

# SUPE'S ON...



October 2018 – Fall Edition



## *SUPERINTENDENT'S MESSAGE*

*By Grant Bennett*

The Perris Union High School District believes that our students deserve a world-class education and that we must provide a variety of opportunities for them to succeed in today's changing world. In recent years, we have undertaken great efforts in planning and implementing innovative and relevant programs to increase student success and achievement. It is the people within the District that make these innovative programs possible and successful. Our students benefit from the expertise of our teaching staff and classified staff alike.

At the forefront of these endeavors, the District created the Scholar+ teaching and learning initiative. This initiative provides Chromebooks to all students, tablets to teachers, the use of a robust learning management system (LMS) for teachers to post course content and for students to learn, interact, collaborate, submit work, take assessments, and create innovative projects. With our 1:1 program, we offer opportunities for students in and out of school, as students take the devices home daily, including summer. The Scholar+ program also laid the groundwork for the creation of MakerSpaces and new computer science/engineering programs using the Code.org and Project Lead the Way framework.

The District is committed to college and career readiness. We have greatly

expanded its offerings of Dual Enrollment college credit courses and Advanced Placement courses. The District is committed to its large Advancement Via Individual Determination (AVID) program and promotes AVID teaching and learning strategies. Career Technical Education (CTE) provides a viable alternative to some students and the District has added new, high quality CTE programs such as the Automotive Technology program at Paloma Valley High and Perris High School.

The District is in the midst of some exciting facilities improvements. The first is a new classroom building at Paloma Valley High School (PVHS), as well as ancillary athletic facilities. The new two-story classroom building, housing six standard classrooms and four new flexible space rooms, will be located in the vicinity of the current J Building. The athletic facility improvements include a new stadium entrance and building which includes a ticket booth, concessions and restrooms.

The campus master plan for Perris High School (PHS) has been in a constant stage of development and implementation over the past several years. Phase 2A of the campus was completed and has been in use since January 2017. Phase 2B was completed and opened for student use this past August. Planning and design for the remainder of the Perris High



Please access  
[www.puhsd.org/KeepingPace](http://www.puhsd.org/KeepingPace)  
for additional information  
about Measure W, the  
District's local school bond on  
the November 6, 2018 ballot

### INSIDE THIS ISSUE:

- Superintendent's Message
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School campus as a single completion phase is almost done.

Plans for a new gymnasium at the California Military Institute (CMI) have also recently been completed. The gymnasium would have a full size court and two cross-courts with a 500-seat capacity. Also included are new locker rooms, a fitness/weight room and an ASB/multi-use room.

### BOARD OF TRUSTEES

Dr. Jose Luis Araux – Edward D. Garcia Jr. – David G. Nelissen – Anthony T. Stafford, Sr. – Carolyn A. Twyman



## Measure W

As many of you know, our District has spent the better part of the last year developing a local solution to the significant overcrowding we are experiencing in our schools. Since my last Supe's On article, there has been a lot of progress on this front!

Our area is growing at a rapid rate and so is enrollment in our schools. Paloma Valley is the perfect example of the effects of this growth. That campus was originally built for 2,200 students, currently educates more than 3,200 and is expected to reach over 4,000 within five years. That is nearly double the original intended capacity. This degree of overcrowding is being experienced throughout the District.

The impacts of this overcrowding are multifaceted. First, overpopulated schools mean that there is not enough lab space to meet student demand for science, technology and engineering classes. That means that not all of our students can get the 21st-century education we know is critical for preparing them for successful futures. We also know that crowded schools create significant student safety and campus security concerns. Building additional schools would help us keep pace with this growth and reduce overcrowding across all of our campuses.

That is why the Board of Trustees unanimously voted to place Measure W on the November 6, 2018 ballot. Measure W is unique because all funds will be available at once to finish top priority projects.

Our top priority project is focused on building High School #4 to serve students in Menifee and relieve overcrowding at existing schools. Second, Measure W would complete the final phase of construction at Perris High School, which would include additional career technical education classrooms, a new

performing arts center and a single point of entry to ensure the safety of our students. Third, it would provide the California Military Institute with the gymnasium and physical education facilities it has long needed, promoting the health, fitness and safety of all students on that campus. These projects would not require any additional funds from the State or other sources.

