

Perris High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

| | |
|--|---|
| School Name | Perris High School |
| Street | 175 East Nuevo Road |
| City, State, Zip | Perris, CA 92571 |
| Phone Number | (951) 657-2171 |
| Principal | Juan Santos |
| Email Address | juan.santos@puhsd.org |
| School Website | https://www.phs.puhsd.org |
| County-District-School (CDS) Code | 33-67207-3335973 |

2023-24 District Contact Information

| | |
|-------------------------|--|
| District Name | Perris Union High School District |
| Phone Number | (951) 943-6369 |
| Superintendent | Grant Bennett |
| Email Address | grant.bennett@puhsd.org |
| District Website | www.puhsd.org |

2023-24 School Description and Mission Statement

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 the condition of facilities.

The school motto at Perris High is "Never Give Up." We encourage our students to constantly challenge themselves and grow from their 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 who have a positive impact on the world around them.

2023-24 School Description and Mission Statement

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 this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 564 |
| Grade 10 | 578 |
| Grade 11 | 637 |
| Grade 12 | 464 |
| Total Enrollment | 2,243 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 48.9% |
| Male | 51.1% |
| American Indian or Alaska Native | 0.3% |
| Asian | 0.6% |
| Black or African American | 5.1% |
| Filipino | 0.2% |
| Hispanic or Latino | 91% |
| Two or More Races | 1.3% |
| White | 1.5% |
| English Learners | 29.8% |
| Foster Youth | 0.9% |
| Homeless | 9.6% |
| Socioeconomically Disadvantaged | 96.7% |
| Students with Disabilities | 16.8% |

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 74.80 | 80.87 | 345.00 | 78.61 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.80 | 0.20 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.50 | 1.62 | 9.10 | 2.08 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.50 | 0.59 | 13.70 | 3.14 | 12115.80 | 4.41 |
| Unknown | 15.60 | 16.89 | 70.00 | 15.97 | 18854.30 | 6.86 |
| Total Teaching Positions | 92.50 | 100.00 | 438.80 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 76.10 | 81.28 | 341.20 | 74.79 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.50 | 0.11 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.10 | 1.17 | 5.20 | 1.16 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.80 | 0.91 | 11.30 | 2.48 | 11953.10 | 4.28 |
| Unknown | 15.50 | 16.63 | 97.90 | 21.46 | 15831.90 | 5.67 |
| Total Teaching Positions | 93.60 | 100.00 | 456.30 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 1.50 | 0.00 |
| Misassignments | 0.00 | 1.10 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.50 | 1.10 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.50 | 0.80 |
| Total Out-of-Field Teachers | 0.50 | 0.80 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 1.2 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 1.5 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 October 18, 2023, 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 2022-23 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.

Year and month in which the data were collected

October 18, 2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|---|-----------------------------|--|
| Reading/Language Arts | Academic English Elective 7th-Eng 3D - English 3D-Course B-Volume 1 (Houghton Mifflin Harcourt) Academic English Elective 7th-Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt) Basic English 10 - Literature: Reading & Language 10 (Pearson) Basic English 11 - The American Experience (Pearson) Basic English 12 - The British Tradition (Pearson) Basic English 9 - Literature: Reading & Language 9 (Pearson) AP Seminar - No primary Text listed only supplemental resources Academic English Electives 8th - Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt) Academic English Elective I - myPerspectives ELD Companion - Digital App, ELD Companion Workbook (Savvas learning Company LLC) | Yes | 0 |

Academic English Elective II - myPerspectives ELD Companion - Digital App, ELD Companion Workbook (Savvas learning Company LLC)

Academic English Elective III - The Distance Between Us: A Memoir (Washington Square Press)

Academic English Elective IV - Never Fall Down, First they Killed My Famther: A Daughter of Cambodia, Remembers, Stay Alive My Son (Balzer & Bray, Harper Perennial, Touchstone, Reprint Edition)

Academic English I - ELD Companion Skills Practice Workbook Grade 9 (Savvas Learning Company LLC)

Academic English I - Edge Fundamental (National Geographic/Cengage Learning)

