

Heritage High School
2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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) 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.

2021-22 School Contact Information

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

2021-22 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 |

2021-22 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 2,800 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

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 792 |
| Grade 10 | 740 |
| Grade 11 | 724 |
| Grade 12 | 655 |
| Total Enrollment | 2,911 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.8 |
| Male | 52.2 |
| American Indian or Alaska Native | 0.1 |
| Asian | 1.2 |
| Black or African American | 5.9 |
| Filipino | 2.5 |
| Hispanic or Latino | 67.5 |
| Native Hawaiian or Pacific Islander | 0.7 |
| Two or More Races | 5.1 |
| White | 16.7 |
| English Learners | 11.7 |
| Foster Youth | 0.9 |
| Homeless | 4.8 |
| Socioeconomically Disadvantaged | 72.3 |
| Students with Disabilities | 16 |

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

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

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|--|---------|
| 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 | |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

2019-20 Class Assignments

| Indicator | 2019-20 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

2021-22 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 15, 2021, 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 2020-21 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 15, 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|-----------------------------|--|
| Reading/Language Arts | Lang Arts 7- California Collections (Houghton Mifflin Harcourt, 2016) Lang Arts 8- California Collections (Houghton Mifflin Harcourt, 2016) English I/Advanced English I--Literature: Pearson My Perspective (Pearson, 2017) English II/Advanced English II--Literature: Pearson My Perspective (Pearson, 2017) English III--Literature: The American Experience (Pearson, 2010) English IV--Literature: The British Tradition (Pearson, 2010) CSU Expository Reading & Writing--Expository Reading & Writing Course 2nd Ed (Ca St Univ, 2013) AP English Language & Composition--Language of Composition 2nd Ed (Bedford, 2013) AP English Literature & Composition--Norton Introduction to Literature (Norton, 2013) College Freshman Comp--Writing Matters (McGraw-Hill, 2011) College Critical Thinking & Writing--Creating America 4th Ed. (Pearson, 2005) Edge A: Student Editon and myNGconnect (National Geographic Learning, 2014) Edge B: Student Edition and myNGconnect Edge C: Student Edition and myNGconnect Edge 2014 Fundamentals: Student Edition and myNGconnect | Yes | 0% |

| | | | |
|-------------------------------|--|-----|----|
| Mathematics | <p>Math - 5 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016)</p> <p>Math - 6 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016)</p> <p>Math - 7 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016)</p> <p>Math - 8 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016)</p> <p>Geometry California Common Core (Pearson, 2016)</p> <p>Algebra 1 California Common Core (Pearson, 2016)</p> <p>Algebra 2 California Common Core (Pearson, 2016)</p> <p>AP Calculus AB/BC--Calculus (Houghton Mifflin, 1998)</p> <p>AP Statistics--The Practice of Statistics 5th (Freeman, 2015)</p> <p>Consumer Math--Mathematics w/Business Applications (Glencoe, 2007)</p> <p>Technology Math--Mathematics w/Business Applications (Glencoe, 2007)</p> <p>Math Analysis--Precalculus 5th Ed. (Houghton Mifflin, 2001)</p> <p>Trigonometry--Precalculus 5th Ed. (Houghton Mifflin, 2001)</p> <p>Pre Calculus--Precalculus 5th Ed. (Houghton Mifflin, 2001)</p> <p>Math Pathways/Algebra Readiness--Algebra Readiness Volumes 1, 2, 3, 4 (Holt, 2008)</p> | Yes | 0% |
| Science | <p>Life Science--Biology (McDougal Littell, 2008)</p> <p>Holt, Rinehart and Winston,Holt California Science: Earth,Life, and Physical Science (2007)</p> <p>Pearson, Science Insights: Exploring Living Things (2006)</p> <p>Pearson Prentice Hall, Biology, The Web of Life (2006)</p> <p>Pearson Prentice Hall, Conceptual Physics (2006)</p> <p>Pearson Prentice Hall, Earth Science (2006)</p> <p>AP Biology--Campbell Biology (10th AP Ed) (Pearson, 2014)</p> <p>AP Chemistry--Zumdahl Chemistry (9th AP Ed) (Cengage, 2014)</p> <p>Physics & Physics Honors--Physics (Holt, 2007)</p> <p>AP Physics--Physics for Scientists & Engineers w/Modern Phycis (Pearson, 2008)</p> | Yes | 0% |
| History-Social Science | <p>World Geography--Geography Alive!: Regions & People (Teacher's Curriculum Institute, 2011)</p> <p>Glencoe/McGraw-Hill, Geography: The World and its People (1999)</p> <p>Glencoe/McGraw-Hill, Health (2005)</p> <p>Glencoe/McGraw-Hill, United States Government: Democracy in Action (2006)</p> <p>Glencoe/McGraw-Hill, World History: Modern Times (2006)</p> <p>Holt, Rinehart and Winston,Holt California Social Studies:United States History, Independence to 1914 (2006)</p> <p>Holt, Rinehart and Winston,Holt California Social Studies: World History, Ancient Civilizations (2006)</p> <p>McDougal Littell, The Americans Reconstruction to the 21st Century (2006)</p> <p>Pearson Prentice Hall, Economics: Principles in Action (2005)</p> <p>AP Geography--Human Geography People, Place & Culture (Wiley, 2009)</p> <p>AP European History--Western Heritage Since 1300 11th Ed. (Pearson, 2016)</p> <p>AP World History--Earth and its Peoples 6th Ed. (Cengage, 2014)</p> | Yes | 0% |