Measure W funding would also help upgrade career training facilities that are critical in preparing our students for 21st-century careers in healthcare, biomedical science, computer science, agriculture and skilled trades. Additionally, expanded schools and facilities would improve access to modern classrooms, labs and technology, reducing waitlists for in-demand classes.

At every step we have been focused on transparency and community involvement in this process. With this in mind, the District spent the last year working in close partnership with our community to identify possible solutions to the school-overcrowding problem. We've known that we cannot rely on State funding to address this issue and that a local source of funding is the only means of building a new high school and addressing the facilities needs at our existing schools.

Last summer, we also completed a comprehensive Facilities Master Plan and solicited feedback from parents, teachers, local businesses, our partner school districts and interested community members. Through this process, we received a lot of good feedback that helped us shape the plan that eventually became Measure W.

Earlier this month our District sent out a 'Notice to Voters' mailer outlining the District's decision to place Measure W on the ballot, which provided detailed information about the upcoming election. If you did not save your copy, you can check out an electronic version on our dedicated webpage:

[www.PUHSD.org/KeepingPace](http://www.PUHSD.org/KeepingPace). That page also has information available in Spanish.

Measure W would raise \$148 million for our local schools and be limited to \$30 per \$100,000 of assessed value annually, which is often lower than current market value. For the average homeowner, this equals just under \$7 per month. Legally, Measure W funds could not be taken away by the State or federal government and could not support administrators' salaries or benefits. A mandatory project list outlining the use of all funds and an independent Citizens' Oversight Committee are included on the webpage.



All registered voters within the District will be eligible to vote on Measure W. Absentee voters should expect to receive their vote-by-mail ballots the week of October 8. Polls will be open from 7am to 8pm on Election Day, which is November 6.

If you have more questions about voting, I encourage you to visit [www.VoteInfo.net](http://www.VoteInfo.net). If you need to register to vote, visit [www.RegistertoVote.ca.gov](http://www.RegistertoVote.ca.gov).

For more detailed information about Measure W, I encourage you to visit our dedicated webpage: [www.PUHSD.org/KeepingPace](http://www.PUHSD.org/KeepingPace). Of course, I am always available to answer any questions you might have. Thank you for all that you do for our students!







This is the first Super's On of the 2018-19 school year and we would like to take the time to highlight a few of the support services we offer.

The District is proud of the programs we have built and proud of the classified and certificated educators that support these programs.

### Educational Technology Council (ETC)



ETC at the district level meets the second

Tuesday of every Month from 4:00-5:30 pm. ETC is a collaborative group of certificated and classified educators who meet to share best practices, provide updates, and to be heard and to listen about education and technology and to make decisions as a group as to what is best for the District. Participation in ETC is voluntary and input is needed from all school sites and all departments. We need your voice. The next meetings are 10/9, 11/13, 12/11, 2/12, 3/12, 4/9, and 5/14.

Each school site also holds ETC meetings and those too are a collaborative effort with classified and certificated educators. Site ETC meetings focus more on the needs of each campus and the monthly agenda is driven to support those needs. Talk to your Tech Coach for those meeting dates.

### Tech HelpDesk

Our tech team is eager to serve and loves to provide a high level of service. Any staff member can email or contact the helpdesk. Some districts require a go-between to request help but we have found that

we can provide timely service with faster resolution times when staff members don't have a barrier in contacting tech.



We love to hear from you no matter how large or small the tech problem might be. Even if you just have a tech question, feel free to reach out to us. Your calls and emails tell us how we are doing and allow us to keep a finger on the pulse of the District. The Technology Department is the only department that is evaluated every second of every day and the systems you depend on need to be operational. If you have any questions or concerns regarding this or any other tech-related matter please feel free to contact us at [helpdesk@puhsd.org](mailto:helpdesk@puhsd.org) or by calling us at (951) 943-6369 ext. 80250.

