



Perris Lake Continuation High School

418 Ellis Avenue • Perris, CA 92570 • (951) 657-7357 • Grades 9-12

Dean Hauser, Principal
dean.hauser@puhsd.org
plhs.puhsd.org

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Perris Union High School District

155 East Fourth St.
Perris, CA 92570
(951) 943-6369
www.puhsd.org

District Governing Board

Edward G. Garcia, Jr.
Anthony T. Stafford, Sr.
Dr. Randall Freeman
Dr. Jose Luis Araux
David G. Nelissen

District Administration

Grant Bennett
Superintendent

Candace Reines

Deputy Superintendent of Business Services

Dr. Charles Newman, Ed.D
**Assistant Superintendent
Educational Services**

Kirk Skorpanich
**Assistant Superintendent
Human Resources**

Joseph Williams
Executive Director of Technology

Principal's Message

I'd like to welcome you to Perris Lake High School's Annual 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.

Perris Lake 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 are proud of our students, our school and the communities we serve. Here at The Lake, we have made a commitment to provide the best educational program possible for Perris Lake 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, our students will be challenged to reach their maximum potential.

Mr. Dean P. Hauser, Principal

Mission Statement

The mission of the entire staff at The Lake is to successfully educate all students and to help them develop academic and social skills while nurturing self-confidence in an atmosphere of mutual respect and high expectations. Our most important goal is to create the best conditions possible to assist your son or daughter to graduate either at The Lake or their original high school.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	60
Grade 12	193
Total Enrollment	253

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.9
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.4
Hispanic or Latino	75.9
Native Hawaiian or Pacific Islander	0.0
White	13.4
Socioeconomically Disadvantaged	86.2
English Learners	22.1
Students with Disabilities	1.6
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Perris Lake Continuation High School	16-17	17-18	18-19
With Full Credential	18	13	11
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Perris Union High School District	16-17	17-18	18-19
With Full Credential	◆	◆	431
Without Full Credential	◆	◆	7
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Perris Lake Continuation High	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

All textbooks used in the core curriculum at Perris Lake 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 19, 2018, 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 2017-18 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 19, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Lang Arts 7- California Collections (Houghton Mifflin Harcourt, 2016) Lang Arts 8- California Collections (Houghton Mifflin Harcourt, 2016) 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	Math - 5 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016) Math - 6 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016) Math - 7 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016) Math - 8 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016) Geometry California Common Core (Pearson, 2016) Algebra 1 California Common Core (Pearson, 2016) Algebra 2 California Common Core (Pearson, 2016) 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 19, 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	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) McDougal Littell, The Americans Reconstruction to the 21st Century (2006) Pearson Prentice Hall, Economics: Principles in Action (2005) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	McDougal Littell, En Espanol! 1 (2004) En Espanol! 2 (McDougal Littell, 2004) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Glencoe, Health (2005) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Perris Lake High School's original facilities were built in 1987; 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. Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one 5-hour evening custodians are assigned to Perris Lake High School. The custodians are responsible for:

- Classroom cleaning
- General maintenance
- Lunch area setup/cleanup
- Office area cleaning
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues. District staff ensures the continual attention to interior painting and ceiling tile replacement for all classrooms; removal of old items that can no longer be used towards the goals of Perris Lake; replacement of sinks in student bathrooms; removal of old cables running through offices and classrooms; replacement of computers in both students labs; removal of old furniture throughout the campus; the use of a pressure washer to clean the grounds.

Deferred Maintenance

Perris Lake 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. Maintenance projects that have been completed during the 2015-2016 school year include:

Flooring - Removal, Repair and Installation .

Maintenance and upkeep of painting throughout campus.

B restroom modernization and remodel.

LED Lighting upgrades throughout exterior of campus

Ongoing facilities maintenance includes plumbing, electrical and HVAC repairs.

