8 \$90.00
EMC Publishing 2010 6th
Grades: 09-12
Adopted 2/13/13 for German III P and German IV P

El Espanol Para Nosotros Nivel 1: Curso para hispanohablantes
[Book] Schmitt, Conrad J. ISBN: 0-07-827150-9 \$60.00
Glencoe 2006
Grades: 09-12
Adopted 9/13/2006 for Spanish II P SS

El Espanol Para Nosotros Nivel 2: Curso para hispanohablantes
[Book] Schmitt, Conrad J. ISBN: 0-07-862003-1 \$60.00
Glencoe 2006
Grades: 09-12
Adopted 9/13/2006 for Spanish III P SS

Reflexiones: Introducción a la literatura hispánica
[Book] Rodriguez, Rodney T. ISBN: 978-0-13-279312-4 \$60.00
Pearson Education 2013 AP* Edition
Grades: 09-12
Adopted 2/13/13 for AP Spanish V Literature

T'es Branché? 1
[Book] Theisen, Toni and Jacques Pêcheur ISBN: 978-0-8219-5852-0 \$90.00
EMC Publishing 2014
Grades: 09-12
Adopted 2/13/13 for French I P

Textbooks and Instructional Materials
Year and month in which data were collected: June 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>T'es Branché? 2 [Book] Theisen, Toni and Jacques Pêcheur ISBN: 978-0-8219-5997-8 \$90.00 EMC Publishing 2014 Grades: 09-12 Adopted 2/13/13 for French II P</p> <p>T'es branché? 3 [Book] Theisen, Toni and Jacques Pêcheur ISBN: 978-0-8219-5999-2 \$100.00 EMC Publishing 2014 Grades: 09-12 Adopted 2/13/13 for French III P</p> <p>T'es branché? 4 [Book] Corsain, Martine, Eliane Grandet, et al. ISBN: 978-0-8219-6660-0 \$90.00 EMC Publishing 2014 1st Grades: 09-12 Adopted 2/13/13 for French IV P</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Zupanic High School, originally constructed in 1981, shares its facilities with Milor Continuation High School. While the program functions out of two classrooms, students have access to all facilities. The campus is currently comprised of three permanent classroom buildings, eight portable classrooms, an outside lunch area, a break area, a library, two computer labs, a staff lounge, an athletic field, a basketball court, and administrative offices. The chart displays the most recent facilities inspection as of December 2014. Any deficiencies listed in the chart are added to the work order process when time and funding is available.

School Safety

The safety of students and staff is a primary concern of Zupanic High School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among parent/guardian volunteers, teachers, and administrators. To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in March 2012; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Disaster procedures/routine & emergency drills
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Sexual harassment policy
- Safe ingress & egress of pupils, parents/guardians, & school employees

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and code yellow are held monthly.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Rialto Unified School District to ensure that school grounds and facilities remain in excellent repair. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Facility Improvements / Deferred Maintenance

The district has a five year, Deferred Maintenance Plan designed to address expenditures for major repair or replacement of existing school building components and any needed Facility Improvements. Typically this includes roofing, plumbing, heating electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/13/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Stained ceiling tile (remedied 10/20/15) (b4)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Broken stall latch (remedied 10/20/15) (student restrooms)
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Loose handrail (remedied 10/20/15) (b1)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/13/15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	21	--	14	50	54	49	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	23	28	44
Math	3	17	33

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

2014-15 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6

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

2014-15 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	49
All Student at the School	14
Male	--
Female	--
Black or African American	--
Hispanic or Latino	--
White	--
Students with Disabilities	18
Foster Youth	--

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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	47	39	83.0	31	44	18	5
Male	11		13	27.7	38	46	15	0
Female	11		26	55.3	27	42	19	8
Black or African American	11		7	14.9	--	--	--	--
Filipino	11		0	0.0	--	--	--	--
Hispanic or Latino	11		26	55.3	27	42	23	4
White	11		5	10.6	--	--	--	--
Two or More Races	11		1	2.1	--	--	--	--
Socioeconomically Disadvantaged	11		22	46.8	32	50	14	0
English Learners	11		3	6.4	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	47	39	83.0	79	18	0	3
Male	11		13	27.7	77	15	0	8
Female	11		26	55.3	81	19	0	0
Black or African American	11		7	14.9	--	--	--	--
Filipino	11		0	0.0	--	--	--	--
Hispanic or Latino	11		26	55.3	81	19	0	0
White	11		5	10.6	--	--	--	--
Two or More Races	11		1	2.1	--	--	--	--
Socioeconomically Disadvantaged	11		21	44.7	86	14	0	0
English Learners	11		3	6.4	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents/Guardians and the community are very supportive of the educational program at Zupanic. Parents/Guardians are encouraged to become involved in their child's education by volunteering at the school, chaperoning events, participating in school activities, and joining the School Site Council and English Learner Advisory Committee.

