Perris High School

175 East Nuevo Road • Perris, CA 92571 • (951) 657-2171 • Grades 9-12
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Perris Union High School District
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Principal's Message

Thank you for taking the time to review Perris High School's School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

The school motto at Perris High is "Never Give Up." We encourage our students to constantly challenge themselves and grow from those challenges. As Perris Panthers we take PRIDE in everything we do. We are Positive Respectful Individuals Dedicated to Excellence. Our ongoing focus is to ensure our students are college/career ready when they walk out our doors as graduates. We offer a variety of instructional programs with emphasis on academics as well as career technical education. Perris High School believes that all students should have the choice of where to go and what to do with their lives. It is our responsibility to provide them with the academic, social, and emotional support necessary to enable them to be good decision makers that have a positive impact on the world around them.

Perris High School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the best educational program possible for Perris High School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, students will be challenged to reach their full potential.

Nicholas M. Hilton, Principal

PHS Mission Statement:

Perris High School's professional educators will provide a broad-based curriculum that affords our students opportunities to acquire the skills needed to understand and contribute to an interdependent and rapidly-changing world.

PUHSD Mission Statement:

The mission of the Perris Union High School District is to provide quality educational programs and meaningful opportunities which encompass the intellectual, social, emotional, and physical aspects of all students within the district and which will enable them to become productive members of society.

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	616
Grade 10	691
Grade 11	584
Grade 12	537
Total Enrollment	2,428

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	8.4
American Indian or Alaska Native	0.2
Asian	0.4
Filipino	0.3
Hispanic or Latino	87.2
Native Hawaiian or Pacific Islander	0.2
White	2.6
Two or More Races	0.5
Socioeconomically Disadvantaged	93.1
English Learners	28
Students with Disabilities	9.1
Foster Youth	1

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			
Perris High School	**14-15**	**15-16**	**16-17**
With Full Credential	94	101	103
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	2	0	0
Perris Union High School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	505
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Perris 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	100.0	0.0
High-Poverty Schools	100.0	0.0
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)