### Instructional Technology Coaching (Tech Coaches)

#### EDUCATIONAL TECHNOLOGY COACHING MENU

*What can your tech coach do for you?*



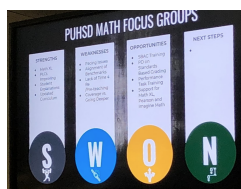
Everyone needs to learn and develop in each of their positions to be on a continuous cycle of improvement. Professional learning takes many forms from training on site to attending a conference. Tech Coaches are the best part of professional learning in that they offer in-class/on-site support to things that are directly applicable to educators and staff. They understand that adults must be involved in the

learning and the planning for it to be meaningful. Tech Coaches offer a wide range of support, some of which can be seen in the attached graphic.

### EDUCATIONAL SERVICES by Dr. Charles Newman, Assistant Superintendent



I cannot express my excitement enough to be back in the District! I have been on board for the past two months and it has been great coming out to your sites and meeting with groups of teachers (from both ELA and Math) about the areas that are impacting student achievement. Your feedback and conversations have been very informative for my staff and me as we plan educational supports over the next few years. We have analyzed all of your responses for the common themes throughout the District and presented this information to representatives from each school site at our first District leadership meeting that was held on Monday, September 10, 2018 at Students Services.



As we move forward over the next year, I look forward to focusing on building teacher leadership to support student achievement and many of

the key initiatives that have been a focus of our LCAP. Key initiatives include expanding school wide Advancement Via Individual Determination (AVID) strategies, literacy across all content areas, Multi-Tiered Systems of Supports (MTSS) and building high functioning Professional Learning Communities. This will be carried out by having teachers participate in planning committees and also providing leadership in many of the content and grade level teams during collaboration times. Considering that teachers are on the front line daily working with our students, their voice and participation is critical in supporting our efforts to support student achievement in the District.

It is our goal to not only ensure we are "Keeping Pace," but that we are also focusing on setting the pace for student achievement in our surrounding areas. Although we have our successes and challenges, like all districts throughout our state, we will come together and ensure we are offering our staff quality professional development around high leverage strategies that support student achievement. In this process we will engage in continuous improvement to ensure we have in place an effective instructional guiding system and the development of staff capacity to support high levels of learning for all students in the District.

### **Alternatives to Suspensions (ATS)**

The District recognizes that parents and guardians entrust us with their young people and we strive to coach and teach them as we would our very own children. There are certainly moments when parents and schools need to discipline children, but appropriate discipline should be coupled with coaching and genuine caring.

Students arrive at school from diverse backgrounds. Many have had adverse childhood experiences that can manifest in difficult behaviors that are disruptive to their personal learning and to the learning of others. Traditionally, the response has been to simply suspend disruptive students. The District has embraced the concepts of Multi-Tiered Systems of Support (MTSS) that seek to build connections with students and provide meaningful interventions. MTSS works to discover the causes of misbehavior and coaches students to develop better social skills that allow them to thrive both socially and academically.

This year, Pinacate Middle School and Perris High School have developed an Alternative to Suspension Program (ATS). Administrators and teachers have been trained in Restorative Discipline Practices that allow students to analyze their mistakes, accept responsibility for those mistakes, and then take strides to correct their misbehavior. Students are coached on strategies to make better choices that allow them to reintegrate back into their classrooms and be productive participants.

The District wants to assure you that school safety is our highest priority. Student misbehavior that disrupts the educational process requires a swift and fair discipline response. At the same time, we want to assure you that simply punishing students for the sake of punishment is never our goal. The true goal is to provide students with life skills to make appropriate choices that allow them to make meaningful contributions to their school and community.

### **Parent Engagement:**

School, Family, and Community Partnerships are an integral factor in the quality of a student's education. The District's Local Control and Accountability Plan (LCAP) Goal #4 is to secure and strengthen home-school-community connections and communications. Each of our school sites are taking a more meaningful approach to connect with our families and community partners. The partnership between schools, families,



and communities allows schools to build on their strengths. Research shows that all parents want their children to succeed in school; however, not all parents know how to best support their children in education. Our goal is to build a trust between our families, create a sense of community and build partnerships that will positively influence our student's educational success.

### **The Parent Engagement Leadership Initiatives (PELI)**

All District schools participated in a district-wide Parent Engagement Leadership Initiative (PELI) Training in collaboration with the Riverside County Office of Education (RCOE). This is our fourth year participating in the PELI Training Series. PELI offers a research based nine module training series that covers all areas of parent and family engagement. Training materials are based on Dr. Joyce Epstein's Six Types of Parent Involvement and uses resources from the California State Parent-Teacher Association (PTA). Topics include parent engagement, positive parenting in public education, communicating, volunteering, learning at home, advocacy, collaborating with the community, and the use of action teams and action

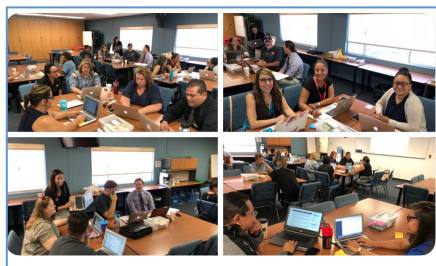
plans to create and sustain parent and family engagement activities that support school goals and student achievement.

### **Parent and Community Volunteer Procedures:**

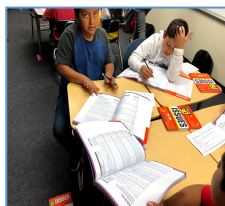
A growing number of school districts nationwide are adopting rigorous security policies for parent volunteers in order to provide students a safe environment and allow for a variety of opportunities for volunteering. The District is excited to announce that our parent volunteer clearance procedure has been finalized and approved by our Human Resources Department. The parent volunteer clearance procedure will include a Live Scan (fingerprints), TB/drug screen, and a volunteer orientation, which will be paid for by the District. Parent volunteer applications will be accessible on the District website or at any school's front office. PUHSD appreciates our parent & community volunteers and welcomes our volunteer's willingness to serve.

### **English Learner Program**

The English Learner Leadership Team met during the last week of August to analyze student performance on the English Language Proficiency Assessments for California (ELPAC), receive training on Federal Program Monitoring compliance items, and to collaborate on strategies to support English Learners. With year two of the ELPAC underway, our English Learner







collaboration time will center on ELPAC task types, curriculum alignment to English Language Development

(ELD) standards, data analysis, and the application of research based instructional practices.

Our District ELD TOSA (Teacher on Special Assignment) has been working with the English 3D instructional support team to provide demo lessons and opportunities for teachers to collaborate on instructional practices to support students in the Designated ELD program. We also have a variety of professional development opportunities planned for all teachers to help them implement Integrated ELD. Our Newcomer Guidance class is offered at the comprehensive sites with the intent to support students new to the country and provide them with added support for success in all content area classes. This course incorporates AVID tutorials twice a week and essential study skills and strategies for adapting to new schools in the United States.



The Latino Family Literacy Project is a four-week college awareness program for students and their parents to help prepare them for success after high school. Workshops are provided entirely in Spanish. Families will learn about college, which will include presentations such as an A-G workshop from a high school counselor, an admissions workshop from a college recruiter, and hear from a panel of first generation college students.

### Pathways for Adult Life Skills (PALS)

The District has embarked on a new pathway for 2018-19. Historically the District has asked the County to provide educational services for its 18-22 year-old students who

participate in the Adult Transition Program. Because the number of students has grown so much over the



years, the District is now able to offer its own program and school. The new school is called PALS, which stands for **Pathways for Adult Life Skills**. It is located at 515 E 7th Street in Perris adjacent to the Post Office. The site is also the headquarters for the District Special Education Office.

The District originally anticipated about 60 students to attend PALS, but the school now boasts an enrollment of over 80 students. Five teachers have been hired to teach the students



a variety of skills, which are all, aimed at making these students as independent as possible in their adult lives. Basic skills are taught that promote the students' abilities to live independently. These include cooking, laundry, housekeeping, ironing, and money management just to name a few. The Riverside Transit Agency (RTA) is also working in concert with the school to teach students how to ride public transportation.



A Jobs Specialist has been hired to place these students at jobs in the community. The jobs include restaurants, retail businesses, non-profit and public sites. More business partners are being added weekly. The students will work for two hours per week and will be paid minimum wage by the District. This is a win-win situation for the students, the businesses, the District, and the community as a whole. If you are a business owner and are interested in participating, please contact the District Office.



We are excited about our new program and it has been well received by students and parents alike. Our goal is to make every student a productive member of society. With PALS we are taking another step in that direction.

