

Heritage High School

26001 Briggs Road • Menifee, CA 92585 • (951) 940-5447 • Grades 9-12

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Perris Union High School District

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District Governing Board

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District Administration

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Business Services**

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Educational Services**

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School Description

Welcome to Heritage High school! Heritage High School is home of the Patriots, a Title I Academic Achievement School, 2013 CIF Football Champions, and an AVID National Demonstration School. We also have an exemplary counseling program, that was recently recognized as a Model of Excellence for Riverside County Office of Education. Our Agriculture/FFA program is the 7th largest in the country and the program has also received numerous awards. Our population of approximately 2,800 students continue to create a culture of LEGACY. Each day, our students and staff focus on building a LEGACY through Leadership, Excellence, Generosity, Academics, Charter, and Opportunity. Building a LEGACY is our credo and something special that we truly strive to uphold on a daily basis, not just something we talk about. It is our mission and core belief system. We hold ourselves to high standards, and take responsibility to live up to the tenets of LEGACY to continue building a tradition of success.

Heritage High School has amassed a number of accolades during our short history as a school. We attribute this to our outstanding staff, a dedicated student body and incredible families who support academic, artistic and athletic achievement. We have built a partnership with our families as we realize a successful education is a joint venture between school and community. Our staff believes we have a responsibility to deliver on the expectations we promote through LEGACY.

Whether you are a student, parent, or community member, you will find a wealth of important information on our website including registration materials, activities calendars, newsletters, clubs, links to staff contact information, as well as club and program pages to name just a few. Please take time to explore our website, review our programs, the student/parent handbook and other communications that exists. Again, welcome to Heritage High School and we start another great school year. Be a part of the Patriot Family, and help us "Build a LEGACY" of success!

Mission Statement

The mission of Heritage High School is to provide a rigorous academic curriculum in a safe and caring environment that promotes all students' maximum success in the larger community.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	735
Grade 10	736
Grade 11	630
Grade 12	634
Total Enrollment	2,735