All textbooks used in the core curriculum at Perris High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, September 21, 2016, the Perris Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 5:11-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Perris Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials Year and month in which data were collected: September 21, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	English I/Advanced English I--Literature: Reading & Language 9 (Pearson, 2010) English II/Advanced English II--Literature: Reading & Language 10 (Pearson, 2010) English III--Literature: The American Experience (Pearson, 2010) English IV--Literature: The British Tradition (Pearson, 2010) CSU Expository Reading & Writing--Expository Reading & Writing Course 2nd Ed (Ca St Univ, 2013) AP English Language & Composition--Language of Composition 2nd Ed (Bedford, 2013) AP English Literature & Composition--Norton Introduction to Literature (Norton, 2013) College Freshman Comp--Writing Matters (McGraw-Hill, 2011) College Critical Thinking & Writing--Creating America 4th Ed. (Pearson, 2005) Edge A: Student Editon and myNGconnect (National Geographic Learning, 2014) Edge B: Student Edition and myNGconnect Edge C: Student Edition and myNGconnect Edge 2014 Fundamentals: Student Edition and myNGconnect **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Holt, Algebra 1 & 2 (2008) Holt, CA Geometry (2008) Holt, Rinehart and Winston, Algebra I (2008) Holt, Rinehart and Winston, Algebra II (2008) Holt, Rinehart and Winston, Geometry (2008) AP Calculus AB/BC--Calculus (Houghton Mifflin, 1998) AP Statistics--The Practice of Statistics 5th (Freeman, 2015) Consumer Math--Mathematics w/Business Applications (Glencoe, 2007) Technology Math--Mathematics w/Business Applications (Glencoe, 2007) Math Analysis--Precalculus 5th Ed. (Houghton Mifflin, 2001) Trigonometry--Precalculus 5th Ed. (Houghton Mifflin, 2001) Pre Calculus--Precalculus 5th Ed. (Houghton Mifflin, 2001) Math Pathways/Algebra Readiness--Algebra Readiness Volumes 1, 2, 3, 4 (Holt, 2008) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Textbooks and Instructional Materials Year and month in which data were collected: September 21, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Science	Life Science--Biology (McDougal Littell, 2008) Holt, Rinehart and Winston,Holt California Science: Earth,Life, and Physical Science (2007) Pearson, Science Insights: Exploring Living Things (2006) Pearson Prentice Hall, Biology, The Web of Life (2006) Pearson Prentice Hall, Conceptual Physics (2006) Pearson Prentice Hall, Earth Science (2006) AP Biology--Campbell Biology (10th AP Ed) (Pearson, 2014) AP Chemistry--Zumdahl Chemistry (9th AP Ed) (Cengage, 2014) Physics & Physics Honors--Physics (Holt, 2007) AP Physics--Physics for Scientists & Engineers w/Modern Physcis (Pearson, 2008) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	World Geography--Geography Alive!: Regions & People (Teacher's Curriculum Institute, 2011) Glencoe/McGraw-Hill, Geography: The World and its People (1999) Glencoe/McGraw-Hill, Health (2005) Glencoe/McGraw-Hill, United States Government: Democracy in Action (2006) Glencoe/McGraw-Hill, World History: Modern Times (2006) Holt, Rinehart and Winston,Holt California Social Studies:United States History, Independence to 1914 (2006) Holt, Rinehart and Winston,Holt California Social Studies: World History, Ancient Civilizations (2006) McDougal Littell, The Americans Reconstruction to the 21st Century (2006) Pearson Prentice Hall, Economics: Principles in Action (2005) AP Geography--Human Geography People, Place & Culture (Wiley, 2009) AP European History--Western Heritage Since 1300 11th Ed. (Pearson, 2016) AP World History--Earth and its Peoples 6th Ed. (Cengage, 2014) AP Government--Government in America 16th Ed. (Pearson, 2016) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	McDougal Littell, Discovering French Nouveau! Bleu (2004) McDougal Littell, Discovering French Nouveau! Blanc (2004) McDougal Littell, Discovering French Nouveau! Rouge (2004) Vista Higher Learning, Descubre 1 (2016) Vista Higher Learning, Descubre 2 (2016) Vista Higher Learning, Descubre 3 (2016) Vista Higher Learning, Imagina (2016) Vista Higher Learning, Temas (2016) American Sign Language 1--Learning American Sign Language (Pearson) Signing Naturally Level 1 Units 1-6 (Dawn Sign Press, 2008) Signing Naturally Level 1 Units 7-12 (Dawn Sign Press, 2008) American Sign Language 3--American Sign Language (Units 1-9) (Gallaudet Univ Press, 1991) American Sign Language (Units 10-18) (Gallaudet Univ Press, 1991) American Sign Language (Units 19-27) (Gallaudet Univ Press, 1991) Signing Naturally Level 2 (Dawn Sign Press, 1992) American Sign Language 4--American Sign Language (Units 1-9) (Gallaudet Univ Press, 1991) American Sign Language (Units 10-18) (Gallaudet Univ Press, 1991) American Sign Language (Units 19-27) (Gallaudet Univ Press, 1991) Signing Naturally Level 3 (Dawn Sign Press, 2001) McDougal Littell, Auf Deutsch! 1 (2001) McDougal Littell, Auf Deutsch! 2 (2001) McDougal Littell, Auf Deutsch! 3 (2001) **The textbooks listed are from most recent adoption:** Yes
Health	Glencoe, Health (2005)
	The textbooks listed are from most recent adoption: Yes

Textbooks and Instructional Materials Year and month in which data were collected: September 21, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Visual and Performing Arts	Glencoe, The Stage and the Schol, 9th Ed. (2005) Random House, A Practical Handbook for the Actor (1986) Penguin, The Stanislavski System (1984) Barron's, The Complete Potter (2003) **The textbooks listed are from most recent adoption:** Yes

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Perris High School's original facilities were built in 1962; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Ongoing facilities maintenance includes plumbing, electrical and HVAC repairs.
- Painting - Campus wide
- Asphalt repair and resurfacing project
- LED Lighting upgrades throughout exterior of campus

Every morning before school begins, the custodian and plant manager inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three day custodians and six evening custodians are assigned to Perris High School. The day custodians are responsible for:

- Cafeteria setup/cleanup
- Groundskeeping
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The plant manager communicates with custodial staff daily concerning maintenance and school safety issues.