| | | | |
|---|--|-----|----|
| | AP Government--Government in America 16th Ed. (Pearson, 2016) | | |
| Foreign Language | <p>T'es Branche 1, 2, & 3 (2018)</p> <p>Vista Higher Learning, Descubre 1 (2016)</p> <p>Vista Higher Learning, Descubre 2 (2016)</p> <p>Vista Higher Learning, Descubre 3 (2016)</p> <p>Vista Higher Learning, Imagina (2016)</p> <p>Vista Higher Learning, Teras (2016)</p> <p>American Sign Language 1--Learning American Sign Language (Pearson)</p> <p>Signing Naturally Level 1 Units 1-6 (Dawn Sign Press, 2008)</p> <p>Signing Naturally Level 1 Units 7-12 (Dawn Sign Press, 2008)</p> <p>American Sign Language 3--American Sign Language (Units 1-9) (Gallaudet Univ Press, 1991) American Sign Language (Units 10-18) (Gallaudet Univ Press, 1991)</p> <p>American Sign Language (Units 19-27) (Gallaudet Univ Press, 1991)</p> <p>Signing Naturally Level 2 (Dawn Sign Press, 1992)</p> <p>American Sign Language 4--American Sign Language (Units 1-9) (Gallaudet Univ Press, 1991) American Sign Language (Units 10-18) (Gallaudet Univ Press, 1991)</p> <p>American Sign Language (Units 19-27) (Gallaudet Univ Press, 1991)</p> <p>Signing Naturally Level 3 (Dawn Sign Press, 2001)</p> | Yes | 0% |
| Health | Glencoe, Health (2005) | Yes | 0% |
| Visual and Performing Arts | <p>Glencoe, The Stage and the Schol, 9th Ed. (2005)</p> <p>Random House, A Practical Handbook for the Actor (1986)</p> <p>Penguin, The Stanislavski System (1984)</p> <p>Barron's, The Complete Potter (2003)</p> | Yes | 0% |
| 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

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.

Year and month of the most recent FIT report

10/25/2021

| 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 | | LINCOLN BUILDING: W/O 56755 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |
|---|---|--|--|--|

Overall Facility Rate

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 690 | 493 | 71.45 | 28.55 | 57.06 |
| Female | 330 | 258 | 78.18 | 21.82 | 59.38 |
| Male | 360 | 235 | 65.28 | 34.72 | 54.51 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 45 | 36 | 80 | 20 | 41.67 |
| Filipino | 17 | 15 | 88.24 | 11.76 | 93.33 |
| Hispanic or Latino | 457 | 313 | 68.49 | 31.51 | 55.99 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 39 | 33 | 84.62 | 15.38 | 75.76 |
| White | 117 | 85 | 72.65 | 27.35 | 51.76 |
| English Learners | 75 | 37 | 49.33 | 50.67 | 8.33 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 120 | 72 | 60 | 40 | 47.22 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 509 | 354 | 69.55 | 30.45 | 53.56 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 114 | 56 | 49.12 | 50.88 | 16.36 |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 690 | 450 | 65.22 | 34.78 | 20.98 |
| Female | 330 | 241 | 73.03 | 26.97 | 19.25 |
| Male | 360 | 209 | 58.06 | 41.94 | 22.97 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 45 | 32 | 71.11 | 28.89 | 9.38 |
| Filipino | 17 | 14 | 82.35 | 17.65 | 85.71 |
| Hispanic or Latino | 457 | 286 | 62.58 | 37.42 | 17.89 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 39 | 30 | 76.92 | 23.08 | 36.67 |
| White | 117 | 78 | 66.67 | 33.33 | 19.23 |
| English Learners | 75 | 33 | 44.00 | 56.00 | 3.03 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 120 | 64 | 53.33 | 46.67 | 12.50 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 509 | 321 | 63.06 | 36.94 | 18.18 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 114 | 52 | 45.61 | 54.39 | 1.92 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | NT | N/A | 28.72 |

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 579 | NT | NT | NT | NT |
| Female | 288 | NT | NT | NT | NT |
| Male | 291 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 35 | NT | NT | NT | NT |
| Filipino | 19 | NT | NT | NT | NT |
| Hispanic or Latino | 382 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 33 | NT | NT | NT | NT |
| White | 100 | NT | NT | NT | NT |
| English Learners | 51 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 90 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 400 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 81 | NT | NT | NT | NT |

2020-21 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.

2020-21 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 1,552 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 57.1 |
| 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 |
|---|---------|
| 2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission | 97.31 |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission | 45.35 |

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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.

2021-22 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:

2021-22 Opportunities for Parental Involvement

Opportunities to Volunteer at Heritage High:

Family Engagement Center
Coffee with the Administration
Chaperone Field Trips
Fundraising Activities
Athletic Events
Band
Mental Health Awareness Events
College and Career Events

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

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 2018-19 | School 2019-20 | School 2020-21 | District 2018-19 | District 2019-20 | District 2020-21 | State 2018-19 | State 2019-20 | State 2020-21 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 4.1 | 2.4 | 3.1 | 5.8 | 5.2 | 6.3 | 9.0 | 8.9 | 9.4 |
| Graduation Rate | 93.7 | 96.5 | 95.6 | 91.7 | 91.7 | 90.6 | 84.5 | 84.2 | 83.6 |

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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 | 609 | 582 | 95.6 |
| Female | 301 | 293 | 97.3 |
| Male | 308 | 289 | 93.8 |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | -- | -- | -- |
| Black or African American | 38 | 34 | 89.5 |
| Filipino | 20 | 20 | 100.0 |
| Hispanic or Latino | 402 | 384 | 95.5 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 33 | 32 | 97.0 |
| White | 105 | 101 | 96.2 |
| English Learners | 72 | 66 | 91.7 |
| Foster Youth | -- | -- | -- |
| Homeless | 98 | 89 | 90.8 |
| Socioeconomically Disadvantaged | 497 | 470 | 94.6 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 103 | 89 | 86.4 |

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 3114 | 2971 | 663 | 22.3 |
| Female | 1487 | 1419 | 256 | 18.0 |
| Male | 1627 | 1552 | 407 | 26.2 |
| American Indian or Alaska Native | 4 | 4 | 0 | 0.0 |
| Asian | 36 | 34 | 2 | 5.9 |
| Black or African American | 188 | 177 | 35 | 19.8 |
| Filipino | 75 | 74 | 3 | 4.1 |
| Hispanic or Latino | 2087 | 2001 | 479 | 23.9 |
| Native Hawaiian or Pacific Islander | 24 | 22 | 7 | 31.8 |
| Two or More Races | 157 | 147 | 23 | 15.6 |
| White | 535 | 505 | 111 | 22.0 |
| English Learners | 381 | 356 | 122 | 34.3 |
| Foster Youth | 34 | 32 | 12 | 37.5 |
| Homeless | 247 | 239 | 64 | 26.8 |
| Socioeconomically Disadvantaged | 2238 | 2162 | 512 | 23.7 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 507 | 478 | 144 | 30.1 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data 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 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 7.13 | 0.03 | 5.95 | 0.02 | 3.47 | 0.20 |
| Expulsions | 0.03 | 0.00 | 0.09 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.03 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.06 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.05 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.04 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2021-22 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 2021..

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 | 37 | 28 | 62 |
| Mathematics | 30 | 15 | 38 | 54 |
| Science | 32 | 6 | 11 | 40 |
| Social Science | 33 | 5 | 16 | 57 |

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 |

2020-21 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 | 428.1 |

2020-21 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) | 6.8 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 1 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |
| Other | 1.2 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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 | 13758 | 4207 | 9551 | 94417 |
| District | N/A | N/A | 10009 | \$97,835 |
| Percent Difference - School Site and District | N/A | N/A | -4.7 | -3.6 |
| State | | | \$8,444 | \$92,222 |
| Percent Difference - School Site and State | N/A | N/A | 12.3 | 2.4 |

2020-21 Types of Services Funded

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

- 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program
- Agriculture Incentive Grant
- Career Technical Education Incentive Grant (CTEIG)
- Local Control Funding Formula (LCFF)
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Perkins

Programs and services available to students:

- Advancement via Individual Determination (AVID)
- Before & After School tutoring
- Class size reduction (CSR) for English Language Learners
- Co-Curricular and Extra curricular activities for students that increase school climate and connectedness
- Career Technical Education Programs: Agriculture, Engineering, Health Sciences, Arts, Media & Entertainment, Public Service
- Credit recovery
- Dual Enrollment
- Student Leadership: LINK Crew and PLUS Programs
- Summer School

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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 | \$60,606 | \$54,687 |
| Mid-Range Teacher Salary | \$92,144 | \$92,222 |
| Highest Teacher Salary | \$114,721 | \$114,208 |
| Average Principal Salary (Elementary) | \$0 | \$143,647 |
| Average Principal Salary (Middle) | \$149,067 | \$145,785 |
| Average Principal Salary (High) | \$154,467 | \$162,322 |
| Superintendent Salary | \$261,493 | \$258,950 |
| Percent of Budget for Teacher Salaries | 33% | 32% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

2020-21 Advanced Placement (AP) Courses

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

| | |
|--|------|
| Percent of Students in AP Courses | 22.6 |
|--|------|

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 | 5 |
| Fine and Performing Arts | 1 |
| Foreign Language | 2 |
| Mathematics | 2 |
| Science | 3 |
| Social Science | 17 |
| Total AP Courses Offered | 30 |

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 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.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | | | |

Perris Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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 |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 3061 | 1777 | 58.05 | 41.95 | 50.09 |
| Female | 1482 | 943 | 63.63 | 36.37 | 54.11 |
| Male | 1579 | 834 | 52.82 | 47.18 | 45.56 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 41 | 33 | 80.49 | 19.51 | 75.00 |
| Black or African American | 171 | 85 | 49.71 | 50.29 | 41.46 |
| Filipino | 57 | 46 | 80.70 | 19.30 | 89.13 |
| Hispanic or Latino | 2262 | 1279 | 56.54 | 43.46 | 44.72 |
| Native Hawaiian or Pacific Islander | 14 | 6 | 42.86 | 57.14 | -- |
| Two or More Races | 132 | 84 | 63.64 | 36.36 | 68.67 |
| White | 378 | 240 | 63.49 | 36.51 | 61.67 |
| English Learners | 694 | 337 | 48.56 | 51.44 | 8.92 |
| Foster Youth | 33 | 13 | 39.39 | 60.61 | 25.00 |
| Homeless | 582 | 298 | 51.20 | 48.80 | 36.43 |
| Military | 36 | 25 | 69.44 | 30.56 | 80.00 |
| Socioeconomically Disadvantaged | 2479 | 1400 | 56.47 | 43.53 | 44.59 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 484 | 206 | 42.56 | 57.44 | 10.89 |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 3060 | 1713 | 55.98 | 44.02 | 22.13 |
| Female | 1481 | 910 | 61.44 | 38.56 | 20.51 |
| Male | 1579 | 803 | 50.85 | 49.15 | 23.98 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 41 | 30 | 73.17 | 26.83 | 51.72 |
| Black or African American | 171 | 84 | 49.12 | 50.88 | 13.41 |
| Filipino | 57 | 45 | 78.95 | 21.05 | 67.44 |
| Hispanic or Latino | 2261 | 1235 | 54.62 | 45.38 | 17.36 |
| Native Hawaiian or Pacific Islander | 14 | 5 | 35.71 | 64.29 | -- |
| Two or More Races | 132 | 79 | 59.85 | 40.15 | 35.06 |
| White | 378 | 231 | 61.11 | | 33.62 |
| English Learners | 694 | 346 | 49.86 | 50.14 | 2.65 |
| Foster Youth | 33 | 9 | 27.27 | 72.73 | -- |
| Homeless | 582 | 322 | 55.33 | 44.67 | 11.39 |
| Military | 36 | 22 | 61.11 | 38.89 | 50.00 |
| Socioeconomically Disadvantaged | 2479 | 1362 | 54.94 | 45.06 | 18.17 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 484 | 192 | 39.67 | 60.33 | 3.17 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.