Academic English I - Edge Level A (National Geographic/Cengage Learning)

Adv English I - Literature: Reading & Language 9 (Pearson)

Adv English II - Literature: Reading & Language 10 (Pearson)

Adv Journalism - High School Journalism (Rosen Publishing Group)

AP English Language and Composition - Language of Composition 2nd Ed (Bedford)

AP English Literature and Composition Adopted from: The College Board Advanced Placement Program - Introduction to Literature (Norton)

College Freshman Comp - Praxis: a brief rhetoric (Fountainhead)

Critical Thinking and Writing - World of Ideas (Bedford/St. Martin)

CSU Expos Reading & Writ - Consumable

English I - MY PERSPECTIVES ENGLISH LANGUAGE ARTS STUDENT EDITION VOLUMES 1 & 2 Grade 9 (Pearson My Perspective)

English II - MY PERSPECTIVES ENGLISH LANGUAGE ARTS STUDENT EDITION VOLUMES 1 & 2 Grade 10 (Pearson)

English III - The Crucible: A Play in Four Acts (Penguin)

English IV - Literature: The British Tradition (Pearson)

English LA - 5 - Pearson Reading Street (Pearson)

English LA - 6 - California Collections (Houghton Mifflin)

Journalism I - Warriners English Grammar & Composition 5th (Prentice Hall 1985)

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|--------------------|---|-----|---|
| | <p>Lang Arts 7 - California Collections (Houghton Mifflin Harcourt)</p> <p>Lang. Arts 8 - California Collections (Houghton Mifflin Harcourt)</p> <p>Reading Intervention-Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt)</p> | | |
| Mathematics | <p>Advanced Algebra with Financial Application Essentials - Financial Algebra: Advanced Algebra with Financial Applications/South-Western (Cengage Learning)</p> <p>Algebra 1 Support - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)</p> <p>Algebra 1A - Algebra 1 California Common Core (Pearson)</p> <p>Algebra 1a Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)</p> <p>Algebra 1B - Algebra 1 California Common Core (Pearson)</p> <p>Algebra 1b Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)</p> <p>Algebra II/Trigonometry - Algebra 2 California Common Core (Pearson)</p> <p>AP Calculus AB Adopted from: The College Board Advanced Placement Program - Calculus (Houghton Mifflin)</p> <p>AP Calculus BC Adopted from: The College Board Advanced Placement Program - Calculus (Houghton Mifflin)</p> <p>AP Statistics - The Practice of Statistics 5th (Freeman)</p> <p>Basic Math 2-Algebra 1b Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)</p> <p>College Algebra - College Algebra (9th/e) (Pearson)</p> <p>Consumer Math - Mathematics of Money with Algebra (Glencoe/McGraw Hill)</p> <p>Geometry - Geometry California Common Core (Pearson)</p> <p>Geometry Essentials - Geometry California Common Core (Pearson)</p> <p>Math-5 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)</p> <p>Math-6 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)</p> <p>Math-7 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)</p> | Yes | 0 |

| | | | |
|-----------------------|---|------------|----------|
| | <p>Math-8 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)</p> <p>Math Analysis - Precalculus (Houghton Mifflin)</p> <p>Math Analysis Honors - PRECALCULUS: with Limits Third Edition</p> <p>Mathematical Thinking - Algebra 1 (Pearson/Savvas)</p> <p>MSJC Elementary Algebra DE - Introductory Algebra (Hawkes Learning)</p> <p>MSJC Intermediate Algebra DR - Intermediate Algebra (Pearson)</p> <p>Pre Alg Strategies-CMI Edmentum (Online)</p> <p>Pre Calculus DE - Precalculus, 7th (Cengage)</p> <p>Statistics - Statistics Through Application (W.H. Freeman & Co.)</p> <p>Technology Math - Elementary Technical Mathematics 10th (Brooks Cole Publishing)</p> <p>Trigonometry - PreCalculus (Houghton Mifflin)</p> | | |
| <p>Science</p> | <p>Advanced Biology - Biology (McDougal Littell)</p> <p>Anatomy and Physiology - Human Anatomy and Physiology (Pearson)</p> <p>Anatomy and Physiology in Veterinary Science - Introduction to Veterinary Science (Delmar Learning)</p> <p>AP Biology Adopted from: The College Board Advanced Placement Program - Biology (10th AP Ed) (Pearson)</p> <p>AP Chemistry Adopted from: The College Board Advanced Placement Program - Chemistry (9th AP Ed) Cengage Learning</p> <p>AP Environmental Science Adopted from: The College Board Advanced Placement Program - Environmental Science: a Global Concern (McGraw Hill)</p> <p>AP Physics Part 1 - Physics for Scientists & Engineers w/Modern Physics (Pearson)</p> <p>AP Physics Part 2 - Physics for Scientists & Engineers w/Modern Physics (Pearson)</p> <p>Basic Earth Science - Earth Science (Holt)</p> <p>Basic Life Science - Biology (McDougal Littell)</p> <p>Basic Physical Science - Physical Science (Prentice Hall)</p> | <p>Yes</p> | <p>0</p> |