Facilities Inspection

The district's maintenance department inspects Perris Lake High School on an annual basis in accordance with Education Code §17592.72(c)(1). Perris Lake 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 08/24/2016. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the school inspection.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/28/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	ROOM 1: W/O # 45908
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	7.0	6.0	44.0	39.0	48.0	50.0
Math	0.0	0.0	15.0	15.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	47	75.81	6.38
Male	41	33	80.49	3.03
Female	21	14	66.67	14.29
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	31	73.81	6.45
White	11	7	63.64	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	41	75.93	7.32
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	48	77.42	0
Male	41	32	78.05	0
Female	21	16	76.19	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	31	73.81	0
White	11	9	81.82	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	54	42	77.78	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parent Involvement

The staff at Perris Lake High School openly encourages parents to volunteer and become involved in their child's education at Perris Lake. 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 parent conferences and Infinite Campus on-line grade monitoring system. By logging in with your Infinite Campus account, you can see your child's grades and attendance on a daily basis. Infinite Campus is updated on a regular basis. If you do not have an Infinite Campus account, please contact our school receptionist and she will help you to create an account. If you wish to visit your child's classroom or volunteer on campus, please contact Mr. Dean P. Hauser at (951) 657-7357, ext. 30100 for more information on how to become involved in your child's learning environment. Current information can also be found at our website, <http://plhs.puhsd.org/>. Below are a number of opportunities where you can volunteer at Perris Lake:

Event chaperone
Fundraising
Activities
School Events
Committees (School Site Council)
PTSA

Committees:
School Site Council
English Language Acquisition Committee (ELAC)
African-American Parent Advisory Council

Coffee with the Principal
Dinner with the Principal (4 times a year)
Advisory Committees

School Activities:

Back to School Night
Open House
Sr. Pinning
PELI-ATP
SOAR Award Ceremonies & Graduation
FAFSA NITE (numerous during the year)
College/Career Kickoff
Career Fair

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Comprehensive School Site Safety Plan was developed for Perris Lake 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, updated, and discussed with school staff in September, 2018.

The objective of Perris Lake High School's Disaster Response & Crisis Management Plan is to provide the maximum practical protection for students and personnel primarily in the event of a disaster. The Lake has a strong school safety team consisting of teachers and classified employees that provide recommendations to administration so that adjustments can be made as the community and student population changes, something that is constant at The Lake. To meet this objective, we have been preparing students and staff to be ready for a disaster or school emergency. Perris Lake students and staff participate in emergency drills once a month with the exception of August and June. The Perris Lake staff continues working with the District to update the emergency response plan and incorporate the National Incident Management System (NIMS). The Perris Union High School District Risk Management Officer maintains a current file of employees who complete Federal Emergency Management Agency (FEMA) courses including: IS 100 (Incident Command for Schools), IS 700 (NIMS) and IS 200 (Incident Command for Single Resources and Initial Action Incidents). These courses provide all staff with the skills necessary for real life emergencies. Perris Lake's Disaster Response & Crisis Management Plan has three major goals: a) To have buildings, furnishings, equipment, and emergency supplies in condition such that injuries and damages will be minimized, and the actions needed in time of disaster may be carried on effectively b) To provide staff and students with appropriate instruction and practice, and parents with information, so as to effectively help each person respond properly in an emergency. c) To set up overall organization and specific procedures to be followed at a time of disaster, including the rendering of aid to victims and the protection and care of students until they can be safely reunited with their parents.

The plan meets the guidelines for California's Standardize Emergency Management System (SEMS). The principal acts as the Incident Commander, with the principal's designee to be appointed in the event that the Incident Commander is unable to perform his duties. To ensure accountability for emergency response procedures, personnel are assigned specific duties to perform in the event of emergencies. These include turning off water, gas, and electricity. Drills are conducted regularly using an Incident Action Plan to pre-plan and determine the object of the drill, along with After Action Reports to document lessons learned. To be more effective during disasters, pre-determined areas will identify the various stations, i.e., student holding, command post, and student release. To ensure that the staff at The Lake can communicate during an emergency, the District has installed repeaters to each school and distributed hand-held radios. Each site now has radios to use for day to day communications as well as a built in emergency communication system. The radios have been incorporated into The Lake's emergency drills. Having qualified and trained staff helps to ensure a safe and secure environment for the student population during the school day and in an emergency/crisis response incident. The Perris Lake staff continues working hard to be ready for all emergency situations. Perris Lake has also assessed the available emergency supplies, and continues compiling necessary supplies for potential emergency situations.

Proper entrance to and exiting from Perris Lake has been effectively created at Perris Lake High School. Because both classified and certificated personnel have report times that are significantly prior to student arrival, locks are in place on all campus gates and all staff members have keys to these specific locks. Time is spent in staff meetings discussing the importance of keeping staff gates locked and not permitting students to enter or exit campus through staff gates, especially the area that leads to the Adult Education classrooms. The main gate to the campus is unlocked at approximately 7:00 a.m. and are re-locked at approximately 8:45 a.m. unless there is an activity taking place that prohibits the gates from being locked at that time. A campus supervisor is assigned a late afternoon shift that ends at 4:00 pm. A single custodial member is on campus until 9:00 pm.

The regular school hours are 8:45a.m. – 2:15 p.m. A single daytime custodian are scheduled during student hours with the focus on picking up trash and maintaining clean restrooms for students and staff. A full team of campus supervisors (4) are also on campus during student hours. All unauthorized persons entering the campus must sign in at the main office and identify their purpose and destination. In addition, parents or guardians picking up students prior to the end of the school day must sign in and be authorized according to emergency card information. All visitors are required to show ID and if they are to exit the main office and onto campus are provided a highly visible "Visitors' Pass" unless they are a district employee.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	14.0	11.3	22.2
Expulsions Rate	0.0	0.0	0.3
District	2015-16	2016-17	2017-18
Suspensions Rate	8.4	8.0	7.8
Expulsions Rate	0.1	0.4	0.3
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.25
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	230

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	20.0	15.0	31.0	14	17		3	1	3			1
Mathematics	25.0	20.0	23.0	4	9	2	5	1	2	1		
Science	26.0	27.0	27.0	1			4	5	5			
Social Science	30.0	25.0	34.0	1	3		9	12	2	4		3

* 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

Staff Development

During the 2018-19 school year, Perris Lake High School staff development will be devoted to:

- Training and implementation of technology in the classroom.
- Data analysis to improve teaching strategies in the classroom.
- Instructional strategies, including the use of specific AVID strategies.

Decisions concerning selection of staff development activities are decided by Administration and the Leadership Team by using tools such as teacher/student input, assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Perris Lake High School supports ongoing professional growth throughout the year whenever

possible. 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) reinforcement of or follow-up to previous training, or 3) follow-up training for newly implemented programs/curricula. During the last two school years, Perris Lake High School's teachers attended the following events hosted by the Perris Union High School District and will continue to do so in the present school year, 2018-19.

- Positive Behavior Interventions and Supports Training
- Google Docs, Drive, Mail, Calendar and Chromebook Training
- AVID Instructional Strategies Training
- Professional Learning Communities Training
- Academic Vocabulary Training
- Common Core State Standards Training
- Planning for Student Success Training

Perris Lake 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,324	\$50,747
Mid-Range Teacher Salary	\$86,829	\$86,127
Highest Teacher Salary	\$108,105	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$140,469	\$136,636
Average Principal Salary (HS)	\$143,691	\$150,286
Superintendent Salary	\$218,160	\$238,058
Percent of District Budget		
Teacher Salaries	32.0	34.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

Available funding for programs and services that support student access & success include:

- 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:

- 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: Industrial Technology
- Credit recovery
- Summer School

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	20509	1396	19113	89062
District	◆	◆	9353	\$90,168
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			68.6	-1.2
Percent Difference: School Site/ State			91.4	3.7

* Cells with ◆ do not require data.

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Perris Lake Continuation High School	2014-15	2015-16	2016-17
Dropout Rate	23.5	17.3	14.7
Graduation Rate	75.2	81.0	75.1
Perris Union High School District	2014-15	2015-16	2016-17
Dropout Rate	9.7	5.5	5.0
Graduation Rate	87.0	92.3	90.7
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	92.8	88.7
Black or African American	100.0	90.7	82.2
American Indian or Alaska Native	0.0	66.7	82.8
Asian	0.0	93.3	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	100.0	92.1	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	93.8	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	92.1	88.6
English Learners	94.6	81.3	56.7
Students with Disabilities	100.0	73.4	67.1
Foster Youth	100.0	78.6	74.1

Career Technical Education Programs

Workforce Preparation

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.

Students of Perris Lake 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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