Deferred Maintenance

Perris High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

Facilities construction / improvement projects

- Currently the campus is constructing Phase 2 of a campus modernization project. Phase 2 consists of an A phase and a B phase. Phase 2A includes the construction of a boys/girls locker room, two story classroom building which will house career tech classrooms, and a new satellite kitchen. This construction project is scheduled for completion during winter of 2016. Phase 2B is a single story cafeteria/kitchen/classroom building. Construction on 2B began in the summer of 2016. Construction of a 2 story Agricultural Classroom Building began in the Summer of 2016.
- Athletic field improvements, including the renovation of one of the campus's baseball fields to serve as the Varsity Girls Softball Field.
- Replacement of HHVAC Units on small gym.
- Upgrade of the swimming pool pump motor and high efficiency variable speed control system.

Facilities Inspection

The district's maintenance department inspects Perris High School on an annual basis in accordance with Education Code §17592.72(c)(1). Perris High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on 09/24/15. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014 - 2015, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/4/2016				
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			
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

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	42	31	42	37	44	48
Math	11	11	19	17	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.

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	26	19	20	44	41	36	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**
9	20.6	17.7	33.8

* 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	705	625	88.7	20.5
Male	367	316	86.1	21.8
Female	338	309	91.4	19.1
Black or African American	48	38	79.2	18.4
Hispanic or Latino	627	562	89.6	21.2
White	20	17	85.0	11.8
Socioeconomically Disadvantaged	656	587	89.5	19.4
English Learners	223	194	87.0	3.6
Students with Disabilities	64	47	73.4	14.9

*   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	584	559	95.7	30.7
Male	11	298	286	96.0	22.5
Female	11	286	273	95.5	39.3
Black or African American	11	47	44	93.6	25.0
Hispanic or Latino	11	513	493	96.1	30.6
White	11	13	12	92.3	33.3
Socioeconomically Disadvantaged	11	542	521	96.1	29.3
English Learners	11	131	125	95.4	2.4
Students with Disabilities	11	60	56	93.3	

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	584	560	95.9	11.1
Male	11	298	287	96.3	10.5
Female	11	286	273	95.5	11.8
Black or African American	11	47	45	95.7	4.4

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
Hispanic or Latino	11	513	493	96.1	11.2
White	11	13	12	92.3	8.3
Socioeconomically Disadvantaged	11	542	522	96.3	10.4
English Learners	11	131	125	95.4	1.6
Students with Disabilities	11	60	57	95.0	

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 are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through email, newsletters, parent conferences, progress reports, the school marquee, school website, and Alert Now (automated telephone message delivery system). Contact site Parent Liaison at (951) 657-2171 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Classroom Helper
Athletic Programs
Parent Club
Parent Institute
WASC
Coffee / Dessert with Administration
School Events

Committees
English Learner Advisory Council
Parent Teacher Student Association
School Site Council
Athletic Parent Involvement
Associated Student Body
African American Parent Advisory Council

School Activities
Athletic Events
Back to School Night
Open House
Parent Education Nights
Principal Coffees
Student Performances
Diploma and Beyond
FFA Events

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 Comprehensive School Site Safety Plan was developed for Perris High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in March 2015. Staff responsibilities and safety plan updates were discussed with staff in August 2015.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	5.54	7.44	
Expulsions Rate	0.55	0.04	
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	8.12	7.38	
Expulsions Rate	0.47	0.10	
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.36	3.80	
Expulsions Rate	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.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		80.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	0
Resource Specialist	12
Other	0
Average Number of Students per Staff Member	
Academic Counselor	410

* 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)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**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	32	31	31	8	14	14	8	11	11	63	59	59
Mathematics	33	33	33	4	5	5	18	17	17	49	50	50
Science	34	33	33	1	4	4	5	4	4	37	32	32
Social Science	34	34	34	3	6	6	8	6	6	51	51	51