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.7
Asian	1.3
Filipino	2.3
Hispanic or Latino	64.2
Native Hawaiian or Pacific Islander	0.7
White	20.4
Two or More Races	3.9
Socioeconomically Disadvantaged	71.8
English Learners	12.9
Students with Disabilities	10.6
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Heritage High School	14-15	15-16	16-17
With Full Credential	101	101	120
Without Full Credential	0	6	6
Teaching Outside Subject Area of Competence	2	0	0
Perris Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	505
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Heritage High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All textbooks used in the core curriculum at Heritage High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, September 21, 2016, 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 2015-16 school year, Perris Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials	
Year and month in which data were collected: 09/21/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English I/Advanced English I--Literature: Reading & Language 9 (Pearson, 2010) English II/Advanced English II--Literature: Reading & Language 10 (Pearson, 2010) English III--Literature: The American Experience (Pearson, 2010) English IV--Literature: The British Tradition (Pearson, 2010) CSU Expository Reading & Writing--Expository Reading & Writing Course 2nd Ed (Ca St Univ, 2013) AP English Language & Composition--Language of Composition 2nd Ed (Bedford, 2013) AP English Literature & Composition--Norton Introduction to Literature (Norton, 2013) College Freshman Comp--Writing Matters (McGraw-Hill, 2011) College Critical Thinking & Writing--Creating America 4th Ed. (Pearson, 2005) Edge A: Student Edition and myNGconnect (National Geographic Learning, 2014) Edge B: Student Edition and myNGconnect Edge C: Student Edition and myNGconnect Edge 2014 Fundamentals: Student Edition and myNGconnect The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Holt, Algebra 1 & 2 (2008) Holt, CA Geometry (2008) Holt, Rinehart and Winston, Algebra I (2008) Holt, Rinehart and Winston, Algebra II (2008) Holt, Rinehart and Winston, Geometry (2008) AP Calculus AB/BC--Calculus (Houghton Mifflin, 1998) AP Statistics--The Practice of Statistics 5th (Freeman, 2015) Consumer Math--Mathematics w/Business Applications (Glencoe, 2007) Technology Math--Mathematics w/Business Applications (Glencoe, 2007) Math Analysis--Precalculus 5th Ed. (Houghton Mifflin, 2001) Trigonometry--Precalculus 5th Ed. (Houghton Mifflin, 2001) Pre Calculus--Precalculus 5th Ed. (Houghton Mifflin, 2001) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Life Science--Biology (McDougal Littell, 2008) Holt, Rinehart and Winston,Holt California Science: Earth,Life, and Physical Science (2007) Pearson, Science Insights: Exploring Living Things (2006) Pearson Prentice Hall, Biology, The Web of Life (2006) Pearson Prentice Hall, Conceptual Physics (2006) Pearson Prentice Hall, Earth Science (2006) AP Biology--Campbell Biology (10th AP Ed) (Pearson, 2014) AP Chemistry--Zumdahl Chemistry (9th AP Ed) (Cengage, 2014) Physics & Physics Honors--Physics (Holt, 2007) AP Physics--Physics for Scientists & Engineers w/Modern Phycis (Pearson, 2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: 09/21/2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	World Geography--Geography Alive!: Regions & People (Teacher's Curriculum Institute, 2011) Glencoe/McGraw-Hill, Geography: The World and its People (1999) Glencoe/McGraw-Hill, Health (2005) Glencoe/McGraw-Hill, United States Government: Democracy in Action (2006) Glencoe/McGraw-Hill, World History: Modern Times (2006) Holt, Rinehart and Winston, Holt California Social Studies: United States History, Independence to 1914 (2006) Holt, Rinehart and Winston, Holt California Social Studies: World History, Ancient Civilizations (2006) McDougal Littell, The Americans Reconstruction to the 21st Century (2006) Pearson Prentice Hall, Economics: Principles in Action (2005) AP Geography--Human Geography People, Place & Culture (Wiley, 2009) AP European History--Western Heritage Since 1300 11th Ed. (Pearson, 2016) AP World History--Earth and its Peoples 6th Ed. (Cengage, 2014) AP Government--Government in America 16th Ed. (Pearson, 2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	McDougal Littell, Discovering French Nouveau! Bleu (2004) McDougal Littell, Discovering French Nouveau! Blanc (2004) McDougal Littell, Discovering French Nouveau! Rouge (2004) Vista Higher Learning, Descubre 1 (2016) Vista Higher Learning, Descubre 2 (2016) Vista Higher Learning, Descubre 3 (2016) Vista Higher Learning, Imagina (2016) Vista Higher Learning, Temas (2016) American Sign Language 1--Learning American Sign Language (Pearson) Signing Naturally Level 1 Units 1-6 (Dawn Sign Press, 2008) Signing Naturally Level 1 Units 7-12 (Dawn Sign Press, 2008) American Sign Language 3--American Sign Language (Units 1-9) (Gallaudet Univ Press, 1991) American Sign Language (Units 10-18) (Gallaudet Univ Press, 1991) American Sign Language (Units 19-27) (Gallaudet Univ Press, 1991) Signing Naturally Level 2 (Dawn Sign Press, 1992) American Sign Language 4--American Sign Language (Units 1-9) (Gallaudet Univ Press, 1991) American Sign Language (Units 10-18) (Gallaudet Univ Press, 1991) American Sign Language (Units 19-27) (Gallaudet Univ Press, 1991) Signing Naturally Level 3 (Dawn Sign Press, 2001) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Glencoe, Health (2005) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Glencoe, The Stage and the Schol, 9th Ed. (2005) Random House, A Practical Handbook for the Actor (1986) Penguin, The Stanislavski System (1984) Barron's, The Complete Potter (2003) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district makes a great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Heritage High School's original facilities were built in 2007; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Ongoing facilities maintenance includes plumbing, electrical and HVAC repairs.
- Artificial stadium field turf maintenance.
- Classroom L126 upgrades for Makerspace use.
- Gym floor refinishing project.
- LED Lighting upgrades throughout exterior of campus

Every morning before school begins, the custodian and plant manager inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two, day custodians and seven, evening custodians are assigned to Heritage High School. The day custodians are responsible for:

- Cafeteria setup/cleanup
- General grounds maintenance
- Lunch area setup/cleanup
- Restroom cleaning

The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The Heritage staff considers all facilities to be a high priority. For this reason, all restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed.

No capital facilities projects are occurring at Heritage at this time.

