

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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2015-16 School Accountability Report Card Published During the 2016-17 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
Joseph Ayala, Member
Edgar Montes, Member
Natalie Baca, Student Member

District Administration

Dr. Cuauhtémoc Avila
Superintendent

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**Associate Superintendent,
Secondary Instruction**

Jasmin Valenzuela
**Associate Superintendent,
Elementary Instruction**

Thomas Haldorsen
**Associate Superintendent,
Personnel Services**

Syeda Jafri
**Director of Communication
Services**

Mohammad Z. Islam
**Associate Superintendent,
Business Services**

Gordon Leary
Chief Educational Safety & Security

Beth Ann Scantlebury
**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 schedules.

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 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 <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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	2
Grade 10	12
Grade 11	23
Grade 12	92
Total Enrollment	129

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.5
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	79.1
Native Hawaiian or Pacific Islander	0.8
White	9.3
Two or More Races	2.3
Socioeconomically Disadvantaged	71.3
English Learners	14.7
Students with Disabilities	0
Foster Youth	0

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	14-15	15-16	16-17
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	14-15	15-16	16-17
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	14-15	15-16	16-17
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

2015-16 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	0.7
High-Poverty Schools	99.3	0.7
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 2016-17)

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 January 11, 2017.

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.

Textbooks and Instructional Materials	
Year and month in which data were collected: June 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Edge (Fundamentals): Reading, Writing and Language [Book] D. W. Moore et al ISBN: 0-7362-6163-X \$72.77 Hampton-Brown Publishing 2009 Grades:9-12 Adopted 10/14/09 for HS EL Prep English</p> <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</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>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:11-11 Adopted 1/08/14 for AP English Language</p> <p>Literature & Composition: Reading - Writing - Thinking [Book] Jago, Carol, Renee H. Shea, et al. ISBN: 978-0-312-38806-5 \$70.00 Bedford/St. Martin's 2011 1st Grades:12-12 Adopted 1/08/14 for AP English Literature</p> <p>McGraw Hill: California StudySync - All for Love (9.4) [Book] ISBN: 978-1-943286-25-6 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:09-10 studysync.com</p> <p>McGraw Hill: California StudySync - An Exchange of Ideas (12.3) [Book] ISBN: 978-1-943286-36-2 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:12-12 studysync.com</p> <p>McGraw Hill: California StudySync - Destiny (10.1) [Book] ISBN: 978-1-943286-26-3 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:10-10 studysync.com</p> <p>McGraw Hill: California StudySync - Dreams and Aspirations (9.3) [Book] ISBN: 978-1-943286-24-9 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:09-09 studysync.com</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>McGraw Hill: California StudySync - Emotional Currents (12.4) [Book] ISBN: 978-1-943286-37-9 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:12-12 studysync.com</p>
	<p>McGraw Hill: California StudySync - Emphathy (9.1) [Book] ISBN: 978-1-943286-22-5 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:09-09 studysync.com</p>
	<p>McGraw Hill: California StudySync - Epic Heroes (12.1) [Book] ISBN: 978-1-943286-34-8 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:12-12 studysync.com</p>
	<p>McGraw Hill: California StudySync - Leadership (9.2) [Book] ISBN: 978-1-943286-23-2 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:09-09 studysync.com</p>
	<p>McGraw Hill: California StudySync - Modern Times (11.3) [Book] ISBN: 978-1-943286-32-4 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:11-11 studysync.com</p>
	<p>McGraw Hill: California StudySync - Seeking Romance (11.4) [Book] ISBN: 978-1-943286-33-1 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:11-11</p>
	<p>McGraw Hill: California StudySync - Taking a Stand (10.2) [Book] ISBN: 978-1-943286-27-0 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:10-10 studysync.com</p>
	<p>McGraw Hill: California StudySync - Technical Difficulties (10.3) [Book] ISBN: 978-1-943286-28-7 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Grades:10-10 studysync.com</p> <p>McGraw Hill: California StudySync - The Human Condition (12.2) [Book] ISBN: 978-1-943286-35-5 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:12-12 studysync.com</p> <p>McGraw Hill: California StudySync - The Human Connection (10.4) [Book] ISBN: 978-1-943286-29-4 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:10-10 studysync.com</p> <p>McGraw Hill: California StudySync - The Individual (11.2) [Book] ISBN: 978-1-943286-31-7 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:11-11 studysync.com</p> <p>McGraw Hill: California StudySync - We the People (11.1) [Book] ISBN: 978-1-943286-30-0 \$25.00 McGraw Hill Education 2017 Reading and Writing Companion Grades:11-11</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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Mathematics**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

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

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

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

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

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

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

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

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

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

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

Textbooks and Instructional Materials
Year and month in which data were collected: June 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<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	<p>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</p> <p>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</p> <p>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</p> <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</p> <p>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</p> <p>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</p> <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</p> <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</p> <p>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</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>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</p> <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</p> <p>The textbooks listed are from most recent adoption: Yes 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</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>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 Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>jAvancemos! Level 1 [Book] ISBN: 0-547-87191-0 \$81.00 Holt McDougal 2013 Grades: 09-12 Adopted 2/13/13 for Spanish I P</p> <p>jAvancemos! Level 2 [Book] ISBN: 0-547-87193-7 \$81.00 Holt McDougal 2013 Grades: 09-12 Adopted 2/13/13 for Spanish II P</p> <p>jAvancemos! Level 3 [Book] ISBN: 0-547-87192-9 \$81.00 Holt McDougal 2013 Grades: 09-12 Adopted 2/13/13 for Spanish III P</p> <p>jAvancemos! 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</p> <p>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</p> <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</p> <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</p> <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</p> <p>El Espanol Para Nosotros Nivel 2: Curso para hispanohablantes</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>[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</p> <p>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</p> <p>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</p> <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>

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: 11/07/16

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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/07/16

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Structural: Structural Damage, Roofs	X				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	--	14	16	54	49	43	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	24	28	29	31	44	48
Math	3	5	17	18	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	19	19	100.0	15.8
Female	12	12	100.0	8.3
Hispanic or Latino	16	16	100.0	18.8
Socioeconomically Disadvantaged	13	13	100.0	23.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	39	39	100.0	28.2
Male	11	15	15	100.0	40.0
Female	11	24	24	100.0	20.8
Black or African American	11	--	--	--	--
Hispanic or Latino	11	30	30	100.0	26.7
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	30	30	100.0	30.0
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 2015-16 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 Met or Exceeded
All Students	11	39	39	100.0	5.1
Male	11	15	15	100.0	13.3
Female	11	24	24	100.0	
Black or African American	11	--	--	--	--
Hispanic or Latino	11	30	30	100.0	6.7
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	30	30	100.0	6.7
English Learners	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 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 (School Year 2016-17)

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	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	8.5	5.7	5.5
Expulsions Rate	0.2	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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		57.1

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
Psychologist	.25
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	126

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	2	3	3	57	35	35						
Mathematics	2	3	3	36	19	19						
Science	2	2	2	21	13	13						
Social Science	1	3	3	44	30	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.

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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,296	\$45,092
Mid-Range Teacher Salary	\$74,113	\$71,627
Highest Teacher Salary	\$95,696	\$93,288
Average Principal Salary (ES)	\$108,672	\$115,631
Average Principal Salary (MS)	\$117,725	\$120,915
Average Principal Salary (HS)	\$121,562	\$132,029
Superintendent Salary	\$212,784	\$249,537
Percent of District Budget		
Teacher Salaries	37%	37%
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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Charles Zupanic High School	2011-12	2013-14	2014-15
Dropout Rate	27.60	20.30	22.40
Graduation Rate	45.98	36.71	43.42
Rialto Unified School District	2011-12	2013-14	2014-15
Dropout Rate	11.30	9.80	10.70
Graduation Rate	79.95	80.96	82.72
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

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	

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,129.74	-	\$6,129.74	\$98,540.99
District	♦	♦	\$6,129.74	\$79,084
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			0.0	24.6
Percent Difference: School Site/ State			8.0	29.9

* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	83.78
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	1.6

* Where there are student course enrollments.

2015-16 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		

Completion of High School Graduation Requirements

Group	Graduating Class of 2015		
	School	District	State
All Students	80	82	86
Black or African American	83	84	78
American Indian or Alaska Native	0	86	78
Asian	0	94	93
Filipino	0	83	93
Hispanic or Latino	78	82	83
Native Hawaiian/Pacific Islander	0	56	85
White	75	79	91
Two or More Races	0	100	89
Socioeconomically Disadvantaged	0	52	66
English Learners	67	49	54
Students with Disabilities	79	85	78

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 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.