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|-------------------------------|--|-----|---|
| | <p>Biology - Biology (MCDOUGAL LITTEL)</p> <p>Biosustainability - Online Resources Only</p> <p>Chemistry - World of Chemistry (McDougal Littell)</p> <p>Earth Science - Modern Earth Science (Holt Reinhart)</p> <p>Environ. Science - Environmental Science or Environmental Science with Online Resouces (Holt)</p> <p>Forensic Science - The Introduction to Forensic Science and Criminalists (McGraw Hill)</p> <p>Geography-Climate and Weather DE - Meteorology Today: An Introduction to Weather and the Environment (Brooks Cole)</p> <p>Health - Glencoe Health</p> <p>Human Body Systems - CK12 Biology (CK12)</p> <p>Life Science - Life Science (Glencoe)</p> <p>Marine Biology - Marine Biology (McGraw Hill)</p> <p>Medical Interventions - None</p> <p>MSJC Basic Elec. & Modern Physics - College Physics (Cengage)</p> <p>MSJC Basic Physics: Energy in Motio - College Physics (Cengage)</p> <p>Physical Science - Physical Science (Prentice Hall)</p> <p>Physics - Holt Physics (Houghton Miffline Harcourt)</p> <p>Physics Honors -n Holt Physics (Houghton Miffline Harcourt)</p> <p>PLTW Biomedical Innovation</p> <p>PLTW Civil Engin. & Archit</p> <p>PLTW Prin. of Biomedical</p> <p>Science-5 - California Science 5 (Houghton Mifflin)</p> <p>Science-6 - Earth Science (Holt)</p> <p>Science-7 - Life Science (Holt)</p> <p>Science-8 - Physical Science (Holt)</p> | | |
| History-Social Science | <p>American Government/Civics - Magruder's American Government (Pearson/Savvas)</p> <p>AP Economics - Economics 20th Ed (McGraw Hill)</p> | Yes | 0 |

AP European History Adopted from: The College Board
Advanced Placement Program - Western Heritage Since
1300 11th Ed. (Pearson)

AP Government - Government in America 16th Ed. (Pearson)

AP Human Geography - Human Geography for the AP
Course (Bedford, Freeman & Worth)

AP Psychology - Myers' Psychology for AP (Worth
Publishers)

AP US Hist/Geo - American Pageant 16th Ed (Cengage)

AP World History - Earth and its Peoples 6th Ed. (Cengage)

Basic Am Govt

Basic Economics - Economics (Pearson)

Basic US History - The Americans (McDougal Littell)

Basic World History - World History Modern Times (Glencoe)

CA Civil Procedures - Dual Enrollment MSJC - Fundamentals
of California Litigation for Paralegals (Wolters Klawer)

Criminal Law-Admin Just 101 DE - California Criminal Law
Concepts 13th Ed (Pearson)

Criminology - Criminal Justice (Scholastic Book Service)

Cultural Geography DE - Encounter Human Geography:
Interactive Explorations (Prentice Hall)

Economics - Economics Principles in Action
(Pearson/Savvas)

Foundations of the Legal Sys DE - Introduction to Paralegal
Studies 4th Ed (Aspen)