* 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

All training and curriculum development activities at Perris High School revolve around the California State Content Standards and Frameworks with special emphasis on the upcoming Common Core standards. During the 2014-15 school year, Perris High School held staff development devoted to:

- Classroom Instruction
- Instructional BEST Practices
- Depth of Knowledge Questioning
- Common Core Implementation

- Checking for Understanding
- Haiku Learning Management System Training
- Effective Grading Practices
- Professional Learning Communities

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Perris High School supports ongoing professional growth throughout the year on late start days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly

implemented programs/curricula. During the 2015-16 school year, Perris High School's teachers attended the following events hosted by the Perris Union High School District:

- BEST Practices
- Expository Reading and Writing
- Write Path Training
- Advanced Professional Learning Communities
- Academic Vocabulary Training

- Concept Construction Training
- Planning for Student Success Training
- WICOR Instructional Strategies (W-Writing I-Inquiry, C-Collaboration, O-Organization, R-Reading)

Perris High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

FY 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$47,636	$46,184
Mid-Range Teacher Salary	$76,139	$75,179
Highest Teacher Salary	$94,797	$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	$120,736	$124,243
Average Principal Salary (HS)	$135,321	$137,939
Superintendent Salary	$210,682	$217,637
Percent of District Budget		
Teacher Salaries	35%	35%
Administrative Salaries	6%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	11454	3616	7838	80791
District	♦	♦	8134	$77,543
State	♦	♦	$5,677	$77,824
Percent Difference: School Site/District			-3.6	4.2
Percent Difference: School Site/ State			38.1	3.8

* Cells with ♦ do not require data.

Types of Services Funded
Available funding for programs and services that support student access & success include:

- 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program
- Agriculture Incentive Grant
- California Career Pathways Trust (CCPT)
- Career Technical Education Incentive Grant (CTEIG)
- Local Control Funding Formula (LCFF)

- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco Use Prevention Education (TUPE)
- Perkins

Programs and services available to students:

- Advancement via Individual Determination (AVID)
- Before & After School tutoring
- Class size reduction (CSR) for English Language Learners
- Co-Curricular and Extra curricular activities for students that increase school climate and connectedness
- Career Technical Education Programs: Agriculture, Engineering, Bio-Medical, Health Services, Business Administration

- Credit recovery
- Dual Enrollment
- Gifted & Talented Education (GATE)
- Student Leadership: LINK Crew and PLUS Programs
- Summer School

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Perris High School	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	14.00	14.70	11.50
Graduation Rate	80.71	79.35	84.05
Perris Union High School District	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	11.80	12.40	9.70
Graduation Rate	84.41	82.68	87.03
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	1561
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	60%

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	97.78
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	34

*   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	7	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	5	♦
Science	1	♦
Social Science	12	♦
All courses	27	.4

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2015**		
	School	**District**	**State**
All Students	83.51	82.69	85.66
Black or African American	120	106.71	76.88
American Indian or Alaska Native	0	33.33	74.87
Asian	87.5	61.9	92.78
Filipino	100	83.67	96.8
Hispanic or Latino	81.33	82.47	84.49
Native Hawaiian/Pacific Islander	200	72.22	84.88
White	42.11	77.43	87.23
Two or More Races	100	83.33	91.36
Socioeconomically Disadvantaged	41.03	50.45	68.38
English Learners	43.07	47.52	50.9
Students with Disabilities	89.53	88.12	76.61
Foster Youth	--	--	--

Career Technical Education Programs
Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to of Perris High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Perris High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:
• Career Technical Education
• Workability
• Career Pathways

Individual student assessment of work readiness skills takes place through:
• End of course exams
• Completion of course-required projects
• Classroom observation projects
• Career Assessment Inventories

Career Technical Education Programs (CTE) are offered in partnership with Riverside County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

During the 2015-16 school year Perris High School offered the following career technical education programs as elective courses:
• Agriculture
• Art, Media and Entertainment
• Computer Information Technology
• Culinary Arts
• Engineering
• Medical Assisting

Students of Perris High School have access to a wide variety of CTE courses off campus through the RCOE-CTE partnership.

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.