Perris High School

175 East Nuevo Road • Perris, CA 92570 • (951) 657-2171 • Grades 9-12
Juan Santos, Principal
juan.santos@puhsd.org
phs.puhsd.org

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Perris Union High School District

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

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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 (Perseverance, Relationships, Integrity, Determination and Empathy) in everything we do. 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 an 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 a 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	581
Grade 10	604
Grade 11	548
Grade 12	512
Total Enrollment	2,245

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	0.1
Asian	0.4
Filipino	0.3
Hispanic or Latino	90
Native Hawaiian or Pacific Islander	0.4
White	2.4
Two or More Races	0.8
Socioeconomically Disadvantaged	92.1
English Learners	34.8
Students with Disabilities	11.3
Foster Youth	0.4
Homeless	9.9

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 for Perris High School	17-18	18-19	19-20
With Full Credential	98	88	94
Without Full Credential	0	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Perris Union High	17-18	18-19	19-20
With Full Credential	♦	♦	440
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Perris High School

Indicator	17-18	18-19	19-20
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 18, 2019, 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 2019-20 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 18, 2019

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: Pearson My Perspective 1 & 2 (Pearson, 2017) English II/Advanced English II--Literature: Pearson My Perspective 1 & 2 (Pearson, 2017) 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

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	T'es Branche 1, 2 & 3 (2018) 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 **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
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 **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 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 int he 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 09/04/2018. During fiscal year 2018-19, 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	7201: 4 - two stained ceiling tiles - northwest corner (27 Sept - no change)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Boys Locker Rm: 10- 2 missing extinguisher
Structural: Structural Damage, Roofs	Good	
External: 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)
Overall Rating	**Exemplary**	

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	37	39	39	44	50	48
Math	10	11	15	15	38	37

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 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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	501	479	95.61	39.04
Male	246	231	93.90	38.10
Female	255	248	97.25	39.92
Black or African American	31	29	93.55	20.69
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	453	433	95.58	39.95
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	456	437	95.83	37.99
English Learners	184	172	93.48	18.02
Students with Disabilities	51	47	92.16	2.13
Homeless	60	58	96.67	3.33

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 2018-19 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	501	484	96.61	11.16
Male	246	236	95.93	10.59
Female	255	248	97.25	11.69
Black or African American	31	29	93.55	0
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	453	438	96.69	11.42
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	456	439	96.27	10.02
English Learners	184	177	96.2	3.39
Students with Disabilities	51	47	92.16	0
Homeless	60	58	96.67	3.33

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 2019-20)

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 a Family Engagement Center (FEC). The Family Engagement Center is open Monday through Friday during school hours and also after school when needed. The 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 offers the following opportunities to get involved:

Involvement Opportunities: Panther Parents, classroom helper, athletic program support, CABE 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

Workshop Topics: Mental Health, Computer Literacy, Attendance, FAFSA completion, Anti-Bullying, Nutrition, Citizenship, Literacy, and ESL etc...

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

A Comprehensive School Site Safety Plan was developed in collaboration with local agencies (e.g. Riverside County Sherriff's Dept., Cal Fire, AMR, etc.) and the district office to fulfill Senate Bill 187 requirements. Components of this plan include emergency response drills, crisis response, child abuse, sexual harassment, controlled substances, bullying, etc. The information ranges from policy and reporting to responses and notifications. The school's most recent safety plan was reviewed and updated by numerous staff from March 2019 through May 2019. The safety plan was then presented to the School Site Council and various district leaders. After gaining from the School Site Council, Perris High School's 2019-2020 Site Safety Plan was approved by the Board at the end of the 2018-2019 school year. The next review and revisions will take place between March 2020 and May 2020.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.1	8.8	5.9
Expulsions Rate	0.6	0.6	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	8.0	7.8	6.0
Expulsions Rate	0.4	0.3	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	374.2

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.2

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	28	32	28	48	27	36	23	49	27	33	37	39
Mathematics	32	11	6	57	32	8	10	62	31	16	17	49
Science	31	8	12	29	32	9	2	32	31	8	5	30
Social Science	31	10	18	39	30	12	14	39	31	8	10	36

* 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

Decisions concerning the 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. The teaching staff is provided the opportunity to participate in district-sponsored staff development workshops or training sessions 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 2018-19 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
- Planning for Student Success Training
- WICOR Instructional Strategies (W-Writing I-Inquiry, C-Collaboration, O-Organization, R-Reading)
- 2018-2019 Trainings included:
- AVID Summer Institute
- Professional Learning Communities
- Social Science Frameworks for HS Educators
- Digital Citizenship training
- Riverside County of Education Equity Conference
- Principled Relationships
- Proactive Discipline for Reactive Students: Implementing Restorative Discipline and PBIS strategies in the classroom
- AVID Site Team Conference
- 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 with targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff is encouraged to attend professional workshops and conferences. Classified support staff receives job-related training from department supervisors and district representatives.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$55,410	$52,466
Mid-Range Teacher Salary	$88,566	$87,373
Highest Teacher Salary	$110,267	$109,803
Average Principal Salary (ES)	$0	$
Average Principal Salary (MS)	$143,278	$142,025
Average Principal Salary (HS)	$148,469	$153,904
Superintendent Salary	$231,424	$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	33%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	14000	3794	10206	94082
District	N/A	N/A	9815	
State	N/A	N/A	$7,506.64	$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.9	0.9
School Site/ State	28.3	0.6

Note: Cells with N/A values 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.

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)

Rate for Perris High School	2015-16	2016-17	2017-18
Dropout Rate	6.4	5.8	7.9
Graduation Rate	89.2	89.7	88.6

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

Rate for Perris Union High School	2015-16	2016-17	2017-18
Dropout Rate	5.5	5	6.6
Graduation Rate	92.3	90.7	90.5

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	99.64
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	32.77

*   Where there are student course enrollments.

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 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 for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

During the 2018-19 school year Perris High School offered the following Career Technical Education programs as elective courses:

- Agriculture Science
- TV/Video
- Computer Information Technology
- Culinary Arts Level I and II
- Engineering Level I and II
- Auto Mechanics Level I and II
- Medical Assisting

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

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.

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.