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 9/12/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			LINCOLN BUILDING: (WINDOW SEL LEAKIN IN ROOM L 108 W/O # 35493), (HVAC L- 102, 103, 120 w/o # 35496)
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		LINCOLN BUILDING: (WINDOW SEL LEAKIN IN ROOM L 108 W/O # 35493), (HVAC L- 102, 103, 120 w/o # 35496)
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	52	48	42	37	44	48
Math	22	19	19	17	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	756	697	92.2	36.6
Male	412	385	93.5	37.4
Female	344	312	90.7	35.6
Black or African American	47	44	93.6	31.8
Filipino	24	24	100.0	66.7
Hispanic or Latino	484	445	91.9	32.1
White	155	141	91.0	45.4
Two or More Races	29	28	96.6	39.3
Socioeconomically Disadvantaged	538	493	91.6	30.0
English Learners	108	96	88.9	8.3
Students with Disabilities	73	70	95.9	31.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	43	38	37	44	41	36	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	23.2	22.4	29.9

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

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	632	602	95.3	48.3
Male	11	333	315	94.6	44.9
Female	11	299	287	96.0	51.9
Black or African American	11	45	43	95.6	55.8
Filipino	11	15	15	100.0	80.0
Hispanic or Latino	11	404	388	96.0	40.7
White	11	135	125	92.6	63.1
Two or More Races	11	23	22	95.7	59.1
Socioeconomically Disadvantaged	11	447	431	96.4	42.6
English Learners	11	57	52	91.2	1.9
Students with Disabilities	11	62	58	93.5	7.0

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 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Heritage High School openly encourages parents to become involved in our school and their child's activities! Parents are encouraged to get involved by: volunteering, participating in a decision-making group, participating in an "activity support group," viewing their child's grades online or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, parent conferences, progress reports, the school marquee, school website, and BlackboardConnect (automated telephone message delivery system). Contact the school office at (951) 940-5447 for more information on how to become involved in your child's learning environment. We also communicate with our parents on a daily basis through our Infinite Campus, student information system. Through Infinite Campus, parents can view their child's grades and daily attendance in real time. By constantly monitoring their child's academics and attendance, our parents are partnering with teachers to support student efforts at school and at home. If you do not have an Infinite Campus log-in account, we encourage you to contact our counseling department and create an account today! Accounts are free and can be accessed via computer, tablet or smart phone. There is a parent-community liaison at our school who works directly with our parent community to involve them in our teaching/learning experience. Below are some ways that parents can participate:

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	632	605	95.7	18.8
Male	11	333	317	95.2	21.6
Female	11	299	288	96.3	15.7
Black or African American	11	45	43	95.6	13.9
Filipino	11	15	15	100.0	46.7
Hispanic or Latino	11	404	390	96.5	12.7
White	11	135	125	92.6	35.5
Two or More Races	11	23	23	100.0	13.0
Socioeconomically Disadvantaged	11	447	433	96.9	13.9
English Learners	11	57	52	91.2	
Students with Disabilities	11	62	58	93.5	3.5

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 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.

Opportunities to Volunteer at Heritage High:

Coffee with the Principal
 Action Team Partnership (ATP)
 Chaperone Field Trips

Fundraising Activities
 Athletic Events
 Band

Committees:

Parent Engagement Leadership Initiative
 School Safety Committee
 English Learner Advisory Council
 Parent Teacher Student Association

School Site Council
 WASC Committee
 Positive Behavior Intervention Support (PBIS)
 African-American Parent Advisory Council

School Activities:

AVID
 Cheerleading
 Interact
 Key Club
 National Honor Society

Link Crew
 PLUS (Peer Leaders Uniting Students)
 Drama
 Dance
 Robotics

Athletic Teams
 ASB
 Academic Recognition
 Band & Theatre Events
 FFA Events

State Priority: School Climate

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

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

School Safety Plan

The Comprehensive School Site Safety Plan was developed for Heritage High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed July 2016, updated July 2016, and discussed with school staff in August 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	7.98	6.35	
Expulsions Rate	0.07	0.10	
District	2013-14	2014-15	2015-16
Suspensions Rate	8.12	7.38	
Expulsions Rate	0.47	0.10	
State	2013-14	2014-15	2015-16
Suspensions Rate	4.36	3.80	
Expulsions Rate	0.10	0.09	

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2006-2007
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	80.0	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	6
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	11
Other	0