Geography of California-Dual Enrollment MSJC -
Rediscovering the Golden State of California (Wiley)

Geography of California DE - Rediscovering the Golden State
of California (Wiley)

Government - Magruder's American Government
(Pearson/Savvas)

History West - None

Immigration Law DE - U.S.Immigrations Made Easy (Nolo)

Intro To Psych - Introduction to Psychology (ITP)

Law Office Management DE - Law Office Management for
Paralegals, 2nd Ed (Aspen)

Political Science 101 - Living Democracy (Pearson)

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|-------------------------|---|-----|---|
| | <p>Political Science DE - Living Democracy (Pearson)</p> <p>Research and Writing for Legal Assistants - Dual Enrollment MSJC - Legal Research and Writing Handbook: A Basic Approach for Paralegals (Aspen)</p> <p>Social Studies-5 - United States History: Early Years (Houghton Mifflin)</p> <p>Social Studies-6 - World History: Ancient Civilizations (Holt)</p> <p>Sociology - Sociology-The Study of Human Relationships 5th Ed (Holt, Rinhart & Winston)</p> <p>U S History - US History Interactive: Reconstruction to the Present (Pearson/Savvas)</p> <p>US His 8 - United States History: Independence to 1914 (Holt)</p> <p>US History - to 1877 DE None</p> <p>US History 1877 to Present DE - The American People: Creating a Nation and a Society: vol. II (Longman)</p> <p>World Geography - Geography Alive!: Regions & People</p> <p>World His 7 - Medieval to Early Modern Times (Holt)</p> <p>World History - World History Interactive: The Modern Era (Pearson/Savvas)</p> <p>Youth and Law - Street Law 5th (West Publishing)</p> | | |
| Foreign Language | <p>American Sign Language I - Learning American Sign Language (Prentice Hall Inc.)</p> <p>American Sign Language II - Learning American Sign Language For Hearing People Only (Not Provided)</p> <p>American Sign Language III Honors - Signing Naturally (Dawn Sign Press)</p> <p>American Sign Language IV Honors - Signing Naturally Levels 2 and 3 (Dawn Sign Press)</p> <p>AP Spanish IV - Tema (Vista Higher Learning)</p> <p>AP Spanish V Lit - Abriendo puertas: Tomo I (McDougal Littel)</p> <p>Chinese I (Mandarin) - Huanying Volume 1 (Cheng & Tsui Company)</p> <p>Chinese II - Integrated Chinese Level 1 Part 1 & 2 (Cheng & Tsui Company)</p> <p>French I - T'ES BRANCHE 2E 1 TEXT SE (T'es Branche)</p> | Yes | 0 |

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|-----------------------------------|---|-----|---|
| | French II - T'ES BRANCHE 2E 2 TEXT SE (T'es Branche) | | |
| | French III Honors - T'ES BRANCHE 2E 3 TEXT SE (T'es Branche) | | |
| | German I - Auf Deutsch! 1 (McDougal Littel) | | |
| | German II - Auf Deutsch! 1 (McDougal Littel) | | |
| | German II - Auf Deutsch! 2 (McDougal Littel) | | |
| | German III Honors - Auf Deutsch! 3 (McDougal Littel) | | |
| | Intro to Spanish - Descubre Level 1 (Vista Higher Learning) | | |
| | Spanish I A - Descubre Level 1 (Vista Higher Learning) | | |
| | Spanish I B - Descubre Level 1 (Vista Higher Learning) | | |
| | Spanish III Hon - Descubre Level 3 (Vista Higher Learning) | | |
| | Spanish Language Essentials - Descubre Level 1 (Vista Higher Learning) | | |
| | Spanish SS I - Imagina 3e | | |
| | Spanish SS II - Revista 4e | | |
| Health | Health - Glencoe Health | Yes | 0 |
| Visual and Performing Arts | Adv Dance: Theory & Pract - Anatomy of Movement (Churchill Liningston) | Yes | 0 |
| | AP Art History - Art History (Pearson) | | |
| | Art - Humor in Art (Davis Publishing) | | |
| | Ceramics I - Experience Clay (Davis Publishing) | | |
| | Ceramics II - Experience Clay (Davis Publishing) | | |
| | Cinema Studies - Understanding Movies 11th Ed(Prentice Hall) | | |
| | Dance Choreog & Production H - Dance Masters (Routledge) | | |
| | Drama I - Creative Communication 5th Edition (None Provided) | | |
| | Drama II - A Practical Handbook for the Actor (1986) (Vintage Books/Random House) | | |
| | Floral Design - The Principles of Floral Design (Goodheart) | | |
| | General Music - Music and You (MacMillan) | | |
| | Piano Keyboard - Piano for Adults: A Beginner Course: Lessons - Theory - Technic - Sight Reading (Kjos Music Press) | | |