### New Teacher Academy



With the start of another new school year comes the excitement of more new teachers and staff coming to the District. This year the District has hired a total of 29 new certificated employees that include 26 teachers, two school psychologists, and one at-risk counselor from all over the United States with credentials that cover all content areas. We are inspired by the excitement and innovation we are seeing in classrooms and on campus by this energetic group.

This year the District is excited to implement additional professional development and support to new staff through the introduction of the New Teacher Academy. This program is designed to provide resources, training, and collaboration for all new certificated staff. Four full days have been selected throughout the year. On August 21, 2018, 24 new staff attended the first day of the New Teacher Academy. Topics covered that day included: effective grading practices, tools and tricks to implementing technology, classroom management strategies, IEP's (Individualized Education Plan) at a glance, and MTSS and classroom management strategies. The group was eager to participate and provided excellent feedback from the first day. We are looking forward to more great sessions throughout the year.





### Unsung Heroes

Over the course of each school year, we recognize our staff that personifies the values of our District. Sites have programs to recognize employees of the month.

Annually, we recognize employees of the year. However, we have hundreds of outstanding employees who often go without any formal recognition who still work tirelessly towards meeting the needs of our students. Therefore, I would like to acknowledge some of our unsung heroes who represent the very best qualities of the District.

Kathleen Dougherty is an Educationally Related Mental Health Services (ERMHS) Therapist, which means she provides direct support to students with mental health needs. She also provides support to staff that work with students. Kathleen works at sites throughout the District and always goes above and beyond her job description to help students. Dr. Rebecca Gehlke, Coordinator of Mental Health Services, said, "Her investment in making sure students are serviced is unparalleled. For her, the work is not a paycheck. It is all about caring for students." Ms. Dougherty sets high standards for the way people should be treated and models an outstanding work ethic.



According to both site and district administrators, Renee Garcia is awesome! Ms. Garcia is a teacher who serves as the Activities Director and Link Crew Director at Heritage High School. In these roles, she helps coordinate activities for all students and ensures students are connected to school. Mr. Arce, Principal at

Heritage High School said, "She goes above and beyond to connect students. She always goes out of her way to include kids who may not be as connected. She is passionate about making the high school experience relevant for students and she would do anything for her students." He also credited Ms. Garcia for being a big part of the cultural transformation with freshman students. It is abundantly clear that Ms. Garcia has a big heart for kids.



"Jack of Trades" aptly describes Steve Carroll's role as a Senior Skilled Maintenance Worker. On any given day, he can be repairing or maintaining roofing, electrical issues, heating and air-conditioning, windows, locks, painting, plumbing, carpentry, welding, metal work, or masonry. Mr. Carroll can be called

upon to assist at any District site or facility, but can usually be found at Perris High School. According to Candace Reines, Deputy Superintendent, Mr. Carroll "has a heart of gold. Specifically, he has developed an excellent relationship with our agriculture students. He knows the students by name. He has also been instrumental in the success of a joint venture between the City of Perris and Perris High

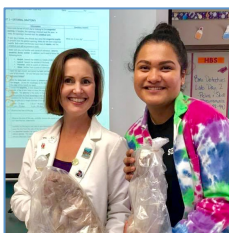
School. Although he is in the Maintenance and Operations Department, he knows that his work impacts the students. He truly cares about their growth and success. He is the personification of a classified educator."



Navigating the requirements of Nutrition Services can be a daunting task for parents. However, there are two staff members who are there to help: Juanita Nava, Secretary IV, and Veronica Rangel, Accounting Technician. They typically get about 4,000 meal applications

on an annual basis and take the time to help parents properly complete the forms. Both staff members are great at what they do. But, what sets them apart is the individualized attention they provide families. Audrey Mitchell, Director of Nutrition Services, said that she appreciates their kindness towards our families. She said that it is not uncommon for either of them to spend whatever time is needed to assist families, which may include reading the entire meal application to a parent with poor eyesight. They also pay particular attention to students who need extra support, such as our homeless students or foster youth. Both Ms. Nava and Ms. Rangel care about making a positive impact in the lives of our students and families within our community.