Parents/Guardians are required to attend an enrollment conference with a school official before their student is admitted to Zupanic High School. The school offers counseling sessions for parents/guardians so that they may more closely monitor their student's progress.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern of every School site. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among parent/guardian volunteers, teachers, and administrators.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in March 2015; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Sexual harassment policy
- Safe ingress & egress of pupils, parents/guardians, & school employees
- Disaster procedures/routine & emergency drills

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and Intruder on campus are held monthly.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.49	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	7.22	8.53	5.74
Expulsions Rate	0.15	0.17	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

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

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		66.7

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	2	2	3	75	57	35						
Math	2	2	3	53	36	19						
Science	2	2	2	32	21	13						
SS	2	1	3	52	44	30						

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.875
Psychologist	.25
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	132

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

Professional Development provided for Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluations are based on the "California Standards for the Teaching Profession," which include the following: Engaging and Supporting all Students in Learning; Understanding and Organizing Subject Matter for Student Learning; Assessing Student Learning; Creating and Maintaining Effective Environments for Student Learning; Planning Instruction and Designing Learning Experiences for all Students; and Developing as a Professional Educator.

Due to the state fiscal crisis, additional funding from the State of California that would provide an opportunity to offer district-wide professional development through "Buy Back Days" has not been available for the past four years. Rialto Unified School District (RUSD) has worked within the state fiscal crisis to provide an alternative plan of action for staff development, and has established a comprehensive District-wide Professional Development Center (PDC). The PDC provides ongoing staff development in a variety of formats throughout the school year (i.e. during the school day with substitutes provided, after school, on-site, weekends, and during instructional breaks). In collaboration with the PDC, teachers have access to online videos and resources as additional professional development support.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,996	\$43,165
Mid-Range Teacher Salary	\$70,584	\$68,574
Highest Teacher Salary	\$91,139	\$89,146
Average Principal Salary (ES)	\$104,012	\$111,129
Average Principal Salary (MS)	\$111,119	\$116,569
Average Principal Salary (HS)	\$114,459	\$127,448
Superintendent Salary	\$240,600	\$234,382
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

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

Types of Services Funded

- Title I, Part A, Educationally Disadvantaged Children
- Title II, Part A, Teacher/Principal Training and Recruiting
- Title III, LEP Student Program
- Title IV, Part A, Safe and Drug Free Schools and Communities
- Title V, Innovative Programs
- Economic Impact Aide (EIA) - Limited English Proficient

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,994.76	\$23.23	\$6,994.76	\$124,539.99
District	♦	♦	\$6,994.76	\$75,614
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			0.0	64.7
Percent Difference: School Site/ State			30.8	70.7

* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	58	22	20	52	34	13
All Students at the School	54	31	15	67	25	8
Socioeconomically Disadvantaged	55	36	9			

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

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Charles Zupanic High School	2012-13	2013-14	2014-15
English-Language Arts	31	50	46
Mathematics	19	15	33
Rialto Unified School District	2012-13	2013-14	2014-15
English-Language Arts	45	37	35
Mathematics	53	43	39
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Charles Zupanic High School	2011-12	2012-13	2013-14
Dropout Rate	31.80	27.60	20.30
Graduation Rate	35.23	45.98	36.71
Rialto Unified School District	2011-12	2012-13	2013-14
Dropout Rate	11.60	11.30	9.80
Graduation Rate	78.44	79.95	80.96
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	83.78
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	92.42	83.37	84.6
Black or African American	90.91	82.94	76
American Indian or Alaska Native		100	78.07
Asian		92	92.62
Filipino		91.67	96.49
Hispanic or Latino	86.96	83.89	81.28
Native Hawaiian/Pacific Islander	100	70	83.58
White	100	75	89.93
Two or More Races		72.73	82.8
Socioeconomically Disadvantaged		48.1	61.28
English Learners	57.14	50.54	50.76
Students with Disabilities	82.98	84.88	81.36
Foster Youth	--	--	--

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

* Where there are student course enrollments.

DataQuest

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

Internet Access

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