School Facility Conditions and Planned Improvements

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:

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.

Facilities construction / improvement projects include the opening of a Visual and Performing Arts Building that includes a new 500 seat theater, band, choir and dance rooms. In addition to the VAPA Building, site improvement include new concrete walkways, landscape areas and artificial turf additions to provide open space for student use. Other improvements include painting of the entire campus to include a large portion of interior spaces.

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 8/28/2023. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the school inspection.

Year and month of the most recent FIT report

8/28/23

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | 2300/Band: No AC. |
| Interior: Interior Surfaces | X | | | 100/Girls RR: Faucet off and damaged tile in stall. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | 1000/1202 Class: Missing cover on floor outlet. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | 100/Girls RR: Faucet off and damaged tile in stall. 100/Boys RR: Urinal does not flush. |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 24 | 32 | 37 | 39 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 6 | 6 | 12 | 12 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 584 | 564 | 96.58 | 3.42 | 31.74 |
| Female | 263 | 254 | 96.58 | 3.42 | 37.80 |
| Male | 321 | 310 | 96.57 | 3.43 | 26.77 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 28 | 24 | 85.71 | 14.29 | 37.50 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 531 | 516 | 97.18 | 2.82 | 30.43 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 12 | 12 | 100.00 | 0.00 | 41.67 |
| English Learners | 179 | 170 | 94.97 | 5.03 | 2.94 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 51 | 49 | 96.08 | 3.92 | 38.78 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 555 | 535 | 96.40 | 3.60 | 31.40 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 87 | 81 | 93.10 | 6.90 | 11.11 |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 583 | 563 | 96.57 | 3.43 | 6.22 |
| Female | 262 | 253 | 96.56 | 3.44 | 5.93 |
| Male | 321 | 310 | 96.57 | 3.43 | 6.45 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 28 | 23 | 82.14 | 17.86 | 4.35 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 530 | 516 | 97.36 | 2.64 | 6.01 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 12 | 12 | 100.00 | 0.00 | 8.33 |
| English Learners | 179 | 170 | 94.97 | 5.03 | 0.59 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 51 | 49 | 96.08 | 3.92 | 6.12 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 554 | 534 | 96.39 | 3.61 | 5.81 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 87 | 81 | 93.10 | 6.90 | 2.47 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 9.83 | 9.80 | 18.13 | 18.67 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 1068 | 1031 | 96.54 | 3.46 | 9.89 |
| Female | 512 | 498 | 97.27 | 2.73 | 8.43 |
| Male | 556 | 533 | 95.86 | 4.14 | 11.26 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 47 | 41 | 87.23 | 12.77 | 7.32 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 986 | 957 | 97.06 | 2.94 | 9.93 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 11 | 9 | 81.82 | 18.18 | -- |
| White | 14 | 14 | 100.00 | 0.00 | 14.29 |
| English Learners | 295 | 279 | 94.58 | 5.42 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 80 | 76 | 95.00 | 5.00 | 5.26 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 1018 | 981 | 96.37 | 3.63 | 9.68 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 162 | 149 | 91.98 | 8.02 | 2.68 |

2022-23 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 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

During the 2022-23 school year Perris High School offered the following Career Technical Education programs as elective courses:

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

Dian Martin is the Director of Learning Support Services.

