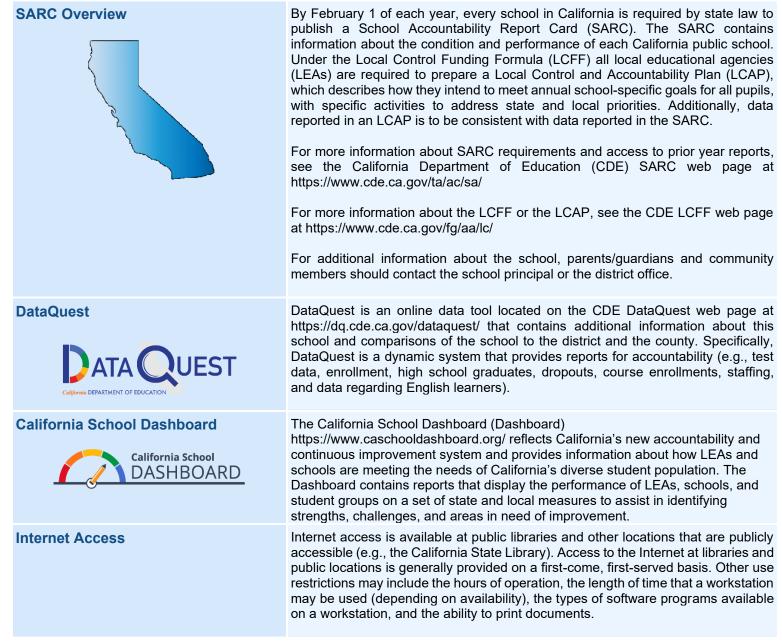# Heritage High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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.

2022-23 School Contact Information

School Name	Heritage High School
Street	26001 Briggs Road
City, State, Zip	Menifee, CA 92585
Phone Number	(951) 940-5447
Principal	Lindsay Chavez
Email Address	lindsay.chavez@puhsd.org
School Website	https://www.hhs.puhsd.org
County-District-School (CDS) Code	33-67207-0113191

2022-23 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 Address	www.puhsd.org

2022-23 School Overview

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 2,500 students continues to create a culture of LEGACY. Each day, our students and staff focus on building a LEGACY through Leadership, Excellence, Generosity, Academics, Character, 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, activity 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 exist. Again, welcome to Heritage High School! Be a part of the Patriot Family! 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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	648
Grade 10	686
Grade 11	660
Grade 12	673
Total Enrollment	2,667

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.1
Asian	1.3
Black or African American	6.1
Filipino	2.0
Hispanic or Latino	70.2
Native Hawaiian or Pacific Islander	0.7
Two or More Races	4.6
White	14.8
English Learners	12.3
Foster Youth	0.9
Homeless	5.2
Migrant	0.0
Socioeconomically Disadvantaged	58.1
Students with Disabilities	15.9

A. Conditions of Learning

State Priority: Basic

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

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

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)	97.90	83.42	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)	1.00	0.92	9.10	2.08	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.22	13.70	3.14	12115.80	4.41
Unknown	18.10	15.42	70.00	15.97	18854.30	6.86
Total Teaching Positions	117.30	100.00	438.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.20	
Total Out-of-Field Teachers	0.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	1.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 September 21, 2022 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 2021-22 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	September 21, 2022

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)

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

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

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

AP European HistoryAdopted 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 Littel)

Basic World History - World History Modern Times (Glencoe)

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

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)

Political Science DE - Living Democracy (Pearson)

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

(grades 9-12)				

School Facility Conditions and Planned Improvements

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
All campus buildings re-painted during summer of 2022 (indoor and outdoor)

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.

The Heritage campus had a new aquatics facility built this year. This new addition to the campus includes a 33 meter pool along with a pool building. The new pool building contains boys and girls locker rooms, a pool equipment room, a full athletics team room and a large campus operations warehouse and office space. In addition to the aquatics facility the campus had the outdoor basketball courts completely removed and replaced with new asphalt that replaced cracked, unsafe asphalt.

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

Year and month of the most recent FIT report	11/10/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

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	X	KENNEDY BUILDING: Hinge on locker room door is borken. Repaired through WO# 61308

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	52	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	12	N/A	12	N/A	33

2021-22 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	595	579	97.31	2.69	51.90
Female	300	293	97.67	2.33	59.39
Male	295	286	96.95	3.05	44.21
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	40	100.00	0.00	40.00
Filipino	15	15	100.00	0.00	80.00
Hispanic or Latino	407	396	97.30	2.70	48.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	73.91
White	96	91	94.79	5.21	61.11
English Learners	64	59	92.19	7.81	6.78
Foster Youth	--	--	--	--	--
Homeless	36	36	100.00	0.00	27.78
Military	--	--	--	--	--
Socioeconomically Disadvantaged	336	324	96.43	3.57	45.68
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	85	75	88.24	11.76	14.67

2021-22 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	595	579	97.31	2.69	12.09
Female	300	293	97.67	2.33	12.97
Male	295	286	96.95	3.05	11.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	40	100.00	0.00	5.00
Filipino	15	15	100.00	0.00	33.33
Hispanic or Latino	407	398	97.79	2.21	9.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	21.74
White	96	89	92.71	7.29	22.47
English Learners	64	60	93.75	6.25	3.33
Foster Youth	--	--	--	--	--
Homeless	36	36	100.00	0.00	8.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	336	324	96.43	3.57	8.95
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	85	76	89.41	10.59	2.63