Every single day, supplies, mail, books, media materials, and furniture are transported from one location to another. At no time during the year is this more important than the weeks preceding the opening of a new school year. James Austin, our Delivery Driver, makes sure this happens every day. According to one administrator, "At the beginning of the year, [Mr. Austin] worked his tail off to make sure we had everything we needed to start the new school year." According to co-workers, Mr. Austin is always upbeat, friendly, and laughing. He always makes sure things get delivered. He is great at doing his job. He has a positive attitude and he cares.



Jennifer West is a teacher at Paloma Valley High School, but her impact extends far beyond the four walls of her classroom. She has served the students at Paloma Valley for over 10 years. She has taught Biology, Chemistry, Physics, AVID, and Honors Anatomy, a course she

wrote. She has also been instrumental in our Project Lead the Way (PLTW) Bio/Med program and serves as the co-chairperson for the Science Department. Her principal, Jennifer Thomasian said, "She is amazing instructionally. She makes me want to be a better teacher. She is a student of pedagogy." In addition to helping students, she is always willing to help her fellow teachers improve. She has a heart for ensuring that other teachers within her department are provided quality professional

## HUMAN RESOURCES by Kirk Skorpanich, Assistant Superintendent (continued)

development. Most importantly, she builds outstanding relationships with students. She truly cares for their success and they know this. As Mrs. Thomasian shared, "She is an amazing human!"



"Richard Sweeney is one of the first people our parents meet at Perris High School." Mr. Santos, Perris High School Principal, said, "He does a really good job putting parents at ease as they come to our school. He provides excellent customer service and wants to make sure that everyone who

enters the site understands that our staff is there for students." This year, Mr. Sweeney also serves as an assistant coach for varsity football. For him, football is more than a sport. He has a heart to help our student athletes grow into respectable and respectful young men.



It is not difficult to overstate how important Kerry Bobbitt, Student Information Systems Coordinator, is to the students in our District. Mr. Bobbitt oversees the District's Student Information System - Infinite Campus. He works with sites to make sure the database has the

critical information needed for student success. As one administrator wrote, "Every time, and I truly mean every time, I have needed support, [Mr. Bobbitt] has gone out of his way to help. This includes when he is in meetings and can only communicate through text, on weekends when he and I have to troubleshoot by phone, and even when he is home sick and I can hear in his voice that he is having a rough time." It is not just that he is incredibly knowledgeable in all things related to Infinite Campus, his willingness to ensure the success of others makes District better as a whole.



Our students and staff at the California Military Institute (CMI) know Michelle Gonzalez, because she is the bright face they meet in the office every day. Mr. Milosavljevič, CMI principal, said, "She is organized. She is loyal and has a strong work ethic. She performs challenging tasks with a

smile and always has a can-do attitude." Ms. Gonzalez is excellent at multitasking and always says, "yes" when asked if she can help. She goes above and beyond and displays the values of integrity, respect and service.

Finally, the entire Human Resources Team is also unsung heroes. We are a small, but mighty, department. This past summer, we hired/promoted over 100 new staff members to the District. Brenda Arenas, Anjanette Bargas, Mayra



Chavez, Juno Fernandez, Nick Hilton, Corey Leutz, Delisa Provost, and Christina Wood handled every aspect of the process, from approving the position, to recruiting and interviewing,

through Board approval, and finally to onboarding. The HR staff knows that our work can have a positive lasting effect on our students. Therefore, they take care to hire people who are awesome!

This is only a sampling of the amazing staff we have in the Perris Union High School District. If I had more space, I could have written about Monty McIntosh's Social Studies classes, or Greg Newman's amazing productions, or Dina Brusca's passion for English Learners, or so many others. Please take time to follow the HR Twitter account (@PUHSD\_HR) and my Twitter (@HR\_Skorpanich) for more highlights of unsung heroes throughout the year!

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Kick Off to College Day  
October 10, 2018



District-Wide Professional Development Days  
October 11-12, 2018  
(No Students)

Board Meeting  
October 17, 2018  
5:00 p.m.

Menifee Bowl  
Paloma Valley High vs. Heritage High  
October 12, 2018  
7:00 p.m.

## 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.

## Vision Statement

Perris Union High School District will be a caring, diverse, and supportive learning environment in which all are committed towards working in relationships to foster innovative and creative learning opportunities.



# PERRIS UNION

## HIGH SCHOOL DISTRICT