Average Number of Students per Staff Member

Academic Counselor	525
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* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	30	31	31	11	13	13	34	22	22	56	61	61
Mathematics	32	32	32	5	8	8	31	19	19	54	61	61
Science	34	34	34	3	2	2	2	5	5	45	41	41
Social Science	34	34	34	2			13	13	13	59	60	60

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Decisions concerning 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. Heritage High School supports ongoing professional growth throughout the year on Collaboration Fridays. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. In addition, every Monday is a "late start" Professional Learning Communities (PLC) day. During PLC's, teacher, counselors and administration work together in various forms of staff development activities. Topics addressed during Monday PLC meetings include: data on formal and informal assessments, grade analysis, best practices, WASC, school safety, A-G completion rates and AVID. Heritage High School's teachers have attended the following events hosted by the Perris Union High School District:

- AVID/WICOR Strategies
- Instructional Technology (Google Classroom, Haiku)
- Project Based Learning
- Intensive Intervention Training
- EADMS Data Systems
- Advanced Professional Learning Communities
- Academic Vocabulary Training
- Technology Training
- Common Core State Standards Training
- Safety Trainings
- Special Education Compliance Monitoring Training
- Positive Behavior Intervention System

Heritage High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,636	\$46,184
Mid-Range Teacher Salary	\$76,139	\$75,179
Highest Teacher Salary	\$94,797	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$120,736	\$124,243
Average Principal Salary (HS)	\$135,321	\$137,939
Superintendent Salary	\$210,682	\$217,637
Percent of District Budget		
Teacher Salaries	35%	35%
Administrative Salaries	6%	5%

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

Types of Services Funded

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

- 21st Century High School After School Safety and Enrichment for Teens (ASSETS) Program
- Agriculture Incentive Grant
- California Career Pathways Trust (CCPT)
- Career Technical Education Incentive Grant (CTEIG)
- Local Control Funding Formula (LCFF)
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco Use Prevention Education (TUPE)
- Perkins

Programs and services available to students:

- Advancement via Individual Determination (AVID)
- Before & After School tutoring
- Class size reduction (CSR) for English Language Learners
- Co-Curricular and Extra curricular activities for students that increase school climate and connectedness
- Career Technical Education Programs: Agriculture, Engineering, Bio-Medical, Audio/Visual
- Credit recovery
- Dual Enrollment
- Gifted & Talented Education (GATE)
- Student Leadership: LINK Crew and PLUS Programs
- Summer School

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Heritage High School	2011-12	2013-14	2014-15
Dropout Rate	6.20	4.10	4.70
Graduation Rate	91.39	91.94	92.58
Perris Union High School District	2011-12	2013-14	2014-15
Dropout Rate	11.80	12.40	9.70
Graduation Rate	84.41	82.68	87.03
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9888	2190	7698	76998
District	♦	♦	8134	\$77,543
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-5.4	-0.7
Percent Difference: School Site/ State			35.6	-1.1

* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1162
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	71%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	98.65
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	32.37

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	8	◆
Fine and Performing Arts	0	◆
Foreign Language	5	◆
Mathematics	4	◆
Science	4	◆
Social Science	17	◆
All courses	38	.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	86.11	82.69	85.66
Black or African American	152.94	106.71	76.88
American Indian or Alaska Native	50	33.33	74.87
Asian	50	61.9	92.78
Filipino	250	83.67	96.8
Hispanic or Latino	82.15	82.47	84.49
Native Hawaiian/Pacific Islander	50	72.22	84.88
White	81.46	77.43	87.23
Two or More Races	70	83.33	91.36
Socioeconomically Disadvantaged	54.93	50.45	68.38
English Learners	41.38	47.52	50.9
Students with Disabilities	85.27	88.12	76.61
Foster Youth	--	--	--

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 all of Heritage High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Heritage High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school. Some of these "workforce preparation" opportunities include:

- Career Technical Education (formerly known as Regional Occupational Programs)
- Career Pathways

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- Classroom observation
- Senior Portfolio

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

During the 2015-16 school year, Heritage High School offered the following career technical education programs as elective courses:

- Agriculture
- Art, Media and Entertainment
- Bio-Medical
- Computer Information Technology
- Engineering

Students at Heritage High School have access to CTE courses off campus through the Perris High School District, as well as alternative locations through city partnerships.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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