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	18.77	NT	18.13	28.5	29.47

2021-22 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	1193	1143	95.81	4.19	18.77
Female	588	560	95.24	4.76	18.07
Male	605	583	96.36	3.64	19.45
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100	0	25
Black or African American	74	71	95.95	4.05	12.68
Filipino	33	32	96.97	3.03	56.25
Hispanic or Latino	796	768	96.48	3.52	15.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	59	57	96.61	3.39	26.32
White	203	187	92.12	7.88	26.74
English Learners	115	107	93.04	6.96	0
Foster Youth	--	--	--	--	--
Homeless	79	78	98.73	1.27	15.38
Military	--	--	--	--	--
Socioeconomically Disadvantaged	681	648	95.15	4.85	15.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	160	143	89.38	10.62	2.11

2021-22 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
- 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

During the 2021-22 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 Union High School District.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1399
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62.6
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.26
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	42.20

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	77.2%	77.1%	77.2%	77.1%	76.8%

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.

2022-23 Opportunities for Parental Involvement

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 Infinite Campus, our 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 smartphone. In addition, 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:

Opportunities to Volunteer at Heritage High:
Family Engagement Center
Coffee with the Administration
Chaperone Field Trips
Fundraising Activities
Athletic Events
LEGACY Athletics Ceremony
Band
Mental Health Awareness Events
College and Career Events

Committees:
Parent Engagement Leadership Initiative

2022-23 Opportunities for Parental Involvement

School Safety Committee
English Learner Advisory Council
African-American Parent Advisory Council
School Site Council
WASC Committee

School Activities:
AVID
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

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.4	4.6		5.2	5.2		8.9	7.8
Graduation Rate		96.5	94.7		91.7	91.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	636	602	94.7
Female	302	291	96.4
Male	334	311	93.1
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	36	33	91.7
Filipino	18	18	100.0
Hispanic or Latino	416	393	94.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	36	35	97.2
White	114	109	95.6
English Learners	78	69	88.5
Foster Youth	--	--	--
Homeless	78	73	93.6
Socioeconomically Disadvantaged	532	501	94.2
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	99	87	87.9

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3035	2835	1166	41.1
Female	1437	1341	577	43.0
Male	1598	1494	589	39.4
American Indian or Alaska Native	3	3	0	0.0
Asian	35	35	7	20.0
Black or African American	197	179	69	38.5
Filipino	57	55	10	18.2
Hispanic or Latino	2119	1989	831	41.8
Native Hawaiian or Pacific Islander	22	22	11	50.0
Two or More Races	139	126	52	41.3
White	460	424	185	43.6
English Learners	406	380	168	44.2
Foster Youth	38	36	16	44.4
Homeless	141	139	64	46.0
Socioeconomically Disadvantaged	1868	1753	808	46.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	482	439	223	50.8

C. Engagement	State Priority: School Climate

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.54	4.43	2.45
Expulsions	0.29	0.20	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.03	8.24	0.02	7.25	0.20	3.17
Expulsions	0.00	0.26	0.00	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.24	0.26
Female	5.85	0.07
Male	10.39	0.44
American Indian or Alaska Native	0.00	0.00
Asian	8.57	0.00
Black or African American	9.14	0.00
Filipino	3.51	0.00
Hispanic or Latino	8.12	0.24
Native Hawaiian or Pacific Islander	22.73	9.09
Two or More Races	10.79	0.72
White	7.39	0.00
English Learners	12.81	0.25
Foster Youth	18.42	0.00
Homeless	6.38	0.71
Socioeconomically Disadvantaged	9.58	0.27
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.28	0.21

2022-23 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, updated, and discussed with school staff in the fall of 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	39	32	53
Mathematics	29	14	65	32
Science	32	7	12	39
Social Science	32	12	11	59

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	28	33	28	60
Mathematics	28	17	79	21
Science	31	10	7	45
Social Science	32	12	11	58

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	30	23	29	60
Mathematics	32	9	20	54
Science	32	5	8	38
Social Science	32	10	16	53

2021-22 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	386.52

2021-22 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)	6.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	13754	5245	8508	98863
District	N/A	N/A	9048	$101,090
Percent Difference - School Site and District	N/A	N/A	-6.2	-2.2
State	N/A	N/A	$6,594	$94,126
Percent Difference - School Site and State	N/A	N/A	25.3	4.9

2021-22 Types of Services Funded

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

- 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, Engineering, Health Sciences, Arts, Media & Entertainment, Public Service
- Credit recovery
- Dual Enrollment/Concurrent Enrollment
- Student Leadership
- Summer School
- Saturday School Enrichment

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$61,818	$55,947
Mid-Range Teacher Salary	$93,987	$90,080
Highest Teacher Salary	$117,015	$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$152,048	$146,364
Average Principal Salary (High)	$154,972	$164,633
Superintendent Salary	$271,952	$261,984
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	6%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	17.2

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	0
English	4
Fine and Performing Arts	1
Foreign Language	2
Mathematics	2
Science	1
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	21

Professional Development

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 Mondays. 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
- 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
- MTSS
- Collaborative teacher groups (course teams and cross-curricular teams)

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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement			