



# Perris High School

175 East Nuevo Road • Perris, CA 92570 • (951) 657-2171 • Grades 9-12

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



### Perris Union High School District

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#### District Governing Board

Edward G. Garcia, Jr.  
Anthony T. Stafford, Sr.  
Dr. Randall Freeman  
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#### District Administration

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**Assistant Superintendent  
Educational Services**

Kirk Skorpanich  
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**Executive Director of Technology**

### 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.

Juan Santos, 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 Perris Union High School District is to create high quality relevant learning opportunities for all in a safe and caring environment. We will develop a high quality, caring staff who will be dedicated to learning, and connect students to their education and potential goals. We will care for all students while developing a growth mindset through collaboration, creativity, communication, and critical thinking.

## 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 9	592
Grade 10	595
Grade 11	565
Grade 12	554
<b>Total Enrollment</b>	<b>2,306</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.0
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	0.3
Hispanic or Latino	89.8
Native Hawaiian or Pacific Islander	0.2
White	2.4
Socioeconomically Disadvantaged	93.8
English Learners	30.3
Students with Disabilities	10.1
Foster Youth	0.7

## 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 High School	16-17	17-18	18-19
With Full Credential	103	98	88
Without Full Credential	0	0	2
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 High School	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 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
<b>Reading/Language Arts</b>	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  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>
<b>Mathematics</b>	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)  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>

**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
<b>Science</b>	<p>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 &amp; Physics Honors--Physics (Holt, 2007)  AP Physics--Physics for Scientists &amp; Engineers w/Modern Phycis (Pearson, 2008)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>World Geography--Geography Alive!: Regions &amp; 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 &amp; 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)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<p>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)</p> <p>McDougal Littell, Auf Deutsch! 1 (2001)  McDougal Littell, Auf Deutsch! 2 (2001)  McDougal Littell, Auf Deutsch! 3 (2001)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Health</b>	<p>Glencoe, Health (2005)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

**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
<b>Visual and Performing Arts</b>	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) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 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 10/02/2017. 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: 9/4/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	7201: 4 - two stained ceiling tiles - northwest corner (27 Sept - no change)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Boys Locker Rm: 10- 2 missing extinguisher
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	6000 Outdoor Staircase: 5 - Worn out stairs tread tape will need to repair soon ( 27 Sept - no change)
<b>Overall Rating</b>	<b>Exemplary</b>	

**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

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.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

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	45.0	37.0	44.0	39.0	48.0	50.0
Math	12.0	10.0	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 total number of students who met or exceeded the standard on the Smarter

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	24.8	21.2	11.9

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

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	545	517	94.86	37.02
Male	283	266	93.99	27.82
Female	262	251	95.80	46.80
Black or African American	26	23	88.46	26.09
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	494	473	95.75	36.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	9	81.82	44.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	497	474	95.37	37.63
English Learners	216	206	95.37	12.68
Students with Disabilities	44	40	90.91	5.00
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.

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	546	522	95.6	9.77
Male	283	270	95.41	7.78
Female	263	252	95.82	11.9
Black or African American	27	22	81.48	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	494	478	96.76	10.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	9	81.82	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	498	476	95.58	9.66
English Learners	215	206	95.81	2.43
Students with Disabilities	46	40	86.96	2.5
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)

Perris High School believes parental involvement is crucial to high school student success. As a school, we strive to offer a wide range of opportunities for parents to support the school and their student(s). Should the need arise, parents are welcome to "shadow" their students in any class. To do so, reach out to administration or counseling in order to provide teachers with required 24-hours notice. School-to-home communication is essential; therefore, Perris High informs parents on upcoming events and school activities through emails, newsletters, parent conferences, progress reports, school marquee, school website, and Blackboard (automated telephone message delivery system). Flyers and letters may be used for special announcements and important updates. The school's digital marquee displays current announcements and upcoming event dates. The school website and social media pages (Facebook, Twitter, Instagram) are updated frequently and are a great resource for general information, staff contact information, schedules, activities, and programs. Parents may access their child's grades, attendance, and assignment information through the Infinite Campus website or phone app. School-to-home communication should be in both English and Spanish.

Perris High School has built a new Family Engagement Center (FEC). The Family Engagement Center is open Monday through Wednesday during school hours and Thursday and Fridays in the afternoon. This new Family Engagement Center is designed to benefit parents, students, and teachers by bridging the student-parent-community gap. In the Family Engagement Center, parents have access to computers and various resource materials. The Family Engagement Center offers training and workshops in areas such as college and career readiness, gang awareness, Infinite Campus support, and mind-body wellness.

Perris High School loves to offer the following:

Involvement Opportunities: Panther Parents, classroom helper, athletic program support, CAFE Project to Inspire, WASC, and Coffee / Dessert with Administration

Committee Opportunities: English Learner Advisory Council (ELAC), School Site Council (SSC), and African American Parent Advisory Council (AAPAC)

School Activity Opportunities: athletic events, Back to School Night, Open House, parent education nights, student performances, and FFA Events



Parents seeking more information or who may be interested in participating in any of the activities listed below may contact the Perris High administration or the Principal's Secretary at (951) 657-2171.

**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 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 April 2017. Staff responsibilities and safety plan updates were discussed with staff in April 2017.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	9.2	7.2	8.8
Expulsions Rate	0.0	0.6	0.6
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	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	.33
Speech/Language/Hearing Specialist	.33
Resource Specialist (non-teaching)	5
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)

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	31.0	28.0	27.0	7	32	36	32	28	23	44	48	49
Mathematics	32.0	32.0	32.0	7	11	8	22	6	10	46	57	62
Science	32.0	31.0	32.0	4	8	9	17	12	2	27	29	32
Social Science	34.0	31.0	30.0		10	12	18	18	14	47	39	39

\* 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 2015-16 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 2016-17 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)

2017-2018 Trainings include:

AVID Summer Institute (August 2017)

Professional Learning Communities (September 2017)

Social Science Frameworks for HS Educators (September 2017)

Digital Citizenship training (October 2017)

Riverside County of Education Equity Conference (October 2017)

Principled Relationships (November 2017)

Proactive Discipline for Reactive Students: Implementing Restorative Discipline and PBIS strategies in the classroom (November 2017)

AVID Site Team Conference (December 2017)

WICOR Instructional Strategies (W-Writing I-Inquiry, C-Collaboration, O-Organization, R-Reading) February 2018

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 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/](http://www.cde.ca.gov/ds/fd/cs/).

### 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	2014-15	2015-16	2016-17
Dropout Rate	11.5	6.4	5.8
Graduation Rate	84.1	89.2	89.7
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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	12645	3175	9470	86354
District	◆	◆	9353	\$90,168
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			1.2	-4.3
Percent Difference: School Site/ State			28.3	0.6

\* 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.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1289
% 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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	96.8
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	30.0

\* 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	6	◆
Fine and Performing Arts	0	◆
Foreign Language	3	◆
Mathematics	3	◆
Science	1	◆
Social Science	11	◆
All courses	24	19.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	86.4	92.8	88.7
Black or African American	80.0	90.7	82.2
American Indian or Alaska Native	100.0	66.7	82.8
Asian	100.0	93.3	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	86.6	92.1	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	83.3	93.8	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	86.4	92.1	88.6
English Learners	70.7	81.3	56.7
Students with Disabilities	69.8	73.4	67.1
Foster Youth	75.0	78.6	74.1

### Career Technical Education Programs

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 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 2016-17 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
- Retail Sales and Marketing
- 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 <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.