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 1349 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 79.4 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 97.82 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 23.63 |

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 9 | 40% | 43% | 43% | 43% | 44% |

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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 the required 24-hour 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. All school-to-home communications 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, parent involvement, Infinite Campus support, and mind-body wellness.

Perris High School offers the following opportunities to get involved:

Involvement Opportunities: Parent Shadow days, volunteers, athletic program support, Stronger Together / Juntos Mas Fuertes parent group, WASC, and Coffee / Dessert with the Principal

Committee Opportunities: English Learner Advisory Council (ELAC), School Site Council (SSC), and African-American Parent Advisory Council (AAPAC), Parent Engagement Leadership Initiative (PELI)

School Activity Opportunities: Athletic events, Back to School Night, Open House, parent education nights, student performances, FFA and AVID events.

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

2023-24 Opportunities for Parental Involvement

Literacy, Juntos Mas Fuertes Love 4 Life Workshops, Positive Parenting Workshops and ESL.

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.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 7.3 | 3.8 | 6.2 | 6.3 | 5.2 | 6.2 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 86.1 | 94.7 | 91.1 | 90.6 | 91.9 | 91.9 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 417 | 380 | 91.1 |
| Female | 229 | 215 | 93.9 |
| Male | 188 | 165 | 87.8 |
| Non-Binary | | | |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | 20 | 14 | 70.0 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 388 | 358 | 92.3 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | -- | -- | -- |
| English Learners | 135 | 114 | 84.4 |
| Foster Youth | -- | -- | -- |
| Homeless | 41 | 31 | 75.6 |
| Socioeconomically Disadvantaged | 415 | 378 | 91.1 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 77 | 58 | 75.3 |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 2521 | 2377 | 977 | 41.1 |
| Female | 1231 | 1155 | 492 | 42.6 |
| Male | 1290 | 1222 | 485 | 39.7 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 6 | 6 | 3 | 50.0 |
| Asian | 13 | 13 | 5 | 38.5 |
| Black or African American | 142 | 130 | 69 | 53.1 |
| Filipino | 5 | 5 | 2 | 40.0 |
| Hispanic or Latino | 2279 | 2154 | 863 | 40.1 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 32 | 30 | 15 | 50.0 |
| White | 43 | 38 | 19 | 50.0 |
| English Learners | 811 | 757 | 324 | 42.8 |
| Foster Youth | 31 | 23 | 13 | 56.5 |
| Homeless | 251 | 232 | 105 | 45.3 |
| Socioeconomically Disadvantaged | 2398 | 2281 | 943 | 41.3 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 427 | 404 | 198 | 49.0 |

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 7.06 | 5.95 | 0.02 | 7.25 | 6.31 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.16 | 0.20 | 0.00 | 0.14 | 0.06 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 5.95 | 0.2 |
| Female | 5.85 | 0.41 |
| Male | 6.05 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 7.69 | 0 |
| Black or African American | 14.79 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 5.4 | 0.22 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 3.13 | 0 |
| White | 9.3 | 0 |
| English Learners | 7.15 | 0.12 |
| Foster Youth | 22.58 | 0 |
| Homeless | 6.77 | 0 |
| Socioeconomically Disadvantaged | 6.01 | 0.21 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 8.67 | 0.23 |

2023-24 School Safety Plan

A Comprehensive School Site Safety Plan was developed in collaboration with local agencies (e.g. Riverside County Sheriff 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 2023 through May 2023. The safety plan was then presented to the School Site Council and various district leaders. After gaining support from the School Site Council, Perris High School's 2023-2024 Site Safety Plan was approved by the Board at the end of the 2022-2023 school year. The next review and revisions will take place between March 2024 and May 2024.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 25 | 33 | 46 | 30 |
| Mathematics | 31 | 14 | 8 | 62 |
| Science | 29 | 12 | 7 | 28 |
| Social Science | 27 | 15 | 16 | 30 |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 28 | 17 | 35 | 47 |
| Mathematics | 31 | 13 | 10 | 57 |
| Science | 29 | 11 | 7 | 27 |
| Social Science | 29 | 12 | 17 | 37 |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 27 | 29 | 35 | 42 |
| Mathematics | 29 | 16 | 20 | 47 |
| Science | 28 | 13 | 6 | 27 |
| Social Science | 27 | 21 | 13 | 36 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|--------|
| Pupils to Academic Counselor | 320.43 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 7 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 18464 | 7171 | 11293 | 100978 |
| District | N/A | N/A | 10754 | \$104,769 |
| Percent Difference - School Site and District | N/A | N/A | 4.9 | -0.1 |
| State | N/A | N/A | \$7,607 | \$97,850 |
| Percent Difference - School Site and State | N/A | N/A | 52.5 | 7.0 |

Fiscal Year 2022-23 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
- Career Technical Education Incentive Grant (CTEIG)
- Local Control Funding Formula (LCFF)
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- 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, Health Services, Arts, Media, & Entertainment, Hospitality, Tourism, & Recreation, Automotive
- Credit Recovery
- Dual Enrollment/Concurrent Enrollment
- Student Leadership: LINK Crew and PLUS Programs
- Summer School

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$64,291 | \$57,234 |
| Mid-Range Teacher Salary | \$97,746 | \$95,467 |
| Highest Teacher Salary | \$122,426 | \$122,669 |
| Average Principal Salary (Elementary) | \$0 | |
| Average Principal Salary (Middle) | \$158,130 | \$153,476 |
| Average Principal Salary (High) | \$161,385 | \$173,198 |
| Superintendent Salary | \$282,830 | \$277,572 |
| Percent of Budget for Teacher Salaries | 31.14% | 31.17% |
| Percent of Budget for Administrative Salaries | 5.53% | 4.46% |

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|--|------|
| Percent of Students in AP Courses | 16.2 |
|--|------|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 2 |
| English | 5 |
| Fine and Performing Arts | 2 |
| Foreign Language | 4 |
| Mathematics | 2 |
| Science | 1 |
| Social Science | 7 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 23 |

Professional Development

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, especially with distance learning, throughout the year on late start days. Teachers meet in both grade-level and department-level teams to plan lessons, conduct data analysis, and 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 2022-23 school year, Perris High School's teachers attended the following events hosted by the Perris Union High School District:

- * District lead professional development sessions (Equity is Caring in Action, Active Shooter training, The Power of Writing in all content areas, Pupil Services 101, Special Education 101, Integrated ELD, ASPIRE Counselor training)
- * Content-specific training on Teacher Clarity
 - Expository Reading and Writing
 - Professional Learning Communities
 - WICOR Instructional Strategies (W-Writing I-Inquiry, C-Collaboration, O-Organization, R-Reading)
- * Distance Learning Training
- * Social-Emotional well-being lessons for students
- * Panther Camp training to support students
- * Building Assets Reducing Risks training (BARR)

2022-2023 pieces of training included:

Content-specific AVID and WICOR instructional strategies
 Professional Learning Communities
 Digital Citizenship training
 Riverside County of Education Equity Conference
 Principled Relationships
 Alternative to Suspension training
 AVID Site Team Conference

Professional Development

RCOE Standards-Based Grading for Algebra and World Language
California Association of Bilingual Educators

The PUHSD instructional coaches and teacher leaders responded to the distance learning professional development needs by designing professional development sessions:

504 Training

Keenan and Hour Zero training

How to communicate with parents?

CANVAS Training

Wellness training for staff & students

Equity is Caring in Action

Integrated ELD Strategies

IABs as a Formative Assessment

Jamboard Conversations - We are all in the same boat, bring your oars.

Let's Create an EdPuzzle!

Standards-based grading - Communicating to students and parents/How to get started

Time-Saving Strategies using Canvas Tools

Using Google Forms to Guide Your Class

Special Education & Pupil Services 101 Training

(Classified staff)

Skillpath training, Active Shooter, Speaking of success, Backsafe (Custodial), Waxie (Custodial), Managing Difficult situations, Mandated Reporter, Trauma and Anxiety, CARES systems and support.

CPR Basics, Sitting Safe Ergonomics, Dynamics of Change Management, Collaborative Customer Service, Professional Writing and Email Etiquette, 10 steps to creating a great place to work, De-escalation techniques Part 1 & 2.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 4 |